







University of Nevada, Las Vegas

Year Seven Self-Evaluation Report

September 2017

PREPARED FOR THE

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES





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Institutional Overview

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.

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 first classes were held on the University of Nevada, Las Vegas' (UNLV) campus in a new 13,000-square-foot building in 1957. In 1964 the institution received accreditation from the Northwest Association of Secondary and Higher Schools under the University of Nevada, Reno, as an extension of that campus.

Over the next five decades, UNLV grew at a rapid pace, erecting more than 100 buildings, developing dozens of undergraduate and graduate degree programs, promoting scholarship, creating partnerships with the community, and establishing nationally ranked sports teams. The university also recruited diverse and talented students from across the country, founded an alumni association, and established a fundraising foundation.

UNLV Hosts Final Presidential Debate

The university was honored to host the final presidential debate in October 2016. In addition to the candidates and their staffs, over 5,000 journalists and media representatives were on campus for the event. CNN and MSNBC broadcasted live from UNLV's academic malls with a UNLV/Las Vegas dateline the day before and on debate day.

UNLV is organized into the following academic units:

- The Colleges of Education, Engineering, Fine Arts, Honors, Hotel Administration, Liberal Arts, Sciences, Urban Affairs
- 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, and technical resources and opportunities to the community it serves and its annual impact to southern Nevada's economy is $1.8 billion and growing. The addition of the School of Medicine will add about $800 million a year by 2025 and over 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 enrolls over 29,000 students and the institution offers over 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 Nevada System of Higher Education (NSHE), UNLV is required to have an individual strategic plan, as are the other NSHE institutions. This strategic plan must clearly reflect the overarching goals of the system's plan while also establishing more specific goals, targets, and directions based on the institution's overall mission and service area. According to NSHE policy, UNLV and the University of Nevada, Reno (UNR) shall each offer a wide array of academic programs at the undergraduate and graduate levels, as well as research and public service programs to serve their respective regions, the state, and the nation. NSHE policy further states that each institution shall strive to complement the other through its programs and through cooperative inter-institutional activities (and, when appropriate, with Nevada State College and the Desert Research Institute). The universities are further directed to strive to avoid unnecessary duplication of academic, research, and public service programs.

The Higher Education System in Nevada

UNLV is part of the Nevada System of Higher Education. The Board of Regents (BOR) governs the Nevada System of Higher Education 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 are elected from districts defined by the Nevada Legislature to serve a six-year term. Terms are staggered to ensure continuity. Nevada law contains procedures for the appointment of regents to complete terms when a vacancy occurs. The regents set policies and approve budgets for Nevada's entire public system of higher education. The regents are prohibited by state law and NSHE policy from having any personal interest in contracts, profits, or expenditures by the institutions in the NSHE.

Working on behalf of the board is Chancellor Dr. Thom Reilly, who serves as the NSHE's chief executive officer, develops NSHE strategies, and implements board policies. The institutional presidents report to the chancellor. Chancellor Reilly began serving in this capacity in August 2017. Reilly was the director of the Morrison Institute for Public Policy at Arizona State University where he also served as a professor.

The board holds four regular meetings each year in addition to committee meetings and special meetings, which are called as needed. Meeting locations are rotated among the campuses throughout the state. All regular and committee meetings are open to the public, and agendas and minutes are posted on the NSHE's web site. The NSHE web site also contains the handbook and the procedures manual each of which delineate the division of authority between NSHE and each institution.

The NSHE Code, which is Title 2 of the handbook, is the equivalent of a constitution for the system and establishes academic freedom tenets and a code of conduct for the academic community. In accordance with the code, each institution establishes bylaws that prescribe institution-specific policies and procedures, which add to, but may not conflict with, established policies and procedures of the board. The NSHE handbook and UNLV's bylaws are updated as needed.

UNLV Leadership

UNLV's administration is headed by the president, Dr. Len Jessup, who is responsible for the functioning of the university as prescribed in the NSHE handbook. The president creates the administrative structure that best fits the mission of the institution. The president reports to the chancellor and through the chancellor to the board.

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 president's cabinet is composed of these positions:

- Executive Vice President and Provost
- Vice President of Philanthropy and Alumni Engagement
- Vice President for Government Affairs and Compliance
- Senior Vice President for Finance and Business
- Vice President for Research and Economic Development
- Vice President for Student Affairs
- General Counsel
- Director of Intercollegiate Athletics
- Senior Advisor (a faculty member)
- Chief of Staff

The Executive Vice President and Provost (EVP&P), Dr. Diane Chase, and the vice presidents listed above 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 him in the capacity of chief academic officer and chief administrative officer. The deans of the academic units report to the EVP&P. Organizational charts showing the main structures are in Institutional Overview appendices 0.1-7. Reporting directly to the President, the Vice President for Finance and Business/Chief Financial Officer is an executive position responsible for supporting the university's teaching, research, and public service mission by providing quality financial, business, and administrative services to the university community and ensuring transparency in planning and budgeting.

The Vice President of Philanthropy and Alumni Engagement reports to the president and is the senior executive in charge of all external relations for UNLV. The VPA provides overall leadership for development, alumni and external relations, marketing and public relations, strategic communications, public affairs, Reprographics (the on-campus publishing unit), and the UNLV Foundation which is the fund-raising unit of UNLV.

Responsibilities for the Vice President for Government Affairs and Compliance include working with local and state representatives to regain as much of the lost state funding as possible and attempt to move forward the case for a new state funding formula for higher education. The position also oversees the Office of Compliance.

The Vice President for Finance and Business and Chief Financial Officer (hired July 2017) is responsible for financial services, construction and planning, physical master planning, real estate, facilities management, telecommunications, risk management, mail and human resources services to the campus.

The Office of Diversity Initiatives reports to the EVP&P and the associate vice president serves as the chief advisor and representative in diversity matters. The associate vice president is charged with promoting and advancing excellence through equity, diversity, and inclusion at the university.

General Counsel reports administratively to the Chief Counsel of the Nevada System of Higher Education. The general counsel position is housed on the UNLV campus, serves as the principal legal counsel to UNLV, and is a member of the cabinet. Primary responsibilities include:

- Plan, organize, and guide the university's legal activities
- Provide advice and counsel to senior academic and administrative officers concerning the legal rights and obligations of the university
- Serve as liaison to the Office of Chief Counsel
- Litigate on behalf of the university in consultation with the Office of Chief Counsel

The Vice President for Research and Economic Development (hired July 2017) is responsible for serving students, faculty and staff's involvement in research; increasing and diversifying research and creative works, extramural funding, public-private partnerships, and technology transfer. The Office of Economic Development seeks to promote private- and public-sector partnerships in order to support economic and workforce development, to attract industry-sponsored research, to protect and develop intellectual property, offer guidance on partnership opportunities, commercialization, and other services for both faculty and prospective external

partners.

The Vice President for Student Affairs provides vision, leadership, and strategic direction to the Division of Student Affairs in supporting the academic mission of the university. The vice president oversees the departments, services, facilities, and programs to provide support for undergraduate, graduate and professional students.

The Director of Intercollegiate Athletics (AD) (hired June 2017) is responsible for a comprehensive athletic program that includes expenditures in excess of $25 million, 150 employees, and 17 men's and women's National Collegiate Athletic Association (NCAA) Division I programs currently competing in the Mountain West Conference (MWC). This position ensures that student athletes and athletic staff comply with all rules, regulations, policies, and decisions established or issued by UNLV, the NCAA, and the MWC in a sportsmanlike and ethical manner. The AD is responsible for external fund-raising, community relations, hiring and termination of head coaches and department staff, sports schedules, student eligibility, and maintaining reasonable discipline with student athletes while promoting all aspects of university life and endeavors.

The Senior Advisor position is one that is a faculty advisor to the president. The senior advisor serves as the president's liaison to faculty constituencies, to the faculty at large, the faculty senate and the local chapter of the Nevada Faculty Alliance. The individual in the position works collaboratively and strategically to ensure that faculty success is at the forefront of planning and decision making. The advisor develops and presents institutional reports and assists with special projects, bringing the faculty perspective to the activities. The president interviews all applicants for this one-year appointment.

Deans of UNLV Academic Units

A dean is the chief academic and administrative officer of a college or school and reports directly to the EVP&P. Deans provide leadership in the college or school's research, teaching, and service missions and have significant community relations and fundraising responsibilities. Deans must be committed to:

- Excellence and continued growth in undergraduate and graduate education
- The support and expansion of faculty scholarship and research activities
- The promotion of academic policies and use of resources consistent with the college and university strategic plans
- Capitalize on present and emerging departmental strengths
- The provision of facilities adequate to support expanding college programs
- The expansion of cooperative interactions and partnerships with both local and other governmental and private organizations

Deans are also responsible for managing the academic, fiscal, physical, and human resources of a college or school and work collectively through the Council of Deans to strategically deploy resources to advance the university's strategic plan. A dean must possess an earned doctorate in a

discipline appropriate to the college or school and an outstanding record of research, academic and professional achievement meriting appointment at the rank of tenured professor. A dean must be a scholar who can provide the vision and leadership to enhance both the profile and mission of the college or school as a premier unit at a major research university. A dean must exhibit a significant commitment to academic and research excellence, diversity, and outreach to current and potential constituencies of the college or school; a commitment to shared governance in an open environment; excellent communication and interpersonal skills; and strong fundraising expertise.

Employee Representation

UNLV has an elected, representative Faculty Senate of fifty senators. The authority, purpose, and objectives of the senate are defined in its bylaws, along with how senators are elected and other information. The senate represents faculty members who hold at least a fifty percent professional contract. The senate meets monthly during the academic year in open meetings to which all students, faculty, and staff, and students are invited.

The executive committee of the senate meets monthly with the EVP&P and at least twice per semester with the president. The faculty senate chair meets individually twice a month with the EVP&P and the president, once a month with the senior vice provost, and the Faculty Senate Executive Committee meets once a month with the Vice Provost for Academic Programs and Vice Provost for Faculty Affairs. These meetings promote positive and productive relations and more open communication.

Faculty Senate committees consisting of faculty members include:

Academic Freedom and Ethics		General Education
Academic Standards		Priority and New Program Review
Administrative Faculty (professional staff)		Program Review
Admissions		Promotion and Tenure
Campus Affairs		Sabbatical Leave
Curriculum, Undergraduate		Scholarship
Faculty Development Leave		Special Hearing
Fiscal Affairs		University Bylaws
Grievance		

The president has a President's Advisory Council (PAC) to represent undergraduate and graduate students, faculty, administrative faculty, and classified staff consisting of:

Alliance of Latino Faculty		Government Affairs and Compliance, Office of
American Indian Alliance		Graduate and Professional Student Association (GPSA) President
Asian Pacific American Faculty Staff		Immediate-Past Faculty Senate Chair

Alliance		
At-Large Faculty member selected by the president (chair)		Nevada Faculty Alliance
Classified Staff Council Chair		President's Chief of Staff
Consolidated Students of the University of Nevada, Las Vegas (CSUN) President, representing undergraduate students		Administrative Faculty Committee Chair
Council of African-American Professionals		Special Counsel to the President
Differently-Abled Community		Student Conduct
Diversity Initiatives, Office of		Veterans Affairs
Executive Vice President and Provost		Women's Council

With representation of campus leaders from all sectors of UNLV, the PAC invites the campus community to submit issues of importance and meets monthly with the president. Issues submitted are communicated to the president. The PAC provides the president with a sense of campus opinion on academic and non-academic matters and serves in an advisory function to the president and his cabinet.

Administrative faculty also has representation on the faculty senate and has their own standing committee of the senate. Classified staff members are state employees and not governed directly by the Board of Regents. The classified staff at UNLV is represented by the Classified Staff Council. The council meets monthly and endeavors to improve a range of items for that group. The president meets with the full council upon invitation. Classified employees may also elect voluntary membership in lobbying/union groups that represent state classified employees in Nevada.

Obtaining Input of Students, Faculty, and Staff

The BOR's procedures for obtaining the input of students, faculty, and staff are defined in its handbook, Title 1, Article V, Section 10:

> "A faculty member or other employee, or student of the University, or any group of faculty members or other employees, or students of the University shall submit any matter to the Board or its committees for official consideration, including requests for permission to appear before the Board or its committees, through the appropriate institutional President and through the Chief of Staff and Chancellor for inclusion on the agenda of the Board or one of its committees."

The Board of Regents encourages the academic community at the NSHE institutions to go to BOR meetings and speak during public comment periods. The community is also encouraged to be involved in this manner. The BOR meetings are streamed online and available to those who cannot attend in person.

Mission, Vision, Strategic Pla n

In September 2013 at the annual State of the University Address President Neal Smatresk announced a long-term plan for UNLV to become a Tier One (top-100 college). Unfortunately, a short time later, President Smatresk announced he had accepted a position with another institution.

In 2014 UNLV's acting president Donald Snyder continued on the path to achieve Tier One status using a detailed white paper by consultants, Academic Leadership Associates, to articulate the benefits of a Top Tier university for the community, the challenges that UNLV faces in accomplishing this goal, and the questions to consider in developing the plan. At this time the initiative was renamed Top Tier. President Snyder appointed a small executive committee of 12 faculty and community leaders to oversee the planning process. He also appointed a larger initiative committee of over 100 students, faculty, staff, alumni, and community leaders, who worked in eight subcommittees to develop the content of the Top Tier plan.

The initiative committee met, and its eight subcommittees began the development of key content in the plan and hosted community outreach events in order to obtain broad input from hundreds of on- and off-campus stakeholders. Based on this input, the Top Tier plan was further refined.

In January 2015 UNLV's new president Len Jessup sought additional input and continued work refining the plan. President Jessup and other key UNLV leaders adopted the Top Tier plan and the planning documents were made available to everyone at http://www.unlv.edu/toptier. The final mission statement, vision, and strategic were made official when approved at the March 2016 NSHE Board of Regents meeting. The plan is provided in appendix 0.8

2007-2015 were difficult years financially for the university. The recession the United States experienced was particularly painful in Nevada. The state's economy is based primarily on tourism, hospitality, gambling, construction, and mining. All but mining decreased substantially. August 2011 marked the 56th straight month (over four and a half years) of Nevada having the highest foreclosure rate in the country. 2010 census data showed that Nevadans experienced an 11.9% drop in real median household income, which put the state at the top of that list. Only five other states saw income levels drop by 10 percent or more according to the Las Vegas Review Journal newspaper (Sept. 28, 2011). UNLV executed a large portion of its budget reductions across the board in administrative units in order to protect the academic programs although some academic programs were lost. Cost savings measures included salary reduction and unpaid furlough time for classified and administrative faculty and increased workloads for faculty members. In addition, the employee paid portion of medical benefits increased substantially and coverage decreased.

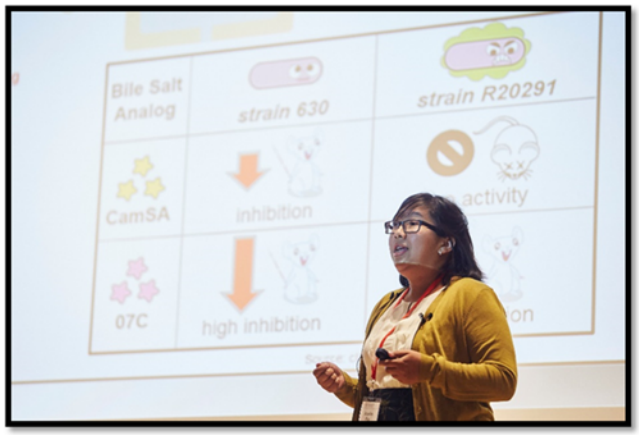
At that time, the State of Nevada allocated funding for higher education based on a formula originally established in the late 1960s, adjusted in the mid-1980s, and again in the 1990s. Each of the NSHE institutions raise money through student registration fees (in Nevada "tuition" means the increment that non-residents pay, so what residents pay is called "registration fees"), and the money goes into the state's budget. In 2010, for every dollar raised by UNLV, it received $1.24 back. The University of Nevada Reno (UNR), Nevada's

other university, received $2.68 for every dollar it raised, although it has approximately 10,000 fewer students. Some of this discrepancy in funding can be traced to UNR's funding for the physical campus and is justified by the fact that some of the buildings are older; UNR was established in 1874. However, many of UNLV's buildings were built before the university experienced tremendous growth in its student population from the mid-1990s through the first decade of the new century. In June 2011, Nevada Senate Bill 374 was signed into law, and the Committee to Study the Funding of Higher Education was created. The formula for funding NSHE was evaluated by the committee in August 2012 and recommendations for revisions to the formula were finalized. The new performance funding was implemented in the 2013-15 biennial budget. The new funding formula is presented in appendix 0.9.

UNLV and the UNR have been two of the lowest priced universities in the western United States. Continuous budget reductions since fall 2008 have made it necessary to increase tuition and fees. Differential fees for high-cost programs was explored and approved by the Board of Regents, effective January 1, 2012, for Nursing courses at the 300 level and above, for courses in the Doctor of Physical Therapy program, the School of Architecture, and the Masters of Social Work program. The MBA program in the Business College also implemented differential fees beginning in fall 2012. Additional programs have been approved for differential fees by the NSHE Board of Regents since that time. These measures have brought UNLV's costs closer to the regional median in student fees yet the university remains a low-cost option for students.

Funding for the new UNLV School of Medicine has been allocated discretely from the NSHE higher education budget and is an item voted on by the legislature separately each biennium.

Rebel Grad Slam 3-minute Thesis Competition Presentation



UNLV

Standard One – Mission, Core Themes, and Expectations

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 further define higher education and state 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 NSHE, which consists of two doctoral-granting universities, a state college, four comprehensive community colleges, and an environmental research institute. The Board of Regents (BOR) governs the 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 are elected from districts defined by the Nevada Legislature to serve a six-year term. 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.

The university's current mission, strategic plan, and core themes are described, including the 2016 the Nevada System of Higher Education approval, in 1.A.-B.

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, community service and research. To do that, its goals must be flexible and the university must be able to react to economic downturns and periods of economic growth. Since the recent economic recession, which began in 2007 in Nevada, the state has weathered the difficult years and has been slowly recovering. The university has worked and continues to work tirelessly to establish other sources of funding. Governor Brian Sandoval said in his January 2017 state of the state address that the "key to his economic development goals are the program to provide more and more Nevadans with post-secondary education and career skills that meet the needs of companies such as Tesla" and that currently "just 30 percent of workers have those skills and that double that, 60 percent, will need post-secondary education degrees and training to get the jobs economic development is creating" (appendix

1.A.1.1).

When the Year 3, Standard Two self-study report was submitted to NWCCU, the existing strategic plan was Focus: 50-100 which was created in 2007 and 2008, under then president David Ashley. The next few years saw huge changes in Nevada with a decline in tourism and the foreclosure problem. The foreclosure issue became one of the largest economic setbacks in Nevada in many years and the state had one of the highest rates in the country. Additional information on the recession in Nevada and its effects are covered on pages 8-9.

In January 2015, new president Len Jessup sought additional input and continued to refine the strategic plan initiated by former president Smatresk and continued by acting president Snyder, as shown in this timeline depiction. President Jessup and other UNLV leaders adopted the Top Tier plan and the planning documents were made available to the campus and community. The final mission statement, vision, and strategic plan were made official when approved at the March 2016 NSHE Board of Regents meeting. President Jessup has stated that the Pathway Goals in the strategic plan are not in order of priority. All are priorities.

> 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 has been widespread and frequent communication about the new Top Tier mission and Pathway Goals/Core Themes. Appendix 1.A.1.2 has some examples of electronic communications over the last three years. A link to the Top Tier mission and strategic plan is included at the bottom of all webpages in the university's new template style. In spring semesters 2016 and 2017, open campus forums were held for students, faculty, staff, alumni, and community members to learn about achievements of the previous year toward the Top Tier goals and refinements of this living document.

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.

The change in the mission statement and strategic plan became official when approved by the NSHE Board of Regents in 2016 and that allowed UNLV to move forward in what is truly a new era of education. For the past seven years, the university has been ranked by U.S. News and World Reports in the top ten most diverse campuses, and has been ranked as second-most diverse for the past two years. In fall 2016, 57.2% of undergraduate students were minority students. Freshman retention continues to grow and was 77.1% for fall 2015

(Minority student facts9.58.17: https://www.unlv.edu/about/facts-stats); retention: IR *On Point*, page 24 https://ir.unlv.edu/IAP/planning/Content/On+Point.aspx). Through retention, progression, 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.

Three of the existing core themes, student achievement, research and scholarly activity, and community engagement, closely aligned with the new strategic plan and the goal of an academic health center was added. The Top Tier strategic plan has pathway goals which are equivalent to the core themes and key measures of success which were also aligned with those of the existing core themes. Some key measures do not yet have measurements, assessments, or funding in place, however, committees composed of campus and community members have developed the priorities under each Pathway Goal/Core Theme and there are many initiatives underway to move forward and add to what has already been accomplished.

UNLV derived four Pathway Goals/Core Themes from its mission statement, articulated as the Top Tier Pathway Goals in the strategic plan:

- Advance Student Achievement
- Promote Research, Scholarship, Creative Activity
- Create an Academic Health Center
- Foster Community Partnerships

The Top Tier strategic plan has an additional goal of infrastructure and shared governance however, this goal supports the other four and is considered essential for success and thus is not a Core Theme. Each of the four Pathway Goals/Core Themes has goals, indicators, and rationales as to why achievement of the indicators represents an acceptable level of progress to accomplishment of the Pathway Goals/Core Themes and fulfillment of the mission.

A small leadership team gathers the data about the previous year's accomplishments, formulates it in an understandable, and presents it to the campus. This occurred in spring 2016 and 2017. The team consists of the president, executive vice president and provost, special counsel to the president, president's office special projects director, and the special advisor to the president for regional development. This team makes the determination if there is satisfactory progress toward mission fulfillment and consults with other leadership on what additional actions might be taken to improve results.

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.

Recommendation One: There has been refinement in the core themes and in the development

of associated measurable metrics. The Year Three Self-Evaluation Report suggests that achieving the defined "indicators of achievement (or outcomes)" will be an indication of mission fulfillment. The questions raised in the Year One report still remain: How will an evaluation of the metrics, or achievement of the desired values established in the metrics demonstrate mission fulfillment, what is an acceptable threshold level of mission fulfillment, and, who will make the evaluation? As such, the Year One recommendation has not yet been satisfied (Standard 1.A.2). UNLV should clearly articulate how it will determine whether the salient goals, as outlined in its statement of mission, are being met. *Note: This recommendation relates to Recommendation One in the Year One Peer Evaluation Report.*

Recommendation Two: While UNLV has defined objectives and assessable metrics for each of the core themes that did not exist at the time of the Year One review, UNLV must continue to have conversations about, and refine how it articulates, its core themes as a framework to achieve the stated mission of the institution. As presented in the Year Three Self-Evaluation Report, the objectives of the core themes do not appear to have been constructed with consideration of the explicit goals contained in the mission. It will therefore be difficult for UNLV to provide evidence that the institution has fulfilled its mission (i.e., Standards 1.A.2, & 1.B.2). *Note: This recommendation relates to Recommendation Two in the Year One Review.*

In 2014, acting president Donald Snyder continued on the path to achieve Tier One status, initiated by former president Neal Smatresk in 2013, using a detailed white paper by consultants, Academic Leadership Associates, to articulate the benefits of a Tier One university for the community, the challenges that UNLV would face in accomplishing this goal, and questions to consider in developing the plan. At this time, the initiative was renamed Top Tier in consultation with faculty. Some faculty felt Tier One was exclusionary of non-STEM disciplines. At this time the faculty also strenuously advocated for the strategic plan's five areas to be called "pathways" and thus have "pathway goals" rather than any other descriptive term, such as pillars or core themes, and that was the final terminology agreed upon by all. The visual of a pathway leading to specific goals had universal appeal and was a way that all could find the place where they fit in the strategic plan.

Through that process, four Pathway Goals/Core Themes were identified that manifest essential elements of the mission statement and encompass the mission; they are listed below. The Pathway Goals/Core Themes, the objectives, and their indicators of achievement, express the mission of the university. The Pathway Goals/Core Themes describe what the university plans to accomplish and reflects the values that are shared by students, faculty and staff. Evaluation of the metrics associated with the indicators of achievement will demonstrate how effectively the institution is moving toward mission fulfillment.

Pathway Goal/Core Theme 1 – Advance Student Achievement
This Pathway Goal/Core Theme is derived from the first sentence of the mission statement: *UNLV's diverse faculty, students, staff, and alumni promote community well-being* ***and individual achievement through education****, research, scholarship, creative activities, and clinical services.* Student achievement is the university's primary reason for existence. Expectations for graduates to supplement and advance the state's workforce have been made clear through the community, legislators, the governor, and businesses. The state has an

expectation that it will flourish economically and that economic engine is powered by the state's workforce. In January 2017, the governor estimated that 60% of the state's workforce will need post-secondary degrees and training to fill the jobs in Nevada.

Objective 1
Increase student retention and graduation rates thereby supporting students in improving their lives and enhancing the available workforce in the state.

Indicators of achievement
1. Improvement of the freshman retention rate to 85% by 2025.
The retention rate for full time students for the most recent cohort year, 2015, was 77.1%.

First-year Retention Goals of New Freshmen by Cohort Year					
	Fall 2018	Fall 2020	Fall 2022	Fall 2024	Fall 2025
Goal	77.4	79.6	81.8	84.0	85.0

2. Improve the 6-year graduation rate to 50% by 2025
The graduation rate for the most recent cohort year, 2010, was 40.7%. The university expects the graduation rate to increase slowly but steadily and to achieve 50% by 2025.

Undergrad Six Year Graduation and Goal Rate by Cohort Year					
Entering Term	*Fall 2011*	*Fall 2012*	*Fall 2013*	*Fall 2014*	*Fall 2015*
Graduation Term	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Goal	41.7	41.8	41.9	42.1	43.6

Objective 2
Increase undergraduate and masters FTE in order to meet the needs of the increasing needs of the state and the region. The undergraduate college-attending demographic of the region is increasing as the need for an educated workforce increases. The areas of focus for additional masters are education and STEM. The Clark County School District continues to grow and a variety of educational staff is needed. The need of the state and region for STEM discipline graduates continues to grow.

Indicators of achievement
1. Increase undergraduate FTE to 22,186 by 2025
The number of FTE undergraduate students as of the institution's official fall reporting date in fall 2016 was 19,217.7.

2. Increase masters FTE to 2,102 by 2025
The number of FTE masters' students as of the institution's official fall reporting date in fall 2016 was 1,917.5.

FTE Goals					
	2018	**2020**	**2022**	**2024**	**2025**
Undergrad	19,815	21,432	22,298	23,199	22,186
Masters	1,922	1,961	2,000	2,040	2,102
Total	21,737	23,393	24,298	25,239	
Based on a 4% undergrad increase for 2018-20, a 2% increase 2020-26 & 1% increase for masters					

Rationale
Located in the largest county in the state, UNLV believes that the increases in undergraduate and masters FTE students will enhance the university's ability to contribute to the state's well-educated workforce of the future, especially in K-12 education and STEM. This need was stated by the governor in January 2017 as described in 1.A.1.

UNLV is located in an extremely diverse population area and does well attracting diverse students. It has been ranked in U.S. News and World Report's top ten annual list for "best ethnic diversity" for over seven years. The university ranks highly in yield, which signifies that students who apply to UNLV want to come to UNLV. All of the student achievement goals are based on the engagement of a diverse student body who are enhancing their lives through education.

The indicators of achievement in Pathway Goal/Core Theme 1, Advance Student Achievement, provide evidence that the institution is offering high-quality educational programs through students selecting, attending, persisting, and graduating from the institution in increasing numbers.

Pathway Goal/Core Theme 2 – Promote Research, Scholarship, Creative Activity
This Pathway Goal/Core Theme is derived from both sentences of the mission statement: *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.*

The university has found that providing opportunities for students to become involved in research beginning their first semester on campus is productive. Involving students at the beginning of their academic careers often results in students who stay engaged until graduation, and some, beyond. Research by these students is innovative and relevant. New programs being proposed indicate the need to increase the university's scope and include programs in critically important topics such as cybersecurity; data analytics in business, hotel, and community health; big data and data structures; and lithium.

Creative activity such as the jazz concerts by UNLV's awarding winning Jazz Ensemble which took first place in the Monterey Next Generation Jazz Festival in spring 2017 not only teaches students but also engages the community. The Monterey Next Generation Jazz Festival is considered among the most highly regarded and competitive jazz education festivals in the world.

Objective
Increase scholarly activity, research, and creative activity to benefit the local community, state, and nation and improve economic impact.

Indicators of achievement
1. Increase research expenditures to $120 million by 2025
2. Grow patent applications to 75 filed during 2025
3. Increase doctoral graduates to 200 per academic year by 2024-25

	2014-15 Baseline	2021-22 Goals	2025 Goals
Research expenditures	$40 million	$80 million	$120 million
Patent applications	47	61	75
Doctoral graduates	149	175	200

4. Increase commissioned and/or invited artistic exhibitions or performances.
    a. Establish baseline
    b. Track annually

Rationale
The indicators of achievement provide evidence that the institution is producing research (through the expenditures), scholarship, creative activity and increasing its economic impact. The university has a variety of opportunities for students to become involved in research beginning their first semester on campus. Involving students at the beginning of their academic careers often results in students who stay engaged until graduation, and some beyond. Research by these students is innovative and relevant. Increasing the FTE in master's programs (included in Pathway Goal/Core Theme 1) will also generate additional research. New programs being proposed include undergraduate and graduate programs in critically important topics such as cybersecurity; data analytics in business, hotel, and community health; big data and data structures; and lithium.

Research expenditures are indicative of research being conducted from which the local and state communities can benefit. Patents express ideas that can be translated into new goods and services, again benefiting local and state communities whether by manufacture, jobs, services, or arts. Doctoral students provide additional opportunities for faculty to expand their research and for new research to occur through the students' dissertations. This defines and expresses the institution's purpose, characteristics, and expectations for promoting research, scholarship, and creative activity. The division of Research and Economic Development is documented fully in appendix 1.B.2.1 (a folder).

Although not mentioned explicitly, yet implied through the first sentence of the mission statement, diverse faculty and students provide new and different research ideas and contribute to the institution's diversity in scholarship, research, and creative activity.

Pathway Goal/Core Theme 3 – Create an Academic Health Center
This Pathway Goal/Core Theme is derived from both sentences of the mission statement: *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.*

A long-term vision of the NSHE has been to have a medical school in Las Vegas, where the overwhelming majority of the state's population resides, to respond to the state's low ranking in the number of doctors and health care availability to citizens. The vision began to come to fruition through a feasibility study, approval of a public medical education plan by the BOR, funding of a two-year budget by the legislation, and the hiring of a planning dean in May 2014.

Objective
Create a medical school that is fully accredited by 2021, the year in which the first class of students will graduate, in order to increase the number of physicians available to the local and regional communities.

Indicators of achievement
1. Establish a fully Liaison Committee for Medical Education (LCME) accredited medical school
    a. 2016, Preliminary accreditation
    b. 2019, Provisional accreditation
    c. 2021, Full accreditation
    d. 2021, Graduate first class of students



Objective
Initiate a sustainable plan for research, increasing students, improving fundraising.

Indicators of achievement
1. Hire 120 faculty physicians and scientists by 2030
2. Graduate 120 students a year by 2030
3. Achieve grants and contracts of $25 million by 2025
4. Develop fundraising of $150 million by 2025

Rationale
The indicators of achievement provide evidence that the institution is responding to a critical community need by the establishment of the medical school, the hiring of faculty physicians and scientists, obtaining grants and contracts to further medical research, fundraising to construct the necessary buildings to educate and graduate southern Nevada's future doctors.

The School of Medicine's first class of 60 students, selected from over 800 applications,

began classes in July 2017. The charter class of 31 women and 29 men is truly outstanding as demonstrated by the following and will enable the school to achieve its goals:

Strong connections to Nevada

- 51 students are Nevada residents
- 9 students are non-residents but have close ties to NV (they previously lived here, attended school here, or have parents or grandparents living here)
- 29 students are graduates from Nevada System of Higher Education (NSHE) institutions:
  - 17 students graduated from UNLV
  - 11 students graduated from UNR
  - 1 student graduated from Nevada State College

Academic credentials

- Besides the 29 NSHE students, 31 received their degrees from excellent schools outside of Nevada. These schools include Brigham Young University; University of California, Berkley; Loyola Marymount University; Johns Hopkins University; and one student each from UCLA, Dartmouth College, Rice University, The University of Texas, Dallas, University of Connecticut, University of Arizona, Rutgers University, University of Redlands, and Duke University.
- The average MCAT score for our charter class is 508. The MCAT scale ranges from 472-528. The national average MCAT score is 500.
- The average GPA for the class is 3.6.
- Comparison of the applicant pool of Nevada students to the out-of-state students who applied shows 38% of the Nevada pool had MCAT scores that were 506 or above, while 40% of the out-of-state pool achieved the same level. Both groups are very comparable by MCAT measures. When GPA results are compared, however, the Nevada pool was substantially higher than the out-of-state pool. 31% of the Nevada pool had a GPA of 3.8 or higher, while only 17% of the out-of-state pool was at that level.

Diversity of students was an objective of the School of Medicine and it achieved success as shown below.

Representative of the Southern Nevada community

- Racial and ethnic background of our students breaks down as follows:
  - 28 White (47%),
  - 12 Hispanic/Latino (20%),
  - 13 Asian (20%),
  - 5 African American (8%), and
  - 2 (3%) who did not wish to disclose this information.
- The percentage of underrepresented, including Hispanic, African American, Asian, is 48%. The percentage of students considered underrepresented in medicine as determined by the American Association of Medical Colleges is 28% but the definition includes only Hispanic/Latino and African American students. UNLV's high percentage will rank the School of Medicine among the top U.S. schools for serving minority medical students.
- Two students are combat veterans.
- 16 students are first in their families to attend college.

The School of Medicine will provide clinical services and students will also be conducting research plus serving the community while completing their courses.

State and donor funding for a new School of Medicine building has topped $50 million with additional donor funding in the pipeline. The school expects by 2025 to: 1) generate 5,300 new jobs, 2) have a local economic impact of $800 million per year, and 3) generate up to $25 million of external research grants and contracts per year. This Pathway Goal/Core Theme and its goals also define and express the institution's purpose, characteristics, and expectations for improving the health of the residents of the state of Nevada and making an economic impact in the local community. Additional information about the school is in appendix

Pathway Goal/Core Theme 4 – Foster Community Partnerships
This Pathway Goal/Core Theme is derived from the second sentence of the mission statement: *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.*

UNLV has long been a contributing member of the community through various research, education, and service programs/activities. For example, the Lee Business School's Kids Count Project and the Nevada Institute for Children's Research and Policy both provide critical data and insight on the status of children throughout the state; also, the College of Education has multiple collaborations with the local school district. The College of Urban Affairs' Nonprofit, Community, and Leadership Initiative assists nonprofits, public agencies, and other community stakeholders through the application of university expertise, training, and applied research. UNLV's Center for Academic Enrichment and Outreach offers a set of programs designed to motivate and support students from disadvantaged backgrounds, first-generation college students, and those with disabilities, in their pursuit of college degrees. Clinics in the School of Dental Medicine and the new School of Medicine provide much-needed health care services, and the psychology department offers a community mental health clinic, The PRACTICE. The Boyd School of Law provides seven legal clinics focusing on such subjects as family justice, immigration, and mediation. The university also hosts a variety of cultural activities, including the Barrick Lecture Series and other world-renowned performances through the Performing Arts Center. The annual Festival of Communities welcomes community members to sample diverse food/entertainment activities each spring. The university also invites the public to visit campus museums, to participate in hundreds of continuing education courses, and utilize many of its facilities, including the Lied Library.

Objective
Demonstrate a commitment to social responsibility through programs that serve local community needs.

Indicators of achievement
1. Create and maintain programs that serve community needs
    a. Conduct inventory of current collaborations, partnerships, engagement that address a community need, solve a community problem, or enhance the quality

of life for community members to establish baseline
b. Establish tracking method
c. Promote UNLV's services for the community via its website, social media, and in-person meetings

2. Expand service and service learning opportunities for students.
   a. Establish baseline and annual tracking
   b. Increase number of students involved in service learning activities
   c. Examine strategies to shift the institutional culture to support experiential and service learning

3. Cultivate intellectual and cultural vitality
   a. Establish baseline of activities
   b. Determine in which areas increases can be made

Data collected involves attendees at the Performing Arts Center, Donna Beam Fine Art Gallery, University Libraries Events, Lib-Biz by Books, Marjorie Barrick Museum of Art, and GeoSymposium. These data have only been collected over the past year, establishing a baseline for total attendees and will be collected and reported in the future. Benchmarks are listed in the chart below.

	Baseline 2016	2018 Goal	2020 Goal	2022 Goal	2024 Goal	2025 Goal
Total	65,336	66,131	66,926	67,721	68,516	69,311

Rationale

UNLV and the community depend on each other for success. The university provides hundreds of programs and services each year that benefit the community such as volunteerism by students; community-based research; health care, dental, and legal services; and cultural opportunities. The community supports the university through enrolling students, utilizing services, attending events and performances, participating in advisory groups to academic programs, and donating financial support. This symbiotic relationship benefits both the university and the community, including regional, national, and international communities. Although these indicators of achievement focus on local communities, UNLV's outreach extends to other countries through students who study abroad, international students who come to the institution to study, international scholars, and research that benefits other countries.

In reference to Recommendation One, mission fulfillment is described in 5.A.1-2.

ELIGIBILITY REQUIREMENTS

4. OPERATIONAL FOCUS AND INDEPENDENCE

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

Education and research are the primary missions of the institution, and UNLV operates as an academic institution with appropriate autonomy. As a state institution, it has no particular official, social, political, or religious affiliations; its organizational and operational independence is consistent with other state institutions. The parameters of its autonomy are defined in the NSHE Board of Regents Handbook.

5. NON-DISCRIMINATION

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

The university has several policies in place to avoid discrimination and has placed in the top ten for the past seven years of U.S. News & World Report's annual listing of the nation's most diverse universities for undergraduates. The university is tied for second in the publication's annual Best Ethnic Diversity ranking.

UNLV received a Minority Serving Institution (MSI) designation from the U.S. Department of Education in December 2012. Schools named as MSI institutions enroll a high percentage of minority students. To receive this designation, institutions must meet specific primary indicators, which include diversity of the student body by race and ethnicity. Other indicators include the number of minority students who qualify for federal assistance including the Pell Grant, Work Study, Perkins Loan, or Supplemental Educational Opportunity Grant programs.

UNLV meets the requirements as an Asian-American and Native-American, Pacific Islander-Serving Institution and an Hispanic Serving Institution.

The Office of Compliance is responsible for insuring that the institution complies with the terms of the Equal Opportunity and Affirmative Action policies set forth by the NSHE as well as all applicable federal and state statutes, laws, orders, and regulations. The office investigates complaints of persons who allege acts of discrimination.

All registered student organizations must sign agreements annually to abide by all state and federal laws including unlawful discrimination and they are governed by the UNLV Student Conduct Code.

Polices can be found in 2.A.15 and 2.A.22 and in the required appendices for Standard 2.A.A-2.A.30.10.

6. INSTITUTIONAL INTEGRITY

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

The administration is committed to the high ethical standards that are clearly expressed in numerous

governing documents. Regulations and guidelines on ethical behavior are addressed at the state level through the Nevada Revised Statutes, particularly in the "Code of Ethical Standards". Similar regulations are addressed at the NSHE level throughout the Board of Regents' Handbook, with special emphasis in such areas as "Compensated Outside Professional Services" (Title 4, Chapter 3, Section 9); "Standards of Conduct" (Title 2, Chapter 6); and "Conflicts of Interest Prohibited" (Title 4, Chapter 10, Section 1, number 7).

UNLV's bylaws address guidelines at the campus level, and specific units within the university develop policies to address more targeted ethical concerns. The list of policies below represents just a sampling of the many designed to assist the campus community in achieving and maintaining ethical standards and are posted on the university's website.

Finance and Business (including Human Resources)

- Alcohol and Drug-Free Workplace Policy
- Disclosure of Improper Governmental Action Policy
- Nepotism Policy
- Sexual Harassment Policy
- Consensual Relationships Policy
- Purchasing Code of Ethics
- Internal Controls and the Roles and Responsibilities of University Financial Administrators
- University Business Operations Guide

Research

- Conflict of Interest and Commitment Policy
- Research Misconduct Policy
- Policy on Laboratory Animal Care and Use
- Institutional Review Board (IRB)/Human Subjects Research Policy
- Risk Management and Safety Policies

Student Affairs

- Financial Aid and Scholarships Code of Ethics
- Student Conduct Code
- Students of Concern Policy
- Student Email Policy

7. GOVERNING BOARD

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

The governing board for UNLV and the other institutions of higher education in Nevada is the Nevada System of Higher Education. The Board of Regents governs the NSHE in a manner similar to a corporate board of directors. The board leadership is comprised of a chairperson and vice chairperson who are elected by the board's membership. Thirteen board members (regents) are elected from districts defined by the Nevada Legislature to serve a six-year term. The regents set and govern by policies and they approve budgets for Nevada's entire public system of higher education.

Additional information is found in 2.A.4-7.

8. CHIEF EXECUTIVE OFFICER

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an

executive officer of the institution chairs the institution's governing board.
The university is led by President Len Jessup, Ph.D., who was appointed to the role by the NSHE Board of Regents. Dr. Jessup serves as president of UNLV on a full-time basis and holds no other competing positions. He does not serve on the governing board, the NSHE Board of Regents, in any capacity. None of UNLV's executive officers serve on the Board of Regents.

9. ADMINISTRATION
In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.
UNLV's administration is headed by the president who is responsible for the functioning of the university as prescribed in the NSHE handbook. The president creates the administrative structure that best fits the mission of the institution. The president reports to the chancellor and through the chancellor to the Board of Regents.

Additional information is found in 2.A.1-3.

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

With the state's economic recovery underway and new freshman admissions increasing annually, the academic units recently updated their missions and strategic plans ensuring they are aligned with the university's mission, Pathway Goals/Core Themes, programs and service characteristics. This is used as a basis for establishing academic programs and policies, developing current faculty and recruiting future faculty. By employing and developing sufficient qualified faculty, the university has maintained specific program accreditation for many of its programs. New faculty are selected based on their abilities to engage in teaching, service to the university and industry, research, and their commitment to the fulfillment of UNLV's mission.

The UNLV Bylaws and the NSHE code require annual faculty evaluations regarding teaching, service, and research. Students are provided the opportunity to evaluate faculty every semester. These results are available to the faculty member and to the relevant administrators.

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

Several processes maintain appropriate content and rigor of academic programs consistent with the mission and Pathway Goals/Core Themes. When developing courses and academic programs, faculty benchmark course structure, content and assignments against similar courses and programs at other institutions. This information, and when applicable, discipline-based accreditation organization

standards such as those for nursing or engineering are used to develop programs, courses, and competencies, or learning outcomes expected of graduates.

Program level academic assessment is used to establish learning outcomes for all undergraduate and graduate degrees. All units submit program level assessment plans that describe expected learning outcomes, in summary format, the minimum set of expected knowledge and capabilities the degree recipients should attain upon graduation. Annually submitted assessment reports document results of departmental efforts to evaluate collective student attainment of the major's learning outcomes.

Course syllabus guidelines issued annually by the provost specify that course level learning outcomes are required as part of the minimum content for all course syllabi. Teaching faculty establish course-level learning outcomes and develop the instruments and assessment procedures that will be used to document student attainment of those outcomes.

The academic organizational structure is similar to the majority of public and private four-year institutions in the United States. Academic department names, fields of instruction and research, and faculty staffing are similar to other institutions. Degree programs are consistent with the mission and Pathway Goals/Core Themes and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study, and are similar to degree designations generally used by public and private institutions of higher education.

Degrees are classified at all levels in a manner consistent with titles and Classification of Instructional Programs codes used in the Integrated Postsecondary Data System (IPEDS) maintained by the National Center for Education Statistics.

12. GENERAL EDUCATION AND RELATED INSTRUCTION

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

All students enrolled in baccalaureate degree programs are required to complete the General Education core curriculum. Full descriptions are in 2.C.1, 2, 9, 10.

UNLV does not offer any associate degree programs. Though several certificate-granting programs are offered, most of these programs are at the graduate level and, therefore, do not include a general education core. There is one post-baccalaureate certificate.

13. LIBRARY AND INFORMATION RESOURCES

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

University Libraries supports the mission and Pathway Goals/Core Themes through its physical and digital collections and services, which support and enrich the teaching, learning, scholarship, and

development of our students, faculty, and community. The ongoing assessment of those services and resources informs future resource allocations. Details are in 2.E.

14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE
The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

UNLV's facilities support the mission of the university by creating and maintaining a physical environment that enhances learning and research. More information is available in 2.G.1 and 3; 2.G.5 and 8.

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

The university recognizes the importance of academic freedom to the common good. Academic freedom is extended to both the classroom and research. In the classroom academic freedom is acknowledged for the instructor and the student. Further details are in 2.A.27.

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

UNLV has admissions and graduation requirements that are standardized and widely accepted in higher education. Admissions information for undergraduate, professional and graduate programs is available on the Office of Admissions website and in the undergraduate and graduate catalogs. The catalogs and webpage provide links to admissions information and processes for freshman, transfer, international, non-degree-seeking, re-entering, senior citizen, professional, and graduate students. Details are in 2.A.14 and 16, including transfers.

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

UNLV updates its undergraduate and graduate catalogs every year to better reflect opportunities for students. The catalogs, current and archived, are available here and are provided as appendices 2.A.B-C. They are also easily accessed from the home page, in the A to Z index, under Catalogs. Paper copies of the catalogs are no longer printed.

Entrance requirements and procedures are available on the admissions homepage for undergraduate students and on the Graduate College admissions page. Tuition, fees, other program costs, calculators, refund policies and procedures are available online. Financial aid and scholarship opportunities and requirements are available online. The grading policy can be found online in the catalogs in academic policies: Undergraduate, Graduate.

A list of faculty and administrators, including names, degrees held, and conferring institutions is available in the undergraduate catalog. Biographical information for full-time faculty may be found by visiting their respective college websites which may be found by following the links on this webpage or via the employee directory.

Student conduct, rights, and responsibilities are available online. Academic calendars are found on the registrar's webpage.

18. FINANCIAL RESOURCES

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

The university financial planning process begins with the strategic plan which broadly defines priorities for the operating and capital budgets with a multi-year forward-looking view. The annual budgeting process incorporates a number of important elements to ensure sufficient cash flow and maintenance of reserves in order to support programs and services.

UNLV has maintained a sufficient level of unrestricted net assets to ensure sustainability. All the revenue sources are carefully monitored by senior level administrators to ensure sufficient funds are available to support all programs and services, and that funds are utilized in accordance with applicable policies. Complete details on the university's financial resources are in 2.F.

19. FINANCIAL ACCOUNTABILITY

For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

UNLV is audited annually as part of the NSHE combined annual external financial statement audit by Grant Thornton, LLP. The annual financial statement audit is completed within a six-month period and is presented to the Board of Regents at their regular December meeting. Results of the annual audit and all required communications, including recommendations to management as well as the Single Audit Report (OMB Circular A-133) audit findings are also reported to the Board of Regents at their December meeting. The reporting of recommendations to management and OMB Circular A-133 audit findings include responses from management.

20. DISCLOSURE

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

The university regularly communicates with the NWCCU on developments, initiatives, and Board of Regents' actions that affect programs and degrees. It openly discloses information that the Commission may need to carry out evaluation and accreditation functions. In an effort to keep the campus community and other interested stakeholders apprised of its current status, the institution maintains an accreditation website on which it posts self-study reports, the Commission's evaluation reports, recommendation(s) from the Commission, and reports responding to the recommendation(s).

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

UNLV accepts the standards and related policies of the NWCCU and agrees to comply with the standards and policies as currently stated or as modified by the Commission. It understands that the Commission may make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or member of the public requesting it.

22. STUDENT ACHIEVEMENT
The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

The Office of Academic Assessment supports engagement of faculty in ongoing academic assessment of both program and General Education learning outcomes; collects, evaluates, and publishes annual academic assessment reports; and publishes program learning outcomes. The Academic Assessment Committee meets bi-monthly during the academic year and performs peer review of assessment plans and reports and makes recommendations on academic assessment policies, grants, and awards. Policies, forms, plans, reports, and resources related to academic assessment can be found on the Academic Assessment website. The academic assessment policy for UNLV is available on the Academic Assessment website, on the right margin, toward the bottom and is appendix 2.A.D. It is also located on the policies webpage in the Executive Vice President and Provost section.

All NWCCU required appendices for Standard Two are found in the ***Appendices*** folders on the flash drive, numbered to correspond with the sections under the standards, i.e., 2.A.1, 2.A.2.

2.A Governance

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

UNLV's administration is headed by the president who is responsible for the functioning of the university as prescribed in the NSHE Board of Regents handbook, appendix 2.A.1.1. The president creates the administrative structure that best fits the mission of the institution, appendix 2.A.1.1a. 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 president's cabinet consists of these positions:

- Executive Vice President and Provost
- Vice President for Government Affairs and Compliance
- Vice President for Finance and Business, Chief Financial Officer
- Senior Associate Vice President of Integrated Marketing and Branding
- Vice President for Philanthropy and Alumni Engagement, UNLV Foundation
- Vice President for Research and Economic Development
- Vice President for Student Affairs
- General Counsel
- Director of Intercollegiate Athletics
- Special Counsel to the President
- Chief Diversity Officer
- Chief of Staff

The Executive Vice President and Provost (EVP&P) and the vice presidents listed above 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, and expanding the research enterprise. The position reports to the president and serves interchangeably with him in the capacity of chief academic officer and chief administrative officer. The deans of the academic colleges and schools report to the EVP&P.

The Special Counsel to the President provides unfiltered advice to the president, oversees the strategic planning data collection and updates, and moves vice president level projects to completion.

The Office of Government Affairs and Compliance monitors legislative developments and provides accurate and timely analyses of proposals and the potential impact on UNLV students, faculty, staff, or research interests. UNLV is subject to the provisions of 41 Code of Federal Regulations (CFR) 60, Office of Federal Contract Compliance Programs, Equal Employment Opportunity, and Department of Labor. The Office of Compliance undertakes an annual evaluation of the representation of women and ethnic and racial minorities among its employees in relation to the availability of women and ethnic and racial minorities in the labor market as part of its broader EEO/AA Program. The office participates in and evaluates other issues related to compliance with as federal and state statutes, laws, orders, and regulations

The Vice President for Finance and Business, Chief Financial Officer is responsible for financial services, construction and planning, physical master planning, real estate, facilities management, telecommunications, risk management, mail and human resources services to the campus.

The Vice President for Philanthropy and Alumni Engagement reports to the president and oversees all fundraising for the university, serves as the fiduciary representative for the UNLV Foundation, and has responsibility for the Office of Alumni Relations.

General Counsel reports administratively to the Chief Counsel of the NSHE, is housed on the UNLV campus, serves as the principal legal counsel to UNLV, and is a member of the president's cabinet.

The Vice President for Research and Economic Development creates a campus environment that supports and promotes superior research, creative, and scholarly pursuits, ensuring students and faculty can recognize their full intellectual potential. The office is committed to supporting and promoting a culture of excellence and integrity in research and creative/scholarly activity and to advancing economic development that benefits the university, community, and state.

The Vice President for Student Affairs provides vision, leadership, and strategic direction to the Division of Student Affairs in supporting the academic mission of the university. This vice president oversees the departments, services, facilities, and programs to provide support for undergraduate, graduate and professional students.

The Director of Intercollegiate Athletics (AD) is responsible for a comprehensive athletic program that includes expenditures in excess of $25 million, 150 employees, and 17 men's and women's National Collegiate Athletic Association (NCAA) Division I programs currently competing in the Mountain West Conference (MWC), except for men's soccer which competes in the Western Athletic Conference (WAC). This position ensures that student athletes and athletic staff comply with all rules, regulations, policies, and decisions established or issued by UNLV, the NCAA, and the MWC in a fair and ethical manner.

Below is a table which shows each cabinet member's name, year of hire and highest degree earned.

Position	Name	Year Hired Into Current Position	Highest Degree Earned
Executive Vice President and Provost	Diane Z. Chase	2016	Ph.D.
Vice President for Government Affairs and Compliance	Luis Valera	2007	J.D.
Senior Vice President for Finance and Business	Jean Vock	2017	M.A.cc
Senior Associate Vice President of Integrated Marketing and Branding	Vince Alberta	2014	M.P.A.
Vice President for Philanthropy and Alumni Engagement, UNLV Foundation	Scott Roberts	2016	M.P.A.
Vice President for Research and Economic Development	Mary Croughan	2017	Ph.D.
Vice President for Student Affairs	Juanita Fain	2008	Ph.D.
General Counsel	Elda Sidhu	2012	J.D.

Director of Intercollegiate Athletics	Desiree Reed-Francois	2017	J.D.
Special Counsel to the President	Nancy Rapoport	2016	J.D.
Chief of Staff	Fred Tredup	2009	Ed.D.

Deans of UNLV Academic Units

A dean is the chief academic and administrative officer of a college or school and reports directly to the EVP&P. Deans provide leadership in the college or school's research, teaching, and service missions and have significant community relations and fundraising responsibilities. Deans must be committed to:

- Excellence and continued growth in undergraduate and graduate education
- The support and expansion of faculty scholarship and research activities
- The promotion of academic policies and use of resources consistent with the college and university strategic plans
- Capitalize on present and emerging departmental strengths
- The provision of facilities adequate to support expanding college programs
- The expansion of cooperative interactions and partnerships with both local and other governmental and private organizations

Deans are also responsible for managing the academic, fiscal, physical, and human resources of a college or school and work collectively through the Council of Deans to strategically deploy resources to advance the university's strategic plan. A dean must possess an earned doctorate in a discipline appropriate to the college or school and an outstanding record of research, academic and professional achievement meriting appointment at the rank of tenured professor. A dean must be a scholar who can provide the vision and leadership to enhance both the profile and mission of the college or school as a premier unit at a major research university. A dean must exhibit a significant commitment to academic and research excellence, diversity, and outreach to current and potential constituencies of the college or school; a commitment to shared governance in an open environment; excellent communication and interpersonal skills; and strong fundraising expertise.

Employee Representation

UNLV has an elected, representative Faculty Senate of fifty senators. The authority, purpose, and objectives of the senate are defined in its bylaws, along with how senators are elected and other information. That information is included in appendix 2.A.1.3. The senate represents faculty members who hold at least a fifty percent professional contract. The senate meets monthly during the academic year in open meetings to which all students, faculty, and staff are invited.

The executive committee of the senate meets monthly with the EVP&P and president. The

faculty senate chair meets individually twice a month with the EVP&P and the president, once a month with the senior vice provost, and the Faculty Senate Executive Committee meets once a month with the Vice Provost for Academic Programs and Vice Provost for Faculty Affairs. These meetings promote positive and productive relations and more open communication.

Faculty Senate committees consisting of faculty members include:

Academic Freedom and Ethics		General Education
Academic Standards		Priority and New Program Review
Administrative Faculty (professional staff)		Program Review
Admissions		Promotion and Tenure
Campus Affairs		Sabbatical Leave
Curriculum, Undergraduate		Scholarship
Faculty Development Leave		Special Hearing
Fiscal Affairs		University Bylaws
Grievance		

The president has a President's Advisory Council (PAC) to represent undergraduate and graduate students, faculty, administrative faculty, and classified staff consisting of:

Alliance of Latino Faculty		Government Affairs and Compliance, Office of
American Indian Alliance		Graduate and Professional Student Association (GPSA) President
Asian Pacific American Faculty Staff Alliance		Immediate-Past Faculty Senate Chair
At-Large Faculty member selected by the president (chair)		Nevada Faculty Alliance
Classified Staff Council Chair		President's Chief of Staff
Consolidated Students of the University of Nevada, Las Vegas (CSUN) President, representing undergraduate students		Administrative Faculty Committee Chair
Council of African-American Professionals		Special Counsel to the President
Differently-Abled Community		Student Conduct
Diversity Initiatives, Office of		Veterans Affairs
Executive Vice President and Provost		Women's Council

With representation of campus leaders from many sectors of UNLV, the PAC invites the campus community to submit issues of importance and meets monthly with the president. Issues submitted are communicated to the president. The PAC provides the president with a sense of campus opinion on academic and non-academic matters and serves in an advisory

function to the president and his cabinet.
Administrative faculty also has representation on the faculty senate and has their own standing committee of the senate.

Classified staff members are state employees and not governed directly by the Board of Regents. However, when the board is considering policies affecting them, representatives of the classified staff attend the board meetings. The classified staff at UNLV is represented by the Classified Staff Council. The council meets monthly and operates under a set of bylaws. The president meets with the full council upon invitation. Classified employees may also elect voluntary membership in lobbying/union groups that represent state classified employees in Nevada.

Obtaining Input of Students, Faculty, and Staff

The BOR's procedures for obtaining the input of students, faculty, and staff are defined in its handbook, Title 1, Article V, Section 10:
"A faculty member or other employee, or student of the University, or any group of faculty members or other employees, or students of the University shall submit any matter to the Board or its committees for official consideration, including requests for permission to appear before the Board or its committees, through the appropriate institutional President and through the Chief of Staff and Chancellor for inclusion on the agenda of the Board or one of its committees."

The Board of Regents encourages the academic community at the NSHE institutions to go to BOR meetings and speak during public comment periods. The community is also encouraged to be involved in this manner. The BOR meetings are streamed online and available to those who cannot attend in person.

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

Within Nevada's single statewide structure for higher education which is the NSHE, the division of authority between the central system office and each institution is delineated throughout the NSHE Board of Regents handbook, appendix 2.A.1.1, and for policies, procedures, and regulations, the NSHE Procedures and Guidelines Manual, appendix 2.A.2.1. These policies, regulations, and procedures are equitably administered within the framework of a strong open meeting and open records law in Nevada. The organizational chart showing the relationship between NSHE and the institutions is provided in appendix 2.A.2.2.

The Board of Regents meets quarterly and conducts special meetings as needed. The board held four regular and seven special meetings in 2016.

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

UNLV's president, EVP&P, and Senior Vice Provost are briefed on a regular basis as to the progress of NWCCU reports and read all reports before they are submitted. The BOR is supplied with copies of self-evaluation reports submitted to NWCCU and is briefed before and after NWCCU on-site evaluations, in addition to participating in the visits.

NWCCU is regulary informed of changes at the university such as new administrators in top-level positions, board approval of new degrees, eliminations, and other changes as required in the Substantive Change Policy.

Collective bargaining for faculty at NSHE institutions is authorized in Title 4, Chapter 4, Section 3 of the Board of Regents handbook, appendix 2.A.3.1. Union elections have never been conducted for any employee group at UNLV, thus, it has not been a factor in the administration of the university mission or goals.

Legislative actions and external mandates are generally communicated through the Nevada System of Higher Education to the chancellor who communicates to the presidents of the institutions with the exception of program accreditation requirements. Program accreditation requirements are usually communicated by the accrediting agency to UNLV's president and EVP&P, the dean of the college in which the program resides, and the director or liaison of the program.

Governing Board

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

The governing board for UNLV and the other institutions of higher education in Nevada is the Nevada System of Higher Education. The Board of Regents governs the NSHE in a manner similar to a corporate board of directors. The board leadership is comprised of a chairperson and vice chairperson who are elected by the board's membership. Thirteen board members (regents) are elected by the general public from districts defined by the Nevada Legislature to serve a six-year term. The regents set policies and approve budgets for Nevada's entire public system of higher education.

As elected officials, regents must operate under numerous state statutes which govern ethical behavior, such as Nevada Revised Statues (NRS), Title 23, Public Officers and Employees.

Additionally, NRS 396.122 states: "A member of the Board of Regents shall not be interested, directly or indirectly, as principal, partner, agent or otherwise, in any contract or expenditure created by the Board of Regents, or in the profits or results thereof."

The BOR handbook contains more details regarding the operation of the board in Articles III-V, appendix 2.A.4.1, including the prohibition of any board member from receiving funds or other earnings from any of the institutions of the NSHE.

No other boards are involved in the governance of the system of higher education in Nevada.

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

No regent is delegated authority to act unilaterally; however, during legislative years, the board chair may be granted authority by a vote of the full BOR to represent the board's and/or NSHE's interests among legislators and lobbyists.

The BOR handbook, Title 1, Articles I-V also states that the board may delegate specific authority to its officers as per the handbook; however, no member of the board can obligate the board unless specifically designated by the board for that particular situation appendix 2.A.5.1, Article III, Section 4, page 4, Limitation of Powers. Official action of the board requires a majority of at least seven affirmative votes.

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

The NSHE Board of Regents handbook provides governing documents and policies for the NSHE, including the BOR. Changes are made to the handbook as needed and update announcements are sent out. Title 2 of the handbook is known as the NSHE Code and establishes the authority of the board through the Constitution of the State of Nevada. It defines the scope of the code which is to establish the primary organizational structure of the system and the basic personnel policies for its faculty.

In accordance with the code, each institution establishes bylaws that prescribe institution-specific policies and procedures, which add to, but may not conflict with, established policies and procedures of the board. UNLV bylaws are provided as appendix 2.A.1.3. The NSHE handbook and UNLV's bylaws are updated as needed.

Governor's Cup Business Plan Winners

With one of the largest cash prize pools in America, the Donald W. Reynolds Governor's Cup business plan competition encourages Nevada's college and university students to act on their ideas and talents by entering the competition and have a head start in producing tomorrow's businesses.
In the graduate competition, UNLV students won first and second places for a total of $40,000. In the undergraduate competition UNLV students won second place and $15,000.
In the related Tri-State Competition, UNLV students took second place in both the graduate and undergraduate competitions, each winning $20,000.

The NSHE Procedures and Guidelines Manual contain specific direction on:

- Campus development
- Appointments and evaluations

- Salary schedules
- General guidelines and procedures
- Fiscal procedures
- Academic procedures
- Fees and tuition
- Degrees and awards
- Regent guidelines
- Safety
- Financial aid
- Millennium Scholarship
- Identity theft prevention program (Red Flag rules)
- Data and information security

Changes to the Procedures and Guidelines Manual are under the jurisdiction of the chancellor. Any regent, chancellor, president of a NSHE institution or faculty senate may propose amendments to the NSHE code by filing the proposed amendments with the secretary of the BOR and requesting consideration by the BOR. The BOR handbook may be amended at any regular meeting of the board by affirmative vote of two-thirds of the members of the board.

The Board of Regents adopted an Efficiency and Effectiveness Initiative to review its own operations and policies, as well as institutional academic and business operations, for efficiency and effectiveness. The initial phase of the initiative focused on BOR operations and policies, and resulted in changes to meeting schedules and reduction in the number of approvals required by the BOR in order to focus its activities on oversight, instead of administrative decision-making. The second phase of the initiative, related to human resources, payroll and purchasing operations included a number of recommended policy changes. The initiative has been incorporated into the NSHE system-wide iNtegrate2 project and, specifically, the review of business practices that is currently underway. iNtegrate is an NSHE initiative to replace aging computer legacy applications with modern solutions that will support students, employees, and the financial processing needs for all the colleges and universities within the state. After a thorough search, evaluation, and competitive bidding process, Oracle/PeopleSoft software was selected.

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

The board selects the president (CEO), appendix 2.A.7, Title 1, Article VII, Section 4.a, of each institution and the chancellor annually evaluates each president. The chancellor's evaluation includes feedback from the institution, generally provided through a survey, the findings of which are provided in a confidential summary to the board. The president reports to the chancellor for the administration of the university and is accountable through the

chancellor to the BOR. Duties of the president are prescribed by the board and include:

- Provide leadership in the planning and implementation necessary for the successful operation of the institution and to ensure that the institution develops to its potential
- Be the appointing authority for all professional personnel and execute personnel contracts
- Review the quality of performance of all professional personnel in the institution and either take final action or recommend action to the BOR on personnel matters
- Make recommendations concerning budgets and administer approved budgets
- Authorize applications or requests for grants, contracts, or gifts
- Be the principal spokesman for the institution before the BOR, the legislature, and other appropriate bodies
- Ensure compliance by the institution by and through its professional personnel with the NSHE code, NSHE policies, the BOR bylaws, and institutional bylaws
- Notify the board as soon as possible of campus events that may have significant impact on the institution, including impact to the reputation or public image of the institution
- Perform additional duties as directed by the board

Len Jessup, Ph.D. is UNLV's current president and has been in the office since January 2015.

Appendices 2.A.7-.4 apply to this section.

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

The Board of Regents, through its Efficiency and Effectiveness Initiative, regularly reviewed its own operations and policies, as well as institutional academic and business operations, for efficiency and effectiveness, appendix 2.A.8.1. Annual board self-evaluation is part of the handbook, Article IV, Title 1 Bylaws of the Board of Regents, Section 25, page 10.

Work on a new policy was conducted in 2016, appendices 2.A.8.2-4, and in March 2017, the Board of Regents approved an Annual Board Self Evaluation policy, which can be found in the Bylaws (Title 1, Article V, Section 25 of the handbook). In October 2017, the board will conduct its evaluation under this new policy. The self-evaluation section reads as follows:

> "Section 25. Annual Board Self-Evaluation
>
> On an annual basis the Board of Regents will conduct a self-evaluation of its performance as a governing and policy making body. The purpose of the annual self-evaluation is to identify ways to strengthen the Board's effectiveness and to meet relevant accreditation standards for NSHE's institutions. The self-evaluation process will include, but not be limited to the following:
>
> 1. Each year the Board will review its performance and effectiveness for the prior calendar year, in the following areas: a. Board organization; b. Policy development and review of policies; c. Relations with business, community and political leaders; d. Board/Chancellor/Presidents and staff relations; e. System and institutional operations

and performance; f. Board commitment to legal requirements, policies and responsibilities, including state and Board of Regents Ethics Codes, Open Meeting and Public Records laws; g. Board commitment to diversity and inclusiveness; h. Board oversight of financial affairs and budgeting; i. Board stewardship of System investments/endowments; j. Ensuring adequate and safe physical facilities; k. Board role in approving academic programs; l. Commitment to protection of academic freedom; m. Board leadership; n. Quality of Board meetings; o. Orientation and training of new Board members; p. Training opportunities for Board members; q. Strengths and accomplishments; r. Weaknesses and areas in need of improvement; and s. Progress made in achieving goals and the effectiveness of the Board's strategies for achieving its goals.

2. In consultation with the Chair, the Chief of Staff of the Board and the Chancellor will compile data and information relevant to the Board's performance in each of these areas for the prior calendar year for presentation to the Board at the meeting. With the approval of the Chair, additional areas may be added to the self-evaluation. The data and information gathered may also include the use of self-evaluation instruments such as surveys, on-line assessments or questionnaires, personal interviews, and opportunities for input from internal and external constituencies.

3. At the meeting, the Board will review the data and information gathered by the Chief of Staff and Chancellor, make findings regarding the Board's performance and effectiveness, and identify goals and strategies for improvement. In consultation with the Chair, a final report that summarizes the results of the self-evaluation will be prepared by the Chief of Staff and the Chancellor, and presented to the Board for approval at the next meeting of the Board.

4. The self-evaluation process will be conducted in compliance with all applicable legal requirements, including the Nevada Open Meeting and Public Records laws. (B/R 3/17)"

The BOR regularly discusses and examines its policies as issues come up in the context of its meetings. The chancellor, the NSHE staff, and attorneys have responsibility for making recommendations related to policies that should be reviewed and addressed.

Appendix 2.A.5.1 also applies to this section.

Leadership and Management

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

UNLV's administration is headed by the president, Len Jessup, Ph.D. who has been in the office since January 2015, and is responsible for the functioning of the university as prescribed in the NSHE handbook. The president creates the administrative structure that best fits the mission of the institution and selects qualified individuals to fill the positions, as

demonstrated by their experience. 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 president's cabinet consists of these positions:

- Executive Vice President and Provost
- Vice President for Government Affairs and Compliance
- Senior Vice President for Finance and Business
- Senior Associate Vice President of Integrated Marketing and Branding
- Vice President for Philanthropy and Alumni Engagement, UNLV Foundation
- Vice President for Research and Economic Development
- Vice President for Student Affairs
- General Counsel
- Director of Intercollegiate Athletics
- Special Counsel to the President
- Chief Diversity Officer
- Chief of Staff

Cabinet members are integrally involved in all aspect of planning, organizing, and managing the university and assessing its achievements and effectiveness.

Appendices 2.A.9-.2 apply to this section.

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

An accomplished leader in higher education, President Jessup brings experience as a university professor, administrator, entrepreneur and fundraiser; his CV is included in appendix 2.A.11.1. Prior to UNLV, Jessup served as dean of the Eller College of Management at the University of Arizona (2011–2014), where he was also professor of entrepreneurship and innovation and the Halle Chair in Leadership. He led Eller to become a self-sustaining college with high national rankings that robustly contributes to the state's economic development. As a founding board member of the University of Arizona Health Network, he also contributed to the rethinking and restructuring of the university's academic medical center.

During more than a decade at Washington State University, Jessup was tapped for a variety of leadership roles. As dean of the WSU College of Business, he led a complete two-year reengineering of the business program, which included a university-wide Entrepreneurship and Innovation Initiative that created intra-university pipelines between colleges to make the most of new ideas.

As vice president of university development and president of the WSU Foundation, he transformed the university's fundraising efforts, helping to double overall fundraising totals and welcoming record numbers of donors to the university.

Dr. Jessup serves as president of UNLV on a full-time basis and holds no other competing positions. He does not serve on the governing board, the NSHE Board of Regents, in any capacity.

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

The University of Nevada, Las Vegas currently employs just over 3,100 permanent employees plus student employees, with approximately 30% in the support and operations functions.

UNLV's permanent workforce decreased by about 9% since the high employment mark in April 2008. Because of budget cuts, UNLV streamlined processes, increased automation of selected business transactional processes, and reduced or eliminated non-essential services. These actions increased efficiency and effectiveness in response to the reduction in staff and mandatory furloughs. Academic unit reductions in staff led to the reduction of degree programs and majors and increased workloads for faculty, either through teaching more courses or larger enrollment in courses.

Position allocations / increases have been selectively assigned and the result has been a slow return to prior levels in nearly all major categories, however the growth in the support and operations functions has been much more measured. In contrast, growth for academic faculty has appropriately increased more quickly given the return of student headcount increases. Additionally, the increase for administrative faculty positions has returned to pre-recession volumes.

Faculty and Staff

Date	Academic Faculty	Administrative Faculty	Postdoctoral Scholars	Classified Staff	Total
Nov. 30, 2015	1018	1150	40	962	3170
Nov. 30, 2014	995	1079	34	941	3049
Nov. 30, 2013	945	1049	39	934	2967
Nov. 30, 2012	896	998	37	974	2905
Nov. 30, 2011	873	898	40	1002	2813
Apr. 30, 2008	1036	1113	38	1281	3468

Senior administrators are selected based on their experience, vision for UNLV, and qualifications to serve the institution. Curriculum vitae are included in appendix 2.A.11.

Policies and Procedures

Academics

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

Academic policies related to teaching, service, scholarship, research, and artistic creation that are more specific to the student population are communicated through the student catalogs; department, college, and school websites; student orientations; advising centers; and through course syllabi. Every academic year, there is a memo that goes out to all faculty with minimum requirements for syllabi content, appendix 2.A.12.1. It includes basics plus updated university policies such as academic misconduct, copyright, the Disability Resource Center, religious holidays, incomplete grades, use of Rebelmail as the official email for communication between students, faculty, and the university, and resources for tutoring, writing, and coaching.

Accompanying the minimum criteria for syllabi is a memo of policies for faculty to understand. Included are ADA accommodations, classroom guidelines and procedures, consensual relationships, the Disability Resource Center, grading policies, international activities, missed work by students, student of concern, teaching evaluations, and more, appendix 2.A.12.2.

Academic policies, including those related to teaching, service, scholarship, research and artistic creation are communicated to faculty, staff, and administrators via the Office of the Executive Vice President and Provost through email updates, the Offices of Academic Programs and Faculty Affairs, the annual academic memos referenced above, and in the EVP&P section of the University Policies Current Policies website. Policies include but are not limited to:

- Annual evaluations
- Annual work reports
- Conflict of interest policies
- Minimum standards for teaching
- Promotion and tenure forms
- Evaluations
- Protection of research subjects
- Conflict of Interest/Compensated Outside Services
- Research misconduct policy
- Syllabi content policies
- Bylaws
- Workload assignment policy and guidelines
- Annual orientation for new faculty

The creation of new policies that affect the majority of the campus community requires being vetted through the University Policy Committee, the posting of proposed and revised policies for public comment, presentation of them at Faculty Senate meetings, and then a review and

signature of approval through the President of UNLV. The University Policy Committee is primarily responsible for standardizing policies created and maintained across campus. The academic policies around research are clearly communicated to all through a number of venues, including the UNLV Conflict of Interest/Compensated Outside Services, Research Misconduct, Human Subjects Research, Institutional Biosafety Committee, Animal Care Services, Responsible Conduct of Research Training, Research Participant Incentives Policies; as well as through training opportunities, which are all communicated via the Research Integrity website. These policies are also presented at various campus meetings. In addition, all students, faculty, staff, and administrators who perform human subjects research are required to participate in the CITI Online Tutorial for Protection of Human Subjects via the Office of Research Integrity. All members of the UNLV community who use animals in research or teaching are required to complete training on the ethical use of animals and training on the specific animal species that they will be using. The Institutional Animal Care and Use Committee (IACUC) also provides clear policies around animal use.

Many of the specific college and school academic policies and procedures are also available via various online sites housed within each unit.

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

The University Libraries consist of Lied Library, the Architecture Studies Library, the Curriculum Materials Library, and the Music Library. University Libraries are one of UNLV's colleges and schools and are administered by a dean who is responsible for enforcement of policies. Basic policies, regulations, and procedures for systematic development and management of information resources are available on the Libraries website, and through the many links such as buildings and facilities, borrowing services, computers and equipment, materials and collections, and reserves. These policies attend to all formats, locations and delivery methods of librarian information. A more detailed review of computer-based policies is available via the Library Policy on Computer Use web link. The policies include information on how policies are enforced. Additional Libraries policies are referenced in 2.E and the associated appendices.

Within the William S. Boyd School of Law is also a library - The Wiener-Rogers Law Library. Administration of the Law Library falls under the Boyd School of Law and the administrators within the Law School are ultimately responsible for enforcement of policies. The associate dean has both a J.D. and a M.L.S. and is well-qualified for the management of the law library. Basic policies, regulations, and procedures for systemic development and management of information resources are available on the Law School website.

The Office of Information Technology has a link on its home page to relevant policies. The policies include use of computing and information resources, digital and media copyright, employee email accounts, mobile applications, network access, passwords, wireless, and more.

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

The Nevada System of Higher Education (NSHE) has established student transfer rights and related policies. These transfer policies are available through the NSHE Board of Regents handbook, Title 4, Chapter 14, Sections 13, 14 and 15, appendix 2.A.14. These policies for transfer are also clearly articulated through the Transfer Student website, specifically through many links related to the transferring of credits and transfer admissions. The same information is also available on the Admissions website and via the undergraduate catalog in the Admissions Information section. Course that have not been previously reviewed to transfer, are reviewed by faculty through the Transfer Course Equivalency form. Information with regard to policies for transferring credit hours to graduate programs is available via the graduate catalog, within the Admission and Registration Information section.

UNLV and the College of Southern Nevada (CSN) meet regularly to review the transfer contracts in place for all undergraduate majors taking courses at CSN and discuss implications of UNLV catalog changes. UNLV has hired three transition advisors who work at the various CSN campuses. They provide academic advising and major/career planning for CSN students who are planning to transfer to UNLV. They work with CSN and UNLV campus administrative offices in order to stay up-to-date on the curriculum as well as university policies and procedures so that they can provide accurate information to students. They are responsible for promoting UNLV as a first-choice institution for students graduating with A.A., A.B., and A.S. degrees from CSN.

Students

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

Policies regarding student rights and responsibilities, including academic honesty, appeals, grievances, and accommodations are clearly stated in the undergraduate and graduate catalogs and professional school catalogs (Dental and Law). The Office of Student Conduct's (OSC) website provides the Student Conduct Code, information on the academic misconduct process, definitions of common conduct terms, information regarding what constitutes misconduct, resources for avoiding misconduct, resources for securing mediation services, and a comprehensive list of student conduct forms. The Office of Student Conduct also conducts numerous proactive presentations across campus, both in and out of the classroom to articulates policies and procedures regarding student rights and responsibilities.

The Academic Integrity Appeal Board is charged with hearing all appeals that cannot be resolved at the department and college or school levels and with administering them in a fair and consistent manner. The Academic Integrity Appeal Board members come from a variety of areas on campus and serve two-year terms, with the exception of the members from the UNLV Faculty

Senate Academic Standards Committee, to create the overall campus-wide pool of Academic Integrity Appeal Board members:

1. The faculty of each College or School shall designate:
   - Two faculty members

2. Each Dean's Office/Academic Unit Equivalent shall designate:
   - Two administrative faculty
   - Two undergraduate students
   - Two graduate students

3. In addition, the following will be members of the pool:
   - All members of the UNLV Faculty Senate Academic Standards Committee, during their term on the Committee (see VIII.B. of the Academic Misconduct Policy)

Each dean's office designates two undergraduate students and two graduate students as representatives from that college or school. Before serving on the board, members complete an orientation and training on academic integrity and misconduct. Students found responsible for academic misconduct are required to attend a multi-session seminar on academic integrity offered by students and UNLV staff who serve on the board. Policies regarding the appeals process for undergraduate grades are covered in the undergraduate and graduate catalogs, which describe the process and refer students to the Faculty Senate's Academic Standards Committee.

The Faculty Senate Academic Standards Committee, whose members are elected by their college or school and serve a two-year term, reviews student petitions for academic issues such as grade grievances, retroactive withdrawals, suspension and reinstatement, and catalog discrepancies. Each petition is reviewed based on the documentation submitted, although the committee often seeks additional information from others who have been involved in the issue in order to make the most appropriate and best informed decision. The Faculty Senate's website contains petition guidelines as well as petition forms for appealing a grade and university or college suspension. The UNLV Student Referral Guide covers twenty-six additional matters that students can grieve and/or appeal and provides the point of contact to initiate the process.

The Graduate College provides guidance on graduate grade appeals and other types of appeals in the Graduate College Academic Appeal Guide found on its website. The option of appeals is also clearly explained in the graduate catalog, also provided as appendix 2.A.C.

Potential undergraduate and graduate academic misconduct sanctions, which can be sanctioned singularly or in any combination, are listed (but not limited) to the following:

1. Academic Sanctions
   a. Resubmitting an assignment
   b. Reduction of points/letter grade for the assignment
   c. Dropping a class
   d. Reduction of points/letter grade for class
   e. Failing grade for assignment
   f. Failing grade for class
2. Conduct Sanctions

a. Reflection Letter of Understanding
b. Skill Remediation
c. Academic Integrity Seminar
d. Conduct Warning or Probation
e. Loss of Privileges
f. Transcript notation
g. Suspension or removal from program, school, or college
h. Suspension from the University
i. Expulsion
j. Withdrawal of credit for previously accepted course or requirement
k. Revocation of a degree or certificate
l. Referral to the appropriate legal authorities

These sanctions can be found in the Student Conduct Code, Section Three, Article VIII, Item O. UNLV provides accommodations for students with disabilities through the Disability Resource Center (DRC). The EEO/AA Compliance Officer manages all disabilities access needs regarding university employees, as well as the general public. This separation between the DRC and EEO/AA compliance office is necessary because the regulations differ significantly as applied to employees, the general public and students.

The undergraduate and graduate catalogs clearly state that the DRC provides assistance to all qualified students with documented disabilities. Accordingly, DRC activities are designed to promote registered students equal access to and independence in all college-related activities by offering them reasonable accommodations (e.g., campus housing, assistive technology, alternatively formatted course materials, real time captioning, sign language interpreting, as well as other self-empowerment services). To ensure that UNLV's access opportunities are understood, the DRC staff informs students of their accommodations related responsibilities.

The DRC website lists many of the common disabilities that impact students' experience. Additionally, the website provides students instructions for DRC registration as well as underscores the need for students to engage their instructors in dialogue regarding the implementation of their approved accommodations. The website clarifies the student's as well as his or her instructor's access related responsibilities during that dialogue.

The DRC's core mission is to uphold the legal "access-based" principals of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, which are available on the DRC's website. The DRC seeks to implement student rights by offering them accommodations. Accommodations are intended to decrease the consequence of each DRC student's significant impairment(s) and in so doing afford them the same opportunity to engage in studies available to all students on campus. This effectively extends UNLV's first Pathway Goal/Core Theme to Advance Student Achievement as evidenced by the degree of engagement and use of accommodation services amongst registered students with disabilities. In a 2015-2016 DRC student satisfaction survey, over 98% of respondents (n=184) reported having a positive experience with the DRC.

To support the core DRC mission, the DRC's administrative staff advocates for current, as well

as formerly registered students, on issues directly related to their disability. Some of these topics include: campus housing, campus safety, scholarships, withdrawals, incompletes, academic probation and reinstatements, conduct issues, accommodations applications for graduate school and professional licensure.

The DRC's staff provides training opportunities, education, and consultation to university groups, faculty and staff on disability-related needs. In this way members of the university community are informed about their responsibility to honor the rights of students with disabilities. These efforts have supported an increased institutional awareness for the inclusion of persons with disabilities on our campus.

Appendices 2.A.15.1-.6 apply to this standard.

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

UNLV has developed admission policies that are consistent with its mission and Pathway Goals/Core Themes in order for students to be successful. The undergraduate and graduate catalogs clearly state admission requirements and regulations, including transfer credit policies, affecting students at all levels. These rules as well as the institution's placement policies guide the enrollment of students in courses and programs**.** These policies are designed to fulfill the first Pathway Goal/Core Theme, Advance Student Achievement, and also are encompassed in UNLV's Top Tier Student Achievement pathway goal. These policies are regularly reviewed by the NSHE Board of Regents and were developed to ensure a foundation of knowledge and competencies that will assist a student in successfully pursuing and receiving an academic degree. The institution strictly adheres to these policies in its admission processes. The admission criteria for student-athletes do not differ from that of traditional students. Student-athletes must meet all admission criteria; otherwise, they must seek admission through the institution's alternate admission policy, and follow the same procedure as their traditional student counterparts.

Yield Rate High for UNLV First Year Students

UNLV ranked high in the nation on the U.S. News list of institutions where the most students accepted actually enroll for their freshman year, which is known as yield. The January 2016 list put UNLV in 17th place with a yield percent of 55.8%.

Yield is an important indicator of what students think about their college choice.

Admission policies and those covering continuation in and termination from academic programs and colleges or schools, as well as institutional and program graduation requirements, are published in the undergraduate and graduate catalogs and are also available on the websites of the colleges, schools and professional programs. Appendix 2.A.16 contains Board of Regents

handbook policies for dismissal from academic programs and the student's right to a review conference.

Appropriate reference to the Student Right-To-Know Act is included on the university's website by the Office of the Registrar, the Disability Resource Center, and Police Services. The registrar's website also contains online versions of the catalogs as well as instructions and forms for withdrawal, readmission, the degree tracking process and related subjects. The Faculty Senate Admissions Committee, composed of faculty elected by their units for a two-year term, hears all appeals from students denied admission to the institution in a fair and timely manner.

The university has developed a placement system to assist each student in identifying the appropriate courses to take. The undergraduate catalog clearly specifies what scores on the ACT verbal or SAT critical reading tests will determine placement in a college-level English course, or whether remedial coursework will be required. The undergraduate catalog also specifies what SAT or ACT test scores will determine placement in courses, which includes remedial coursework. UNLV provides two math placement alternatives to the ACT and SAT: The Department of Mathematics Placement Exam and the ALEKS Mathematics Placement Assessment. The latter is an online, adaptive math assessment that provides the student (and UNLV) a comprehensive picture of their strengths/weaknesses and subsequently provides personalized learning modules. Departments, such as chemistry and foreign languages, may require additional test scores for placement. Information regarding these requirements may be obtained from the departments in written form, from their websites, from their degree requirements in the undergraduate catalog, and from their college or school's advising office.

Established in 2008, the Academic Success Center (ASC) is a resource and service hub created to help improve the retention, progression, and completion of undergraduate students. The ASC services include tutoring, supplemental instruction, math bridge programs, academic success coaching, academic transition programs, student-athlete academic services, and more. The ASC academic advising unit mentors and advises exploring (undeclared) majors, major pathways students, and non-degree seeking students. The undergraduate catalog and the ASC's website informs students of the institutional policy that allows them to choose to be an exploring major housed in the ASC until a major is declared.

UNLV's policies and procedures regarding continuation in and termination from its educational programs are clearly defined and published in the catalogs, registration guides, and on department websites. The academic policies section of the undergraduate catalog clearly defines good standing, probation, suspension, and readmission from an academic program, college or school, or the university. Conditions for expulsion when a student's behavior is of concern are listed in the Tuition and Residency and University Policies section of the undergraduate catalog. These policies are also specified in the Student Conduct Code. Section Three of this Code describes several related issues including appeals panel composition and appeal procedures.

For graduate students, the Admissions and Registration Information section of the graduate catalog, provides information about graduate admissions policies. This section provides information about admission requirements for domestic and international applications, including degree requirements, minimum grade point average for application to any program, transcripts,

test scores, letters of recommendation, and finances. The Academic Policies section of the graduate catalog contains policy information regarding minimum grade point average, continuous enrollment, time limits for completing all master's or doctoral degree requirements, leaves of absence, probation and separation, and appeal procedures. The Graduate College appeal form is available at the Graduate Program Forms web page. Graduate students' academic advisors and department graduate coordinators monitor students' academic progress in terms of GPA, course progression, completion of program performance requirements such as qualifying examinations, thesis or dissertation proposals, and completion of thesis, dissertations or professional papers.

Admissions policies and the application process for the School of Dental Medicine (SODM) are published on the school's webpage. The SODM has developed "an evidence-based admissions formula that effectively incorporates the admissions criteria most likely to influence dental school performance". The frequently asked questions portion of the webpage contains additional information about admissions requirements, including prerequisite courses, test scores, program of study, letters of recommendation, and transfer course policies.

The UNLV Boyd School of Law publishes its admissions requirements and application procedures in the Prospective Students section of its web page. The site also provides information about full-time and part-time dual-degree programs and master of laws (LL.M) programs. Transfer policies are described in the Transfer Students subsection under the Prospective Students portion of the School of Law webpage. Policies and procedures for retention, withdrawal, dismissal and reinstatement are published in the School of Law's Student Policy Handbook.

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

The undergraduate catalog clearly states that campus-based student organizations and co-curricular activities are part of the learning environment outside the classroom and thus directly relate to Pathway Goal/Core Theme 1, Advance Student Achievement. Nevada Revised Statutes (NRS 396.547) vests the power to create student governments in the NSHE to the Board of Regents. The NSHE Board of Regents handbook provides the policies and procedures under which student government must function, appendix 2.A.17.1.

The undergraduate student government is the Consolidated Students of the University of Nevada, Las Vegas (CSUN) and their Constitution (Article III), appendix 2.A.17.2, clearly recognizes that CSUN operates under the authority of NRS 396 and the appropriate sections of the BOR handbook outlining the rights and responsibilities of student government members and UNLV. Rules and regulations include the responsible disbursement of government funds, the right of an institution's president to monitor spending of student funds, and the need to observe open meeting laws.

Student groups such as the Residence Hall Association and Greek Councils are designated as

"University Organizations." Each university organization has an advisor, student leaders, and funding. Students in these organizations work closely with the university to provide programs that are compliant with the law and university regulations. All registered student organizations annually sign agreements to abide by all state and federal laws, including unlawful discrimination. The Student Conduct Code governs these organizations. Each year student leaders are asked to report the learning outcomes gained through their involvement; top learning outcomes with 95% or higher affirmation include sense of civic responsibility, ability to work with others, and ability to plan and organize.

The Student Organization Resource Center (SORCE), hosted by the Office of Student Engagement and Diversity, provides resources and leadership development for student organizations and actively encourages students to get involved. An online web portal powered by CollegiateLink, which it is labeled the Involvement Center, allows students to search for UNLV student organizations, view a calendar of upcoming events, register and manage student organizations, and find resources for student organizations. The SORCE website clearly states that all student organizations must register each year. It also stipulates that at least one member from each organization, designated as the "member...who is responsible for educating the rest of the organization," must attend one of the mandatory organization registration sessions. Each session contains a workshop which provides updated information regarding the "rights and responsibilities" outlined by the Student Conduct Code of all registered student organizations. The registration forms completed by student organizations each semester require student organization officers to acknowledge registered student organizations must comply with all university policies and local, state, and federal laws. The SORCE is actively enforcing the rule that one member of each student organization must attend a mandatory registration session and update the online registration forms each fall semester to access resource privileges designated to registered student organizations. The table below shows displays a steady increase in the number of student organizations in the past several years.

Student Engagement & Diversity	2011-12	2012-13	2013-14	2014-15	2015-16
Number of Registered Student Organizations	219	220	214	290	323

UNLV maintains offices that sponsor a variety of co-curricular activities. These include the Campus Recreational Services and Office of Student Engagement and Diversity, whose mission/vision statements and programs are outlined on their websites. Student Engagement and Diversity includes, but are not limited to:

- Student Organizations and SORCE
- Fraternity and Sorority Life
- Campus Activities
- Service Programs
- Service Learning



- Leadership Programs
- Multicultural Programs
- International Programs
- Center for Social Justice
- Leadership and Civic Engagement Minor
- Englestad Scholars Program

Campus Recreational Services offers intramural sports, sport clubs, group exercise classes, personal training, aquatic programming and certifications, outdoor rentals, and open recreation. Offices such as CRS and SED monitor their programs related to risk management and compliance with university policies and procedures. As a co-curricular activity, intercollegiate athletics is also governed by institutional procedures and policies that define student responsibilities.

Student-Athlete Academic Services (SAAS), housed in the Academic Success Center, is charged with counseling and mentoring student-athletes concerning their responsibility to adhere to the National Collegiate Athletic Association (NCAA) standards regarding academic eligibility and progress toward their degree. To this end, SAAS advisors monitor each student-athlete's full-time enrollment, grades, and academic progress. Each student-athlete is provided a copy of UNLV's academic policies appendix 2.A.17.3, including those regarding misconduct. Athletics maintains and publishes policies that identify the responsibilities of student-athletes regarding compliance with NCAA rules. These are provided to students in both oral and written form. The department also conducts mandatory compliance seminars each regular semester for all student-athletes. The Athletics Department compliance officer also provides rules education via in-person presentations, newsletters, Facebook, Twitter, and other social media venues. Coaches and compliance staff further reinforce adherence to NCAA and UNLV policies throughout the school year.

The *UNLV Scarlet and Gray Free Press* is the primary printed student media at UNLV and it is also available online. The newspaper, like all student publications, follows the *Statement of Policy for Student Publications* provided in the Board of Regents Handbook Title 4, Chapter 19, Section 1. The *Free Press* Advisory Board, which oversees the newspaper, is also governed by this policy. The board is comprised of faculty from the Hank Greenspun School of Journalism and Media Studies, appointed student representatives, and members of the local journalism community. The Advisory Board also appoints a faculty advisor who monitors the newspaper's content and editorial style.

KUNV, which has served as UNLV's radio station since 1981, is managed by and housed in the Hank Greenspun School of Journalism and Media Studies on campus. Some KUNV staff teach in the Greenspun School and report to its director. The director and faculty involved are charged with assuring that students understand their responsibilities and that BOR handbook guidelines regarding media are strictly adhered to. An example of a semester's programming is available on their website. KUNV's HD2 station was recognized recently as the best new radio station in Las Vegas.

UNLV TV is a self-supporting television production unit housed within the Hank Greenspun School of Journalism and Media Studies. The unit provides original programming for and about UNLV, and provides hands-on experience for UNLV students. Some of the programs are the final product of Media and Journalism students in certain courses. UNLV TV staff teach classes, maintain the facility, and work with students to develop and produce programming and other media products. The school governs the unit, and administrative staff affiliated with UNLV TV are members of the school and report directly to its director. The director and faculty involved are charged with assuring that students understand their responsibilities and that the NSHE BOR handbook guidelines regarding media are strictly followed.

UNLV supports co-curricular engagement of graduate and professional students through several student associations, including the Graduate and Professional Student Association (GPSA) which is the student government for graduate and professional students. The GPSA serves as a source of information for graduate and professional students regarding conference and research funding, social activities, community service, and more. GPSA's Constitution, Bylaws, meeting schedule and other documents are available at its Council Meetings webpage. The Graduate College provides information about Graduate Student Life on a dedicated webpage that includes information about the GPSA, university campus resources, and opportunities available through the Division of Student Affairs.

The Boyd School of Law supports an extensive array of student co-curricular organizations, including:

- Student Bar Association
- Black Law Students Association
- Asian Pacific American Law Student Association
- La Voz Latin/Hispanic Law Student Association
- Native American Law Students Association
- Students United for Diversity in the Law
- Organization of Women Law Students

In addition, there are several organizations devoted to learning about vocational and networking opportunities and current trends of law in specialty areas such as child advocacy, criminal, environmental, finance, gaming, health, religion, and real estate. Law students partner with law school faculty in co-curricular activities that include publication in the Nevada Law Journal (NLJ), and the UNLV Gaming Law Journal (GLJ). Web links to the NLJ and GLJ Bylaws are available at the Boyd School of Law's Co-Curricular Activities web page.

The School of Dental Medicine student organization partners with faculty in delivering dental health care in several Community Service Clinics that deliver dental care to underserved populations. One of these programs has received an American Dental Association Foundation award in 2010 and earned national recognition.

Human Resources

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

Human resources policies and procedures for faculty and professional (administrative) staff are published and maintained in the Board of Regents Handbook, Title 2 (referred to as the NSHE Code), appendix 2.A.18.1 and on the UNLV website. The NSHE Code is the equivalent of a constitution for the system and establishes authority to the BOR through the Nevada Revised Statutes (NRS) to create and maintain the NSHE organizational structure, tenure and personnel policies, academic freedom and responsibilities, confidentiality of certain records, and rules of conduct and procedures for students. The BOR has overall responsibility for maintaining and reviewing these human resources policies and procedures and delegates authority to the institutions to maintain and enforce the policies.

All employment contracts for academic and administrative faculty (professional staff) incorporate the NSHE Code by including the following statement on each contract: "The Nevada System of Higher Education Code, the official document governing personnel matters and procedures concerning the administrative faculty, is a regularly published document and is available at each institution. Only the Code, Title 2 of the Board of Regents handbook, exclusive of any bylaws or other policies, is incorporated herein and by this reference made a part of this contract".

Classified employees are governed by Chapter 284 of the Nevada Administrative Code, appendix 2.A.18.2-.3. This document is available on the State of Nevada Division of Human Resources Management website and is maintained by that division. Changes are made upon adoption by the five-member Personnel Commission. Student employment policies are established by the Office of Financial Aid & Scholarships and are available on its website.

Policies and procedures are published on a University Policies webpage and on the UNLV homepage. A Faculty/Staff link connects to a page with human resources listings and other pertinent links for faculty and staff. The Human Resources Department periodically reviews and updates the materials on its pages.

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

New professional and classified employees are given a Position Description Questionnaire (PDQ) containing job qualifications, responsibilities, expectations and duties along with an organization chart defining supervisory/reporting lines, appendix 2.A.19.1. New professional employees are provided with a copy of their employment contract which states that the NSHE Code governs all personnel matters and procedures concerning staff and is available at each institution. Employees who have responsibility for managing assets and processing business transactions are provided a copy of the Business Operations Guide, appendix 2.A.19.2.

All new employees are required to attend an orientation training which also includes information on workplace safety, worker's compensation, general safety, and an overview of benefits. Human Resources maintains personnel policies and procedures on their website. The Executive Vice President and Provost has required policies pertaining to faculty and

professional employees on the university policy website. The colleges, schools, and departments maintain their own policies and procedures on their respective websites, such as the College of Liberal Arts http://www.unlv.edu/liberalarts/faculty-staff although some are maintained on an intranet available just to members of the college or school. Announcements of new policies and procedures are made through two types of email communications that are sent to everyone on campus: UNLV Today and/or UNLV Official.

Annual sessions on the promotion and tenure process are conducted in conjunction with the Faculty Senate. The annual evaluation process for professional (administrative) staff includes a review of job responsibilities, duties, criteria, procedures for evaluation, and performance.

Appendices 2.A.19.1-.10 apply to this section.

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

Human Resources maintains all physical human resource records in locked cabinets and online access to records stored on the computer systems is password protected and only available to staff that require it to perform their duties. Security and confidentiality is also addressed in the Records Retention Policy, 2.A.20.1, maintained on their website. In addition, the NSHE Code, appendix 2.A.18.1 and Chapter 284 (284.718 and 284.726) of the Nevada Administrative Code address and identify records that are confidential. UNLV Bylaws Chapter 3, Section 9 defines policies and procedures relating to faculty rights and duties, appendix A.2.20.2.

Institutional Integrity

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

The university maintains high standards regarding clear, accurate, and consistent messaging in its communication with its various audiences. University Communications is responsible for centralized and high priority communications projects. The office handles a sizable portion of the university's marketing, web development, publications, electronic communication, and advertising. Other units, including Athletics, the Performing Arts Center, and most colleges or schools have their own professional communications person who provides more targeted public relations/communication materials for their respective audiences.

When developing communication materials, whether for print or electronic purposes, UNLV's professional communicators seek appropriate sources of information on and off campus, prepare materials carefully, and ask their sources to review the materials for accuracy before completing the projects. Many staff members belong to relevant professional

organizations and follow best practices recommended by these organizations. If inconsistencies or inaccuracies are found, every effort is made to correct them as soon as possible.

The university communicates its academic intentions and programs through a number of vehicles, including both the undergraduate and graduate catalogs, which are now exclusively online. The online degrees directory lists all degrees, brief descriptions, degree learning objectives, career possibilities, degree worksheets containing all courses for the degree, plans of study, some representative syllabi, and for graduate degrees, the program handbook. Additional information is provided by the colleges or schools and departments/units on programs, research, deadlines, and services.

The review process for publications typically occurs before printing or electronic posting, as content for major university publications and websites is vetted with appropriate administrators before they are produced. Messages for major pieces, whether printed or electronic, are reviewed by top-level administrators who are clearly informed of the need for strategic messaging and consistent branding. Each unit is responsible for the review of content contained in its publications and web pages.

Student publications are governed by the BOR Handbook Title 4, Chapter 19, Section 1:

"1. Consolidated Students of the University of Nevada, Las Vegas is the legally constituted student authority on the University of Nevada, Las Vegas campus.
2. Funds for student publications are supplied for the Consolidated Students of the University of Nevada (CSUN).

Noting these basic considerations, we therefore pledge that all publications will uphold the highest standards of journalistic excellence and ethics; editors will be instructed to avoid statements that are libelous or slanderous. In addition, as there is no need to use obscenity in order to express a viewpoint, obscenity will be avoided.

In general, all publications will be published using standards of good taste.

While not censoring any publications, the officers of CSUN will endeavor to see that all publications adhere to the above statements," appendix 2.A.21.
(B/R 9/12)

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

The administration is committed to the high ethical standards that are clearly expressed in numerous governing documents. Regulations and guidelines on ethical behavior are addressed at the state level through the Nevada Revised Statutes, particularly in the Code of Ethical Standards. Similar regulations are addressed at the NSHE level throughout the Board of Regents' handbook and thus implemented at the institution, including Compensated

Outside Professional Services. Appendices A.2.22.1-4 apply to this section.

UNLV's bylaws address guidelines at the campus level, and specific units within the university develop policies to address more targeted ethical concerns. The list of policies below represents just a sampling of the many designed to assist the campus community in achieving and maintaining ethical standards. Human Resources maintains many of the workplace policies and in the "About" section of the website there is a page with University Statements and Compliance.

- Alcohol and Drug Free Workplace Policy
- Conflict of Interest and Commitment Policy
- Consensual Relationships Policy
- Disclosure of Improper Governmental Action Policy
- Financial Aid and Scholarships Code of Ethics
- Institutional Review Board (IRB)/Human Subjects Research Policy
- Laboratory Animal Care and Use, appendix 2.A.22.5
- Nepotism Policy
- Purchasing Code of Ethics
- Internal Controls and the Roles and Responsibilities of University Financial Administrators, appendix 2.A.22.6
- Research Misconduct Policy
- Sexual Harassment Policy
- Student Conduct Code, appendix 2.A.22.7
- Students of Concern
- Student Email Policy
- University Business Operations Guide, appendix 2.A.19.2

The University Policy Committee remains active and has created a website to aid the campus units in their policy-making efforts, providing a guide to the policy development process and other tools for policy making.

Relative to the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies, policies exist at a variety of levels to address complaints and grievances, including the NSHE Code, which contains personnel policy for faculty and administrative faculty; the Nevada Administrative Code, which addresses personnel policy for classified staff; and the Student Conduct Code, which contains guidelines for students; all contain timelines for resolution. Some individual units also have mechanisms for appeal of rules and prescribed procedures. For example, the Graduate College has appeals processes for actions ranging from changing a grade to separating a student from an academic program.

The university continually works to address issues brought forward by students, faculty, and staff and has provided an ombudsman since January 2013 to facilitate that process. The university strongly believes in and strives to consistently demonstrate high ethical standards of management and operations.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and

staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

The institution adheres to clearly defined policies regarding conflict of interest. At the state, system, and university levels, laws and policies clearly define conflict of interest and its regulation in a number of contexts. The state has published a document called Nevada State Ethics in Government Manual, appendix 2.A.23.1. For example, there are rules regarding conflict of interest relative to purchasing, research, hiring, etc. The Board of Regents Handbook outlines Conflict of Interest (COI) policy for the governing board in Title 4, Chapter 1, Section 3, "Statutory and Policy Prohibitions for Members of the Board of Regents," appendix 2.A.23.2. It addresses several different sources of potential conflicts of interest:

"Section 3. Statutory and Policy Prohibitions for Members of the Board of Regents

1. Regents are subject to the code of ethical standards of the State of promulgated to govern the conduct of public officers and employees. These standards include, but are not limited to, provisions related to acceptance of gifts and services, voting, bidding on contracts, and honorariums. Regents are also subject to certain additional conflict of interest provisions contained in other sections of the *Nevada Revised Statutes* and in this *Handbook*.

    a. *Nevada Revised Statutes* 396.122 prohibits a member of the Board of Regents from being interested, directly or indirectly, as principal, partner, agent or otherwise, in any contract or expenditure created by the Board of Regents, or in the profits or results thereof.

    b. Board policy related to Regents' conflicts of interest concerning the purchase of supplies, equipment, services, and construction under any contract or purchase order is stated in Title 4, Chapter 10, Section 1(7).

    c. Board policy related to Regents' conflicts of interest concerning management of investment accounts is stated in Title 4, Chapter 10.

    d. Board policy related to Regents' conflicts of interest concerning nepotism is stated in Title 4, Chapter 3, Section 7.

    (B/R 9/10)

2. In order to demonstrate compliance with statutory provisions contained in the *Nevada Revised Statutes* and with Board policies, members of the Board of Regents shall complete an annual disclosure statement regarding contractual, employment, family, financial, and outside activities that might create a conflict of interest. The annual disclosure statements will be filed with the Secretary to the Board and are subject to state records retention policies.

    a. In accordance with the provisions of NRS 281A.400(10), a Regent shall not seek other employment or contracts through the use of his or her official position within the NSHE.

b. In light of the provisions of the Ethical Code of Conduct for Public officers set forth above, and in particular, to enhance public trust in the office of Regents, a Regent may not apply for or accept a new or different position, contract or business relationship with an institution, unit or foundation of the NSHE for a period of 1 year after the termination of the Regent's service on the Board. (B/R 9/10)"

The Conflict of Interest Policy, appendix 2.A.22.4, addresses both conflict of interest and compensated outside services. The Office of Research Integrity and the Office of the Executive Vice President & Provost jointly administer this area. Each year, all faculty and administrative faculty are required to complete a disclosure form to indicate if they are receiving compensation for outside services. An annual report with aggregate data is generated and includes the number and percentage of faculty and administrative faculty requesting scholarly and professional outside compensated services; number of conflict of interest reports; number of COI forms reviewed at a level higher than the employee's supervisor; and number of actual conflicts of interest. The most recent report is included in appendix 2.A.23.3 and 23.3.a.

Education is the primary purpose of the institution, and UNLV operates as an academic institution with appropriate autonomy. As a state institution, it has no particular official social, political, or religious affiliations and does not require its constituencies to conform to specific beliefs or world views. Its codes of conduct are those requiring reasonable and legal behavior, such as those outlined in the Student Conduct Code. All codes are available on the university's website, and the Student Conduct Code is discussed in the undergraduate and graduate catalogs. Also, employees consent to follow appropriate ethical codes as a condition of their employment.

Kids Court School

Boyd Law School students working in the Kids' Court School program educate children and youth about the investigative and judicial processes, utilizing a standardized, evidence-based curriculum and conduct ongoing research aimed at maximizing the capabilities of child witnesses to minimize the potentially traumatic effects of the courtroom on children. More information about this award-winning program can be found at https://law.unlv.edu/kids-court.



While the institution does frequently partner with corporations for purposes such as research, fund-raising, and acquisition of products/services, clear contractual relationships are established with memos of understanding and/or contracts. For example, Research and Economic Development seeks to promote public- and private-sector partners with the university. Also, the Office of Purchasing and Contracts provides a website titled, How to Do Business with UNLV.

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

The university has a webpage devoted to copyright information. It discusses the creation and use of copyrighted materials. It has links to many resources such as intellectual property, fair use for classrooms, the U.S. copyright office and its forms, and the U.S. copyright statutes.

Faculty are reminded each fall to update their syllabi with minimum requirements for syllabi content, appendix 2.A.12.1. It includes basics, such as learning outcomes for the course, plus updated university policies such as academic misconduct, copyright, the Disability Resource Center, religious holidays, incomplete grades, use of Rebelmail as the official email for communication between students, faculty, and the university, and resources for tutoring, writing, and coaching.

The intellectual property policy is included as appendix 2.A.24.1. The BOR intellectual property, research and entrepreneurial activity policy is in appendix 2.A.24.2.

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

UNLV accurately represents its accreditation actions and status. The university's primary source of information about accreditation by the Northwest Commission on College and Universities is found on the EVP&P webpage. The undergraduate and graduate catalogs also contain the information that the university is accredited by the Northwest Commission on College and Universities. Discipline based accreditations are identified in the catalogs, on a university webpage, and on department webpages such as this School of Allied Health Sciences Athletic Training program description "The athletic training academic program enables graduates to understand and apply the knowledge, skills, and competencies of an entry-level athletic trainer and meet the expectations of the Commission on Accreditation of Athletic Training Education.

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

When the university enters into contractual agreements with vendors for products and services, many state laws and institutional policies and procedures are in place to ensure that proper business practices are employed. Purchasing and contract administration are closely regulated by state law, as documented in NRS Chapter 333, Section 333.010-333.820, the

State Purchasing Act. Additionally, the NSHE Procedures and Guidelines Manual on Fiscal Procedures, Chapter 5, Section 2, appendix 2.A.26.1, addresses "Purchasing and Related Procedures." The BOR handbook also has a section on purchasing, appendix 2.A.26.2. The university employs standard industry practices relative to requiring vendor agreement with contractual terms and conditions; this protects the interests and integrity of the university. The institution also requires scope of work documentation for services provided, and it meets prescribed guidelines relative to informal and formal solicitations and competitive solicitation exceptions. UNLV's purchasing policies are described on the Purchasing Department's website, policies section, as are guidelines on "How to do Business with UNLV". All routine purchasing contracts are reviewed and signed by the office's managers. The purchasing staff is trained on purchasing law and best practices within the industry; the office's leadership and several staff members possess the Certified Purchasing Manager (C.P.M.) certification. Additionally, the UNLV Office of General Counsel provides assistance with legal negotiations necessary for finalizing contracts.

The university ensures that its contractual agreements are consistent with the university mission and goals, as well as the Commission's standards, and its activities in this area facilitate the accomplishment of Pathway Goal/Core Theme 2: Promote Research, Scholarship, and Creative Activity and Pathway Goal/Core Theme 4: Foster Community Partnerships.

The Purchasing Office's Supplier Inclusion Program, which seeks to ensure that minority-, veteran-, and woman-owned businesses have access to potential opportunities with the university, also supports Pathway Goal/Core Theme 4: Foster Community Partnerships.

Academic Freedom

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

Academic freedom permits the exploration of questions, experiments, and ideas on the university campus. This freedom is essential to the academic process. At UNLV, academic freedom is the right of all members of the faculty, part-time or full-time, graduate assistants and fellows, and invited guests. Academic freedom is described in the NSHE Board of Regents handbook, Title 2, Chapter 2, Sections 2.1 - 2.3, appendix 2.A.27.1, also accessible from the UNLV Human Resources home page. In January 2017, the Faculty Senate reaffirmed the principles of academic freedom, appendix 2.A.27.2.

The university recognizes the importance of academic freedom to the common good. Academic freedom is extended to both the classroom and research. In the classroom, academic freedom is acknowledged for the faculty member and the student. Faculty members have the freedom and obligation to investigate subjects with openness and integrity, regardless of potential political, social, or scientific controversies. To assure this freedom, faculty members are not subjected to censorship or discipline regarding expressed opinions or views that are controversial, unpopular, or contrary to the attitudes of the university or community. The concept of academic freedom is accompanied by the equally demanding concept of academic responsibility. A member of the faculty is responsible for the

maintenance of appropriate standards of scholarship and instruction. UNLV is committed to supporting the performance of high-quality research conducted in an ethical manner and in compliance with relevant regulations and policies. The tenets of academic freedom do not permit or give license to any form of research misconduct, research that is not ethical, or research that does not comply with relevant policies and regulations.

The Faculty Senate has a standing committee on academic freedom. The role of the committee is to investigate academic freedom complaints. These complaints must be academic freedom violations as defined by the NSHE handbook. Upon review of complaints, the committee decides if there is merit in pursuing further action. For instances that warrant further investigation, information is sought from all concerned parties. The committee has no enforcement or legal sanction capabilities. Reports are provided to the Executive Committee of the Senate. The Executive Committee of the Senate will take actions based upon the committee report. Within the last two years, there have not been any events reported associated with academic freedom. When events are reported, they are investigated by the committee.

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

UNLV's bylaws, appendix 2.A.1.3, make it clear that the principles of academic freedom and responsibility apply in the research function of the university as well as in the teaching function. Academic freedom is coupled with academic responsibility.

Faculty members also have freedoms associated with community citizenship. It is recognized that a faculty member is a citizen of the community, a learned professional as well as a university employee. A faculty member speaking is free from institutional interference and censorship while acting as a citizen outside of the university setting. Within this freedom, the university expects faculty members to realize their actions can influence the public view of the institution and profession. Therefore, it is expected that faculty members should be accurate in their statements and respect divergent opinions. When necessary, it is expected that faculty members will clearly indicate that their opinions may not be shared by the university.

The university's Libraries have policies related to the vigorous protection of researchers' academic freedom. The Libraries do not filter Internet access and do not keep records of Internet usage, such as websites visited by a patron. The Libraries provide, to authorized users, open access to the Internet for academic and educational purposes. This policy upholds the individual's right to privacy, and at the same time bears responsibility for providing individuals an environment free of sexual and other forms of harassment in which to work

and study. Staff do not monitor content or censor access to material that others may find offensive. University policy prohibits conduct that interferes with an individual's work or academic performance or creates an intimidating, hostile, or demeaning employment or educational environment. One paragraph from the Libraries Computer Use policy states:

> Users of Libraries' computers are responsible for appropriate and legal use. Appropriate use of computing resources means: respecting the rights of other computer users; protecting the integrity of the physical and software facilities; complying with all pertinent license and contractual agreements; and obeying all NSHE regulations and state and federal laws.

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

UNLV's colleges and schools have a variety of methods for ensuring that teaching faculty present scholarship fairly, accurately, and objectively. For example, the Howard R. Hughes College of Engineering's courses are scientific and technical in nature; thus, there is limited room for interpretation and subjectivity in the curricula. The William F. Harrah College of Hotel Administration has bylaws that require faculty to "seek and state the truth as one sees it," yet points out that faculty have an obligation to "exercise critical self-discipline and judgment in extending and transmitting knowledge."

The College of Sciences relies on an annual report submitted by each faculty member which describes in detail scholarly accomplishments. Enough detail must be given so that faculty peers in their home unit may objectively evaluate the body of scholarship for that particular year. The scholarship is then reviewed by the peer body, usually the department/school personnel committee. Recommendations based on this peer review are then passed onto the department chair or school director. The chair/director then performs a second, independent evaluation of the scholarship report.

The Office of Research Integrity serves as a resource for faculty to help ensure that research is conducted responsibly and the risk of misconduct is minimized. All individuals who have received applicable grants from either NIH or NSF are required to complete training in the Responsible Conduct of Research (RCR). RCR is defined by the NIH as the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research. Training in RCR must occur at least once during each career stage, and at a frequency of no

First Year Students Discover, Identify, Name Bacteriophages

Over the course of two semesters, students in *Biol 207X/208X Discovery* courses collect field samples, isolate and culture bacteriophages (viruses that infect and replicate within a bacteria), extract and amplify their DNA for sequencing, and then assemble, annotate and publish the phage genomes. Students name their phages and acquire a sense of ownership, as well as a peer-reviewed publication to their name in their first year of study.

less than every four years.

The principal investigator (PI) on applicable grants must agree to participate in the university's efforts to comply with federal requirements; they are responsible for ensuring that all of the required individuals on their grants complete the UNLV RCR training.

UNLV's basic required training in RCR includes an eight-hour, in-person seminar series and the Collaborative Institutional Training Initiative (CITI) RCR course. The CITI course covers the topics of Ethical Issues in Research; Data Acquisition and Management; Conflict of Interest and Commitment; Research Misconduct; Mentor/Trainee Responsibilities; Responsible Authorship; Responsible Peer Review; and Collaborative Research. In addition to the CITI course, a series of seminars are offered each semester on the RCR topics listed above with the addition of information about ethical research with humans and animals. This RCR seminar series is also required of trainees on applicable NIH and NSF grants. The seminars are taught by seasoned PIs who share both instructional materials and case studies. All instructional materials are also posted online. Upon completion of all eight modules (four two-hour courses with two modules per course), individuals receive a completion certificate. In total, the required training will account for at least eight hours of face-to-face instruction with supplemental online training.

The university has a webpage devoted to copyright information. It discusses the creation and use of copyrighted materials. It has links to many resources such as intellectual property, fair use for classrooms, the U.S. copyright office and its forms, and the U.S. copyright statutes.

Faculty are reminded each fall to update their syllabi with minimum requirements for syllabi content, appendix 2.A.12.1. It includes basics plus updated university policies such as copyright, academic misconduct, the Disability Resource Center, religious holidays, incomplete grades, use of Rebelmail as the official email for communication between students, faculty, and the university, and resources for tutoring, writing, and coaching.

The NSHE BOR handbook, appendix 2.A.29, letter (y), page 3, specifically prohibits plagiarism: "(y) Acts of academic dishonesty, including but not limited to cheating, plagiarism, falsifying research data or results, or assisting others to do the same;" Disciplinary action for plagiarism can result in termination.

Finance

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

State statute grants the Board of Regents sole authority for receiving and disbursing funds on behalf of all Nevada System of Higher Education institutions including UNLV. The BOR has codified policies for financial planning and budgeting in the BOR handbook through the state statues that set up the university and NSHE as state entities to management of fiscal assets of

all types, appendix 2.A.30.1-10.

System and institutional procedures ensuring compliance with BOR policies are under the purview of the Chancellor of the Nevada System of Higher Education, as empowered by the Board of Regents. System policies and procedures are documented in the NSHE Procedures and Guidelines Manual, appendix 2.A.30.2.

The Board of Regents annually approves the UNLV operating budget and on a biennial basis, the capital priorities, which are identified by each institution and ranked and prioritized for the NSHE. The BOR receives various financial reports including:

- annual state and self-supporting budget to actual
- quarterly reports highlighting the cause for any cash deficits within specific accounts or programs along with a correction plan
- midyear reporting of self-supporting budget additions or revisions over a certain dollar limit

Quarterly reporting of state budget transfers across functional categories is also submitted to the BOR.

The Board establishes cash management and debt policies which are then monitored and controlled through Board action at their quarterly meetings through standing committees. These standing committees consist of the Business, Finance and Facilities Committee, the Audit Committee and the Investment Committee.

The Board of Regents Audit Committee reviews audit findings presented by the NSHE audit staff along with campus responses to those items at each quarterly Board meeting. The Board of Regents monitors UNLV's institutional fundraising activities via annual reporting by the UNLV Foundation (see October 6, 2016 meeting agenda, Appendix 2.A.30.3).

Transfers are made to meet debt service requirements and mandatory matching requirements for federal loan programs. Other transfers are infrequent and generally provide matching funds for sponsored research programs.

2.B Human Resources

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

The University of Nevada, Las Vegas currently employs just over 3,100 permanent employees plus student employees, with approximately 30% in the support and operations functions.

UNLV's permanent workforce has decreased by about 9% since the high employment mark in April 2008. Because of budget cuts, UNLV streamlined processes, increased automation

of selected business transactional processes, and reduced or eliminated non-essential services. These actions increased efficiency and effectiveness in response to the reduction in staff and mandatory furloughs. Academic unit reductions in staff led to the reduction of degree programs and majors and increased workloads for faculty, either through teaching more courses or larger enrollment in courses.

Position allocations / increases have been selectively assigned and the result has been a slow return to prior levels in nearly all major categories, however the growth in the support and operations functions has been much more measured. In contrast, growth for academic faculty has appropriately increased more quickly given the return of student headcount increases. Additionally, the increase for administrative faculty positions has returned to pre-recession volumes.

Faculty and Staff

Date	Academic Faculty	Professional	Postdoctoral Scholars	Classified	Total
Nov. 30, 2015	1018	1150	40	962	3170
Nov. 30, 2014	995	1079	34	941	3049
Nov. 30, 2013	945	1049	39	934	2967
Nov. 30, 2012	896	998	37	974	2905
Nov. 30, 2011	873	898	40	1002	2813
Apr. 30, 2008	1036	1113	38	1281	3468

Data was obtained from the Human Resources department in Oct. 2016.

The Office of Human Resources maintains a rigorous process for attracting and employing qualified personnel, appendix 2.B.1.1-.3. Search committees are used at UNLV. These committees utilize resources on the Human Resources website. Open faculty and administrative faculty positions are posted on HigherEdJobs.com, unless only an internal candidate will be considered. Step-by-step instructions with links to all forms required are provided for searches for faculty, profession, and classified employees on the Human Resources website at https://www.unlv.edu/hr/search/facpro. Classified recruitment is governed by the rules and procedures set by the State of Nevada Personnel Commission and the State Department of Personnel, appendix 2.B.1.4.

An accurate job description is required as part of the initial recruiting/hiring process for new positions. Revised job descriptions are required when positions are vacated and recruitment is to commence, or when positions are reclassified, appendices 2.A.19.1 and 2 (page 27), The administrative faculty and classified staff annual evaluation forms include sections where the supervisor confirms that the “Position Description Questionnaire” or the “Work Performance Standards” are an accurate reflection of the position. These procedures ensure that job descriptions are generated for all staff and they are maintained and updated as needed.

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

The NSHE Code, appendix 3, and Chapter 284 of the Nevada Administrative Code require annual evaluations of faculty, professional, and classified staff. The UNLV Bylaws also require annual evaluations of faculty and administrative faculty, appendix 2.B.2.1. Evaluations for faculty and administrative faculty are completed on a calendar year basis and

are due to the Human Resources office by March 1 of each year. Administrative faculty evaluations, appendix 2.B.2.2, are based on the Position Description Questionnaire (PDQ), appendix 2.A.19.1. Department chairs or directors are evaluated annually, both as faculty and as administrators.

Evaluations for classified staff, appendix 2.B.2.3, occur annually on the hiring anniversary date for each employee. Human Resources uses an automated system called Classified Staff Notification of Appraisal Process which emails both supervisors and department liaisons on a monthly basis notifying them of upcoming evaluations that are due in the next 60 days. Evaluations are required per the Nevada Revised Statutes; however, should an evaluation not be completed, statutes dictate that employee performance will be "deemed standard," appendix 2.B.2.4, and any associated salary increase due them would occur as scheduled.

The president is evaluated in accordance with the NSHE requirements and UNLV Bylaws at least every three years. NSHE requirements state that the president reports to the chancellor and will be evaluated by an evaluation committee in accordance with procedures approved by the Board of Regents.

Administrators other than the president, including the executive vice president and provost, vice presidents, deans, associate and assistant deans and other administrative positions, are evaluated annually as required by NSHE.

Human Resources tracks evaluations and send reports to the president and each member of the president's cabinet showing completion status. Ultimately, the president and his cabinet officers are responsible to ensure that each staff member is evaluated annually as required by the NSHE Code. The Human Resources office provides online resources and guidance.

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

The academic units facilitate professional growth of faculty in many ways. The units provide faculty development funds to send faculty to conferences, workshops, and professional meetings. Faculty are encouraged and supported by their departments and deans to be involved in professional organizations to stay current in their fields. The university offers sabbatical and faculty leave opportunities to foster professional growth. Sabbaticals and faculty leaves are described more fully in 2.B.5. Faculty and administrative faculty are eligible for reduced tuition for credit-bearing courses for themselves and their dependents.

The Office of the Vice Provost for Faculty Affairs provides leadership development programming several times a year for chairs, directors, associate deans, and deans. The office also provides mentor programming for junior faculty, support for writing, and support for teaching instruction and research on teaching.

In the last few years, Digital Measures was implemented and is a secure and easy-to-use online information management tool for academic faculty members to organize, track, and

report on their instructional, research, creative, clinical, service, and other professional activities. Because their activity data are stored permanently, faculty members are only required to enter information once for various individual, department, college, and university purposes, including curriculum vitae, bio-sketches for grant applications, annual achievement reports, mid-tenure applications, tenure and promotion applications, accreditation reviews, and mandatory system reports.

The Collaborative on Academic Careers in Higher Education (COACHE) is based in the Graduate School of Education at Harvard University and is a consortium of over 200 academic institutions that aim to improve the work lives of faculty. Using evidence-based questions, COACHE administers a faculty satisfaction survey as a neutral, third party. This survey was administered in 2016 and the results are provided in a Provost Report with comparisons to other participating institutions.

Through the generosity of supporters in the Las Vegas business and philanthropic community, two types of professorships, Lincy Professorships and Angel Scholars, have been created to promote and support the excellent research and educational contributions of prominent faculty.

There are numerous UNLV and NSHE funding opportunities and faculty award programs administered through Office of the Vice President for Research and Economic Development (VPRED) annually:

1. Faculty Opportunity Awards
   - Individual Investigator Award
   - Innovation/Technology Development Award
   - Collaborative Interdisciplinary Research Award
   - Center of Excellence Challenge Grant

   These awards support research with potential for continued funding by extramural funding agencies, private foundations, or industry. The program also supports projects to develop new intellectual property and awards may be funded up to $30,000.

2. Harry Reid Silver State Research Award
   The prestigious Harry Reid Silver State Research Award was created in 2001 to honor longtime Nevada Senator Harry Reid and to recognize faculty who have performed research that is both highly regarded and responsive to the needs of the community and state. The award carries a $10,000 stipend.

3. NSHE Regents' Awards
   - Regents' Creative Activities Award - presented annually to one NSHE faculty member with a distinguished record in creative activity.
   - Regents' Researcher Award – awarded annually to one NSHE faculty member at UNLV, UNR, or DRI with a distinguished record in research.
   - Regents' Rising Researcher Award – presented annually to one NSHE faculty member from UNLV, UNR, and DRI. Awards are based on early-career accomplishments and potential for future advancement and recognition in research.

4. UNLV Barrick Awards
    - The Barrick Scholar Award
      The Barrick Scholar Award, which is presented to faculty members with fewer than 10 years of service in an academic environment after the terminal degree, carries a $2,500 stipend.

    - The Barrick Distinguished Scholar Award
      The Barrick Distinguished Scholar Award, which is presented to faculty members with 10 years of service or more in an academic environment after the terminal degree, carries a $5,000 stipend.

The Staff Development Office in the Human Resource Department designs and delivers training programs to help staff develop and enhance essential workplace skills and increase job effectiveness. A variety of training options are available via the website. Some examples of training offered through Human Resources include:

- Search Committee
- Supervising Classified Staff
- Equal Employment Opportunity
- Interviewing and Hiring
- Alcohol and Drug Testing
- Progressive Disciplinary Procedures
- Handling Grievances
- Administrative Faculty Evaluation Training
- State Classified Supervisor Training
- WEB Contract Training
- Sexual Harassment Prevention
- Write to the Point
- Travel Process & Procedures
- Independent Service Provider



Examples of in-person workshops are available online.

Human Resources periodically conducts campus surveys to assess training needs. A gap analysis is performed and Human Resources determines if internal or external resources should be used to fill the training needs.

Although each academic and administrative unit is responsible for the professional growth and training of their staff, many campus-wide opportunities for growth and development are available. Examples include:

- Office of Academic Assessment workshops
- Administrative Faculty Development
- Grant-in Aid programs for all UNLV staff
- Information Technology workshops
- MyUNLV provides online training tutorials, such as FERPA, Advising Basics and Admission Basics

The Office of the Executive Vice President and Provost provides some funding for faculty travel through the University Faculty Travel Committee. Faculty members can submit an application for travel funding and the committee is charged with recommending the distribution of funds to support faculty travel and development. Funding has been stable in the past three fiscal years at $80,000 per year.

Individuals in administrative positions are encouraged to attend professional meetings and conferences both in their academic discipline and their administrative specialty through funding in their unit.

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

The colleges and schools have each developed a college/department mission and a strategic plan which is consistent with the university's mission, Pathway Goals/Core Themes, programs and service characteristics. This is used as a basis for establishing academic programs and policies, developing current faculty and recruiting future faculty. Faculty who are effective in the classroom, advance their discipline through highly-visible research, and provide service to their institution, profession, and community, are encouraged and rewarded by such means as provision of travel funds for relevant conferences, graduate assistant support, and other college/school sponsored awards. The William F. Harrah College of Hotel Administration awards honorariums to faculty members who have published in the top tier hospitality journals and established a Boyd Teaching Award and Service Awards fund for cash awards to faculty demonstrating outstanding performance in teaching or service.

As a coordinated whole, UNLV's instructional development and research services promote students' academic success by advancing research-based teaching and learning practices across the campus and online. One recent highlight of this program is the establishment of a Teaching Academy Fellows program. Since 2014, seven fellows have led campus workshops and conversations about teaching and learning, offered individual consultations, promoted best practice examples, and served as teaching coaches.

By employing and developing sufficient qualified faculty, the university has maintained specific program accreditation for many of its programs. A list of programs that are accredited is maintained online. New faculty are selected based on their abilities to engage in research, teaching and service to the university and their profession, and their commitment to the fulfillment of UNLV's mission with the college/school and department determining the appropriate terminal degree level, appendix 2.B.4.1. One measure of success in teaching is indicated below in the Student Satisfaction Survey.

Student Satisfaction Inventory Results for Instructional Quality (on a scale of 1-7, 7 being highest)

	UNLV 2011	UNLV 2014
The quality of instruction I receive in most classes is excellent	4.90	5.07
Nearly all faculty are knowledgeable in their field	5.33	5.46
Adjunct faculty are competent as classroom instructors	4.78	4.96

The current profile of faculty is shown in the table below.

ALL FACULTY PROFILE (November 1, 2016)						
Rank or Classification	Incumbent Numbers		Numbers in Highest Degree			Less Than Bac
	Full Time	Part Time	D	M	B	
Professor	317	0	293	20	3	0
Associate Professor	219	0	190	24	3	0
Assistant Professor	174	0	153	20	0	0
Instructor and Lecturers	46	0	4	39	0	0
Graduate Assistant (GTA)	0	560				
Research Assistant (GRA)	0	343				
Visiting - All Job Classes1	89	0	50	36	2	0
Other: (FULLTIME)2	137	0	113	7	4	0
Other:(PARTTIME)3	0	731	99	199	84	3
1 - Visiting Job Description Include: Visiting Professor, Visiting Assoc Prof, Visiting Asst Prof, and Visiting Lecturer						
2 - Other Fulltime: Examples of Job Descriptions: Directors, Assoc Dean, Assistant Deans, Research Professors, Prof In Residence, Affiliate Professors, Associate Research Professors, Affiliate Assoc Prof, Assoc Prof In Residence, Affiliate Asst Prof, Asst Research Prof, Asst Prof In Residence						
3 - Other Part-time: Examples of Job Descriptions: LOA Salaried PTI for Credit, LOA Salaried PTI Not For Credit, LOA Hourly Instruction for Credit, LOA Hourly Instruction Not for Credit						

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

Each academic unit is expected to establish a workload policy consistent with the UNLV Workload Assignment Policy, derived from the university's bylaws, appendix 2.B.5.1. These workload policies reflect UNLV's mission, goals, and establish expectations for teaching, research, professional development, maintaining currency in academic discipline, and service. Many of the colleges/schools maintain workload policies online, such as the College of Liberal Arts. Most faculty have 9-month contracts and teach three 3-credit courses a semester. Faculty may seek reassignment for sponsored research, advising of Ph.D. students, university service, administrative responsibilities, or for other activities. Faculty

reassignments must be approved by a unit leader and a dean.

The university offers sabbatical and faculty leave opportunities for the purpose of scholarship, creative activity, and professional instruction in an area of specialization. Both types of leaves are granted on the basis of the merits of the application submitted by the applicant, outlining the proposed use of the leave. Comparisons, guidelines and directions for the sabbatical and faculty development leave are on the Faculty Senate website. The number of sabbatical leaves granted for each academic year is limited by the Nevada State Legislature to two percent of the academic faculty in the current year. The NSHE authorizes the number of leaves, based on FTE, for each institution and notifies the institution. Faculty development leaves are awarded based on a competitive process and, generally, about three per academic year are awarded.

UNLV requires all faculty members to complete and submit a comprehensive Faculty Annual Work Report during the beginning of every spring semester, accounting for the previous calendar year. A report of the results is compiled every two years at the NSHE offices and the 2016 report is included appendix 2.B.5.2. The reports are used to monitor faculty progress, including research and publications, workload, and school and community involvement. Certain categories within the report also document information that is used to assess whether the program has met certain objectives. Department chairs and deans also use this report for faculty evaluations.

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

The UNLV Bylaws, appendix 2.B.6.1, and NSHE require annual faculty evaluations. Evaluation forms are included in appendices 2.B.6.2-.5. Faculty are also evaluated every semester by students in the courses they teach and these results are available to the faculty member and to the relevant administrators. The Faculty Annual Work Report is a critical tool used by the department chairs and deans in preparing evaluations. Faculty members are evaluated in terms of teaching, research and service.

In teaching, the evaluation may include a review of teaching philosophy, course syllabi, assignments, level and size of the course taught, new course/laboratory development, grade distributions and results of student evaluations. Other considerations that may be included in the evaluation are the number of M.S. and Ph.D. students supervised and graduated, teaching grants, undergraduate students supervised for capstone projects, teaching publications, invited seminars at other institutions, and awards from professional associations. Some of the units also utilize peer classroom visits.

In research, scholarly publications are an important factor considered in evaluations. The nature and impact of the publications are considered based on factors such as the publication outlet (e.g., university press for books, peer-reviewed scholarly journals or edited books for articles, etc.), citation of the work by other scholars, and the relative contribution of the faculty member in the case of jointly-authored publications. Other indicators of research productivity could include presentations at professional meetings, editorial review board appointments, journal editorships, grant awards and invited presentations at other universities. The units also consider research proposals submitted, research funds received, research funds expended and patents. At promotion and tenure time, the evaluation process also includes reviews of the faculty member's work by outside experts.

In service, membership on committees at the system, university, college, school, and departmental levels, election to a professional association office, and the comments of people who worked with the faculty member on these projects would be the primary means for assessing performance. Community service and grant review committees are used as well.

Any concerns that may emerge between regularly scheduled evaluations would initially be addressed in a meeting between the chair/assistant dean and the faculty member. If this meeting is not satisfactory, the faculty member and chair may then meet with the dean to discuss concerns. If the faculty member cannot resolve the issue with the dean, it is sent to the Faculty Senate and the Provost's office.

If a faculty member receives an unsatisfactory evaluation, a written plan is developed to address this situation. The plan is developed by the department chair with the input of the faculty member and the approval of the dean. Monitoring of the plan is then done as part of the annual performance evaluation. Other types of concerns are generally handled in a more informal manner. Typically, this happens with a meeting between the faculty member and the department chair.

2.C Education Resources

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

Several processes maintain appropriate content and rigor of academic programs at UNLV. When developing new academic programs, UNLV faculty benchmark structure, content, and assignments against similar courses and programs at other institutions. This information (and when applicable, discipline-based accreditation organization standards, such as those for nursing or engineering) is used to develop programs, courses, and competencies, or learning outcomes expected of graduates.

The Board of Regents requires that all new program proposals must address degree program objectives, student learning outcomes and how they will be assessed; provide a detailed curriculum proposal that includes a representative course of study, including requirements for

both program entrance and program completion, accreditation considerations, readiness to begin the program through documentation of faculty qualifications and resources; and completed planning such as budget and space. After approval at the college or school level, new program proposals are submitted to the university administration and Faculty Senate or Graduate College new program committees for review. If approved at the university level, new program proposals move to review by the BOR Academic, Research, and Student Affairs Committee, and, if approved, are forwarded with a recommendation for approval to the full Board of Regents.

New curriculum development or curriculum changes, in the form of new course proposals or course change proposals, are initiated by department or program faculty, then reviewed by college or school faculty curriculum committees, and, if approved, are routed to either the Faculty Senate Curriculum Committee for the undergraduate curriculum or the Graduate College Curriculum Committee for review and approval. If a course proposal is to be considered for use in the General Education curriculum, the proposal must be reviewed by the UNLV Faculty Senate General Education Committee. Each of these college and university-level committees has established clear guidelines for appropriate course/program content, academic rigor, and assessment of achievement of student learning outcomes. Each committee also has broad faculty representation to ensure adequate familiarity with content and learning outcomes standards across a broad range of academic disciplines.

In 2011, the Faculty Senate approved the creation of a Culminating Experience as a requirement for all undergraduate degree programs. This requirement ensures that every student experiences a final review, consolidation, and assessment of both the University Undergraduate Learning Outcomes and the learning outcomes of the major program of study. Additional information on the implementation of Culminating Experiences and the courses and activities involved can be found in 2.C.9.

The NSHE Board of Regents handbook requires all new programs to be reviewed after three, five, and ten years and for all existing educational programs to be reviewed every ten years. The decennial program review process includes an internal self-study, appendix 2.C.1.1 completed by the program chair or director, faculty and student surveys, and an external peer review. This is a faculty senate process that is supported by the Office of the Vice Provost for Academic Programs. The self-study template addresses BOR criteria which include:

- compatibility with the mission of the institution
- need for the program
- student demand for the program
- evaluation of existing program or unit resources and their adequacy and sufficiency to maintain academic quality

The program review self-study template also asks for changes made in response to evaluation of academic assessment reports. External academic peer or aspirational reviewers review the self-study, visit the campus, interview faculty and students, and provide a report of their findings. For nationally accredited programs (such as business, dental, engineering, law, and nursing), recent accreditation self-studies and evaluator visits required by the accrediting organization may be used to provide information for the decennial BOR required program

review process.

Degree programs are consistent with the university's mission and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study, and are similar to degree designations generally used by public and private institutions of higher education. UNLV classifies its degrees at all levels in a manner consistent with titles and Classification of Instructional Programs codes used in the Integrated Postsecondary Data System (IPEDS) maintained by the National Center for Education Statistics. The university's degrees are entered into IPEDS and updated annually to track the number of graduates.

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

Concern
Faculty members are required to develop Course Learning Outcomes (CLOs) and include them in all syllabi. An informal survey of syllabi available by searching the UNLV website found that approximately 5 to 10% of syllabi did not contain explicitly stated course learning objectives, and there was indication that some faculty members do not understand the difference between a learning objective and a course objective.

Faculty are required to develop and include course-level learning outcomes in their syllabi for all undergraduate and graduate level courses, appendix 2.C.2.1. Course syllabi are distributed to all registered students in either printed format or in electronic format through the learning management system. Teaching faculty establish course-level learning outcomes and develop the instruments and assessment procedures that will be used to document student attainment of course-level learning outcomes.

UNLV uses program-level academic assessment to evaluate achievement of learning outcomes for all undergraduate and graduate degrees. All units submit program-level assessment plans every three years that describe expected learning outcomes, which are the minimum set of expected knowledge and capabilities the degree recipients should attain upon graduation. Teaching faculty are responsible for creating, defining, and developing program-level learning outcomes and the instruments or assessment procedures that will be used to collect information about demonstrated student attainment of program-level learning outcomes. Annually submitted assessment reports document results of departmental efforts to evaluate collective student attainment of the major's learning outcomes. Examples of annual program assessment reports are in appendix 2.C.2.2 (a folder).

At the undergraduate program level, General Education learning outcomes, 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 General Education section of the 2016-2017 UNLV Undergraduate catalog. They are intentionally addressed in the university's required First-Year Seminar (FYS), and the Communication and Critical Thinking/Inquiry UULOs are

emphasized in the Second-Year Seminar. In the Milestone Experience, students begin to integrate the learning outcomes of their chosen major with the UULOs, and in the Culminating Experience, students undertake a final review, reinforcement, and assessment of the UULOs and the learning outcomes of the major.

Faculty workshops held in fall 2011 and a faculty course design institute held in spring 2012 provided opportunities for faculty to learn how to incorporate UULOs into FYS course content, and how to develop assessment measures for evaluating student attainment of the UULOs. Parallel workshops and an Institute occurred during fall 2012 and January 2013, respectively, to help those designing Second-Year Seminars intentionally address the UULOs. At the General Education Assessment Summit, which occurred during spring 2014, faculty collaborated to produce assessment plans for each of the General Education core components. Faculty Institutes for the Culminating and Milestone Experiences were held in spring 2015 and spring 2016, respectively, for faculty to develop courses or experiences that appropriately integrated and assessed the UULOs and the learning outcomes of specific degree programs.

Expected program and degree learning outcomes for undergraduate and graduate degree programs are posted by unit on the Academic Assessment webpage. Program or degree-level learning outcomes are published in departmental listings in the undergraduate and the graduate catalogs Department webpages contain learning outcomes for all of their degree programs. The UULOs are posted on the General Education Webpage.

Expectations in UNLV's online courses and degree programs are identical to courses and programs offered face-to-face on the Maryland Parkway campus. Online program objectives or outcomes are published on the Academic Assessment webpage.

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

Academic Assessment Honored by National Institute for Learning Outcomes Assessment

In July 2017 the National Institute for Learning Outcomes Assessment (NILOA) honored the Office of Academic Assessment by choosing the office's website to be featured on NIOLA's website in the *Centralized Assessment Repository* and *Communications categories.* Here's what they said:

"The Office of Academic Assessment's website, at the University of Nevada-Las Vegas (UNLV), hosts a variety of resources showcasing the university's efforts on improving student learning. The information provided on the website includes a variety of useful materials instructing educators on how to undertake assessment of student learning at UNLV. The website outlines a plan for academic assessment, including definitions and assumptions. Information on general education assessment as well as the peer review process and UNLV academic assessment policy are easily located. Additionally, the Department has established a culture of transparency by publishing periodic assessment reports and plans by program, as well as, providing information about the Academic Assessment Committee, members of the committee, and their detailed contact information.

UNLV's Office of Academic Assessment offers a vast variety of assessment information in a centralized location, becoming this month's featured website in the category of Centralized Assessment Repository."

http://www.learningoutcomesassessment.org/FeaturedWebsitePast.html

UNLV requires that course syllabi contain information about course learning outcomes, assignments and due dates, and relative weight of assignments or description of rubric to be used in calculating the semester grade. Faculty evaluate and grade completed student assignments as described in course syllabi. Student letter or pass/fail grades and credits awarded are recorded in the MyUNLV student information system at the conclusion of each academic semester or summer term. Some academic programs maintain archives or portfolios of completed student work as part of discipline-based accreditation requirements or for academic assessment purposes.

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. This credit hour definition meets generally accepted institutional norms and complies with federal regulations regarding Institutional Eligibility under the Higher Education Act of 1965, concerning the definition and assignment of credit hours. Two or three hours of laboratory work a week, depending upon the amount of outside preparation required, earn the same credit as a one credit-hour course. 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. UNLV'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 and graduate 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 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 graduating GPA of 2.0 on a 4.0 scale, and passing grades earned in all major requirements. This requirement is documented in the 2017-2018 Undergraduate Catalog, *Minimum Credits for Graduation.*

Programs requiring more than 120 credits to graduate may be exempt from the requirement if:

- The program is appropriately defined as a five-year baccalaureate program
- Professional accreditation requirements stipulate a higher number of credits or require coursework that cannot be realistically completed within 120 credits

- A program is governed by certification or licensure requirements that result in the necessity for credits in excess of 120

Some UNLV degree programs, such as engineering and music, exceed the 120-credit standard to meet their professional accreditation standards.

A detailed description of UNLV's transfer credit policies, as they relate to documented student achievement, is provided in 2.C.8 for both undergraduate and graduate courses.

The university's 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.

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 will also require a proposal defense and a final exam 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 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 30 to 84 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.

For the degrees offered online course grade and overall GPA requirements, minimum number of credits, transfer credits, and courses required to satisfy curricular requirements, are all identical to requirements for degrees offered at the Maryland Parkway campus.

To document achievement students must complete a graduation application that is reviewed at the department, college or school, and 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.

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

Programs and courses go through a variety of review processes during their life cycle at UNLV to ensure they demonstrate a coherent design and appropriate breadth, depth, and

sequencing of courses. New program proposals require comparison to similar programs at peer institutions and require the development of an assessment plan that includes the mapping of student learning outcomes onto the program's curriculum. A proposed curriculum for the degree program that identifies all courses and credits must be included. The proposal is reviewed by faculty, college or school administration, the Faculty Senate (curriculum and new program committees), the Graduate College when appropriate, the Vice Provost for Academic Programs, the Executive Vice President and Provost, the President, and the Board of Regents. New programs go on a review cycle of three, five, and ten years.

All degree programs are reviewed every ten years through the Faculty Senate Program Review process, as required by the Board of Regents handbook, appendix 2.C.4.1. The review process was described in detail in 2.C.1.

Programs and courses are also reviewed through ongoing academic assessment, and reports are submitted annually. Another opportunity to review programs and courses is prior to the annual publication of the undergraduate and graduate catalogs.

Some programs have discipline accreditations and those reviews are rigorous, include onsite visits, and are usually conducted on a more frequent basis than UNLV's ten-year program reviews. The majority of discipline accreditations require comprehensive program and course assessment. In discipline accredited programs, department faculty compare the program to the accrediting organization's standards, curricula to accreditation requirements, employer or professional school needs, and to similar accredited programs at peer institutions. The comparison includes sequencing and prerequisites that must be completed before required student culminating experiences or participation in licensing examinations. Curricula for discipline accredited programs are also reviewed for appropriate depth, breadth, sequencing and synthesis by external evaluators from the accrediting agency.

Appropriate course sequencing for students is enforced through advising holds on student course registration at the institutional level for all remedial and general education courses, and for major courses. Academic advisors and faculty review and approve students' plans of study before course registration holds are released. Academic advisors assist students with multiple term course planning to maintain appropriate course sequencing. Students must either present evidence of satisfactory completion, or if grades are not yet available, demonstrate registration in a prerequisite course for the preceding term, before an advising hold is released. If students fail to satisfactorily complete the prerequisite course, they can be administratively dropped from the next course in the sequence and instructed to repeat that prerequisite. In discipline accredited programs, external evaluators review samplings of student transcripts to determine if the course sequencing described in the catalog is enforced by the university.



UNLV was recently selected by the Association of American Colleges and Universities (AAC&U) to participate in a planning grant with four other institutions. The grant, provided by Teagle Foundation, supports planning of initiatives to improve curricular coherence. The planning grant will support development of a framework and set of tools for review of undergraduate degree programs for alignment of required courses with program learning outcomes and for structural, resource, and course sequencing issues that might create "bottlenecks" or delay students' degree completion.

Synthesis of student learning is demonstrated in undergraduate majors through satisfactory completion of senior-level courses and completion of a Culminating Experience that reviews, consolidates, and assesses program learning outcomes. Culminating Experiences are being implemented and are currently in place for 78% of undergraduate degree programs. These experiences are required for all students matriculating under all undergraduate catalogs 2012-2014 and later and intentionally address student attainment of the University Undergraduate Learning Outcomes at the senior level within the context of the major. The Culminating Experience requirement may be met by satisfactory completion of required capstone courses, senior-level internships, clinical hours, design or demonstration projects, or undergraduate research projects that include final reports or public presentations, or professional licensure or certification exams. In addition to the University Culminating Experience requirement, synthesis at the upper division and/or in the last year of study for undergraduate degrees is required for all discipline-based accredited programs.

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 or professional paper, or presentation of their final juried exhibition or studio performance.

Degree programs are evaluated for depth at the proposal stage, during the Faculty Senate program review process, and as part of discipline-based accreditation reviews. Furthermore, some undergraduate and graduate programs provide opportunities for further specialization within the chosen field (e.g., concentrations in Gaming Management, Meetings and Events, Restaurant Management, or Professional Golf Management within the Bachelor of Science in Hospitality Management degree program).

Courses and programs offered online have the same requirements regarding the demonstration of a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning as those offered face-to-face in Las Vegas.

Admissions and graduation requirements

UNLV has admissions and graduation requirements that are standard and widely accepted in higher education. Admissions information for undergraduate, professional and graduate programs is available in the undergraduate and graduate catalogs and on the Office of Admissions webpage. The catalogs and webpage provide links to admissions information and processes for freshman, transfer, international, non-degree-seeking, re-entering, senior citizen, professional, and graduate students.

The undergraduate catalog and the Office of Admissions webpages list the respective undergraduate admissions requirements including, for example, for freshmen, the required weighted high school GPA in the appropriate courses, the alternative ACT or SAT score requirements, and alternate admission criteria.

For undergraduate degrees, it is UNLV policy that:

- At least half of the credits required for a baccalaureate degree must be earned at a four-year institution, except in cases where transfer agreements for specific degrees have been made between institutions.

- A candidate for the bachelor's degree must complete the last 30 UNLV semester credits in uninterrupted resident credit as a declared major in the degree-granting college or school.

- A student must declare a major prior to enrolling in the last 30 resident credits. Special examination, physical education activity courses, or correspondence credits are exempted.

Submission of a graduation application one to two semesters before graduation generates a check of all graduation requirements by the student's advisor and department chair. The registrar's office completes a final review of graduation requirements prior to a diploma being awarded to a student. In the MyUNLV student information system, students can check their progress against graduation requirements at any time.

Admission requirements for graduate programs are available in the graduate catalog and on the Graduate College website. Program-specific requirements are in addition to the minimum admissions requirements for all graduate students, and may include minimum standardized test Graduate Record Examination or TOEFL scores, minimum GPA, and submission of supplemental materials, such as writing samples and letters of recommendation. The total number of credits required to complete the degree program are provided, as are any other performance requirements, such as comprehensive, qualifying or final examinations, and thesis or dissertation completions and defenses. Due to the specialized nature of graduate study, UNLV graduate degree programs generally have limited breadth requirements, requiring few if any courses outside the student's department. When they do occur, they are usually to have students attain specific skills or knowledge that, as part of their plan of study, will assist the student in competent performance of their research or scholarly inquiry.

For depth, all graduate programs require that at least half of the credits for a master's degree be at the graduate level. Additional scholarly requirements, such as credits for time spent in scholarly study preparing theses or professional papers, render the total credits required for a master's degree to be at least 30. UNLV master's degree total credits range from 30 to 66, depending on the degree program and its requirements.

For doctoral programs, the Graduate College requires that at least 18 course credits must be post-masters and at least four semesters must be spent in residence conducting research or scholarly inquiry. Specific requirements for each program are described in the Graduate

Catalog. Student compliance with graduate breadth and depth requirements is ensured through graduate committee review of the student's formal plan of study. The plan of study is developed and submitted early in the student's academic career. At the time of the student's thesis or dissertation defense, the plan of study is reviewed to ensure satisfactory completion of all course requirements. Students can apply for graduation up to two semesters ahead of the intended semester of graduation.

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

The NSHE BOR handbook and the University of Nevada, Las Vegas Bylaws, Chapter II, Sections 4, 5 and 6, appendix 2.C.5.1, clearly place the primary responsibility for design, approval, and implementation of courses and curricula with the faculty. New program proposals or curriculum changes are initiated by department or program faculty, appendix 2.C.5.2, then reviewed by college or school faculty curriculum committees, and if approved, are routed to either the Faculty Senate Curriculum Committee for undergraduate curricula or, for graduate curricula, the Graduate College Curriculum Committee for review and approval prior to university administration review. Proposed changes to the undergraduate General Education curriculum are reviewed and approved by the Faculty Senate General Education Committee. If approved by university administration, new program proposals move to review by the NSHE Academic, Research, and Student Affairs Committee, and if approved, then move forward with a recommendation to the full Board of Regents for a final vote.

"It's like winning the NCAA tournament of Jazz"

In spring 2017, the UNLV Jazz Ensemble I tied for first place at the prestigious Monterey Next Generation competition, akin to "winning the NCAA tournament of jazz" according to director Dave Loeb. The program has won 11 Downbeat Magazine awards since 2010, garnered outstanding reviews for its seven jazz CDs, and stood out at numerous other festivals around the country.

The Monterey Next Generation Jazz Festival is considered among the most highly regarded and competitive jazz education festivals in the world. In order to compete in this festival, each university has to submit a representative recording that is identified with only a number; it is a blind audition among many of the top university jazz groups internationally.

In the college big band division, only six of the top groups are selected. The judges at this festival are world-class jazz artists and educators. UNLV has been honored to have been invited to compete at this festival for eight consecutive years and previously have tied for second and third place.

This could open many doors for the students in their respective musical careers. The world-class judges that heard the outstanding musicianship that the student musicians consistently produce have already contacted some of our students about hiring them to potentially perform in groups with them. The contacts the students will make at the Monterey Jazz Festival in fall 2017 could serve to expand their employment possibilities for the rest of their lives.

Faculty are responsible for creating, defining and developing program-level learning outcomes for academic majors that reflect standard expectations for similar degrees at other institutions, and, in instances where there is discipline-based accreditation, reflect the program criteria and learning outcomes 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-learning outcomes. Faculty evaluate the information obtained from these instruments and make changes to the program, course, and/or assignment design to improve attainment of learning outcomes as needed.

A variety of department-level academic structures including assessment committees, curriculum committees, accreditation committees, or planning committees are used to prepare and review assessment plans and reports. Each department or degree program has a designated assessment coordinator who serves to support faculty in developing and implementing assessment plans, and who also collects individual assessment reports and prepares program level reports that are submitted annually to the Office of Academic Assessment for evaluation. The assessment coordinators from each college or school serve on the Academic Assessment Committee and perform value-added peer review of assessment plans and reports submitted by programs in other colleges or schools. The Assistant Director of Academic Assessment sends peer review feedback to department chairs to encourage a process of continuous improvement.

Deans, in conjunction with the appropriate associate or assistant dean(s), or college or school assessment coordinator, are ultimately responsible for assessment in their college or school. Department chairs are held accountable by their deans for submission of timely and meaningful assessment plans and reports. Departmental assessment plans and reports are sent to the dean's office and to the Office of Academic Assessment. Deans receive regular updates from the Office of Academic Assessment regarding the status of assessment plans and a report of submissions by departments within their colleges or schools.

Faculty actively engage in the selection of new faculty through participation on faculty search committees. The Bylaws, Chapter II, Section 10 "Selection of Members of System and Institutional Committees," appendix 2.C.5.3, define faculty participation on search committees for presidents, vice-presidents, deans and department chairs. Chairs of search committees for institutional leadership positions host forums that are open to the University community and solicit feedback, typically in the form of online surveys, from students, faculty, and staff. Search committees should be composed of individuals with discipline-specific backgrounds or in-depth knowledge of the position. Typically, these individuals will be from the department with the vacancy, however, individuals from other departments with a key interest in the role may be appointed, and some unit bylaws require at least one "outside" member. These guidelines are used consistently by colleges, schools, and departments.

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

Teaching faculty have primary responsibility for designing instructional and learning processes for their courses. UNLV's *Minimum Criteria for Syllabi,* appendix 2.C.2.1, states

that library and information resources should be part of syllabus content for all academic classes. The online course management system, WebCampus, offers a toolkit on Integrating Library Resources into WebCampus that allows faculty to add links to articles or journals, databases, digital collections, handouts, reserves, subject or class guides, and tutorials. Faculty members may also work with Undergraduate Learning Librarians to create library resource websites with direct access to library resources relevant to a specific course.

University Libraries provides each college or school with a library liaison who has expertise in the resources of that college or school's disciplines and is assigned to manage specific portions of the Libraries" collections and provide assistance in their use to faculty and students. The liaison collaborates with faculty in collection development to support curricular and research needs. Library liaisons also provide individualized and college-specific training for new and/or returning students and faculty.

University Libraries offers information resources and workshops on effective use of information resources to faculty and their classes. Faculty support includes research-based design of courses and assignments. Undergraduate Learning Librarians can provide workshops, tours, and sample assignments. Teaching handouts and online tutorials are available that include distinctions between scholarly and popular sources, evaluating information and preparation of bibliographies.

Faculty workshops are available throughout each academic term. University Libraries' faculty work with classroom instructors on assignment design, share ideas about how to use collections, and embed library research in ways that are appropriate to the outcomes of the course. UNLV Libraries also offers tailored research skill sessions to faculty who may request a class session on development of student research skills. The University Libraries have played a particularly important role in the implementation and assessment of the revised General Education Curriculum and have co-sponsored numerous faculty institutes and workshops to help faculty teaching General Education courses integrate the Critical Thinking and Inquiry UULO with their discipline-specific course content.

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

UNLV does not award credit for prior experiential learning. The university may award up to a maximum of 15 semester hours (12.5% of 120 credit hours) of undergraduate credit for acceptable correspondence, extension, or United States Armed Forces Institute (USAFI) courses. All such courses are submitted to the relevant academic unit for review by the

Department Chair or other designated teaching faculty. Credit awarded for such work is not considered resident credit and is official only upon admission to the university.
Credit may also be granted for the achievement of a satisfactory score on the College Level Examination Program's (CLEP) subject examinations. Satisfactory achievement on the subject examinations is defined as a score of 50 or above. Any credit earned from these types of courses or CLEP examinations is clearly identified on student transcripts, and incoming or transfer students are informed that all prior coursework will be reviewed, and that the credits awarded are at the sole discretion of the faculty charged with carrying out the review.

As stated in the catalog, UNLV will not accept the following types of credit:

- Credit awarded by postsecondary institutions for life experience.
- Credit awarded by postsecondary institutions for non-credit courses, workshops and seminars offered by other post-secondary institutions as part of continuing education programs.
- Credit awarded for courses taken at non-collegiate institutions unless otherwise stated above (e.g., governmental agencies, corporations, industrial firms, etc.).

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

The BOR handbook provides guidelines for transfer students. Students may also consult *Transfer Rights and Responsibilities for Students and Institutions* on the NSHE website for guidance on transfer credit.

In addition to the information available on the NSHE website, basic transfer information is available in the catalogs and the Undergraduate Admissions website. UNLV has a webpage devoted to the concerns of transfer students that includes information on:

- Transferring Credits
- Transfer Admissions
- Financial Aid
- Academic Programs
- FAQs
- Contacts

Students can view the Transfer Course Equivalence Tables to get information on how previously completed courses may transfer to UNLV. The tables are a snapshot of the transfer articulation tables in MyUNLV. Updates are made to the tables frequently and transfer evaluations that are official are done upon admission the university.

Because 10-15% of the undergraduate students transfer from the College of Southern Nevada, UNLV has established a dedicated academic advising unit, the CSN/UNLV Transfer Office to assist this student population. The office is staffed by two full-time academic advisors.

The process for evaluation of transfer credit from domestic post-secondary institutions is managed through the Office of the Registrar. When a transfer student is admitted to UNLV, the Degree Audit Transfer Unit conducts a degree audit. Any courses for which transfer articulations already exist between the student's prior institution(s) and UNLV appear as satisfied degree requirements or electives in the degree audit. If a student feels a course from his/her previous institution is equivalent to a UNLV course or requirement, an academic advisor can enter those courses into the Transfer Evaluation System (TES) and assign review of those courses to the relevant academic department. The TES record includes all relevant information about the institution, course, credits, academic calendar (e.g., semester or quarter), and a course description. Advisors can also attach a course syllabus. The receiving department faculty member reviews the course information and approves or denies the transfer request based on his/her judgment of the relevance, appropriateness, content equivalence, alignment with their program's learning outcomes, and academic rigor of the course. For courses that may satisfy a General Education requirement, course reviews are assigned to the Vice Provost for Undergraduate Education, who evaluates the course for alignment with the guidelines and hallmarks set forth by the Faculty Senate General Education Committee. Once a course has been approved for transfer credit in the TES, it is included in the degree audit for all subsequent transfer students. For transfer credit from international post-secondary institutions, academic advisors submit Transfer Course Equivalency forms and accompanying syllabi to the relevant academic unit, or Vice Provost for Undergraduate Education for General Education requirements. From that point on, the process is similar to that described for courses from domestic institutions.

Undergraduate Programs

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

Five broad University Undergraduate Learning Outcomes (UULOs) provide the philosophical framework for a vertically-integrated undergraduate General Education core curriculum for all students' baccalaureate programs. Approved by the UNLV Faculty Senate

in spring 2011, the five UULOs are:

- Intellectual Breadth and Lifelong Learning
- Inquiry and Critical Thinking
- Communication
- Global and Multicultural Knowledge and Awareness
- 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 general education and extend into the majors.

A complete detailed description of the five broad UULOs and their associated sub-UULOs are found in the General Education section of Undergraduate Catalog or on the UNLV General Education web page.

To ensure that students have opportunities to progress from introduction to mastery of the UULOs, UNLV has adopted a four-course progressive vertical curricular framework consisting of two lower-division courses, First-Year Seminar and Second-Year Seminar, and two designated upper-division courses or learning experiences in the major, Milestone and Culminating Experiences. This progression creates a purposeful sequence of learning from the first year, to the middle years, to the senior year. This vertical curricular framework went into effect beginning fall 2012 for students admitted under the 2012-2014 Undergraduate Catalog. Transfer students may be granted a waiver for the First-Year Seminar requirement if they enter with 30 or more credits and for the Second-Year Seminar if they enter with 60 or more credits. Like all students, transfer students must complete the Milestone and Culminating Experiences in their programs of study.

The First-Year Seminar (FYS) introduces students to the UULOs through reading, writing, and critical thinking. This course introduces students to all five UULOs and also demonstrates how these outcomes can be integrated into any major field of study. This course is a lower-division general education requirement. Freshman students take and must pass a FYS offered by any college, school, or department, regardless of their major.

The Second-Year Seminar (SYS) engages students more intensively with the five learning outcomes through reading, writing, and critical thinking. It explores issues relevant to contemporary global society through the reading of original literature from antiquity to the present day. Issues are studied within in their larger contexts, including but not limited to aspects of literature, history, politics, economics, philosophy, and scientific discovery. This course is a lower-division general education requirement. Sophomore students take and must pass a SYS offered by any college, school, or department, regardless of their major.
The UULOs are then specifically addressed in the students' academic majors through Milestone and Culminating Experiences, which integrate learning outcomes for the academic

majors with the general education UULOs. The Milestone Experience orients students to the expected learning outcomes of the major and reinforces the UULOs. The Milestone Experience 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 has identified and implemented a Milestone Experience for their majors that can be in the form of a single designated course, components of multiple courses, or defined assessable program outcomes attained through a combination of curricular and co-curricular experiences.

One example of a Milestone Experience is the combination of PSY 200, Introduction to the Psychology Major, and PSY 240, Research Methods, in the Psychology B.A. program. PSY 200 introduces students to the knowledge and skills expected of them and to career/graduate study options. 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. Together, these courses introduce the learning outcomes of the major and reinforce the Inquiry and Critical Thinking and Communication UULOs within the major context.

The Culminating Experience is a final review, consolidation, and assessment of the UULOs as well as the learning outcomes of the respective major. Each major program of study has identified and implemented or is implementing a Culminating Experience that is required for their majors. The Culminating Experience takes a variety of forms. A Culminating Experience might consist of one or more of the following: an original undergraduate research project, a design capstone, an e-portfolio of artistic or scholarly work completed over a student's college career, or a required internship or service learning project with an academic component that requires development and presentation of a report. The Culminating Experience should be completed in the last year prior to graduation.

As of fall 2016, 78% of undergraduate degree programs at UNLV have implemented a Culminating Experience. An example of a Culminating Experience course is the Senior Design project requirement for all engineering majors, in which student design teams complete an engineering design project and present the results in oral, written and graphical formats. This project consolidates the key learning outcomes of the major, integrates them with the UULOs, and provides an opportunity to assess students' mastery of both sets of learning outcomes, in particular the Inquiry and Critical Thinking, Citizenship and Ethics, and Communication UULOs.

In addition to the vertical curricular framework, UNLV's general education curriculum consists of two required components, core and distribution. The core component of the General Education curriculum, common for all UNLV undergraduate students, includes First-Year and Second-Year Seminars and other lower-division courses designed to develop students' knowledge and skills in specific areas associated with the UULO's.

The purpose of the required 18-19 credit distribution general education component is to provide learning experiences that facilitate attainment of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Courses are approved to fulfill the distribution requirements by the Faculty Senate General

Education Committee. The criteria used for evaluation of courses to fulfill the distribution requirements can be found on the Faculty Senate General Education Committee website. The distribution component also, by its nature, addresses the Intellectual Breadth/Lifelong Learning and Global/Multicultural Knowledge and Awareness UULOs. Students are required to satisfactorily complete three courses, typically totaling nine to ten credit hours, in each of two content areas that are outside students' major area of study. The three distribution content areas are: Humanities and Fine Arts, Social Sciences, and Life and Physical Sciences and Analytical Thinking. Students automatically satisfy one distribution area in their major. The automatically satisfied distribution areas for each major are identified in the General Education section of the undergraduate catalog.

The core and distribution requirements and associated UULO's are:

Course	Semester credits	UULO's addressed
First-Year Seminar	2-3	All
Second-Year Seminar	3	All
English Composition I and II	6	Communication, Inquiry/Critical Thinking
U.S. & Nevada Constitutions	4-6	Citizenship and Ethics
Mathematics	3	Inquiry and Critical Thinking
Distribution	18-19	Intellectual Breadth and Lifelong Learning
Total Credits	**36-40**	

To address the Global and Multicultural Knowledge and Awareness UULO within the distribution component of the general education curriculum, students must satisfactorily complete two three-credit courses, one designated as International and one designated as Multicultural. Courses that satisfy the International requirement focus on currently existing countries or peoples outside the U.S., while those that satisfy the Multicultural requirement focus on cultural differences or similarities within the U.S. Lower-division or upper-division courses taken to satisfy these requirements may simultaneously satisfy distribution requirements, usually in the humanities/fine arts or social science distribution areas, but may not simultaneously satisfy both the International and Multicultural requirements. Courses satisfying the multicultural and international requirements are listed on the General Education web page.

Appendices 2.C.9.1-.4 pertain to this section.

Applied Undergraduate Degree and Certificate Programs

UNLV offers one for-credit, applied undergraduate certificate program, a Certificate in Radiography though the School of Allied Health Sciences. The 67-semester credit-hour curriculum for this program includes 24 required credits of related instruction in seven designated courses, including six credits of English Composition, six credits of mathematics, three credits of computing, and 12 credits of life sciences.

Recommendation Four

UNLV has worked diligently and creatively to revise its General Education curriculum. The University Undergraduate Learning Outcomes (UULOs) for the general education curriculum are well-designed and described in detail in the Year Three Self-Evaluation Report. Because the new curriculum has not yet been offered all the way through (UNLV just completed its first year of the program), assessment of the program is just beginning. This recommendation recognizes the work done to date, encourages the campus to continue the development of general education assessment strategies, and requests information on the continuous adjustment and improvement of the program in its formative years (Standard 2.C.9, 2.C.l 0).

The UNLV community has worked assiduously over the past five years to implement a revised General Education program. A timeline for implementation of the revised General Education Program can be found here. The foundation for this program is formed by the University Undergraduate Learning Outcomes, or UULOs. As part of those implementation efforts, the faculty and administration have collaborated to develop an assessment plan around the UULOs. The guiding philosophy for this plan is that academic assessment can take many forms, but that high-quality assessment must always include evaluation of student learning with the intent to improve it, a goal that should lead to informed action.

To that end, the Office of the Vice Provost for Undergraduate Education hosted a General Education Assessment Summit in June 2014. The purpose of this event was to bring together faculty engaged in teaching core courses in the General Education program so that they could collaborate to create assessment plans for the UULOs in their core areas (first-year seminar, second-year seminar, constitutions, and first-year composition). During the summit, the faculty in the four core areas reached consensus on a UULO on which to focus their assessment efforts for the upcoming academic year. They also discussed the assessment methods and types of student work that they felt were most appropriate for measuring students' achievement of the agreed-upon UULO. After some follow-up and consultation with the faculty in each area, the Office of Academic Assessment prepared the General Education Assessment Plan, which summarizes the UULOs and assessment strategies agreed upon by each area.

The first set of General Education assessment reports was submitted in May 2015 and included reports from first-year and second-year seminars. The Assistant Director of Assessment and Assistant Director of Undergraduate Education met with the coordinators for each of the General Education core areas to provide them with feedback on the assessment reports and offer consultation for revising plans for the coming year. The second set of General Education assessment reports was submitted in May 2016 and included reports from first-year seminars, second-year seminars, first-year composition, and constitutions courses. Individual core area assessment reports can be found on the UNLV General Education Assessment webpage.

A number of changes were made in core General Education courses based on the results of these first assessment cycles. While details of these changes can be found in the individual core area assessment reports, the table below includes representative examples from each core area.

Core Area	Finding	Informed Action
First-year Seminar	Students were less proficient at evaluating the influence of context and assumptions, using and citing evidence and drawing conclusions based on evidence, compared to other critical thinking and inquiry skills.	The Office of the Vice Provost for Undergraduate Education partnered with University Libraries to offer a session on assignment design for effective use of evidence in writing. Faculty in some seminars also incorporated more explicit instruction or assignments designed to build proficiency in these areas.
First-year Composition	Students in English 101 demonstrated a decline in scores on documentation of sources across the semester, probably because of an increasing emphasis on textual evidence as the semester progressed.	The first-year composition director and assistant director worked with faculty to design assignments with more consistent emphasis on textual evidence, and created a library of example assignments and in-class activities to give students practice with documenting sources.
Second-year Seminar	Student mastery of critical terms and concepts had the lowest scores among the criteria for written communication in World Literature courses.	The Office of Instructional Development and Research offered a semester-long workshop series on Critical Thinking and Writing for second-year seminar instructors. Instructors who participated implemented transparent assignment design in their courses.
Constitutions	Students in Political Science 101 failed to reach the established benchmark for mastery of the concept of separation of powers.	Mastery of this concept had been assessed using a single exam item. Faculty implemented multiple exam items, which included multiple levels of learning (e.g., understanding, application) to better understand why students struggled with this concept.

After assessment plans for the core General Education areas were in place, the University Libraries partnered with the Office of the Vice Provost for Undergraduate Education to offer Faculty Institutes for the Culminating (May 2015) and Milestone (May 2016) Experiences. These institutes provided faculty with compensated time and support to develop courses or other experiences to fulfill these required components of the revised General Education program, focusing in particular on the Critical Thinking and Inquiry UULOs. The deliverables for each

institute included a plan for assessment of the learning outcomes of the major and of the Critical Thinking and Inquiry UULO. In two pilot assessment projects, student work samples were collected from Milestone and Culminating experiences across multiple colleges and assessed for evidence of mastery of Critical Thinking and Inquiry using a rubric derived from the AAC&U VALUE Rubrics for critical thinking and for information literacy. The results of those pilot projects can be found on the General Education Assessment webpage. In summary, work samples from the Milestone Experiences demonstrated achievement of the Critical Thinking and Inquiry learning outcomes from the "developing" to the "competent" range for most skills, which is approximately the expected range for students at the sophomore/junior level. For the Culminating Experiences, reviewers found it difficult to apply several of the criteria from the rubric to the work samples provided by faculty. It seemed that the assignments used for this project might not have required or explicitly instructed students to engage certain core critical thinking and inquiry skills, such as investigating viewpoints of experts or evaluating information. Consultations have offered for Culminating Experiences faculty to discuss how assignments may be revised to build those skills in students.

In addition to the faculty-driven, direct assessment of students' achievement of the UULOs, campus-wide, indirect assessments in the form of surveys have been implemented. We have incorporated items designed to measure students' perceived progress on each of the UULOs into (1) the Learning Outcomes Survey, which is administered to all students enrolled in first-year seminars each fall, and (2) the Graduating Senior Exit Survey, which is administered to seniors as part of the application for graduation. Reports for the Learning Outcomes Survey and the Graduating Senior Exit Survey can be found on the General Education Assessment and Academic Assessment webpages, respectively.

During the 2015-2016 academic year, the Office of Academic Assessment administered the Collegiate Assessment of Academic Proficiency (CAAP) to a sample of freshmen and seniors. Separate groups of students completed the CAAP Critical Thinking Assessment (N = 204 freshmen, 110 seniors) and the Written Essay Assessment (N = 199 freshmen, 112 seniors). The results indicated that UNLV students made significant gains in critical thinking, but not in written communication from freshman to senior year. UNLV students also scored significantly higher than the national average on both assessments. It is not clear why we observed little growth in written communication from the freshman year to the senior year, but these results mirror national trends. Unfortunately, the CAAP was recently discontinued by ACT. The Academic Assessment Committee will examine alternative assessment instruments to replace the CAAP during the 2017-2018 academic year.

In addition to changes in instruction informed by assessment results in these first years, some changes to the General Education assessment process itself were adopted. For example, in the first year the Office of Academic Assessment facilitated a workshop to standardize, and apply a common rubric for assessment of written communication in student work samples from the second-year seminars. However, faculty found it extremely difficult to reach agreement on scores for diverse assignment types across multiple disciplines. Accordingly, the Office of Academic Assessment recommended that the faculty for each second-year seminar course develop or adapt an assessment process and instrument that was most applicable to the types of writing assignments students completed in their courses. Another change to the assessment

process involved the creation of a new form for General Education assessment reports. Faculty had been using the standard academic program assessment report form and found it not well-suited to reporting on the UULOs. Based on this feedback, a separate form, more tailored to the needs and goals of General Education assessment, was developed and disseminated.
Finally, as the General Education revision reached the five-year mark, the UNLV Faculty Senate charged the General Education Committee, in conjunction with the Office of the Vice Provost for Undergraduate Education, with conducting a review of the effectiveness of the General Education program, with particular emphasis on first- and second-year seminars. The review will include comparisons of first-year retention and second-year persistence for student cohorts admitted before and after the General Education revision, as well as survey data on student satisfaction, and data from direct assessment of achievement of the UULOs in these courses compiled from annual assessment reports. Based on the outcomes of this review, the Faculty Senate may recommend adjustments to the General Education curriculum to improve student learning.

Based on an initial review of the available General Education assessment data, the Office of the Vice Provost for Undergraduate Education has made the following observations and suggestions for enhancing assessment efforts in General Education at UNLV:

- It is unclear whether our students are making significant progress from freshman to senior year on achievement of the Critical Thinking and Inquiry and Communication UULOs. Scoring of work samples from first-year seminars and culminating experience courses using the same rubric and same group of reviewers may help to address this question.

- Faculty engaged in teaching the Milestone and Culminating Experiences may require additional support and development opportunities in order to assess the UULOs in courses that integrate the learning outcomes of General Education with those of the major. In particular, faculty should be provided with guidance about the types of assignments that may provide the best opportunities for students to demonstrate mastery of learning outcomes.

- Thus far, less attention has been focused on assessment of the Intellectual Breadth and Lifelong Learning, Global/Multicultural Knowledge and Awareness, and Ethics UULOs. Though it is likely that faculty in the core General Education areas will choose these UULOs as areas of focus for upcoming assessment cycles, it will be important to develop a plan to assess these outcomes systematically and consistently. One area of opportunity for assessment of Global/Multicultural Knowledge and Awareness is the International and Multicultural courses that are required in the revised General Education program.

Despite good alignment between the AAC&U VALUE rubrics and the UULOs and norming standardizing of the rubrics supported by the Office of Academic Assessment, it has been challenging to apply these rubrics for institution-wide assessment of the UULOs. Further collaborative discussions with faculty teaching in the General Education program will likely be required to adapt or develop standardized rubrics or other assessment instruments. Furthermore, the UNLV community may benefit from consultation with experts in the field of general education outcomes assessment.

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

Both the General Education webpage and the Undergraduate Catalog state: "The purpose of the UNLV General Education Program is to foster attainment of knowledge and skills that will enable students to perform better in their academic majors and in their post-graduate careers."

As stated in 2.C.9, the UULOs, which are the learning outcomes of the general education curriculum, are clearly identified in the Undergraduate Catalog and on the General Education website and are intentionally addressed in the four required courses/experiences of the vertically-integrated General Education program. A complete detailed description of the five broad UULOs and their associated learning outcomes is found in the General Education section of the undergraduate catalog and on the general education webpage.

To facilitate assessment, each broad UULO is phrased as a general capability statement for students to demonstrate. Six specific outcomes are established for each UULO, each of which defines a specific skill or area of knowledge that students are expected to demonstrate. For example, the Inquiry and Critical Thinking outcome states: "Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems." The first specific outcome states "Identify problems, articulate questions or hypotheses, and determine the need for information."

The Faculty Senate General Education Committee, the Office of Academic Assessment, and individual faculty who teach components of the General Education curriculum have collaborated to create and implement a plan to assess the revised General Education curriculum including the UULOs. As a first step in implementing this general education program assessment plan, UNLV's fall 2012 Academic Assessment Symposium, brought together faculty from different units for a morning panel discussion highlighting faculty experiences in teaching FYS courses and for an afternoon workshop on assessment at the assignment and course levels. At the General Education Assessment Summit in spring 2014, faculty representing each of the General Education core areas (FYS, SYS, English Composition, and Constitutions) collaborated to develop specific plans for direct assessment of students' achievement of the UULOs. The general education assessment plan includes:

- Surveys (indirect assessment)
  - The Learning Outcomes Survey, administered in the First-Year Seminar, includes items designed to measure students' satisfaction with their experiences in First-Year Seminar and their perceived progress toward achievement of the UULOs.
  - The Graduating Senior Exit Survey, administered as part of the application for graduation, includes the same items used in the Learning Outcomes Survey to measure students' perceived progress toward achievement of the UULOs.

- Course-level evaluations, using standard rating rubrics (direct assessment)
  - Syllabus evaluations. Collected first-year general education course syllabi, including First-Year Seminar, English Composition, Constitutions, have been evaluated to determine how each course addresses the UULOs.

  - Collected student work evaluations. Faculty teaching core courses in the General Education curriculum agreed to assess students' achievement of one UULO in each core component on a three-year cycle (e.g., faculty teaching First-Year Seminars agreed to assess Inquiry and Critical Thinking for three years). Faculty in each college or school developed their assessment processes and instruments independently, and those processes and instruments have been used consistently within each college or school. In many cases, student work samples were collected and scored using adapted versions of the AAC&U VALUE rubrics. General Education Assessment Reports can be found in appendix 2.C.10.1 (a folder).

- Institutional Data Analysis for student retention and progression, including
  - Retention from first to second year, comparing previous years' first-time, full-time freshmen (FTFT) data, before implementation of the UULOs and associated curriculum, to the fall 2012 and subsequent years' FTFT cohorts. Compared to the fall 2011 FTFT cohort, which had a first-year retention rate of 76.3%, all cohorts since the implementation of the revised General Education curriculum (fall 2012 and onward) have had higher first year retention rates, with the exception of fall 2014 (see table below). It should be noted, however, that the fall 2014 cohort included an exceptionally high number of students admitted under alternate or conditional criteria and is not representative of typical UNLV freshmen cohorts.

Retention Rates for First-time, Full-time Freshmen

Cohort	Headcount	First-Year Retention	Second-Year Retention
Fall 2010	2920	76.4	65.7
Fall 2011	2701	76.3	67.7
Fall 2012	2986	77.3	67.9
Fall 2013	3564	76.7	67.3
Fall 2014	3716	74.1	75%
Fall 2015	3658	77.1	NA

Office of Decision Support, RPC Benchmarks Dashboard. Preliminary fall 2016 retention may be available in October 2017.

  - Students who completed a FYS course within the first year of enrollment were retained at a higher rate (78%) than those who did not complete a FYS (45.4%).

  - Comparison of 4, 5, and 6-year graduation rates for FTFT cohorts who enrolled in fall 2012 and subsequent semesters to FTFT cohorts who enrolled before fall 2012. Comparison of 4-year graduation rates suggests that the General Education revisions have not had a significant impact on this metric. The 2010 and 2011 FTFT cohorts had 4-year graduation rates of 11.5% and 13.2% respectively, whereas the fall 2012 cohort had a 4-year graduation rate of 12.8%.

UNLV does not have any transfer associate degree programs.

Concern:
Assessment of the contribution of English composition courses, mathematics courses, and distribution courses (including those with a diversity or international component) to UULOs is apparently to be done at the course level as it has been in the past. Two potential issues arise. First, it is unclear if the courses have been reworked to ensure that they align with and contribute to the new UULOs. Second, it is unclear how valuable assessment of course learning outcomes will be in assessing attainment of UULOs. Those course learning objectives that were examined were quite narrowly focused and the connection with the broader objectives listed under each UULO may be obscure, resulting in assessments at the course level that may be only tenuously connected to what is needed for assessment of broader UULOs.

The virtual nature of this review did not allow the review team to assess the degree to which faculty members have "bought in" to the new general education curriculum. A survey of faculty members could provide such information. Subsequent reviews should assess the level of buy in by faculty members.

The Office of the Vice Provost for Undergraduate Education has worked with the Director of the First-Year Composition program (i.e., ENG 101, 102, 101E and 101F) to ensure that the UULOs most closely relevant to the goals of those courses are assessed. The Composition Director submits an annual report on both UULO and course-level outcomes assessment to the Assistant Director of Undergraduate Education. Those reports can be found on the Academic Assessment website.

To ensure that the UULOs are addressed and assessed in courses that satisfy the distribution requirements, the Faculty Senate General Education Committee has revised the minimum criteria for approval of distribution courses. These criteria are largely based on meaningful integration of the UULOs and can be found on the Faculty Senate General Education Committee website. The committee also added language to the petition for new distribution courses, whereby the department that proposes the distribution course agrees to assess at least one of the UULOs in that course each year, in addition to the course-level learning outcomes.

With regard to General Education mathematics courses, the Office of the Senior Vice Provost has engaged a Provost's Fellow from the Department of Mathematical Sciences to re-design MATH 120: Fundamentals of College Mathematics. This course is used by most Liberal Arts, Fine Arts, and Urban Studies students to satisfy the General Education mathematics requirement. The re-design is intended to more closely align the course content and delivery with the Inquiry and Critical Thinking UULO, specifically with sub-UULO 3: "Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context, and then draw conclusions." The course will be offered, and its learning outcomes assessed, for the first time in fall 2017.

Though the faculty have not been formally surveyed to assess their level of "buy-in" to the revised General Education curriculum, the Vice Provost for Undergraduate Education,

Assistant Director of Undergraduate Education, and Senior Vice Provost have communicated regularly with those faculty members who teach General Education courses and have, to the greatest extent possible, worked to address specific concerns, support integration and assessment of the UULOs, and provide faculty development opportunities focused on implementation of the new curriculum.

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

UNLV currently offers one active for-credit undergraduate certificate program in its academic units, the Certificate in Radiography, 73 semester credits, offered through the School of Allied Health Sciences.

The four goals associated learning outcomes and curriculum of the Certificate in Radiography are described in appendix 2.C.11.1. Within the 73-credit radiography program curriculum, also shown in appendix 2.C.11.1, there are 24 credits of related instruction in standard semester-long academic classes consisting of English Composition, Human Anatomy and Physiology, Life Sciences and Computers, taught by UNLV teaching faculty. Radiography classes and clinical education comprise the remaining 49 credits.

Students completing bachelor's degrees in Special Education qualify for endorsement certificates and/or teaching licenses by the Nevada State Department of Education, as part of their programs of study, appendix 2.C.11.2. Students may also complete a supplemental course of study to qualify for a Secondary Teacher Certification in Chemistry. These certifications are not issued by UNLV.

As part of mission differentiation within the Nevada System of Higher Education, UNLV does not currently offer any applied science baccalaureate degree programs, as defined by NSHE: "The Bachelor of Applied Science is a four-year occupationally specific degree that is intended to respond to the needs of the workforce."

Graduate Programs

2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased 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 appropriate high-level professional practice.

Concern:
However, additional evidence of the manner in which these programs support the institution's mission and core themes was not readily evident. It is recommended, particularly for a virtual review, that additional forms of evidence that support the claims made in the self-study narrative are provided.

Consistent with the Top Tier initiative, the Graduate College is committed to supporting and promoting research, scholarship, creative activity, and high level professional practice. The university is Carnegie ranked R2: Doctoral Universities – Higher research activity, which is based on the number of research doctorates awarded annually. In addition, the provision of excellent graduate education opportunities is paramount.

With Pathway Goal/Core Theme 2, Promote Research, Scholarship, and Creative Activity, graduate education is essential to the growth of UNLV. The Graduate College supports the wide range of graduate certificate, master's, specialist, 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.

All departmental and program policies regarding curriculum, degree program guidelines (from admission to graduation), and student expectations are reviewed and approved through the appropriate committee of the Graduate Council. The Council is comprised of one graduate faculty representative from each graduate and professional department or program, a student representative, and the Graduate College dean or associate dean. Graduate and professional programs routinely rely upon the expertise of external reviewers, professional associations, and disciplinary accrediting bodies for guidance, structure, and oversight with respect to educational objectives and academic and professional rigor.

All graduate programs, by definition and university requirement, are designed to provide varying levels of advanced training in particular disciplines or academic areas of expertise. To do so, graduate programs require sustained engagement with research, creative activity, or professional skill development and application. This is accomplished through progressively more advanced coursework, hands-on involvement with research or creative activity, and applied practice.

Below are a few examples that show UNLV's commitment to Pathway Goal/Core Theme 1, Advance Student Achievement through the development of students in their graduate programs: teaching, engagement in research, scholarship, creative activities, and high level professional practice of their learning.

The College of Liberal Arts has review mechanisms, internal and external, which ensure that the descriptions of its graduate and professional degree programs are at the appropriate level and effectively communicate the expectations for its graduate students. Through careful mentoring programs for graduate students who teach, the college or school ensures that

students understand what is expected of them in the classroom, how they can become more effective teachers, and what will be expected of them in their performance in the fields to which they aspire. For example, the Department of English enrolls all of its entering M.A. graduate assistants in a late summer teaching "boot-camp" and in a fall semester pedagogy/theory of composition class, coinciding with the students teaching their first course, which is offered utilizing a standardized syllabus.

The Ph.D. in Nursing, the Doctorate in Nursing Practice (DNP), and the MSN prepare students for research and/or practice. The Ph.D. in Nursing is founded on the American Association of Colleges of Nursing *Research-Focused Doctoral Program in Nursing: Pathways to Excellence* (2010). The outcomes and curricular elements focus on developing the science of nursing, stewards of the discipline, and educating the next generation. The DNP program prepares nurses to assume leadership roles in clinical practice. The DNP emphasizes advanced clinical practice, implementation of best practices, and evaluation of practice and care delivery models. UNLV offers an MSN as a Nurse Educator and the track is based on the National League for Nursing goals and objectives for nurse educators. Many of the faculty at the UNLV School of Nursing are Certified Nurse Educators. By adhering to the national standards of these accrediting agencies, UNLV offers a high level of expertise, encourages originality, and through the curriculum demands a high level of critical analysis.

Each spring a campus-wide Graduate Research Symposium is held and in 2016, 190 graduate students participated with posters and presentations. Some departments, colleges, and schools hold their own graduate research events such as the Department of Geoscience and the Greenspun College of Urban Affairs. All of this activity supports the Top Tier Goal, *Research, Scholarship, and Creative Activity*.

In fall of 2014, the Graduate College began to host the annual Rebel Grad Slam. The Rebel Grad Slam challenges students to a 3-minute/3-slide presentation to showcase their research to the audience and judges in a condensed and compelling way. Participants are evaluated on how well they explain and communicate the most significant parts of their scholarship/research. A panel of UNLV faculty, staff, and community members judge each round of presentations. This past year, 76 graduate students participated in the Rebel Grad Slam. This years' winner was also the runner-up in the regional competition held in Seattle Washington during the annual meeting of the Western Association of Graduate Schools.

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

The Graduate College provides each academic unit maximum control over the admission of graduate and professional students. Each academic unit establishes its own admission requirements and recommends admission decisions for all applicants to the Graduate College. The Graduate College has established minimum requirements for admission institution-wide

for domestic and international applicants which assist in ensuring students have the potential to be successful, supporting Pathway Goal/Core Theme 1, Advance Student Achievement:

1. Hold a baccalaureate or advanced degree from a regionally accredited four-year college or university

2. Have a minimum overall GPA of 2.75 (4.00=A) for the bachelor's degree or a minimum 3.00 for the last two years

3. A student who has an advanced degree from an accredited college or university with a minimum overall graduate GPA of 3.00 may, at the option of the graduate dean and department, be admitted to an advanced degree program with an undergraduate GPA below a 2.75

The criteria above are the minimum requirements set by the Graduate College; most programs have more rigorous GPA requirements. The graduate programs determine admissibility beyond the minimum requirements. Graduate admissions information is available on the Graduate College website. Graduate prospects apply via an online portal using the Graduate College online application system, Grad Rebel Gateway. Admission requirements are verified by review of all official transcripts.

Prospective degree-seeking students must complete the online application, and provide their program of interest with any additional materials that may be required. Online instructions provide specific details for domestic and for international students, as the application, requirements, and deadlines vary slightly.

International students, whose primary language of instruction has not been in English, are required to provide adequate proof of English proficiency via a standardized test. International applicants are also required to submit their transcripts through a National Association of Credential Evaluation Services (NACES) approved foreign credential evaluation agency. Applicants to the College of Engineering, Management Information Systems, and Economics programs are exempt from the foreign transcript evaluation requirement; these applicants' transcripts are evaluated within the Graduate College.

Boyd School of Law Clinical Experiences

Boyd Law's Thomas and Mack Legal Clinic houses the school's "law firm" and offers an integrated academic and practice-based educational experience that teaches students to be reflective practitioners and community-oriented professionals. The clinic has focused on seven specific areas: appellate litigation, education advocacy, family justice, small business and nonprofit legal, immigration, juvenile justice, and mediation. In the clinic, law students take the lead in handling all aspects of client representation. These responsibilities include developing and maintaining the attorney-client relationship, strategic planning, fact investigation, legal research, drafting and filing documents, and appearing in court. Boyd Law has operated the Thomas and Mack Legal Clinic for nearly eighteen years and has represented thousands of clients throughout the greater Las Vegas area during this time.

The Graduate College requires the same application and admission materials from all prospective graduate students, regardless of department of interest. Individual academic departments typically require satisfactory composite scores on standardized tests, letters of recommendation, a personal statement, portfolio, writing samples/publications, curriculum

vitae or resume, or some combination of these items.

Those with an undergraduate degree who wish to enroll in selected graduate courses for professional advancement or personal fulfillment may do so without formally applying or being admitted to the Graduate College by applying to be a non-degree seeking graduate student. This is accomplished by submitting an online application via the online application portal, paying the application processing fee, and submitting proof of a bachelor's degree to the Graduate College.

This two-tiered, collaborative admissions process ensures that UNLV's admissions standards are upheld consistently across campus, while giving great leeway to faculty in graduate departments to discern which applicants have the necessary credentials and experiences to ensure success in their graduate program.

New students are admitted with full graduate standing when they have met and surpassed all requirements of the Graduate College and the department. Students who meet minimum requirements and are strong candidates but may need a pre-requisite class or to submit an additional document to complete their application packet, are admitted on a conditional basis with a deadline to meet their specific condition. Applicants who have evident strengths that make them admissible but whose GPA is below the minimum are admitted as provisional students. These students are required to enroll in three specified courses within a specific amount of time and must earn grades of 'B' or better in all of them to remain in the program. Together, these three admission statuses work well to strike a balance between recruiting and admitting the best and most promising students, and making reasonable accommodations on a limited basis for students who have a non-traditional application packet or other special circumstances.

Together, these admission policies and practices enhance retention because admitting properly prepared graduate students makes success in their program more likely. Conditional and provisional students are closely monitored to ensure that they fulfill their specific admission requirements in a timely manner at the beginning of their program. For graduate students who have an issue arise during their graduate program that prohibits them from continuing, there is provision for a leave of absence that, with the support of their department and the Graduate College, allows students to take approved leaves and return to their program. There are additional value-added strategies to retain graduate students, including support mechanisms such as the Graduate College outreach program for non-academic advising, the Graduate and Professional Student Association, various campus services that assist graduate students including Student Counseling and Psychological Services, the Writing Center, and of course, financial support through Graduate Assistant positions and Graduate College scholarships and fellowships.

Transfer of Credit

Not more than one-third of a student's degree program (not including credits for the thesis, dissertation, or professional/scholarly paper) may be transferred from another university at the time admission is granted. Courses used to fulfill requirements for one degree may not be

used to reduce credit hour requirements in another degree program. For UNLV, non-degree seeking graduate students, a maximum of 15 graduate credits successfully completed at UNLV may be applied toward a graduate degree program. The receiving department and the Graduate College dean must approve transfer credits.

Once admitted to an advanced degree program, students must obtain prior written consent of the department and the graduate dean to take course work elsewhere and use it in their degree program. Such work must be graduate level, graded, and must not be experimental, correspondence, or extended in nature. The department chair, the graduate coordinator, the academic dean responsible for approving the student's degree program, and the graduate dean must approve all credits taken prior to admission for transfer credit. To be considered for use:

- The work must have been taken at an accredited institution
- The work must have been completed with a grade of B or higher (B- is not acceptable)
- Official transcripts covering the work must be sent directly from the issuing institution to the Graduate College
- The work must be posted to the student's permanent academic record

Transfer credit is approved only when evidence exists that the work is certifiably graduate level and has not been used in another degree program. The age of the transfer work under consideration, or the year taken, may also be a factor. The student is responsible for providing this evidence.

Appendices 2.C.13.1-.3 apply to this section.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

UNLV does not grant graduate credit for experiential learning prior to matriculation in the student's program. Internship, field experience, and clinical credits must be approved by the Graduate Course Review Committee and included as a requirement or option within approved graduate programs. These credits are closely supervised by students' instructors, faculty advisors, and/or graduate coordinators.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or

applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Concern:
Further evidence of UNLV graduate programs attempts to meet this standard was not identified during this off-site review.

The departmental faculty have expertise that they bring to the creation and ongoing development of graduate programs and students' research. This is supplemented by guidance from the academic dean and each dean's leadership team. The Graduate College, through program and curricular review and Graduate Council guidance, provides further guidance and oversight. Together these layers of graduate faculty knowledge and expertise provide the framework for graduate program requirements, course work, meaningful culminating experiences, and professional development that are specifically designed to benefit graduate students and provide them with the skill set they need to succeed in their program and beyond. The Graduate College provides a webpage with some resources and guidance for students interested in research. One of those resources is the Graduate College Research Certification. It is a free, year-long professional development program that provided graduate students with the skills and knowledge necessary to initiate, conduct, and successfully conclude research projects. This effort supports Pathway Goal/Core Theme 2, Promote Research, Scholarship, Creative Activity.

The New Program and Program Change review processes are designed to ensure multiple levels of review when new programs are proposed or when there are proposed changes to existing programs. The review process is rigorous and is comprised of input and recommendations from faculty within the department, faculty within the college or school, the academic dean, the Graduate New Programs & Program Revisions Committee, and the Graduate College associate dean or dean. The purpose of this is to ensure quality and rigor in graduate programs as reflected in their content, structure and execution. Similarly, graduate curriculum goes through the same general multi-level review. This ensures that all graduate course content and requirements are at the appropriate level and designed to maximize student learning and the development of specialized skills as appropriate to the discipline.

Graduate programs intended to prepare students for artistic creation direct students toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings in multiple ways. This is accomplished through the specific exercises and requirements in their coursework, through direct mentorship between graduate faculty and graduate students, and through regularly scheduled and required exhibitions of work or performances. The culminating experiences required for students in programs dedicated to artistic creation tend to combine exams or written work with the actual presentations of artistic creations or performances that are evaluated by their graduate committee.

Graduate programs intending to prepare students for research or scholarship direct students toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying new knowledge. These graduate programs do this in varying ways, but

all employ coursework in theory and methods, as well as substantive areas of specific expertise, to introduce students to these advanced concepts and skill sets. Moreover, students in these disciplines routinely engage in both their own research and in research projects with faculty mentors. It is commonplace, and in some departments required, that graduate students present research at scholarly conferences, submit papers for publication with faculty, and even submit their own original work for publication, such as:

- The Ph.D. in Learning Sciences (Department of Educational Psychology and Higher Education) requires students to satisfy a scholarly paper requirement. The student must be primarily responsible for carrying out and reporting a study under the supervision of a program faculty member. The requirement may be fulfilled by responsible for carrying out and reporting a study under the supervision of a program faculty member. The requirement may be fulfilled by engaging in a research study that is submitted to either a professional journal or as a proposal to an annual conference of a national organization.

- The Ph.D. in Kinesiology also has a Scholarly Product Requirement. This requirement can be met in one of two ways. Students may submit a research study to a refereed journal for publication or submit a proposal for presentation of research at an annual conference of a national organization.

- Similarly, the Ph.D. in Interdisciplinary Health Sciences requires students to complete at least one national/international presentation as a platform or a poster from research generated during their program.

At the master's level, these experiences are capped off by the writing and defense of a thesis, or by the submission of a professional paper. At the doctoral level, students produce original research and publish it in the form of a dissertation. Graduate faculty guidance, mentorship, and graduate student committees play a very big role in the educational experience in these types of graduate programs.



All degree seeking graduate students are expected to complete an Annual Review of Student Progress each spring. While some students complete this at the department level, the majority of students complete the Annual Review through a centralized Graduate College review process. In the spring of 2017, 1789 degree seeking graduate students completed the graduate college annual review. Included in this review is a report of the number of graduate student publications, conference presentations. For the calendar year 2016, students reported authorship on 204 papers and 434 conference presentations. During the

2016-17 academic year, the Graduate and Professional Student Association and the Graduate College provided funding for 247 students for a total of $153,227.70, to travel to academic conferences.

Graduate programs intended to prepare students for professional practice generally spend more time than other types of graduate programs directing students toward developing advanced knowledge and performance of skills related to effective practice within the profession. Numerous examples of this exist in the Schools of Dental Medicine, Allied Health Sciences, Community Health, and Nursing where students work with patients while being supervised by faculty. In the William S. Boyd School of Law, students work in clinics such as the Family Justice Clinic and provide services to low-income clients for whom access to justice is limited.

Like other graduate programs, the curriculum provides the basis for transmitting the specific knowledge necessary for trainees in a particular profession. While students in these programs often participate in research with faculty, or conduct research on their own, many also have the opportunity to engage in hands-on learning in the form of traineeships, internships, practicums, and other field placements. Culminating experiences vary and may include professional papers and projects, final exams and portfolios, or theses and dissertations. Faculty mentorship into the norms and standards of the profession is essential in these graduate programs.

Continuing Education and Non-Credit Programs

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

The Division of Educational Outreach (DEO) credit and non-credit programs and other special programs continue to focus on and maintain compatibility with the institution's mission, goals, and Pathway Goals/Core Themes. Some administrative re-organization has occurred, both within the division and between DEO and other units across campus. The changes were implemented to enhance services to all students and improve organizational effectiveness, Pathway Goal/Core Theme 1, Advance Student Achievement.

The administration of the Office of Online Education was transferred from the DEO to the Office of the Vice Provost of Academic Affairs. The move was implemented in order to strengthen the relationship with deans, encourage development of more completely online programs, and increase the engagement of faculty in the development of exemplary online courses to promote successful learning outcomes for UNLV students. https://online.unlv.edu/content/contact-us.

The Public Lands Institute has modified its research focus to engage the community and foster inclusion and community engagement (Pathway Goal/Core Theme 4), and Osher Lifelong Learning Institute has broadened its participation in the Las Vegas area and has strengthened developed more integration within the university (Pathway Goal/Core Theme 4). Both Summer Term and Canon Survey Center have continued moving forward with constant improvement of processes and have grown in their respective areas.
Continuing Education's (CE) mission is to serve the global community of learners through

non-credit education to enhance personal growth, employment opportunities, and professional advancement. CE designs and delivers high quality non-credit personal enrichment courses, certificate programs, and professional development courses to a wide range of demographic audiences as well as create customized training programs for businesses and organizations who have specific training needs. CE draws upon the expertise of UNLV's academic and administrative faculty, industry experts, and community members to offer innovative and comprehensive courses in a diverse field of subject topic areas. CE is committed to creating an environment that promotes quality instruction, and its courses and programs are monitored through established procedures with clearly defined roles and responsibilities and are assessed with regard to student achievement. This practice serves as a process to help identify and inspire firm education and training practices of all our offerings for the purpose of in-house reporting and meets the same academic assessment standards and processes as academic units at the university.

Community2Campus (C2C) continues to provide scholarships for re-entry students as a result of continuing endowment funds and charitable giving fund and has done so by working closely with the Non-Traditional Student Commission and the Adult Learner Advisory Board. These two organizations merged in 2015 to become the Adult Learner Advisory Board. The Adult Learner Advisory Board collaborates with entities across campus to recognize non-traditional students and provide meaningful connection, useful services, and accessible opportunities that will assist them in obtaining personal and academic success at UNLV.

C2C works in concert with the Board to streamline the allocation of scholarships for non-traditional and re-entry students and to coordinate the annual scholarship recognition luncheon. https://edoutreach.unlv.edu/community2campus

C2C also provides assistance to UNLV colleges that want to increase the number of academic courses in unusual times and locations. It identifies teaching locations across the greater Las Vegas valley in addition to locations on campus and it assists faculty in setting up classes to be taught in non-traditional areas, at non-traditional times, or to meet non-traditional academic needs. All of the academic responsibilities and authorities remain with the UNLV colleges and all institutional rules, regulations, and policies are followed. All student enrollment, student data, and fiscal data are managed through MyUNLV in the same manner as traditional academic credit courses. C2C's work to find dispersed learning environments and a variety of times for courses demonstrates alignment with Pathway Goal/Core Theme 4 Foster Community Engagement. https://edoutreach.unlv.edu/community2campus.

Osher Lifelong Learning Institute (OLLI), a member-led community of vibrant semi-retired or retired adults, received a second million-dollar gift from the Bernard Osher Foundation in 2016 based on the excellence of the educational experience, the likelihood of expansion of the geographical reach of the program, and increased integration of the university culture, educational, and research opportunities with OLLI members. In an effort to increase the diversity of people able to participate in OLLI, the program developed nine satellite campuses across the greater Las Vegas valley. All efforts and outcomes are focused on Pathway Goal/Core Theme 4, Foster Community Engagement. https://olli.unlv.edu/

Public Lands Institute (PLI) develops effective solutions for public land management and

stewardship that are essential for the protection, multiple use, sustainability, and management of public lands. National federal agencies associated with public lands management have identified the desperate need to increase the diversity of people who engage in the public lands to grow the workforce of tomorrow. PLI has been participating in this call for a long time, but given the urgency PLI is now broadening its focus to include K-12 to university faculty. PLI is increasing focus on these areas through research, education, and outdoor programs.

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

Concern:
It is recommended that specific documentation supporting the credit approval and the procedures which clearly define the roles and responsibilities, and the processes that assess student achievement are provided. Additionally, supporting evidence of how DEO programs support UNLV's mission and Core Themes is recommended. The website links associated with the DEO did not accurately reflect the specific elements of this standard.

Some academic credit courses work with Community2Campus area of Educational Outreach to increase the number of academic courses offered in unusual times and locations throughout Las Vegas. The academic departments and colleges are fully responsible for the approved academic classes and instructors must go through the normal processes of approval for the courses. For undergraduate courses, approval is through the Faculty Senate. For graduate courses, approval is through the Graduate College Curriculum committee. Occasionally, additional sections of courses are needed that outstrip the availability of campus facilities and thus the option of working with C2C to find additional teaching locations across Las Vegas. All of the normally applicable rules, regulations, and policies are followed. All student enrollment, student data, and fiscal processes are managed through MyUNLV in the same process as any other academic credit class.

Continuing Education (CE) offers only non-academic courses and all information regarding the courses, student data, financial data, and registrar-processes are managed by the Division of Educational Outreach. ACEware Student Manager Process examples, appendix 2.C.17.3, provides screenshots of ACEware Student Manager on what the various screens CE uses look like, including an example of one of the reports CE can generate for plotting students by zip code on a visual map.

Continuing Education aspires to closely align with UNLV's assessment process to clearly demonstrate its focus on supporting the university's Pathway Goal/Core Theme 1, Advance Student Achievement. The Continuing Education three-year assessment plans, appendix 2.C.17.1 on how it will assess its programs in accordance with UNLV academic assessment

standards can be found here. The reports are also provided in appendix 2.C.17.2.

2.C.18 The granting of credit for Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Continuing Education follows the standards of the International Association for Continuing Education and Training (IACET) for issuing CEUs. The current measures that are standard in the U.S. are in appendix 2.C.18.1. For students, a brief statement about CEUs is posted on the web site in two locations, http://continuingeducation.unlv.edu/about and http://continuingeducation.unlv.edu/registration-policies.

Continuing Education has a New Certificate Program Proposal, appendix 2.C.18.2, and it has a number of requirements that includes CEU eligibility and the IACET criteria. Appendices 2.C.18.3-.5 contain other forms that CE uses for developing a proposal for a course or certificate program.

CE continues to increase the numbers and types of courses offered to positively impact the broad and diverse community it serves. The courses are structured to support Pathway Goal/Core Theme 1, Advance Student Achievement, to promote student learning and success as well as Pathway Goal/Core Theme 3, Foster Community Partnerships. Listed below are some health-related courses offered by CE that meet these goals:

1. Gap Training for RNs: Transition into Practice Program
2. Medical Assistant Certificate Program
3. NASM Personal Training Certifications
4. Personal Care Aide Certificate Program
5. Mind, Body, and Spirit personal enrichment courses (i.e. Healthy Aging, Energy Healing)

Continuing Education's long term relationship with Workforce Connections, the state of Nevada's local Workforce Development Board, supports the university's Pathway Goal/Core Theme 4: Foster Community Partnerships. CE offers programs to prepare students to enter the workforce or to continue their education in academic courses or professional programs. An example is the Paralegal Certificate Program. Workforce Connections serves as the agency in Southern Nevada that facilitates funding through the Workforce Innovation and Opportunity Act (WIOA). Educators receiving funding from WIOA must be approved as an Eligible Training Provider (ETP); CE has been an ETP since 2014. Certificate programs must be submitted for approval each year. There are currently four programs approved for WIOA funding: Gap Training for RNs: Transition into Practice; Paralegal Certificate Program; Personal Care Aide Certificate Program; and Stage Technician Education & Development Intensive (STEADI) Certificate Program. Approved trainings allow students who qualify to receive tuition-free training to equip them with the necessary education and skills required by the Nevada job market. Workforce Connections' Eligible Training Provider List can be found here: http://etpl.ajcnevada.com/public/TrainingSearch.aspx.

In January 2016, Workforce Connections announced new guidelines and regulations for ETPs who wish to continue to receive funding through the WIOA and, as a result of this announcement, CE has started to develop processes and mechanisms to meet these new requirements. Mandatory reporting to Department of Labor of the new performance and reporting requirements, appendix 2.C.18, are due July 1, 2018.

Currently Continuing Education only records pass/fail rates for students participating in its certificate program courses. The data is compiled and included in its annual academic assessment report to the Office of Academic Assessment.

Certificate programs include student expected learning outcomes which are listed on the certificate program's dedicated webpage. Each student is expected to meet listed learning outcomes in order to earn CEU credit and ultimately the certificate. At the conclusion of each course, students are immediately notified whether or not they met the learning outcomes for the course and the students' performances are recorded in the course file as well as the registration system known as Student Manager. These records are maintained by the Division of Educational Outreach indefinitely. See appendix 2.C.17.3 for example of record keeping/grade screen.

The 2015 and 2016 Assessment Reports for Continuing Education outlines the process CE has implemented for academic assessment and measuring student learning in its certificate programs. The report also includes student achievement data as well as plans on what CE will do to improve its curriculum, teaching methods, and assessment measures to ensure students are learning in these certificate programs. The 2016 Assessment Report was submitted to the Office of Academic Assessment December 2016 and the pass/fail data included in this report was compiled by the Cannon Survey Center.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Concern:
It is recommended that specific documentation supporting the credit approval and the procedures which clearly define the roles and responsibilities, and the processes that assess student achievement are provided. Additionally, supporting evidence of how DEO programs support UNLV's mission and Core Themes is recommended. The website links associated with the DEO did not accurately reflect the specific elements of this standard.

The Division of Educational Outreach (DEO) uses a course-management, registration, and student management system that is independent from the university's MyUNLV academic credit course registration system. The system, known as Student Manager, is a product developed by ACEware Systems Inc. (http://aceware.com). This system is used nationally by Continuing Education, Community Education, and Osher Lifelong Learning Institute programs. All non-credit courses and programs offered in the Division of Educational Outreach are built and tracked in Student Manager. In addition to course completion and student enrollment data, DEO uses Student Manager to track demographic data for participants in all non-credit programming in order to: improve outreach efforts, understand DEO's impact on the local community and

beyond, and ensure that programs meet the educational, personal enrichment, and professional development needs for the community it serves. These data are also used to determine the best locations and modalities in which DEO programs are offered. Continuous analysis of these data allows DEO to align its goals with Pathway Goal/Core Theme 1 to Advance Student Achievement, and also support Pathway Goal/Core Theme 4 Foster Community Partnerships. See "ACEware Student Manager Process Examples.pdf" for screenshots of ACEware Student Manager on what the various screens CE uses looks like to track and record various data in the system.

The Student Manager system is also used to track student's progression and completion in the various certificate programs as well as to maintain Continuing Education Unit (CEU) transcript records for all students who have taken and completed a CE course or program which both further supports Pathway Goal/Core Theme 1 to Advance Student Achievement.

Student Manager is essential to the production of the Continuing Education Course Catalog as well as the Osher Lifelong Learning Institute Catalog. Both catalogs are published several times a year and distributed to over 200,000 households combined.

2.D Student Support Resources

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

The institution provides many resources for students, to nurture both their educational progression and personal growth and health. Some of the major ones are listed with links to the websites to show the depth and breadth of programs and services available to students.

- Academic Advising
  Each college/school has its own academic advising center to serve the undergraduate student population. The advising centers are equipped with a staff of academic advisors who meet with students about their academic goals and assist in constructing a plan for graduation. Detailed information is provided in 2.D.10.

- Academic Success Center (ASC)
  Established in 2008, the Academic Success Center is a resource and service hub that partners across campus to welcome, guide, and support UNLV undergraduate students throughout their academic careers. The primary goal of the ASC is to enhance student retention, progression, and completion (RPC), which falls within Pathway Goal/Core Theme 1, Advance Student Achievement.

    ASC Academic Advising
    The ASC team of academic advisors helps students plan a course for success. Academic advising is offered for Exploring Majors as well as non-degree seeking students, early studies students, adult learners, and returning students. Additionally, academic advising is provided for first-year students during New Student Orientation.

Transfer and continuing students may schedule individual academic advising sessions or utilize web academic advising.

Highlights that support the Top Tier Student Achievement Goal of improving RPC rates include the following for the 2016-17 academic year:

1. Freshman welcome video created and sent to all incoming freshman attending New Student Orientation. Over 46% of students completed the attached survey prior to attending ASC New Student Orientation.

2. Over 95.0% of student survey respondents (290/304) reported confidence in their understanding of university general education requirements as a result of ASC academic advising. *

3. For Exploring students who attended the ASC New Student Orientation (Summer 2016):
   - Average cumulative GPA after first academic year: 2.66
   - Average number of credits earned after first academic year: 26
   - Students declared major during first academic year: 31.3% (100/319)

4. 60.0% (406/676) of Fall 2016 first-time/full-time Exploring-Pathways students had declared a major as of 5/31/2017.

5. 334 students completed a student satisfaction survey regarding ASC academic advising appointments/services. 96.90% (282/291) reported being "satisfied" or "very satisfied" with their ASC academic advising (Data from Qualtrics 2016-2017 ASC Student Assessment of Academic Advising)

- The Academic Success Coaching Program is designed to help students not only be successful academically, but to thrive and to contribute to the vibrant UNLV learning community. Academic success coaches are graduate students who are trained to provide academic support and mentoring for their students. Coaches meet regularly with their students to build on academic and personal strengths while identifying areas in need of additional support such as time management, note-taking, test-taking strategies, and basic content skills in math and reading. Together the coach and student create goals and a strategy for how to balance an academic and personal life in the most effective manner.

- Early Studies Program (Dual Enrollment)
  The Early Studies Program provides highly-motivated Nevada high school students the opportunity to enroll in UNLV courses and earn college credit, while receiving the support services of the ASC.

- First-Year Seminar
  The ASC partners with the College of Liberal Arts to offer 3-credit First-Year Seminars for Exploring Majors (COLA 100E) that introduce students to university life and expose them to skills and knowledge necessary to help them

succeed as undergraduates.

- The Math Bridge Program is designed to help students who placed into Math 95/96 (remedial) or Math 120, but need a different 100-level math course for their major. Participating students utilize UNLV computer labs over several weeks to work on an online, adaptive, self-paced national platform (ALEKS), accompanied by face-to-face UNLV tutors, to help refresh their math skills. Summer sessions are offered for freshmen and fall sessions are offered for students who have accumulated more than 30 credits. The goal is for bridge students to test into the needed math course for their major upon completion of the bridge. The program has experienced notable success. Following completion of the summer Math Bridge Programs, 77.56% (159/205) in 2016 and 75.69% (218/288) in 2015 placed into a 100-level math course. These students thus saved the time and money that would have otherwise gone toward lower math courses, and they were placed on better path of matriculation to graduation.

	Summer 2016	Summer 2015
Believe they are learning as a result of Math Bridge	97.83% (135/138)	98.96% (191/193)
Believe they are more prepared to take math classes at UNLV because of Math Bridge	98.55% (136/138)	96.41% (188/195)

- Center for Academic Enrichment and Outreach (CAEO)
  The Center for Academic Enrichment and Outreach is a set of federally-funded college opportunity programs design to motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. It serves targeted students who are low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic environment from middle school to post baccalaureate degree. The center provides academic tutoring, personal counseling, mentoring, financial literacy and guidance, and other support services necessary for educational access, retention, and graduation.

- Honors College
  The Honors College offers students the opportunity to challenge themselves intellectually, surround themselves with like-minded students, and experience the satisfaction of discovery through the Research and Creative Honors Program. In this distinctive program, students complete an undergraduate thesis – an independent research or creative project – under the guidance of a faculty advisor. Some of the projects culminate in a traditional written thesis, but students from the arts may complete thesis projects that take the shape of an original artistic work (e.g., a script, musical composition, etc.).

- International Programs
  Spending a semester studying in another country is an option for students and helps students understand the changing society and world from a global perspective. Opportunities and scholarships are available in over 40 locations around the world.

- The Intersection: Academic Multicultural Resource Center
  The Intersection is an initiative aimed at improving student success and graduation rates and building a sense of belonging on campus. As the second most diverse university in the country and a MSI, the needs of current students are different than students of the past. Minority and first-generation students expressed the need to learn how to navigate their way on campus. There are many programs to assist students in being academically successful, but it can be difficult to learn about them and find them. A secondary need was simply a physical space to share ideas and develop a sense of belonging. For marginalized groups, that sense of belonging is a big factor in their academic success.

- Math Learning Center
  Students utilize the Math Learning Center to place and enroll in appropriate first-year math courses. Remedial options are available and other innovative options to successfully complete required math courses.

- Tutoring
  Free tutoring is available for a variety of courses throughout the school year. Tutoring supports in-class learning to help students become independent learners. In addition to the tutoring support provided by the Academic Success Center, a number of colleges, schools, and departments also provide their own tutorial services, focused on a particular discipline. The Writing Center offers free assistance to currently enrolled students and to staff with their writing projects. Learning support is available on a face-to-face basis and online.

Student Satisfaction Inventory Results for Tutoring and Academic Support
(on a scale of 1-7, 7 being highest)

	2008	2011	Select 8 Peer Institutions
Tutoring services are readily available	4.7	5.15	5.43
Academic support services adequately meet student needs	4.57	4.69	5.22

- Student Affairs – Due to the large array of services in this area, many of which are detailed elsewhere in this report, links are provided to the websites. Appendix 2.D.1 applies to this section.
  - Campus Life
    - Student Union
    - Residential Life
    - Student Engagement and Diversity
  - Enrollment and Student Services
    - Financial Aid and Scholarships
    - Career Services
    - International Students and Scholars
    - Military and Veteran Services

  - Student Wellness
    - Counseling and Psychological Services
    - Disability Resource Center
    - Jean Nidetch Women's Center
    - Student Conduct
    - Student Health Center
    - Recreation Center
  - Police Services

- Student-Athletes
  The ASC houses programs and services geared toward helping student athletes succeed in-and-out of the classroom, ranging from one-on-one advising to life skills seminars. Below are student-athlete benchmarks for AY 2016-17:

1. Academic Progress Rate (APR) holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term; a 930 multi-year score is required to remain penalty-free and eligible for post-season competition score of 943 or better, remaining penalty-free and eligible for post-season competition. All UNLV athletic teams maintained a multi-year Academic Progress Rate. One team (Women's Golf) scored a perfect 1000 multi-year score.

2. The federal graduation rate for UNLV student-athletes currently sits at 56%. That is approximately 15% higher than the University's general student-body federal graduation rate (41%).

3. UNLV student-athletes currently have a graduation success rate of 75%.

4. 49.33% (185/375) of UNLV student-athletes attained a cumulative grade point average of 3.0 or higher in AY 2016-2017.

5. 14 of UNLV's 16 sports achieved a team cumulative GPA of 2.80 or higher.

6. The overall cumulative GPA of all UNLV student-athletes subsequent to Spring 2017 semester is 2.99.

7. 173 student-athletes were honored with Academic All-Conference and Conference Scholar-Athlete awards.

8. Between Fall 2016 and Spring 2017, 202 student-athletes were named to the UNLV Dean's Honor List, which requires a semester GPA greater than 3.5 in at least 12 academic credits.

- **Graduate College**
  The Graduate College has as its central mission, the support of the more than 4,000 students enrolled in over 145 degree and certificate programs. To meet this mission, the Graduate College coordinates with colleges, departments, and offices all across campus. As graduate students often find it necessary to work with a variety of campus services,

the Graduate College has adopted a 100% solutions approach to addressing questions. For the Graduate College staff, 100% solutions indicates that they will make every effort to find a solution for each graduate student and faculty issue.

In addition to the services provided to all students at UNLV, graduate students are specifically supported by a number of graduate college offices and initiatives. These include the Student Success Institute, Graduate Financial Services office, the Grad Rebel Gateway, the Rebel Grad Slam, and the Graduate and Professional Student Association.

Graduate Student Success Institute

The Graduate Student Success Institute (formerly the Grad Rebel Success Center) provides an extensive array of support services for graduate students which are listed on the Success Institute home page.

The Student Success Institute provides professional development in research and career development through Academic Support Certifications. There are currently Academic Support Certifications available to students for Teaching, Research, Mentorship, and Communication.

The Student Success Institute provides an extensive and regular program of workshops and training. The workshops address a wide range of topics of interest to graduate students and faculty such as time management, program progression, dissertation formatting and interviewing. The Student Success Institute also coordinates programming with a variety of campus partners such as the Library, Writing Center, and the Office of Research Integrity.

The Student Success Institute also provides informal and student-centered issue-resolution services to current and prospective graduate students. The office assists students with information and guidance about the Graduate College and graduate program policies and procedures, graduate student rights and responsibilities, complaint and appeal processes.

Graduate Financial Services

The Graduate Financial Services office is a one-stop shop for financial support services. The broad areas coordinated by this office include graduate assistantships, scholarships, fellowships, grants, and program costs.

Graduate Financial Services supports the nearly 1,000 students that have a graduate assistantship. The office supports the application, onboarding, tuition and fees payments, and stipend processing for all graduate assistants. The office also coordinates with the Office of Sponsored Projects, Human Resources, and each campus unit that hires graduate assistants.

In addition, graduate financial services manages the application, review, and awarding of over $350,000 in fellowships and scholarships.

Grad Rebel Gateway

In the spring of 2016, the Graduate College migrated the application system to a Customer Relationship Management (CRM) system. The new system was designed from the ground up to support a wide variety of graduate student activities. Students now have a personalized portal that can be used to manage applications for degree programs, assistantships, scholarships, and fellowships. The new system also provides a centralized system for communicating with prospective and current students. Further development in the system is aimed toward supporting student progression, completion, and alumni relations.

Rebel Grad Slam

In the fall of 2014, the Graduate College hosted the first annual Rebel Grad Slam. This is a three-minute thesis competition modeled after the University of Queensland and other competitions held around the world. The inaugural event was very successful with over 60 students competing and substantial audiences of students, faculty, and community members enjoying the presentations. The third competition was held this past fall and the winner went on to compete in a regional competition held at the Western Association of Graduate Schools annual meeting.

Graduate and Professional Student Association

The university has a very active and engaged Graduate and Professional Student Association (GPSA). The GPSA offices, located in the Lied Library in the new Graduate Student Commons, opened on September 12, 2012, and provide office and meeting space, research support, and computing resources.

The GPSA activities include government relations, sponsorship funding for research and travel, annual research forum, and a variety of professional development initiatives. The GPSA membership manages over $150,000 for graduate student conference travel. The application, review, and awarding of these funds is managed entirely by the GPSA leadership.

One of the most important events of the year on campus is the annual GPSA Research Forum. At this event, about 150 graduate students present talks or display posters describing their research projects. All of the presentations and posters are judged by faculty reviewers.

Graduate Student Graduation Rates

Six-year Graduation Rates of New Masters Students			
Fall 2010 Cohort			
		Graduated in 6 Years	
Enrollment Status (Cohort Term)	Cohort (#)	(#)	(%)
Full-time	536	446	83.2%
Part-time	312	197	63.1%
Total	848	643	75.8%

Eight-year Graduation Rates of New Doctoral Students			
Fall 2008 Cohort			
		Graduated in 8 Years	
Enrollment Status (Cohort Term)	Cohort (#)	(#)	(%)
Full-time	76	53	69.7%
Part-time	55	28	50.9%
Total	131	81	61.8%

Six-year Graduation Rates of New Dental (DMD) Students			
Fall 2010 Cohort			
		Graduated in 6 Years	
Enrollment Status (Cohort Term)	Cohort (#)	(#)	(%)
Full-time	79	76	96.2%
Total	79	76	96.2%

Six-year Graduation Rates of New Law Students			
Fall 2010 Cohort			
		Graduated in 6 Years	
Enrollment Status (Cohort Term)	**Cohort (#)**	**(#)**	**(%)**
Full-time	**110**	**102**	**92.7%**
Part-time	**43**	**37**	**86.0%**
Total	**153**	**139**	**90.8%**

Source: UNLV Analytics (RPC Benchmarks Dashboard); UNLV Data Warehouse
Prepared by Office of Decision Support, July 2017

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

UNLV Police Services strives to provide adequate safety and security of its students and their

property. The Police Services unit is a full-service police department operating 24 hours a day, 365 days a year on the Maryland Parkway campus, the Paradise and Shadow Lane locations, and Sam Boyd stadium (the UNLV football and special events venue). Dialing 911 on a university phone goes directly to Police Services Dispatch. There are over 100 highly visible emergency telephones which have blue lights for visibility, located around the campus mall, parking lots, and parking garages on all UNLV sites.

University police officers are category-one peace officers and are required to complete a 22-week, 750-hour state Peace Officer Standards & Training (P.O.S.T.) academy as well as pass 560 hours of field training to qualify as a University Police Officer I. After completing a one-year probationary period, an officer is promoted to University Police Officer II.

Police Services has developed an Emergency Operations Center (EOC). Police Officers have increased their armament and undergone Emergency Operations Center and disaster training. The EOC will be activated in the event of a large-scale emergency in order to provide clear communication between university officials, emergency responders, and the community. Police Services also has an Emergency Notification System that, when activated, will send an emergency message to university cell phones, personal cell phones, university email, and personal email. UNLV students, faculty, and staff, are automatically enrolled when admitted/hired and can later opt out of the system if they desire.

Police officers received what is commonly referred to as “Active Shooter Response” training before and after shootings that have occurred around the country in recent years. This is an ongoing training regimen with officers receiving tactical response training bi-annually.

Police Services maintains a cooperative relationship with the Las Vegas Metropolitan Police Department, and enforces federal, state, and county laws and ordinances as well as university regulations. It has the same law enforcement power as all other Southern Nevada police agencies. All criminal incidents are investigated and prosecuted when warranted. An agreement between UNLV and the Las Vegas Metropolitan Police Department extends Police Services’ jurisdiction beyond the Maryland Parkway campus to include adjacent streets.

Police Services believes it is more beneficial to prevent crime than to react after the occurrence. A primary method for accomplishing this goal is the department’s comprehensive crime prevention strategy based on a multi-layered approach that includes proactive area patrol of the campus and crime prevention education and training. Modeled after the “community policing” concept, this strategy allows Police Services officers to listen closely to the students, faculty, and staff in order to provide services that fulfill their needs.

UNLV complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and publishes the Department of Policies Services Annual Security Report. It highlights crime reporting procedures, crime prevention programs, and other services available to the campus community. Crime statistics are also provided, as is information regarding the number of arrests made for certain designated criminal offenses. This report can be obtained online or from the Police Services headquarters building at 1325

E. Harmon Avenue near the corner of Maryland Parkway and Harmon Avenue.

A daily crime log is published on the Police Services website and the student newspaper covers campus crime related stories periodically. Appendix 2.D.2 contains Policies services response to sexual assault.

Within Risk Management and Safety, a Fire and Life Safety group is responsible for maintaining and improving safety in and around campus buildings and other structures. Programs conducted include:
- Fire safety inspections
- Evacuation drills
- Evacuation signage
- Extinguisher training
- Extinguisher and eyewash unit testing
- State and local code compliance and review
- Campus code compliance issues
- Emergency response planning

Police Services' operations are routinely assessed for effectiveness by panels of non-affiliated campus law enforcement experts and professionals associated with the International Association of Campus Law Enforcement Administrators (I.A.C.L.E.A.). These evaluators review the department's operational and budgetary documents; conduct extensive interviews with department staff; and interview university stakeholders from across the campus community (ex. UNLV Faculty Senate, UNLV Student Government, and President's Cabinet). Assessments are performed every five years and are required by the Nevada System of Higher Education policy. The results are presented to the NSHE Board of Regents for review and final approval. They are also made available on-line to the public through the department's website at http://www.unlv.edu/police/operation. Actions taken to address items for improvement in the report include:

- Manual of rules was updated and issued to all officers
- Recruitment is underway to hire an emergency manager
- Officer staffing has returned to pre-recession level
- Environmental controls installed and electrical panel in server room was expanded
- Communications equipment updated
- Policy developed and approved to centralize video recording on campus

The university relies on the county's fire department for its services. Four fire stations are in close proximity to the Maryland and Paradise sites and one near the Schools of Medicine and Dental Medicine.

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

Concern:
Missing from the self-study is information regarding the effectiveness of the other programs to increase applications from, and success of, underrepresented students. Questions that should be addressed: Has there been an increase in the number of underrepresented student attending UNLV? How does their academic success compare to that of other students? It remains to be seen if the use of the Insight Resume causes desired changes in the makeup of the incoming class.

Detailed admissions information is found in 2.A.16, and appendix 2.D.3 contains the Board of Regents policies on recruitment and retention.

Pursuant to the Nevada System of Higher Education (NSHE) board policy, students seeking admission to the universities must have (Board of Regents Handbook, Title 4, Chapter 8, appendix 2.D.3):
a) at least a 3.0 (weighted) grade point average in the required high school courses for admission; or
b) a combined score from the SAT Critical Reading and SAT Math sections of at least 1040; or
c) an ACT composite score of at least 22; or
d) a Nevada Advanced High School Diploma.

The Insight Resume was piloted in the application process to move toward a more holistic admissions process. The resume included a set of questions designed to measure non-cognitive qualities. The resume was optional for students and as of fall 2016, the resume was removed from the process.

Careful analysis of the alternate admissions process, including the Insight Resume process, yielded information that showed the alternate admissions students' graduation retention rates 5-year combined cohort graduation rate for fall 2006-fall 2010 was 25.1%. For that same combined cohort, the regular admits graduation rate was 43.8%. Although these students were generally part of the Academic Success Center, their success was minimal. Alternate and late admissions requests are now evaluated on a case-by-case basis.

The analysis also demonstrated that when alternative admissions students were taken out of the first-year student pool, diversity actually increased so the determination was clear that the process was not improving diversity.

Outreach efforts by the Office of Admissions for African-American students have increased so that there is no adverse effect from the lower number of alternate admits admitted. Recruiters annually attend the African-American College Expos in Oakland California and the Southwest Diversity Expo in Phoenix, Arizona and enroll students at the events. Recruiters also hold the African-American Scholar Recognition Dinner for Clark County School District high school juniors. UNLV's Center for Academic Enrichment and Outreach (CAEO) has numerous federal grants to administer the following programs:

- **TRIO GEAR UP -** Provides early intervention services to significantly increase the number of low-income students who are prepared to enter and succeed in

postsecondary education. UNLV has the largest TRIO/GEAR UP program in the nation, with $116 M in federal funds, serving 15 CCSD middle schools and 14 CCSD high schools.

- **TRIO Educational Talent Search (ETS) -** Serves 15 CCSD middle schools and 14 CCSD high schools to better understand their educational opportunities and options.

- **TRIO Upward Bound (UB) and Upward Bound Math/Science (UBMS) Center -** Prepares students in CCSD grades 9–12 for higher education by strengthening math, science, English, and foreign language skills.
    - 100% of TRIO UB and ETS students graduated high school (2014–15).
    - 84% of TRIO UB and ETS seniors enrolled in postsecondary programs (2014–15).

Concern:
It would be interesting to see measures by which the university assesses the effectiveness of its transfer processes: What proportion of credits is accepted as fulfilling major requirements vs. those accepted as free electives? Do transfer students tend to graduate with more credits than those that began as freshmen at UNLV, indicating a misalignment of transfer courses and requirements?

Aside from current measurements confirming that transfer students primarily come from other NSHE institutions vs non-NSHE institutions, the following items efforts have been undertaken to assess the transfer process, ensure existing policies are accurate, and improve efficiencies in workflow for transfer application review:

- Participated in NSHE's system wide Transfer Audit in fall 2015
- Reviewed current Articulation Agreements to ensure accuracy and improved student experience
- Piloted new Articulation Agreements with two California Community Colleges (Santa Monica CC and Barstow CC)
- Piloted a new Veteran Student Services transfer policy for Barstow CC
- Participated in the NSHE Transfer Articulation Board in spring 2016
- Purchased Transferology (CollegeSource Inc. product) to improve course equivalencies for non-NSHE feeder schools

Regarding the proportion of transfer credits accepted to fulfill major requirements vs. general electives, currently there are no metrics to determine the exact percentages of transfer coursework in meeting General Education, Major, and General Elective requirements. This is true for both transfer populations (NSHE transfer students and non-NSHE transfer students). The lack of available metrics is a shortcoming of the existing student information system (PeopleSoft), as well as the process of transfer articulation. While courses are articulated to determine admissions eligibility and graduation requirements met at the time of review, no analytics are available to differentiate the percentage of transfer courses that have been employed to meet a specific graduation requirement.

Anecdotally, based on the experiences of the Transfer Articulation team, the table below highlights a broad estimate of graduation requirements satisfied at the time of initial transfer

evaluation.

	General Education	Major	Electives
NSHE Transfer	55-70%	15-25%	5-30%
Non-NSHE Transfer	5-15%	10-20%	65-85%

A primary reason the percentages are higher for NSHE Transfer students is the common course numbering within the NSHE system, as well as articulation agreements that waive General Education requirement for students transferring within an approved Associate Degree.

Based on the numbers for the last four graduation ceremonies, transfer students generally graduate with more credits than those that began as freshman at UNLV as shown below.

Average Total Credits at Time of Graduation

	Spring 2014	Fall 2014	Spring 2015	Fall 2015
FTF	132	135	134	135
Transfer	154	151	148	147

While various factors may contribute to the higher number of total credits at time of graduation for transfer students, it is inconclusive to determine that there is a misalignment of transfer courses and graduation requirements. The difference in total credits equates to one additional semester of coursework for the average transfer student, in comparison to a first-time freshmen.

All new students are required to attend a full day that includes campus tour, visit to college to meet with advisors (and register for classes if necessary), learn about campus resources, obtain Rebel ID, etc. Since attendance is mandatory, no data on the effect of the program has been collected thus far as there is no group (e.g. non-attenders) to compare to, but it is being considered for the future. The program has been revamped to include 18-20 sessions during summer, including an orientation for 150+ students and parents in Hawaii. This eliminates the expense for those students to come to Las Vegas for a day during the summer and saves that money for expenses once they arrive on campus in Las Vegas for the fall semester.

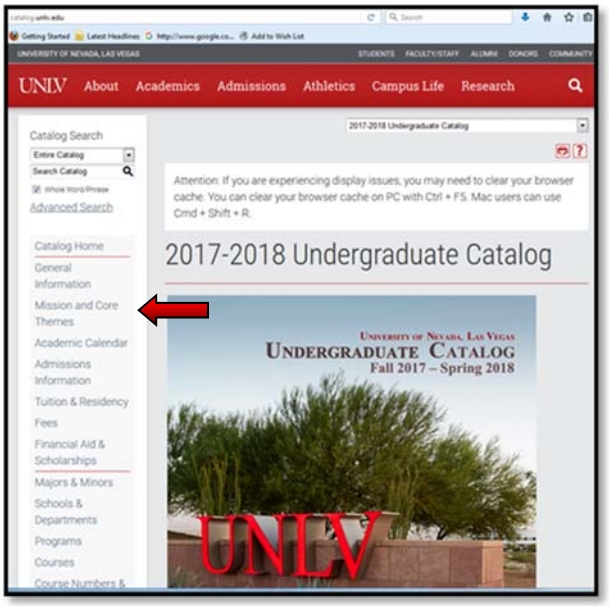
2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

At times, academic units may want to eliminate a degree, major, or other program. To accomplish this, the unit must go through the chain of command in their college or school. Upon college or school approval, the recommendation goes to either the Faculty Senate for undergraduate programs or to the Graduate College Programs Committee for consideration. If approved, the recommendation is then considered by university administration for

approval, and finally to the Board of Regents. Students currently admitted to a program that is eliminated are provided a way to complete the program in a reasonable time period. This may require courses be taught for a minimum of two years after discontinuation of the program. Similarly, when significant changes occur in a program, students are given several options, which may include completing the old program, moving to a related major, or selecting an entirely different program. Every effort is made to ensure that students will not be harmed by such changes. Contact is maintained with students in order to ensure that they remain aware of critical deadlines. UNLV has adopted the teach-out template published by NWCCU and has posted it on the academic program actions page, in the Program, Degree, Major Elimination section, https://www.unlv.edu/provost/vpaa/actions#.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

a) Institutional mission and core themes;
b) Entrance requirements and procedures;
c) Grading policy;
d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
f) Rules, regulations for conduct, rights, and responsibilities;
g) Tuition, fees, and other program costs;
h) Refund policies and procedures for students who withdraw from enrollment;
i) Opportunities and requirements for financial aid; and
j) Academic calendar.



The university updates its undergraduate and graduate catalog annually. The catalogs, current and archived, are available on the website. They are also easily accessed from the home page, under Academics, Catalogs or from the A-Z index found in the search section (indicated by a magnifying glass) of the UNLV homepage, C, Catalogs. Paper copies of the catalogs are no longer published. Paper copies of the 2010-2012 and earlier undergraduate catalogs and earlier graduate catalogs are available in the registrar's office, advising centers and the main library.

The catalogs document the university's mission and Pathway Goals/Core Themes, which is also available on the About webpage and provide information on the institution's academic programs and courses, admission requirements, tuition and fees, financial aid, academic policies, academic

integrity and student conduct, and graduation. The Academics webpage is also accessed from the homepage. Degrees, minors, tracks, and certificates can be viewed by all, undergraduate, graduate, or college/school. Each degree, minor, track, and certificate listing contains a description of the degree, learning outcomes, degree worksheets and plans of study for undergraduate degrees, handbooks for graduate degrees, representative syllabi, career information, a link to the department and college, and other useful information. Required course sequences and projected timelines to completion and can also be accessed through the academic advisors in each college or school or academic advisors working in the university's Academic Success Center are additional resources for students with questions on this information.

Entrance requirements and procedures are available online by visiting UNLV's Admissions homepage online at: https://www.unlv.edu/apply.

Tuition, fees and other program costs are available online at: https://www.unlv.edu/about/college-costs. Tuition and fee estimators are available for use by both undergraduate and graduate attendees. Refund policies and procedures can be found online at: https://www.unlv.edu/cashiering. Financial aid opportunities and requirements are available online at: https://www.unlv.edu/finaid

The grading policy can be found online at: http://catalog.unlv.edu/content.php?catoid=16&navoid=2831#Grades

Biographical information for full-time faculty may be found by visiting their respective college or school websites, which may be found by following this link: https://www.unlv.edu/academics

Student conduct, rights, and responsibilities is available online at: https://www.unlv.edu/studentconduct .

Academic calendars are available at: https://www.unlv.edu/registrar/calendars

Concern:
The core themes could not be found in the undergraduate catalog.
They were and are there, but it is difficult to find them with the catalog search tool and the page they are on changes each year. The current catalog has them here.

Concern:
Potential sources of information on the frequency of class offerings was not mentioned in the self-study, nor could any such information be found on the university's website.
Course offerings can only be accessed in the secure MyUNLV student system. A fall 2017 course list is included as appendix 2.D.5.1.

Concern:
Access to regulations for student conduct, rights and responsibilities on the Office of Student Conduct's website is not straightforward. Given the growing concerns about student behavior, such an important office should provide information that is easily accessible.

This concern has been addressed through the college/school website updates. The majority of colleges and schools use the UNLV template in which there is a menu (commonly called the "hamburger" menu) to the left of the name of the college/school on the home page. The menu contains a link named Student Resources and on it there is a link to Student Conduct. For the colleges/schools that do not use the UNLV template, there is either a direct link to student conduct on a student tab, such as on the College of Education's homepage, or a student resources link.

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

In addition to the undergraduate and graduate catalogs, colleges, schools, and departments provide prospective students and enrolled students with information about program requirements, state, and national licensing requirements (see the catalogs in appendices 2.D.5.2-.3). The information is found on the college or school and department websites and is specific, such as this one for Accounting in the Lee Business School and at the College of Education's licensure page. Academic advisors in each college or school can also assist students with national and state eligibility requirements for licensure or entry into an occupation and with any unique requirements for employment and advancement in an occupation or profession. Career Services provides another avenue students can explore for occupational requirements through career counseling. Students can also search the job listings on the Career Services website.

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

The Office of the Registrar maintains the security of documents in partnership with the Office of Information Technology. Students' academic files are imaged and stored in secure web servers that are maintained and backed up regularly by Retrievex, a local records and information management company. The Registrar's Office follows the American Association of Collegiate Registrars and Admissions Officers' guidelines for retention of records. Once a file that must be maintained is imaged, the physical file is destroyed by a licensed shredding contractor.
Data and records are maintained in mainframe environments that are temperature controlled and secured by multiple access points and security cameras. The mainframe containing the student records is located in the NSHE's System Computing Services building in Reno, NV. An instance of this mainframe is backed up to the mainframe located in the System Computing Services in Las Vegas every night in the event of any loss of data in Reno. The same instance is also backed up nightly and stored in a secure off-site location by Iron Mountain, Inc., a records storage and management company. 160

UNLV adheres to the Family Education Rights and Privacy Act of 1974 (FERPA). Student records are never released to a third party, except with the written consent of the student. All newly admitted and continuing students (as well as potential stop-outs from the last term) are made aware of their FERPA rights every semester through MyUNLV, the student registration and information system. MyUNLV also gives students the opportunity to opt out of releasing their directory information. New faculty and staff who need access to the student information system are made aware of FERPA obligations before they are granted access. All faculty and staff, as well as any other agents of the university who request access to student academic records, must complete a FERPA tutorial[1] and acknowledgement. The tutorial is intended to ensure that anyone accessing student records understands the obligations under FERPA for proper use and protection of student records.

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

Concern:
What is difficult to ascertain from the self-study is whether or not the financial aid program is "effective" as specified in this standard. No data are given regarding the effectiveness of the various activities of the Financial Aid Office, such as the providing counseling and on-campus employment to reduce the amount of loan indebtedness of students upon graduation.

The Office of Financial Aid and Scholarships has a comprehensive website with information for students and parents. The office regularly interacts with the community at events designed to target high school students considering college. Students can apply for financial aid right from the homepage of the website. Consumer information is provided on the website's main page including tools to estimate tuition and fees, estimate student loan payments, and prevent student loan default. Additional information is available on the menu directly to the left of the Financial Aid and Scholarships name on the home webpage, including contact information. There is an overview of the satisfactory academic progress policy here https://www.unlv.edu/finaid/checklist/after-sap, a link to the full policy at the bottom of the page, and the policy is provided as appendix 2.D.8.1.

Assessment of the Office of Financial Aid and Scholarships
In 2016, the office answered 30,000 calls and served 26,000 students at the front counter. Customer service surveys with seven questions were implemented beginning in 2014 by the Office of Financial Aid and Scholarships. The survey questions in 2014, appendix 2.D.8.2, were a first attempt at obtaining satisfaction information from students and were modified slightly for 2015 and 2016. The 2016 survey results show improvement in the students' perception of staff and the overall services. Students' perception of how quickly their application for financial aid was processed, although showing slight improvement, indicated that students would like further improvement, as shown below.

[1] http://www.unlv.edu/assets/aboutmyunlv/training/FERPA/FERPA.html

Question: Financial aid staff have been helpful and courteous when speaking with me.

Responses	2015		2016	
Yes	649	72%	669	76%
No	170	19%	124	14%
Undecided	91	10%	101	11%
Total Responses	902		879	

Question: Financial aid staff are knowledgeable about financial aid policies and procedures.

Responses	2015		2016	
Yes	642	71%	650	74%
No	148	16%	131	15%
Undecided	112	12%	98	11%
Total Responses	902		879	

Question: My application for financial aid was processed in a timely manner.

Responses	2015		2016	
Yes	586	65%	588	67%
No	224	25%	187	21%
Undecided	92	10%	104	12%
Total Responses	902		879	

Question: Overall, I was satisfied with the services I have received from the UNLV Financial Aid & Scholarships Office.

Responses	2015		2016	
Yes	575	64%	617	70%
No	125	14%	125	14%
Undecided	201	22%	137	16%
Total Responses	901		879	

A third-party call center was contracted to assist with answering the overflow calls during peak times of the semester. Calls automatically switch to the call centers when the phone lines become full. Additional improvements are discussed below.

Minority Service and Under-Resourced Schools Division of the U.S. Department of Education

The office participated in a voluntary onsite visit by the Minority Service and Under-Resourced Schools Division of the U.S. Department of Education fall 2014 and spring 2015. The onsite visit reviewed best practices, policy and procedure, necessary consumer disclosure information, and provided recommendations for improvement. The recommendations and the actions taken follow.

1. The institution include in its Satisfactory Academic Progress (SAP) policy language regarding the requirement of an academic plan during the probation period for students who do not appear to have the ability to meet the SAP requirements the subsequent semester.

The Office of Financial Aid and Scholarships worked with the Office of Academic Advising and advisors are now planning schedules of 15-30 credit hours for students not meeting SAP

or in jeopardy of not meeting it. The office adjusted the SAP policy and updated the appeal forms. The website was updated and financial aid consumer information increased and a student loan payment calculator added.

2. Review the staffing of the Financial Aid Office, as well as the Cashiering and Student Accounts Office, to ensure it meets the threshold to adequately administer Title IV programs.

A third-party call center now assists with answering the overflow calls during peak times of the semester. The request for additional staffing is still under consideration as the recommendations came at a time when the institution was still operating under the severe budget cuts implemented by the state in response to the economic recession.

Efforts are underway to utilize available tools to communicate with students more effectively in several areas:
- Relate Salesforce to PeopleSoft in order to better manage communication with students
- Send earlier emails regarding purges
- Contact students with outstanding balances to find out if they actually plan to attend UNLV
- Improve verbiage on billing to enable students to understand what they are paying for

Financial Aid Cuts Wait Times for Counselor Appointments

For an in-person appointment with a financial aid counselor, students can now join a virtual line, FinAidQ, which will tell them an approximate wait time, how many people are in front of them, and when a counselor is ready to see them. It's all done via mobile phone and keeps students from making multiple trips to the Financial Aid & Scholarships Office and standing in line. Rolled out summer 2017, it is one more improvement is service for students from the Financial Aid & Scholarships Office.

Many of the above efforts to communicate with students earlier, more specifically, and in greater depth will shorten lines and lower the number of phone calls in Financial Aid because students will have a better understanding of what they need to do and by when.

To further improve customer service, the Office of Financial Aid and Scholarships and the UNLV Foundation[2] have partnered to provide scholarships to students earlier. The goal is to strengthen existing scholarship funds as a recruiting tool, and renew scholarships for enrolled students earlier. The Foundation has been able to fund all UNLV endowed donor scholarships one year in advance. This allows financial aid to know a year in advance what donor-based endowed scholarship spendable earnings will be available for the upcoming academic year. Any limited scholarship funds financial aid controls are offered to students between December and early March. The university is considering a more centralized approach toward scholarship awarding through financial aid. This will likely take several years to implement based upon available financial resources, staffing resources, and the nature of recruiting cycles.

3. Implement a Financial Literacy Program.

The Office of Financial Aid and Scholarships updated its website and added additional

[2] The Foundation is a nonprofit organization that raises and manages private funds for the benefit of UNLV.

financial aid consumer information. A student loan payment calculator, veteran education benefits, student money management and default management, and more were added to increase consumer awareness. Also available on the website are: the Free Application for Federal Student Aid (FAFSA) and multiple links to the form, direct deposit and refund information, important current news such as availability of the FAFSA application, priority dates, consumer information section, financial aid television, and Skype advising. The information is simply arranged and easy to find.

The office provides on- and off-campus financial aid outreach for current students and prospective Clark County students. In 2016, 42 events were held that assisted about 22,284 people. Financial aid counselors have been added to the recruiting and admissions teams and also to the Center for Academic Enrichment and Outreach team. This center is the home to 21 federally funded TRIO, GEAR UP, and Title III programs and has significant impact in the local community.

A voluntary action taken to improve students' access to financial aid is that loss of income appeals are re-reviewed at UNLV on a regular basis. This aids in determining if students and parents accurately estimated projected income in relation to subsequently submitted FAFSA information. Regular queries are also run to detect logic errors on FAFSAs and correct them to ensure undergraduate students are not coded ineligible for Federal Pell grants.

The Division of Student Affairs, in order to continuously improve the student experience and keep staff informed, conducts regular meetings with various groups on campus to discuss enrollment management, area-related questions or how to resolve problems which cross over multiple campus departments. Financial aid regularly meets with academic advisors, Academic Success Center, Office of the Registrar, Office of Admissions, Cashiering and Student Accounts Office, University Communications, Controller's Office, Office of Decision Support, Office of Veterans Services, International Students and Scholars Office, Career Services Office, Faculty Senate, Graduate College, University Library, Honors College, Foundation Office and Athletics. The topics are related to business processes among offices/departments. Examples of agenda items have included:

- Setting monthly meetings with academic advisors to answer general financial aid questions.
- Development of an academic advising plan for students not meeting the financial aid satisfactory academic progress policy.
- Feedback from academic advisors regarding updates to the financial aid satisfactory academic progress appeal form.
- Payment communications for students who registered for classes but did not pay by the due date.
- Assisting homeless students obtain on-campus housing and pay for college expenses.
- Changes to the Valedictorian Scholarship program.

The Office of Financial Aid & Scholarships takes advantage of conference training and regular training opportunities offered by the department, other UNLV departments, and outside entities, often through webinars, with the goal of improving the student experience.

Topics include but are not limited to: cost of attendance, special consideration appeals, satisfactory academic progress, consortium agreements, verification, return to Title IV funds, scholarships, FERPA, expected family contribution hand calculation training, office safety situations and how to interpret the student billing screens. Multiple sessions regarding each topic are held to ensure the schedules of staff members are accommodated. In 2015, 20 employees attended conference training outside of the department and in 2016 seven employees were able to attend.

Summary
The Office of Financial Aid & Scholarships began assessing itself after receiving the 2013 recommendation and continues to implement additional measures to improve the customer service experience for students. Staff have numerous opportunities to provide input on frustrations students are experiencing through several venues, including staff retreats, and provide ideas for solutions. The 2017 student surveys are expected to show continued growth in the satisfaction of students with services provided to them.

Concern:
A quick analysis using IPEDS data reveals that of the 15 state universities in Nevada and adjoining states (excluding California), UNLV is lowest in percentage of students receiving Federal loans and second lowest in average federal loan aid per student, perhaps indicating success in reducing student indebtedness. However, the same data set reveals that UNLV is also lowest in percentage of students who receive Pell Grants and fourth lowest in percentage of students who receive any sort of federal, state, or institutional grant aid. Given UNLV's focus on underrepresented students and given that financial problems often are the reason students are not retained and do not graduate, these low percentages should be a cause for concern and may be an indication of difficulty of students in obtaining access to financial aid.

There is no indication that effectiveness of the financial aid office is regularly assessed or that the resulting information is used to improve financial aid services to students.

When the concern above was written in spring 2013, the 2011-2012 IPEDS data would have been available. Replicating that query, this is the data retrieved and the most recent:

IPEDS Percentage of Pell Grants			
2011-2012		2015-2016	
The University of Nevada, Las Vegas	34%	The University of Nevada, Las Vegas	36%
Oregon State University, Corvallis	34%	The University of Arizona, Tucson	31%
The University of Arizona, Tucson	34%	The University of Utah	29%
The University of Utah	32%	The University of Nevada, Reno	29%
Weber State University	29%	Oregon State University, Corvallis	28%
The University of Nevada, Reno	28%	Weber State University	25%

UNLV did not have the lowest percentage of undergraduate students receiving a Pell Grant and does not now.

Financial aid applicants are offered financial aid award packages once per week. The Nevada

System of Higher Education financial aid directors discuss at the annual December meetings when schools will be making financial aid award packages to students for the upcoming school year. With the exception of 2010-2011 school year, UNLV has made the earliest financial aid award packages to students over the last ten years based upon these discussions.

Financial Aid Disbursements

Year Disbursed	2014-2015	2015-2016	2016-2017 (Data in this column is as of 8/10/2017.Official numbers will be available late Dec. 2017)
Financial Aid Disbursed	$232,691,357	$239,475,748	$241,879,095
Average Package	$8,160	$8,373	$8,144
Students Enrolled	28,515	28,600	29,702
Federal Pell Grants Disbursed	$36,121,873	$36,982,703	$37,388,696
Federal Pell Grant Headcount	9,429	9,595	9,674

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

All first-time borrowers of federal student loans are required to complete entrance loan counseling that describes a borrower's rights and responsibilities as a student loan borrower. A student must also pass a quiz at the end of the entrance loan counseling session to verify he or she understands the terms, conditions and commitment of borrowing.

Annually, all students are provided a customized notification about the total amount of federal student loans borrowed from all schools. The notification describes an estimated monthly payment over a ten-year period along with estimated interest accumulation. This notification helps provide students a better sense of responsible loan borrowing.

The office partnered with Brookings Mountain West (a partnership between UNLV and the Washington, D. C. based Brookings Institution) over two years to determine if customized student loan indebtedness notifications to students, in relation to maintaining full time enrollment, had any significant impact on borrowing amounts and staying on track to graduate within four-years. The study has concluded but results have not yet been finalized.

The office utilizes an electronic notification created by the U.S. Department of Education called the Shopping Sheet. The Shopping Sheet is a consumer tool that is designed to simplify information to students about UNLV costs, financial aid and student loan borrowing. The Shopping Sheet lists UNLV's student loan default rate and median student loan borrowing.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success.

Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Concern:
No information was presented that indicates that UNLV engages in systematic assessment of advising effectiveness. Without such information, UNLV will not able to ensure that its advising system is effective nor will it be able to make informed improvements as needed.

Recommendation Five
UNLV provides a wide range of services and programs to support student success. However, there appears to be little assessment of the effectiveness of those services and programs, and little evidence of the use of assessment results as a basis for improvement. The University should develop the means to determine if its activities in this area are appropriate and useful (Standard 2.D.1). Two areas requiring particular focus, because of their importance to students, are financial aid services (2.D.8) and advising (2.D.10).

The Academic Advising Community consists of professional academic advisors across the eleven colleges/schools that have undergraduate programs: Academic Success Center, Business, Education, Engineering, Fine Arts, Health Sciences, Honors, Hotel, Liberal Arts, Sciences, and Urban Affairs. The advising units are generally supervised by the Dean or the Associate Dean of the colleges with an Assistant Vice Provost for Retention, Progression, and Completion and staff providing guidance in retention, progression, and completion. The latter group reports to the provost's office and focuses on degree planning including initiatives that are aimed at retaining students and accomplishing student success at the undergraduate level in general by providing expanded academic support. One major focus is constructing plans for increasing freshman retention and graduation rates for all of the cohorts. Resources have been committed to the quality of the academic advising community funding to hire additional academic advising professionals. The overarching goal is to eventually meet a 1:500 ratio of academic advisor to student load. Achieving this goal will allow each student to have one appointment with an advisor each semester. The advisor to student ratio has decreased from 1:738 in 2010 to 1:610 in 2016, appendix 2.D.10.1. Additional advisors will be hired over the next two years and will bring the ratio down to 1:507-557.

In addition to the academic advisors and their leadership team, there is an Academic Advising Commission (volunteer academic advisors in addition to the executive director of academic advising) that was charged with establishing an assessment plan to address the status of academic advising. The plan focuses on four objectives that were designed according to the previous mission and Core Themes. Academic advising's collective services most closely align with Pathway Goal/Core Theme 1, Advance Student Achievement. The assessment plan matched the four indicators of achievement from Pathway Goal/Core Theme prior to the implementation of the Top Tier plan and are still relevant to the new one: Academic Preparation, Recruitment and Enrollment, Alignment of Campus Resources to Support Retention/Persistence and Graduation, and Post-Graduation and Employment. Each of the four indicators, selected based on academic

advising's impact on the elements of the Pathway Goal/Core Theme, had corresponding student learning outcomes, a list of opportunities for each objective to be implemented, outcome measurement, and the specific data instruments that measure the outcomes. Results are presented through the remainder of 2.D.10.

1. Select Recent Enhancements to Academic Advising:

- In spring 2017 campus-wide implementation of the Advisory Board Company's (EAB) Student Success Collaborative Campus platform called Campus Connect took place. This platform provides predicative analytics based on over 10 years of UNLV-specific data and defines patterns and pathways. It can indicate students at risk through a red (not making satisfactory academic progress), yellow (at risk of not making satisfactory academic progress) system, and green (making satisfactory academic progress). There are defined interventions for the two at-risk categories. It creates uniformity of key academic advising practices, appointment scheduling, a coordinated care network with campus colleagues such as the Academic Success Center, and equips professional advisors with predictive analytics for undergraduate students at the individual, departmental, college, and university level. Advisors use it for advising appointments.

- Beginning in 2015, the hiring of Retention, Progression and Completion (RPC) academic advisors took place. These individuals manage the Campus Connect platform for their respective advising centers, provide leadership on retention and graduation initiatives, and will eventually serve as liaisons for faculty and college leaders on faculty-driven retention projects and goals. The positive results of hiring RPC advisors have been tremendous and immediate as noted below. The following is a summary of outreach and intervention efforts, called campaigns, that have been led and executed by the RPC Advisors.

- In January 2016, advising outreach and intervention campaigns began. Academic advising began to track campaigns by each academic college's designated RPC advisor. Campaign purposes and student populations originated both within individual advising centers and the Office of the Assistant Vice Provost for Retention, Progression & Completion. Campaigns have included major students not registered, those taking lower course loads, and other at-risk indicators. Student populations were identified through the use of the data warehouse and Campus Connect. RPC advisors were asked to submit a report for each campaign implemented. A brief summary of these campaigns is below:

Overview	
Campaigns Implemented	84
Students Included in Outreach	>9,000
Campaigns Targeting First-Year Retention	38
Campaigns Targeting Completion	32

Campaign Classification	
Interventional Advising	47
Informational Email	35
Resource Referral	20
Group Advising	6

2. Accessibility of Advising Websites
A major priority in 2015 was to update college websites regarding academic advising options. The changes included academic advising links positioned and highlighted on the front page of college and department webpages. To resolve the issue of uniformity for advising information at the departmental level, it was determined the information would be added to the Degrees Directory. The following information is organized and presented uniformly for students:

1. Degree description
2. Learning objectives
3. Sample syllabi
4. Degree worksheets (for undergraduate programs)
5. Plans of study (not including undergraduate minors; graduate degrees have handbooks rather than plans of study)
6. Academic Advising syllabi by college
7. Major to Career guides by college and department

3. Academic Preparation
The student learning outcomes related to understanding the general education curriculum by the end of the first year are assessed by academic advising. The outcome measures are:

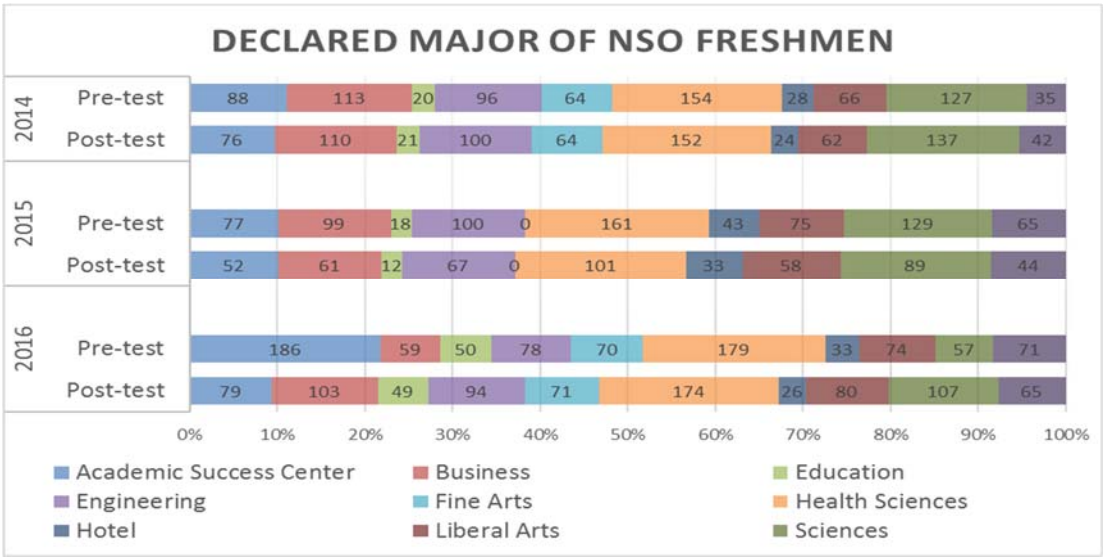
1. Students can identify general education requirements
2. Students are enrolled in appropriate math and English courses
3. Students can successfully complete general education survey questions

The data instruments used to measure these student learning outcomes are:

- Pre-Test/Post-Test at New Student Orientation
- Second Semester Schedule Check
- First-Year Survey by Retention, Progression, and Completion Office

a. Pre-Test/Post-Test at New Student Orientation
The Pre-Test/Post-Test surveys are administered during the summer new student orientation. The questions ask students about their knowledge of general education requirements. The results collected show the knowledge students gained directly from the presentation given by the advising center. The summary of the reports for fall 2014, 2015, and 2016 are below.

As shown in the figure below, the most common declared majors were in the colleges and schools of Allied & Community Health Sciences, Business, and Sciences. The Academic Success Center (undeclared majors) made up of 9% to 22% of the respondents across the three years.



The table below measures students' learning about general education requirements before and after the academic advising presentation at orientation. For all categories asked on the survey (i.e., certainty of general education requirements, certainty of math requirements, certainty of English requirements, correct make-up of general education core requirements, correctly identify first-year seminar courses) there was an increase in correct identification in the post-test survey compared to the pre-test survey. This suggests that the academic advising presentation had an impact on student knowledge of general education requirements.

Results from Pre-Test/Post-Test at New Student Orientation

	2014			2015			2016		
	Pre-test	Post-test	Percent Increased	Pre-test	Post-test	Percent Increased	Pre-test	Post-test	Percent Increased
Certainty of General Education Requirements	80%	93%	13%	84%	94%	10%	74%	93%	19%
Certainty of Math Requirement	74%	89%	15%	75%	92%	17%	71%	89%	18%
Certainty of English Requirement	77%	92%	15%	80%	95%	15%	72%	92%	20%
Correct make-up of general education core requirements	53%	76%	23%	52%	72%	20%	45%	76%	31%
Correctly Identify First-Year Seminar Course	7%	47%	40%	15%	58%	43%	7%	51%	44%

b. Second-Semester Schedule Checks for Freshmen

Related to the Advising Assessment Implementation Phase for Academic Preparation (student understands general education curriculum), during May of every other year, advising center leadership manually reviews a random selection comprising 10% of the students within a given first-time, full-time freshman cohort, to check for the following:

Student is enrolled in general education courses that apply to their degree

plan.

For the 2014-2015 academic year, the UNLV Academic Advising Assessment plan included the initial second-semester schedule check for the 2014 Cohort of first-year, full-time entering freshmen.

The 2014 Cohort was made up of 3,716 students. Schedule checks were completed for 511 students, with the following college breakdown:

College	Students Evaluated	Students Registered for Degree-applicable Gen Ed Courses
ASC	48	47
Business	76	73
Education	10	9
Engineering	58	58
Fine Arts	38	37
Health Sciences	82	82
Hotel	46	45
Liberal Arts	55	55
Sciences	56	52
Urban Affairs	42	42
Total	511	500

Of the 511 schedules checked, academic advisors reported that 500 (97.8%) of students were enrolled in general education courses that applied to their degree plans. These data suggest that most freshmen are following the plans they develop with academic advisors. This review is being implemented at multiple levels to assist students staying on track to graduate in a timely manner.

c. First Year Survey: Academic Preparation Items

As previously mentioned, the end-of-first-year-survey is administered in May to all first-time, full-time freshmen. The results of the academic preparation items from the 2014 cohort and the 2015 cohort are summarized below.

Regarding the academic preparation objective, there are three specific items of interest:

1. My academic advisor has helped me to understand the appropriate courses for my major.
2. My academic advisor provided me with a clear understanding of general education requirements.
3. My academic advisor has helped me to understand what math and English classes I need to take for my major.

The table below shows a statistically significant increase from 2014 Cohort to the 2015 Cohort. This suggests an improvement in advisors discussing course requirements with their students.

	2014 Cohort	2015 Cohort
Academic advisor helped understand what courses are needed for major	4.10	4.23*
Academic advisor provided a clear understanding of the general education requirements	4.03	4.17*
Academic advisor helped to understand math and English classes needed for major	4.04	4.20*

*Note. *Statistically significant at the p < .05 level from 2014 Cohort to 2015 Cohort based on an independent t-test analysis.*

d. Recruitment and Enrollment

The student learning outcome related to recruitment and enrollment is understanding the importance of enrolling into fifteen credits per semester. The outcome measures are that students who attended New Student Orientation remain enrolled in fifteen credits after the first drop date and students can identify the importance of enrolling into fifteen credits per semester as per their responses on the first-year survey. The data instruments used to measure the student learning outcomes are the average number of credits per student (cohort), and the first-year survey questions about the "15 to Finish" initiative.

The following data is a summary for freshman cohorts from fall 2014 and fall 2015 of average credits per student per cohort. There was an increased credit load for new freshman students by requiring them to enroll in 15 credits including the appropriate math and English at new student orientation. Beginning in fall 2017, students will not be able to withdraw from gateway math or English without the permission of an academic advisor. The goal is to help students progress through their respective degree plans and be in compliance with NSHE's Gateway Course policy, appendix 2.D.10.2. The policy requires that students complete credit-bearing degree-appropriate math and English courses by the completion of 30 credits. The data below is not yet available for 2016.

First Time Freshmen Fall 2014		First Time Freshmen Fall 2015	
Total Students	3342	Total Students	3275
Average Credits	13.665	Average Credits	13.794
Percentage of Credits 12-44	41.05%	Percentage of Credits 12-44	39.18%
Percentage of Credits ≥ 15	50.12%	Percentage of Credits ≥ 15	54.20%
Percentage Part Time	8.83%	Percentage Part Time	6.63%

The first-year survey has two items related to the recruitment and enrollment objective which are: items related to the "15 to Finish" campaign and items related to course registration and math and English requirements. From the first year this survey

was conducted to the following year, there was a statistically significant increase in the average agreement to whether advisors discussed the "15 to Finish" campaign and helped prepare students for registration.

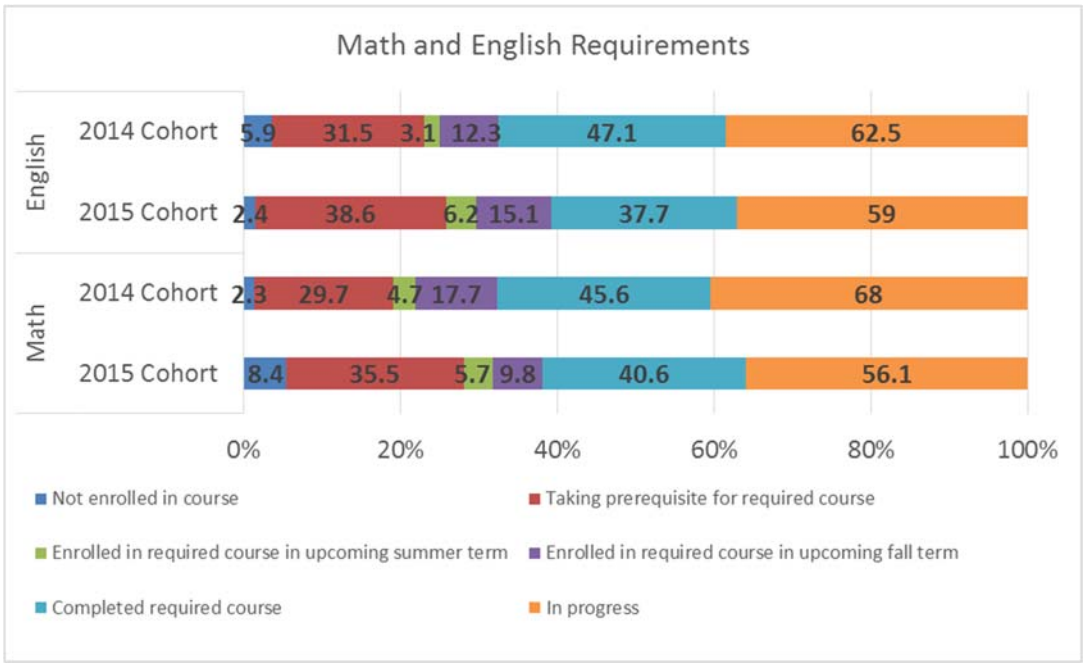
	2014 Cohort	2015 Cohort
Academic advisor discussed "15 to Finish"	3.64	4.02**
Academic advisor helped prepare for course registration each semester	3.88	4.04*

Note. *Statistically significant at the p < .05 level from 2014 Cohort to 2015 Cohort based on an independent t-test analysis. **Statistically significant at the p < .001 level from 2014 Cohort to 2015 Cohort based on an independent t-test analysis.

The majority of students that responded to the First-Year Survey stated they received information about the "15 to Finish" from their advisors as well as other sources across campus.

Information about "15 to Finish"	2014 Cohort	2015 Cohort
Academic Advisor	65.7%	80.0%
Faculty Member	20.4%	26.0%
Email	29.2%	27.2%
Poster, Handout, Video, Social Media	46.9%	45.6%
Another Student	10.4%	11.9%
I have not received this information	12.0%	4.0%

Finally, the majority of students had stated they had completed or were in progress to complete their general education math (68.0% in the 2014 Cohort; 56.1% in the 2015 Cohort) and English (62.5% in the 2014 Cohort; 59.0% in the 2015 Cohort) requirements.



e. Retention, Progression, and Completion

The student learning outcome related to retention, progression and completion is that students who attended new student orientation receive a checklist item (notation within MyUNLV system) explained by the appropriate academic advisor to indicate that an anticipated graduation goal has been established. This checklist item can also be added during a follow-up academic advising appointment. The data instrument used to measure the outcome is an academic advisor entering the Graduation Goal checklist item when they work with a student to set a graduation goal and the first-year survey. The following chart highlights the number undergraduate students from 2014, 2015, and 2016 who collaborated with an academic advisor on the establishment of a graduation goal.

	2014	2015	2016	2014-2016 Total
Graduation Checklist used by advisor	6,569	13,812	13,714	34,095

There is an item related to the retention, progression, and completion objective on the first-year survey: “I have worked with my academic advisor to establish a graduation goal that I am working toward.” The level of agreement of students for establishing a graduation goal with their advisor has remained stable across the two years.

	2014 Cohort	2015 Cohort
Worked with academic advisor to establish a graduation goal	3.61	3.69

f. Post-Graduation

The student learning outcome of post-graduation relates to expanding students' knowledge of career resources through academic advising resources such as the Major to Career Guide and the WebCampus Career Module. This is a checklist item that is added during an academic advising appointment when the Career Guide and WebCampus Career Module are introduced. The data instrument used to measure the student learning outcomes is an academic advisor entering career guide checklist item (notation in the MyUNLV system for the student) when they work with a student to explain the two resources, and the first-year survey.

The chart highlights the number of students across 2014, 2015, and 2016 that collaborated with an academic advisor on career-related advice. In the future it will also represent the proportion of the population by classification who have received career-related information.

	2014	**2015**	**2016**	**2014-2016 Total:**
Career Checklist used by advisor	9,312	17,334	17,982	44,628

The first-year survey is item is: I have received information related to careers from my academic advisor.

The level of agreement with receiving information related to careers with their advisor has had a statistically significant increase from 2014 to 2015. This suggests that advisors have increased their discussions of career related information with their students.

	2014 Cohort	2015 Cohort
Received information related to careers from academic advisor	3.27	3.50*

*Note. *Statistically significant at the p < .05 level from 2014 Cohort to 2015 Cohort based on an independent t-test analysis.*

4. Evaluation of Academic Advising

A more general goal has been to increase the number of contacts with unique students. New students are required to meet with an academic advisor once during the semester of admission to the university; about 90% of new students comply. If a student does not comply, the student is contacted to set an advising appointment during the second semester. Beyond the introductory appointment, academic advising is voluntary and is recommended twice per year for undergraduate students. The following chart shows success in meeting with more students and more often from 2014 to 2016:

	2014 Advising Appointment Monthly Count	2015 Advising Appointment Monthly Count	2016 Advising Appointment Monthly Count
January Advising Appointments	4667	4396	5368
February Advising Appointments	3114	2853	3668
March Advising Appointments	3650	4192	5083
April Advising Appointments	5945	7182	6242
May Advising Appointments	5719	4686	6055
June Advising Appointments	6602	5005	5349
July Advising Appointments	6171	4661	4855
August Advising Appointments	6437	5882	6726
September Advising Appointments	4395	3626	4003
October Advising Appointments	4855	5127	4890
November Advising Appointments	6380	6409	8089
December Advising Appointments	4589	4896	5269
Totals advising appointments by year:	**2014: 62,524**	**2015: 58,915**	**2016: 65,597**

During the 2015 academic year, the number of student appointments decreased somewhat as the result of the introduction of several new projects such as the freshmen retention and cohort graduation initiatives. For the 2016 academic year, the Academic Advising Centers were better able to manage multiple projects and initiatives and increase the number of student appointments through the addition of staff.

To evaluate the effect of academic advising on first-year retention, fall-to-fall retention rates for students in the fall 2016 first-time, full-time freshman cohort who visited an academic advisor during the second semester were compared to those who did not visit an advisor. The table below summarizes that comparison.

Second Semester Advising Status	Students in Cohort	Fall-Fall Retention Rate
Advised	2,135	76.30%
Not Advised	952	64%
Total	3,752	73%

Note: Second Semester Advising Status is based on advising reports on file in Campus Connect. Fall-to-fall retention rates are preliminary, as of August 1, 2017, and expected to increase through the start of the fall semester.

Survey data collected from a number of instruments is one measure used to evaluate academic advising and continue to improve it.

- Pre-test and post-test surveys were first administered in summer 2014 to assess the advising portion of the new student orientation for incoming freshmen. Academic advisors facilitate the sessions each summer prior to the start of the fall semester. Students complete the pre-test before the advising session begins. The sessions informed students of degree requirements and general education requirements specific to the student's major. After the presentation, post-tests are completed. Questions focus on the general education requirements. The results show the

improvement in knowledge gained from the presentations for 2014, 2105, and 2016, appendices 2.D.10.3-.5.

- The end-of-first-year-surveys were first administered in late spring 2015 to first-year, full-time entering freshmen. Questions included the frequency of meetings with academic advisors, the extent their advising appointments prepared them for enrollment, the status of their enrollment in their required math and English courses, their level of understanding of the "15 to Finish" initiative, and their use of "Keys to Rebel Success" on WebCampus, the learning management system. The colleges and schools now also use the survey results as a measure of academic advising effectiveness and to determine ways to improve it, appendices 2.D.10.6-.7. The results show that advisors do help students to prepare to enroll in appropriate courses for their degree plans and to understand the importance of registering for 15 credits per semester. Performance on advising effectiveness has increased since the inception of the Academic Advising Assessment Plan.

- The Post-Appointment Surveys were first administered beginning February 2016 and data is still being collected. All advising centers have the same set of questions regarding topics that should have been discussed during the appointment to the post-appointment survey. The centers email the survey directly to the students who have had an individual advising appointment with an academic advisor. The data on the common questions is analyzed during the summer and used to inform how to best enhance the student experience with their academic advisors and highlight areas in need of improvement.

5. Enhancements for Academic Advisors

An institutional goal in 2015 was to establish a career ladder for hiring or promoting academic advising professionals. The career ladder exists as part of a larger goal to elevate the academic advising profession by establishing clear requirements for hire and promotion. The career ladder also establishes uniform minimum qualifications for advising positions at each level.

The career ladder, appendix 2.D.10.8, has been approved by the colleges, the Office of the Senior Vice Provost, and Human Resources. The basic structure of the career ladder consists of these positions:

- Advisor
- Senior Advisor
- Assistant Director
- Associate Director
- Director

Two supplemental evaluation documents were created for utilization with the annual evaluation process for all academic advising professionals on campus. They are the Academic Advising Director Evaluation, Supplemental Evaluation Form and the Academic Advising Evaluation, Supplemental Evaluation Form, appendices 2.D.10.9-.10.

The purpose of the supplemental evaluation for the advising directors is to provide supervisors of those individuals, i.e., deans and associate deans, with information about the ways advising directors contribute to institutional goals. For example, in 2016, deans were provided with information about ways that their director contributed to the freshman retention project and the 2010 cohort graduation project. Starting in 2016, the form was utilized by all academic advising centers on campus. The impact of this change will be monitored through advising's regular assessment plan.

The purpose of the supplemental evaluation for advisors is to guide the conversations between advising directors and their employees about standard, best practices of advising as expected at the university. One of the categories for evaluation on this document is involvement with students (as determined by the post-survey of the academic advising appointment by students, professionalism, time management, etc.). This evaluation form was initiated across advising centers in 2015 and continued in 2016. The impact of this change will be monitored.

Funding is available for one high-performing academic advisor per center and all advising directors (every two years on rotation) to attend the National Academic Advising Association (NACADA) conference. Funding is also available for some local and regional professional development opportunities when advisors have presentations or publications accepted. UNLV has a well-established and comprehensive Academic Advising Council for the university advising community. The council meets on a monthly basis for the purpose of campus updates and campus-specific professional development.

In an effort to continue to improve and enhance the student experience with academic advising, the advisor and director evaluations, career ladder plan, and the advising assessment plan have allowed the continued expansion and elevation of the academic advising function. Each of the aforementioned initiatives is in place to enhance student experiences of usefulness and perceived quality of the academic advising experience. Academic advisors are aware of how promotions occur and that opportunities for promotion are available. In addition, academic advisors are aware of the measures on which they will be evaluated. Overall, the satisfaction of academic advisors in their jobs is related to student satisfaction with academic advising. Thus, the UNLV assessment of academic advising examines the role of both student and academic advisor in the experience of elevating student success.
The university is considering adding the Student Success Collaborative Guide which allows the addition of courses to a student's electronic device calendar, advising appointments, and tracks check-in for tutoring and other types of Academic Success Center support.

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

Concern:
The self-study states that assessment of programs is conducted, that benchmarks are used, and that results are used to drive program development, budget allocations and decision making. However, such a strong statement is backed by very limited evidence. UNLV must

present evidence to indicate that it systematically assesses the effectiveness of its co-curricular activities in helping students attain learning outcomes, uses that information to improve its activities and that it assesses the breadth of participation in activities or actions and subsequently acts to reduce barriers to participation.

Co-Curricular Assessment Information

The Campus Life Cluster within the Division of Student Affairs is responsible for many of the co-curricular activities and programs at UNLV and aligns them under the overarching Pathway Goal/Core Theme 1, Advance Student Achievement. Departments within Campus Life include Campus Recreation Services, Residential Life, Student Union and Event Services, and Student Engagement and Diversity (campus activities, student organizations, fraternity and sorority life, multicultural programs, Center for Social Justice, international programs, service programs, and service learning), Campus Life Business Office, Campus Life Assessment, Student Affairs Maintenance, and Campus Life Technology.

Campus Life utilizes an iterative assessment cycle. All departments in Campus Life submit an annual strategic plan each August outlining departmental goals, strategies, anticipated metrics, learning and satisfaction outcomes, and assessment measures. Appendix 2.D.11.1 maps Campus Life's learning outcomes to align with Campus Life's Co-Curricular Agenda and the University Undergraduate Learning Outcomes (UULOs). In June, each Campus Life department submits a strategic report analyzing the assessment data and making recommendations for improvement. The analyses and recommendations inform the next year's strategic plan in an effort to close the assessment loop (see template in appendix 2.D.11.2).

The Director for Campus Life Assessment provides leadership for comprehensive planning and assessment processes including providing a coordinated approach for data collection and analysis to foster data-driven decision making for programs and services. The Campus Life Assessment Committee has representatives from each Campus Life department; this committee prepares the assessment calendar, reviews assessment data, makes recommendations for areas of focus within Campus Life (such as, the formation of planning groups to delve further into assessment results that cross departmental functions or that are specific to student populations), and provides assessment training and development opportunities for staff. The Campus Life Assessment web page provides resources for staff including a question bank of indirect assessment items for each learning outcome, planning and reporting forms, guiding documents, and assessment reports. Campus Life contracts with Campus Labs to provide a system for survey and rubric administration, national benchmarking through Student Affairs Administrators in Higher Education (NASPA) consortium studies, and a full complement of assessment support services as well as a student involvement platform.

Participation Trends

Campus Life staff spend considerable energy marketing programs and involvement opportunities to students. With approximately half of the undergraduate student population living at home with their parents, engaging students on campus can be challenging. Program evaluations tend to ask students how they heard about the event in an effort to gauge

successful marketing strategies. At many events, students swipe their RebelCards (student IDs) providing demographic information to analyze student populations who are and are not engaged. Likewise, through random sampling methods, assessments reach students who are not participating. Their responses help determine barriers to engagement and enables responses such as those noted in the table on page 160.

For Campus Life overall, student attendance has increased an average of 1.8% each year for the past four years while annualized undergraduate FTE has grown an average of 4.6%. Because each student may attend more than one Campus Life event or activity, the two growth rates are not directly comparable. To address this, Campus Life Assessment is developing processes to determine the number of students who attend at least one Campus Life event or activity, so the number of students participating can be compared directly to enrollment figures.

Still, the 1.8% increase in attendance indicates a growing demand but one growing slower than the undergraduate enrollment. With few exceptions, Campus Life has responded by increasing opportunities for students to be involved. The number of student organizations offered increased an average of 14.9% over the past four years, and the number of programs offered to students increased an average of 18.0% over the past four years. The only organization type to decrease over the past four years was Greek chapters, which saw a net decrease of two (an average decrease of 0.6% over the four years). The decreases were due to chapters losing registration because of conduct violations. Acting on the recommendations of staff advisers, the governing councils on campus steadily added chapters to replace the lost ones. Three program types saw average decreases over the past four years: Campus Activities, International Programs, and Team Intramural Events. All other program types increased. Participation in most of these types also increased at or above the rate of growth in undergraduate enrollment. While the number of university sponsored councils rose an average of 28.0% over the past four years, the number of students involved in those councils declined an average of 11.6%, meaning student leaders held multiple roles.

The number of students living in the residence halls increased over the past four years due to an increase in out-of-state recruitment, especially in Hawaii, as well as an increase in scholarships to graduates of Clark County schools. The increase in the scholarships for a student's second year has meant that more first-year students are returning to the halls for their second year. With assignments exceeding capacity each of the past four fall terms, the university has partnered with private developers to add more residential options adjacent to campus on properties recently acquired by UNLV. Some are scheduled to open in fall 2018. Also in residence life, there has been a notable increase in RHA / NRHH (a leading national organization advocating for the interests and welfare of residence hall students, while also providing opportunities for their personal growth and development) complex programs for 2014-15 as a result of adding more events during the first two weeks of fall term and adding monthly community service opportunities. Another surge in these programs occurred in 2016-17 due to a change in programming model within the residence halls. In previous years, resident assistants created and implemented their own programs ("active residence life programs") which required a good deal of time and effort from the students in those positions but which were poorly attended. In reviewing the programming requirement for RAs,

Housing & Residential Life staff eliminated the active programming requirement. Instead, the number of residential complex events increased so RAs could bring their residents to these events instead of creating their own. Total attendance at all residence life programs reached 1,500 in 2016-17.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Student Engagement and Diversity (OSED)							
Greek Chapters	35	35	35	36	38	36	34
Greek Members	1,270	1,215	1,401	1,494	1,681	1,527	1,408
University Sponsored Councils	13	14	15	14	21	24	37
Academic / Preprof / Honorary Orgs	99	98	54	64	109	124	146
Civic Engagement & Advocacy Orgs	40	38	20	23	51	66	80
Diversity and Multicultural Orgs	28	28	15	17	66	90	118
Fitness and Wellness					21	32	42
Graduate / Professional Orgs	12	13	20	4	21	43	49
International Orgs	12	15	4	4	23	31	38
Special Interest Orgs	64	57	30	35	72	88	--
Spiritual Faith Based Orgs	18	17	9	10	26	24	31
Students involved (NSSE, SSI)	31%	37%		37%	42%	0	0
Involvement Center users			3,819	5,664	6,461	7,682	9,341
SORCE Room Usage Headcount	5,316	2,795	2,209	2,543	4,876	9,926	8,750
SORCE / Get Involved Programs	5	2	9	6	27	20	30
SORCE / Get Involved Participants	322	143	814	541	3,722	5,297	6,832
Service Programs	46	59	45	66	90	99	72
Service Participants	1,493	4,165	1,856	1,276	1,515	1,357	3,929
Service Hours	9,366	7,300	7,335	8,125	6,064	6,061	4,831
Engelstad Scholars	24	25	31	49	42	55	60
Engelstad Scholars Service Hours			2,978	3,151	3,221	4,359	5,424
CSUN Events		27	21	20	29	22	21
CSUN Participants		6,334	4,355	5,750	5,788	3,185	5,867
Fraternity and Sorority Life Programs	4	4	4	5	5	5	6
Fraternity and Sorority Life Participants	1,378	1,554	1,603	1,744	2,024	1,624	2,668
Greek Volunteer Hours	NT	NT	5,580	2,925	6,797	7,586	10,146
Greek Philanthropy	NT	NT	$36,170	$20,450	$61,240	$59,768	$83,373
Campus Activity Programs	44	46	45	69	62	42	31
Campus Activity Attendance	11,835	9,640	14,352	13,795	11,803	11,269	8,401
Campus Activity Unique Participants					5,297		
Multicultural Programs	10	9	8	32	33	36	34
Multicultural Attendance	1,325	1,982	639	1,727	3,002	3,189	2,145
International Programs	11	54	53	30	34	44	44
International Attendance	6,361	7,283	10,687	8,577	7,715	6,879	5,793
Social Justice Programs		8	29	35	13	45	45

Social Justice Attendance		151	354	689	180	1,014	1,212
Social justice trainings by advocates			3	4	- -	3	11
Center for Social Justice Reservations		486	569	605	442	927	408
Campus Recreation Services							
Sport Club Teams	19	19	11	8	9	22	15
Sport Club Members	323	387	220	132	179	248	365
Individual Intramurals Events	7	7	8	3	1	3	7
Small Group Intramurals Events	8	0	0	1	1	3	4
Team Intramurals Events	13	13	13	12	15	14	11
Intramural Participants	4,293	4,194	4,410	3,802	3,948	3,880	4,068
Sport Special Event	1	2	1	1	1	1	2
Sport Special Event Participants	275	159	259	240	400	363	363
Group X Classes per year	1,786	1,772	1,797	1,209	1,920	1,903	1,959
Group X Participants	18,880	16,242	15,081	17,155	17,808	18,576	16,478
Open Recreation Participants per year	437,057	412,403	395,549	464,297	517,480	534,469	499,397
Open Swim Participants per year	27,673	21,388	16,505	27,981	24,089	37,495	34,626
Personal Training Sessions	921	1,515	825	1,114	1,645	1,163	1,279
Fitness Assessments and Consultations	241	498	636	162	153	316	363
CRS Total Number of Programs			56	40	64	0	76
CRS Total Number of Program Offerings			5,161	4,856	7,036	5,576	5,411
CRS Total Attendance at Programs			70,623	65,694	69,181	74,800	75,252
Residence Life							
Residents living on campus (Spring)	948	934	1085	1,471	1,700	1,633	1,695
RHA / NRHH / Complex Programs	13	13	17	18	40	51	271
RHA /NRHH / Complex Program Attendance	1,225	1,236	865	1,387	1,658	NR	1,500
Civic engagement programs for residents			4	5	4	9	0
Diversity dialogs for residents			43	96	91	93	94
Total active res life programs	418	137	127	96	293	421	--
Campus Life Overall							
Programs - Total	551	359	414	417	690	785	724
Attendance - Total	23,939	127,171	106,148	101,180	106,588	108,614	113,599
Number of student leaders in Councils	160	121	108	85	86	66	64
Conduct / Hazing							
Hazing Awareness Programs	2	1	1	2	2	2	2
Hazing Awareness Attendance	915	410	561	575	748	544	453
Hazing Disciplinary Actions - Greek	0	0	1	5	0	0	1
Residence Hall Violations	298	300	301	339	290	366	235
Greek chapter Violations	3	2	2	7	3	2	4
Sport Club incidents	1	0	1	4	21	7	4

Residential Life

Residential Life conducts an annual floor survey at the end of the fall semester. For the most recent four fall terms, approximately one-third of all residents responded. With few exceptions, the results have been consistent over the years. Enjoyment with living in the halls dropped temporarily in 2013 but rebounded the next year to levels consistent with 2012. Resident Assistant (RA) approachability improved between 2013 and 2014 but has returned to previous levels.

During fall 2015, items 8-10 below were added to address safety and security. More than 90% of respondents agreed with each statement. Two of them were retained for fall 2016, and more than 90% of respondents agreed with each statement again.

The results of this survey inform the mid-year training retreat conducted for residence assistants as well as spring programming in the halls and RA training at the beginning of the following fall.

	2011	2012	2013	2014	2015	2016
Respondents	269	490	554	579	601	594
Response Rate	29%	26%	36%	35%	36%	32%
I enjoy living in this floor community	80%	82%	78%	84%	82%	--
I enjoy living on campus	--	--	--	--	--	87%
I interact regularly with others on my floor	61%	62%	66%	61%	61%	60%
The people on this floor are courteous	74%	73%	72%	76%	77%	75%
Our floor has regularly scheduled floor meetings.	58%	63%	66%	75%	79%	--
The noise level is acceptable on my floor.	74%	73%	74%	77%	78%	76%
The noise level in the building is acceptable	84%	84%	85%	88%	89%	--
I feel satisfied with the security of possessions in my room.	--	--	--	--	91%	94%
I feel safe in my room.	--	--	--	--	95%	--
I feel safe in my complex/building	--	--	--	--	92%	94%
I know what my floor's community standard agreements are.	89%	92%	90%	94%	94%	--
I participated in meetings where floor standards were discussed.	78%	80%	--	--	--	--
I feel comfortable using floor standards to address issues on my floor.	76%	85%	83%	88%	87%	--
I am aware of floor standards being used to address an issue on my floor.	66%	80%	--	--	--	--
Our floor agreements are effective.	--	--	77%	82%	--	--
Living in the residence hall… helped improve grades	56%	61%	--	--	--	--
Living in the residence hall…promoted academic success	--	--	66%	74%	69%	74%
Living in the residence hall… helped make new friends	70%	69%	67%	70%	68%	--
Living in the residence hall… helped feel connected to UNLV	68%	70%	65%	71%	68%	77%
Living the residence hall… helped me grow as a person	--	--	65%	70%	66%	--
My RA has encouraged me to reflect upon my goals	--	--	81%	85%	69%	--
My RA and I talked about my goals for the semester.	--	--	--	--	--	48%
My RA tries to get to know me	82%	82%	84%	88%	86%	82%
I respect my RA	88%	94%	92%	96%	94%	--

My RA is approachable	92%	92%	91%	96%	94%	92%
My RA is available for me	86%	90%	85%	93%	91%	89%
My RA helped me with an issue or concern	79%	80%	80%	86%	80%	76%
My RA provides opportunities for residents to interact and/or get to know each other.	79%	77%	78%	84%	85%	80%
My RA appears respectful of different lifestyles, backgrounds, and beliefs.	92%	94%	95%	97%	95%	--
My floor is respectful of different lifestyles, cultures, and beliefs.	--	--	--	--	--	92%
My RA encourages me to become involved in floor activities, Residence Hall Association events, and/or campus organizations.	79%	79%	83%	88%	86%	--
My RA promotes a floor atmosphere conducive to studying and academics.	81%	82%	82%	84%	85%	83%
I believe my RA responds effectively to the needs of our community.	86%	86%	86%	92%	90%	88%

Student Outcomes

In addition to program evaluations assessing student outcomes specific to each program, Campus Life conducts an annual student outcome assessment of student staff and student leaders with positions on program boards / governing boards, and student organization members. This assessment has been conducted every spring since 2011 generating longitudinal data. The percentages represent the portion of student leaders and student staff who indicated that their student leadership role or employment experience, respectively, had contributed "a great deal," "considerably," or "moderately" to enhancing each learning outcome. Those three responses were the top three choices of five available. The remaining two choices were "slightly" and "not at all."

Campus Life: All Departments	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of student leaders	58	59	52	116	86	96	71
STUDENT LEADER OUTCOMES							
Oral communication	92%	90%	100%	96%	96%	99%	100%
Customer Service				91%	97%	99%	100%
Problem solving	92%	95%	96%	95%	94%	100%	100%
Ability to plan and organize	92%	93%	98%	96%	100%	98%	100%
Time management	88%	90%	90%	95%	87%	96%	99%
Ability to work with others	94%	97%	96%	96%	100%	98%	99%
Understanding human differences	96%	91%	94%	94%	100%	96%	100%
Civic responsibility			100%	96%	94%	98%	100%
Stress Management				72%	83%	80%	93%
Healthy Lifestyle					91%	80%	84%
Greater connection / affinity for UNLV	94%	95%	96%	NT	NT	95%	97%
Leadership skills			100%	93%	99%	100%	99%
Facilitation skills			98%	92%	99%	97%	94%
Sense of social justice			88%	96%	96%	95%	98%

Campus Life: All Departments	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Number of student staff	386	325	393	234	222	237	239

Student Staff Outcomes							
Oral communication	92%	94%	91%	93%	94%	93%	95%
Customer service			91%	92%	94%	96%	95%
Problem solving	92%	94%	91%	93%	95%	94%	95%
Ability to plan and organize	92%	95%	87%	92%	96%	96%	95%
Time management	89%	97%	90%	91%	95%	92%	94%
Ability to work with others	94%	94%	93%	93%	96%	95%	94%
Understanding human differences	96%	96%	93%	90%	95%	96%	95%
Civic responsibility			100%	88%	92%	93%	90%
Stress management				71%	87%	87%	87%
Healthy lifestyle					95%	84%	84%
Greater connection / affinity for UNLV	94%	94%	89%	NT	NT	92%	94%
Leadership skills					95%	98%	97%
Facilitation skills					95%	93%	99%
Social justice					97%	95%	98%
Technology related skills				66%	77%	92%	100%

NT = Due to a clerical error, this learning outcome was omitted from the questionnaire during 2013-14 and 2014-15 and therefore was not tracked during those two years. It has been restored effective 2015-16.
Font in red italics indicates that the learning outcome applies to a portion of the student staff or student leaders; items assessing these outcomes were not administered to all student staff or student leaders but rather based upon the specific role.

National Benchmark Assessment

In addition to programmatic evaluations, Campus Life administers national benchmark surveys on a three-year cycle to provide both longitudinal and peer institution comparison data. The three-year cycle allows time for recommended changes to be actualized. The Assessment of the UNLV Student Experience outlines the national benchmark assessment calendar, appendix 2.D.11.3.

Benchmarking surveys include Student Affairs Administrators in Higher Education, National Association of Student Personnel Administrators (NASPA), NASPA Consortium Studies, National Survey of Student Engagement, Student Satisfaction Inventory, and Multi-Institutional Student of Leadership. The consortium offers a collection of instruments related specifically to various programs and services within Student Affairs. To develop each instrument, NASPA worked collaboratively with the Student Affairs specialty organization related to that program or service area.

Campus Recreation

Campus Recreation: This study was administered during spring 2016, and results were compared to 2013 results as well as to aggregated results from a set of 11 other large, 4-year, primarily non-residential public universities participating during spring 2016. Sent to 2,428 student members and 780 general members, the survey received 419 responses from students; 14 faculty members; 23 staff; 19 alumni; and 59 other community members. The following results, suggestions, and actions reflect the student responses only.

- 93% of students indicated they were satisfied with Campus Recreational Services (CRS). This figure did not differ significantly from the past.

- Since the last survey administration, additional cardio machines were added, and satisfaction with cardio equipment rose significantly from 87% in 2013 to 91% in 2016, exceeding the national benchmark of 85%.
- Students reported placing significantly higher importance on recreation, sport, and fitness after enrolling at UNLV than prior to enrollment (70% after; 53% prior) as well as placing significantly greater importance on healthy lifestyle (91% after; 68% prior).
- Efforts from staff to make Campus Recreational Services more inclusive of diverse students also appeared effective. The portion of students favorably rating inclusiveness at CRS improved significantly from 80% in 2013 to 91% in 2016.
- Students used CRS more during mid-day on both weekdays and weekends than they did in the past (19% in 2016 compared to 13% in 2010). More students in 2016 (34%) than in 2010 (20%) indicated that they never use the Student Recreation and Wellness Center (SRWC) on weekends.
- When students visit, their workout times were shorter too. More students in 2016 than in 2010 (16% vs 8%) reported workouts lasting under 30 minutes, and fewer students in 2016 than in 2013 (39% vs 45%) reported workouts lasting 30 to 59 minutes. Still, like the past, most students (73%) exercised 30 to 90 minutes.
- The greatest challenges in 2016 were related to space for stretching areas (66% of students believed current space to be adequate) and for outdoor recreation (67% of students believed the current amount to be satisfactory). Each of these two challenge areas did not differ significantly from other large, four-year, primarily non-residential (L4NR) campuses or from prior administrations of this survey at UNLV.
- Five service areas were underutilized compared to other L4NR campuses: intramurals, sport clubs, open recreation, outdoor adventures, and personal training. For intramurals, student satisfaction with the number and variety of team sports as well as the number of individual sports significantly trailed L4NRs.
- For students who participated in CRS programs and services, the seven general outcomes, nine wellness/fitness outcomes, and eight of the 14 learning outcomes did not differ significantly from L4NR peers. For the six learning outcomes that did differ significantly, however, the effect sizes were trivial instead of practical.
- For students who did not utilize CRS programs or services, they noted wanting services which CRS already provided with one exception i.e., a climbing wall. The most desired services (which already exist) included personal training, cardio equipment, group fitness, and mind/body options like yoga.
- Recommendations from 2016 Survey Administration
    - Develop appreciative marketing to highlight improvements in satisfaction related to cardio equipment and inclusiveness of the environment and to thank them for noticing.
    - Because students reported shorter workout times than in the past, CRS might develop materials or tips to assist students to maximize these shorter workouts, especially ones lasting 20 to 30 minutes.
    - For the five service areas with lower utilization than at other L4NR campuses, CRS should consider benchmarking offerings, facilities/infrastructure, and staffing against UNLV's top-tier peer campuses to ensure that UNLV provides comparable opportunities.
    - Identify groups of students who underutilize CRS and provide targeted marketing to

them about the availability of personal training, cardio equipment, group fitness, and mind/body options.

- Action Items: In 2013, suggestions for increasing the likelihood of using the SRWC included longer hours, more advertising /information, cheaper memberships, and more group classes.
  - Offering longer hours with adequate staffing at that time was not financially possible.
  - In fall 2013, based upon this suggestion, Campus Recreational Services created a more intentional social media marketing strategy which included Facebook, Twitter, and Instagram. CRS created the "RebelRec" brand with a logo showing the mascot's face in the foreground and a shield in the background. This branding appears on publications, social media posts, and within the building itself.
  - The price of membership was not lowered. To do so would have required cutting programs, hours, and/or staffing.
  - More group fitness classes were offered. The expanded offerings included more sections of existing classes as well as adding classes to teach new fitness techniques. The Participation Trends table earlier provided the count of Group X classes offered and the participation in them.

Student Union

This survey was administered during spring 2016 to 2,440 randomly selected undergraduate, graduate, and professional students at UNLV. Of the students selected to participate, 429 responded, and 314 completed the survey. Local results were benchmarked against a set of seven large, four-year, primarily non-residential public institutions that also participated in the survey during the same semester.

In spring 2013, UNLV had 1,184 student respondents. This survey was also administered in 2010.

- In 2016, 91% of students used the student union, a small but not statistically significant decline from 95% in 2013 and 2010. The national benchmark rate was 87%.
- The top reasons students visited the UNLV student union included food, socializing, retail, and attend events. This was consistent with 2013 and 2010 data.
- Overall satisfaction with the union was not significantly different from historical or national benchmarks.
- For seven of ten satisfaction areas, the UNLV student union did not significantly differ from the national benchmark: availability of lounges and meeting room space, variety of entertainment options, variety of entertainment options, variety of learning opportunities, variety of food options, atmosphere that encourages informal interaction among students and faculty.
- For three of the ten satisfaction areas, the UNLV student union scored significantly lower than national benchmark: welcoming and comfortable atmosphere (9.0 percentage points lower), variety of retail/service options (4.6 percentage points lower, and atmosphere conducive to studying (6.6 percentage points lower).
- Too few UNLV student union student-employees participated this year for comparisons to national benchmarks. In the past, UNLV student union student-employees have exceeded peers on all 8 student employment learning outcomes ($p <$

.05).

- UNLV student feedback did not significantly differ from peers on 30 student learning outcomes associated with participating in programs and activities in the Student Union.
- Active participation in at least one type of on-campus involvement opportunity declined from 60% in 2010 to 57% in 2013 to 54% in 2016, and the 2016 figure was lower than the national benchmark of 68%. However, institutions comprising the national benchmark set were situated in locations that did not offer the entertainment and cultural opportunities that UNLV's metropolitan area has increasingly provided in recent years, so the lower percentage of on-campus involvement might not indicate a deficit in opportunities available.



Student teacher at Rebel Academy, a 5-week summer enrichment program for Clark County School District 7th, 8th, and 9th grade students.

- Despite adding two dozen seats to the food court dining area, student satisfaction with seating in that area has continued to fall since 2010.
- Whether involved in Campus Life activities or not, and whether one frequents the student union or not, students supported an expansion to the current Student Union.
- Of areas students rated as the most important, students were most satisfied with the welcoming and comfortable atmosphere of the student union and its inclusiveness of diverse needs of students. They were least satisfied with the variety of food options and an atmosphere conducive to studying.
- Suggestions included improving the student union related to food service options, increasing seating in dining areas, reducing the noise, and making the atmosphere more friendly and welcoming
- Action items
    - From the 2013 survey administration, actions included the formation of an Involvement Campaign Task Force charged with identifying innovative ways to inform students about programming opportunities and implementing a comprehensive "get involved" marketing campaign.
        - The "I'm IN; Get IN" campaign was developed in collaboration with the Office of Civic Engagement & Diversity (now, Student Engagement & Diversity). That campaign ran for two years: 2013-14 and 2014-15. The campaign shifted focus in spring 2016 to help students learn the new name of the collaborating office and that Student Engagement & Diversity was the point of contact for involvement opportunities. In 2012-13, the number of students registered to use CollegiateLink (UNLV's Involvement Center) was 3,819. That number climbed to 5,664 for 2013-14 and reached 6,461

for 2014-15. Over that two-year period, the total growth was 69%, which was 6.7 times the growth in annualized undergraduate FTE over the same time span (from 16,079.8 in 2012-13 to 17,731.4 in 2014-15 or 10.3%; source of FTE, appendix 2.D.11.3.

- From the 2016 administration of the survey, actions include 1) proceeding to build support among students for increasing the facilities fee that funds the Student Union, so that the facility may pursue expansion plans; 2) considering the incorporation of the most prevalent learning outcomes as benefits of students utilizing the union; and, 3) sharing food service and dining seating feedback with Aramark, the dining services provider.

Campus Activities

In spring 2015, the Campus Activities and Involvement NASPA Consortium Survey was distributed to a random sample of 4,000 undergraduates, and 575 responded (14.4%).

- Students involved in at least one student organization (n=170) reported higher learning for 25 of the 28 outcomes compared to students who indicated no involvement in clubs or organizations (n=239). The difference was most pronounced for improving leadership skills, becoming involved in additional campus activities, improving problem-solving/critical thinking skills, feeling more connected to the university, and gaining skills and abilities to use after college. For example, 78% of students involved in at least one club or organization indicated that, as a result of participating in campus activities, their leadership skills improved; by contrast, the portion for other students was 29%. This difference cannot be explained by differing levels of involvement coming into college. Comparing students involved in at least one club or organization to other students, 89% of the involved students and 80% of other students reported involvement in clubs or organizations during high school, so two groups of students had similar involvement prior to college.
- Self-reported GPA and time spent studying did not differ significantly between students who were involved in clubs/organizations and those who were not.
- With half of students indicating they would like to be more involved, one out of three respondents indicated that better publicity of campus activities would help them be more involved. Specific suggestions included more emails about upcoming events; promoting events well ahead of time; creating an app, Facebook page, or other single source listing all upcoming events as well as active clubs and organizations; cross-posting events through announcements, flyers, posters, or social media at related events; targeted promotions in buildings where related majors are housed; and advertising in the library. Another third of respondents indicated that nothing could be done to help get them more involved because the barrier was beyond UNLV's influence (e.g., family or work obligations).
    - The single source listing was created in fall 2015 in the form of the News Flash, which is distributed every other week and shows the events coming up during the next two weeks. It also announces major events farther out on the calendar so students can mark their own calendars. It is displayed in every residence hall, the Student Union, the Student Recreation & Wellness Center, and the dining halls. It is also display as the "News Flush" on the back of every stall door in all of the bathrooms of those buildings.

- During fall 2015 and spring 2016, an app was developed to provide additional publicity. The app had a "soft" launch at the end of spring 2016 and officially launched at the start of fall 2016. By end of spring 2017, 1,867 users were registered on the app. The most used feature was the campus map (31% of users). The next most used features included events (13%), information about campus (13%), student organization information (11%), courses (9%), and student government (8%).

Fraternity and Sorority Life

UNLV administered the Fraternity and Sorority Life NASPA Consortium in spring 2014. It was distributed to 3,456 students, including 1,381 members of social fraternities and sororities and 2,075 randomly selected undergraduates who were not members. Response rates were 40.6% for members (n=637) and 13.2% for other students (n=274).

- In 2014, 92% of members agreed that their participation improved their likelihood of completing their degree. In 2011, 86% agreed so agreement in 2014 was significantly higher. Members in 2014 perceived fraternity and sorority life as more celebrated on campus (72% vs 53%) and believed that their chapters better promoted academic achievement (66% vs 44%).
- While 34% of members in 2014 believed that they studied more than non-members, both groups reported their hours spent studying, and the differences were not significant.
- Overall, membership in fraternities and sororities has numerous positive outcomes. Members reported the top learning outcomes:
  - Better able to articulate values and beliefs 95%
  - Ability to work in a team 94%
  - Communication skills 94%
  - Leadership skills 93%
  - Ability to delegate 92%
  - Balancing social and academic responsibilities 92%
- A recommended action item was to work with Greek Council members to address perception issues as most non-member perceptions of fraternities and sororities are directly related to member behavior.
  - Student Engagement & Diversity created the Greek Presidents Retreat to provide chapter presidents the time and opportunity to focus on the public or visible aspects of sorority and fraternity life: philanthropy and recruitment. Presidents formed committees around the topics, and those committees have generated action items to address member behavior and help improve perception.
- A majority of both members and non-members believe that fraternity/sorority life is celebrated on campus and that the chapters provide positive social opportunities for students.

Residence Life

UNLV administered the Residential Life NASPA Consortium in spring 2017. Administered in spring 2015 and spring 2016, the number of respondents was quite low, and the characteristics of the respondents did not match well the known characteristics of students

living in the halls e.g., age, race, gender, building, college of enrollment, and classification. The Campus Life Assessment Committee and Director of Campus Life Assessment reviewed best practices for survey recruitment in order to identify recruitment strategies for the spring 2017 survey administration. The committee and director hoped to increase participation to reach the critical number of respondents and a pool that matched the residential student population with regard to known characteristics.

The spring 2015 administration was reviewed for potential barriers to student participation. The Campus Life Assessment Committee identified three issues that could be resolved: overlapping the administration of the survey with other surveys sent to the same students; timing of the survey toward the end of the term and after students had returned from break; and offering no incentive for completion. For spring 2016, the survey administration changed to avoid overlapping with other surveys administered to the same students, to launch and conclude before spring break, and to include a small incentive paid to the first 600 residents to complete the survey. A pre-survey notification was also utilized to alert residents that some of them would receive the survey invitation, so if they were invited to participate, they would know the survey was legitimate. However, these changes did not yield a larger number of respondents.

For the spring 2017 administration, the timing of the survey was planned to avoid overlap with other surveys administered through the Division of Student Affairs. The survey was scheduled to launch and conclude before spring break. The amount of the individual incentive was increased, and (to stay within budget) the total number of individual incentives was decreased to the first 400 residence hall students to complete the survey. In addition to changes to the incentive for completion, how students could access the survey changed. Access to the survey was restricted through an authentication screen. Rather than each residence hall student receiving a unique link via email as in the past, students received a generic link. This same link was posted in the halls and shared through social media. Anyone visiting this link had to enter their NSHE number, and if they were a residence hall student, they could access the survey. The link was emailed to 1,695 students with active assignments to live in the halls during spring 2017. While 314 respondents were needed, 490 residents responded, and 422 completed the survey.

- Compared to their *national* counterparts, UNLV residence hall students indicated greater agreement that they were likely to live on campus next year (62% vs 43%). UNLV respondents also indicated greater agreement that, next year, they would either be an RA or in a residence life leadership role (23% vs 17%). Otherwise, satisfaction was similar to national counterparts.
- Compared to their *UNLV historical* counterparts, this year's respondents indicated greater agreement that they at least get what they pay for with regard to room and board (42% vs 28%), the on-campus living environment is welcoming (86% vs 80%), and they are more likely to live on campus next year (62% vs 54%).
    - The improvement in perception of value for room and board was attributed to a change in billing practices. Previously, a single item appeared on residents' bills. Since 2014, this single item was replaced with split items: one for room and one for meal plan. In addition, payment options were introduced so

students could arrange smaller payments instead of one lump sum.

- For several custom items added by UNLV, respondents in 2017 indicated greater satisfaction than in 2014: cleanliness of common areas (82% vs 74%), timeliness of repairs (85% vs 74%), laundry facilities (66% vs 52%), and dining commons (50% vs 43%).
    - The improvement in satisfaction with laundry facilities was attributed to a change to a new laundry services vendor since 2014.
    - The improvement in satisfaction with the dining commons was attributed to a renovation of that building completed since 2014.
- With regard to learning outcomes, UNLV residents did not differ significantly from their 2014 counterparts or their national counterparts in most regards. A few exceptions were noted. Compared to their national counterparts, UNLV residents reported more personal responsibility (83% vs 72%), more awareness of campus resources (82% vs 75%), more improvement in communication skills (72% vs 64%), and more improvement in study skills (61% vs 50%) as a result of their involvement in residence hall programming. Compared to their 2014 counterparts, this year's residents reported more awareness of campus resources (82% vs 77%).
    - Improvements in study skills was attributed to introducing in Spring 2014 an Assistant Director for Residential Education who leads academic and educational initiatives in the residence halls. This staff member provided greater focus for resident assistants on promoting a living-learning environment in the halls.
    - Improvements in the welcoming atmosphere of the halls as well as the awareness of campus resources was attributed to adding Welcome Weeks activities in the residence halls in Fall 2015. These activities focused on introducing students to resources on campus as well as facilitating social connection with one another and faculty/staff.
    - Improvements in communication and personal responsibility were attributed to a change in resident assistant training in Fall 2015. The new model taught RAs to facilitate roommate agreements and community standards early in the semester in order to explicate students' responsibilities to one another, expectations of one another, and strategies for resolving disputes.
- More than 80% of UNLV residents this year indicated having achieved four learning outcomes: meeting individuals with different interests from one's own (83%), greater sense of personal responsibility (83%), more aware of campus resources (82%), and meeting individuals with similar interests as one's own (80%). Nationally, none of the outcomes were endorsed by more than 80% of residents.
- Among the resident assistants, they reported similar gains in every learning outcome as their national counterparts and their 2014 UNLV counterparts with one exception. This year's RAs reported more gains in skills and experiences related to their academic majors than their national counterparts did (83% vs 67%).
    - This gain was attributed to the greater training focus from the Assistant Director for Residential Education on creating living-learning experiences in the residence halls. As part of their evaluation process since 2014, supervisors asked RAs to discuss how their experiences as an RA relate to their academic majors and how they can apply what they are learning in their majors to their

roles as RAs.

Multi-Institutional Study of Leadership (MSL)

The MSL was administered during spring 2015 and is offered nationally once every three years. Benchmarking comparisons with other participating campuses is possible along with historical benchmarking against one's earlier MSL results. While UNLV administered an earlier version of the MSL prior to 2012, the spring 2015 administration was the first time the current version of the instrument was administered on campus, so historical benchmarking was not possible.

Findings from those earlier versions of the instrument provided the basis for the creation of the department currently known as Student Engagement & Diversity, for those earlier results indicated that students involved in any two or more specific programming areas had better outcomes than students who were not. Those specific programming areas were consolidated into one department in order to promote cross-involvement. The administration in spring 2016, therefore, sought in part to determine how well consolidating the programming areas into one department worked for the students. Comparing 231 students involved in two or more programming areas to 683 students who were not involved in Campus Life programs, one outcome, Citizenship, showed significant difference ($p<.01$), but the effect size was small:

	Less than 2+SED		2 or More SED		Effect Size
Outcome	Mean	*SD*	Mean	*SD*	Cohen's *d*
Citizenship[1]	3.76	*0.74*	4.07	*0.69*	-0.43

[1] Ratings on a five-point scale from strongly disagree (1) to strongly agree (5)

Compared to other participating institutions in our current Carnegie class, UNLV did not differ significantly on 11 of the 13 general outcomes. For the two outcomes where UNLV did differ significantly, it trailed other Carnegie RUH institutions, but the size of the effect was small or trivial.

	UNLV		RUH		Effect Size
Outcome	Mean	*SD*	Mean	*SD*	Cohen's *d*
Citizenship[1]	3.81	*0.75*	3.96	*0.68*	-0.21
Hope (Agency)[2]	6.43	*1.18*	6.62	*1.07*	-0.17

[1] Ratings on a five-point scale from strongly disagree (1) to strongly agree (5)
[2] Ratings on an eight-point scale from definitely false (1) to definitely true (8)

Using a retrospective pre-post strategy, MSL asks seniors additionally to think back and rate themselves at the beginning of their undergraduate careers. When compared to the seniors' current ratings of themselves, these retrospective ratings are used to assess change over time. For all thirteen general outcomes, the changes were significant. For three outcomes, the effect sizes were large. The changes in these three outcomes were similar at other RUH institutions.

	UNLV Senior		Retrospective		Effect Size
Outcome	Mean	*SD*	Mean	*SD*	Cohen's *d*
Hope (Pathways) [1]	6.68	1.03	3.83	0.77	3.13
Hope (Agency) [1]	6.52	1.23	3.83	0.77	2.62
Consciousness of Self [2]	4.17	0.59	3.42	1.11	0.84

[1] Ratings on an eight-point scale from definitely false (1) to definitely true (8)
[2] Ratings on a five-point scale from strongly disagree (1) to strongly agree (5)

- For seven outcomes, the effect was medium. For all except commitment and social perspective taking, the changes in these outcomes were similar at other RUH institutions. For those two exceptions, though, the sizes of the effects at other RUH institutions were small instead of medium.

	UNLV Senior		Retrospective		Effect Size
Outcome	Mean	*SD*	Mean	*SD*	Cohen's *d*
Omnibus SRLS [1]	4.20	0.53	3.71	0.68	0.80
Commitment [1]	4.43	0.54	3.93	0.92	0.66
Collaboration [1]	4.18	0.60	3.64	1.03	0.64
Leadership Efficacy [2]	3.22	0.64	2.79	0.85	0.57
Controversy with Civility [1]	4.23	0.60	3.81	0.91	0.54
Resiliency [1]	4.00	0.61	3.60	0.86	0.54
Social Perspective-Taking [3]	3.87	0.79	3.42	0.98	0.51

[1] Ratings on a five-point scale from strongly disagree (1) to strongly agree (5)
[2] Ratings on a four-point scale from not-at-all confident (1) to very confident (4)
[3] Ratings on a five-point scale from does-not-describe-me-well (1) to describes me very well (5)

- For the remaining three outcomes, the effect was small. Except for complex cognitive skills, the effects were similar at other RUH institutions. For complex cognitive skills, though, the effect size at other RUH institutions was medium (*d*=0.51) instead of small.

	UNLV Senior		Retrospective		Effect Size
Outcome	Mean	*SD*	Mean	*SD*	Cohen's *d*
Complex Cognitive Skills [1]	3.34	0.57	3.04	0.68	0.48
Congruence [2]	4.27	0.62	3.96	0.89	0.40
Citizenship [2]	3.87	0.80	3.60	0.95	0.31

[1] Ratings on a four-point scale from not-grown-at-all (1) to grown very much (4)
[2] Ratings on a five-point scale from strongly disagree (1) to strongly agree (5).

National Survey of Student Engagement (NSSE): The NSSE is administered every three years; the latest administration in spring 2015 was distributed to 3,834 first-year students and 5,311 senior-year students. For first-year students, 1,029 participated (26.8%), and for the senior-year students, 1,331 participated (25.1%). These participation rates reflect the highest participation in the history of NSSE at UNLV.

- When asked to rate their overall experience at UNLV, 77% of first-year students and 73% of senior-year students rated their experience as good or excellent. These figures are similar to the ratings from last NSSE in 2012: 76% of first-year students and 72%

of senior-year students. Student demographics had no significant association with how students rated their overall experience. While some statistically significant differences were found for two demographic features, the effect sizes of those differences were small or trivial. This finding of no meaningful differences is consistent with the NSSE 2012

- In 2015, 47% of UNLV first-year students and 45% of seniors are involved in co-curricular activities. These participation rates are higher than in 2012. For first-year students, the rate is eight percentage points higher than for first-year students in 2012 (39%); for seniors, 11 percentage points higher (34%). Among institutions in UNLV's current Carnegie class (RUH), 67% of first-year students and 56% of senior at other universities are involved. The average number of hours of involvement for first-year students was 4.3 at UNLV and 5.3 at RUH. The average number of hours of involvement for seniors was 3.7 at UNLV and 4.5 at RUH. Both differences were statistically significant, but the effect sizes for each (d=-.15 and -.12, respectively) were small. Furthermore, the number of hours of co-curricular involvement did not relate significantly to any of the high impact practices, engagement indicators, or ratings of overall quality of educational experience at UNLV.
- While the number of hours of co-curricular involvement did not relate significantly to any of the high impact practices or engagement indicators, whether the student was involved did relate significantly to some of them.
- In each case, p<.01. The "ES" column indicates the effect size where d is Cohen's d and OR indicates odds ratio.

	Involved	Not	ES	
o	Student-faculty interaction (EI)	M=26.9	M=16.2	d= 2.7
o	First-year students who have done or are doing high impact practices			
▪	Service learning	72.5%	59.2%	OR=1.8
▪	Learning community	15.0%	7.0%	OR=2.3
▪	Research	11.3%	1.9%	OR=6.4
▪	Student leadership	18.4%	1.7%	OR=13.1
o	First-year students who plan to do high impact practices			
▪	Learning community	54.8%	31.3%	OR=2.7
▪	Research	57.0%	29.9%	OR=3.1
▪	Student leadership	56.1%	21.2%	OR=4.8
▪	Study abroad	55.3%	38.6%	OR=2.0
▪	Capstone or culminating experience	66.0%	44.0%	OR=2.5
o	Senior-year students who have done or are doing high impact practices			
▪	Service learning	61.3%	48.8%	OR=1.7
▪	Learning community	28.4%	10.4%	OR=3.4
▪	Research	23.7%	11.4%	OR=2.4
▪	Student leadership	44.4%	6.3%	OR=11.8
▪	Study abroad	11.8%	3.7%	OR=3.5
▪	Internship, co-op, field experience, etc.	44.6%	30.6%	OR=1.8
o	Seniors: Overall quality rated good or excellent	79.3%	70.1%	OR=1.6

- In 2015, 47% of UNLV first-year students and 48% of seniors were involved in community service. These participation rates are higher than the same rates in 2012. For first-year students, the current rate is 17 percentage points higher than in 2012 (30%); for seniors, three percentage points higher (45%). Among

institutions in the university's current Carnegie class (RUH), 43% of first-year students and 50% of seniors are serving. The average number of hours of community service for first-year students was 3.7 at UNLV and 2.3 at RUH. The average number of hours of community service for seniors was 3.5 at UNLV and 3.0 at RUH. While both differences were statistically significant, the effect size for seniors was trivial (*d*=.09). For first-year students, however, the effect size was medium (*d*=.31), indicating that the difference has practical significance. While a similar portion of UNLV first-year students are involved in community service compared to other RUH institutions, our first-year students spent more time serving the community.

- While the number of hours involved in community service did not relate significantly with any high impact practices, engagement indicators (EI), or ratings of overall quality of educational experience, whether or not the student was involved in community service did. In each case, $p<.01$.

	Served	Not	ES
o Student-faculty interaction (EI)	*M*=26.2	*M*=16.6	*d*=2.4
o First-year students who have done or are doing high impact practices			
▪ Service learning	76.0%	56.4%	*OR*=2.4
▪ Learning community	15.4%	6.4%	*OR*=2.7
▪ Research	10.8%	2.0%	*OR*=6.0
▪ Student leadership	16.7%	3.2%	*OR*=6.1
o First-year students who plan to do high impact practices			
▪ Learning community	55.5%	30.6%	*OR*=2.8
▪ Research	53.9%	31.4%	*OR*=2.6
▪ Student leadership	51.3%	24.5%	*OR*=3.2
▪ Study abroad	55.1%	38.6%	*OR*=2.0
▪ Capstone or culminating experience	64.5%	45.2%	*OR*=2.2
o Senior-year students who have done or are doing high impact practices			
▪ Service learning	63.9%	46.0%	*OR*=2.1
▪ Learning community	25.2%	12.8%	*OR*=2.3
▪ Research	23.2%	11.2%	*OR*=2.4
▪ Student leadership	35.6%	12.8%	*OR*=3.8
▪ Internship, co-op, field experience, etc.	44.8%	30.7%	*OR*=1.8
o Seniors: Overall quality rated good or excellent	78.3%	70.8%	*OR*=1.5

The full assessment reports are available on the Campus Life Assessment website.

Campus Life learning outcomes align with the Campus Life co-curricular agenda and the previous undergraduate learning outcomes. This is being revised so that the learning outcomes will be aligned with the revised UNLV undergraduate learning outcomes. The Campus Learning Outcomes are used in the annual assessment of student employees and student leaders (page 7 of appendix 2.D.11.1). For more details regarding events and activities please see the Campus Life webpage.

Campus Life continuously works to improve students' experiences on campus in a number of ways. Staff track participation trends in the variety of student organizations and events offered each year. These opportunities include academic honorary societies as well as civic engagement, service, diversity (including multicultural, international, spiritual, and social

justice), special interest, social, fitness, and recreational options. In addition to basic satisfaction with programs and services, staff assess students' perceptions of safety; campus support for academic success, cultural diversity, and personal growth and development; and learning outcomes related to student leadership and student employment. National benchmarking studies are conducted on a three-year cycle to aid in program evaluation and planning. Data from these efforts are incorporated each year into Campus Life strategic planning and reporting.

Appendix 2.D.11.4 contains the Board of Regents handbook statements on students and student government.

Closing the loop

Through random sampling methods, surveys used in assessment reach students who are not participating in activities, events, and organizations or who are not visiting Student Affairs facilities, so their responses help to identify barriers to engagement. In turn, we can address them to the extent possible. The table below illustrates barriers to participation identified, how, and when they have been addressed.

Activity	Barrier Identified	How Addressed	When Implemented
Events, activities, organizations	Too busy	Interest assessments being implements Additional student housing under construction Graphic calendar of events for the next two weeks posted	Spring 2017 Fall 2018 2015-16
Fraternities & Sororities	Expense of membership	Messaging about costs Recruiting material containing costs	2016-17
Student Union use	Not enough time to use Nothing offered they needed	Apps being develop for text messages about events, specials	Under development
Recreation, Wellness Center	Unaware of offerings Member of another fitness facility	Ads on digital display screens	2016-17

Student Outcomes

In 2015-16, student leaders and student staff reported a substantial drop in learning related to healthy lifestyle. That drop, however, corresponded to a change in assessment. In 2014-15, only students in leadership or employment roles in Campus Recreational Services were asked about healthy lifestyle. In 2015-16, other Campus Life departments asked to assess that learning outcome for their student leaders and staff also, so they could gauge how well they were teaching their students to live healthfully. The decline in 2015-16 was due to student leaders and student staff in other Campus Life departments learning less about healthy lifestyle than their counterparts in Campus Recreational Services.

Also in 2015-16, a substantial rise in learning related to technological skills was observed. This jump also related to a change in assessment. Earlier, all student staff and student leaders were asked about learning related to technology skills. Acknowledging that most of the student leadership and employment roles did not include intentional learning activities related to technology, Campus Life decided to assess technology skills for students who worked in technical roles only. These roles included students working with Campus Life Technology as well as the audiovisual technician roles in the Student Union.

In 2016-17, stress management improved for student leaders, and these improvements were tracked back to Student Engagement & Diversity Student Councils and Campus Recreational Services student leaders. Campus Recreational Services increased the number of student leaders this year in certain roles to reduce the number of hours each one was on premises from 15 hours per week in 2015-16 to 12 hours per week in 2016-17. Given previous years' assessments related to stress management, Student Engagement & Diversity focused on stress and time management. The staff advising student leaders started their one-on-one meetings with a check-in on how student is doing before getting into business/tasks. They specifically talked with students about their stress levels and how they are coping, integrated teambuilding at start of meetings to help students find/build community, and invited the student group Healthy Rebels to guest present at meetings or retreats. Recognizing that learning related to stress management and healthy lifestyle fell in the 80-percent range for both years that the learning outcomes were assessed for all of Campus Life, Student Union & Event Services (SUES) staff selected "wellness" as one of the four topics to cover during their Rebel Skills Builder series for 2017-18. The Rebel Skills Builder series includes two topics each semester yielding four for the academic year. Each topic offers three break-out sessions, and every student staff and student leader must attend one of the break-out sessions for each of the four topics throughout the year.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.16

Concern:
The committee is unable to make an on-the-ground evaluation of student attitudes regarding food services, and it is unclear to what extent UNLV provides the opportunity for faculty, staff, and student feedback regarding food services.

No indication is given that students, staff, or faculty have any opportunity to provide feedback regarding bookstore operations.
The current food service provider, Aramark, employs several methods of assessment, including written, electronic and in person. The frequency of these assessments ranges from monthly to twice annually, and ad hoc by special project.

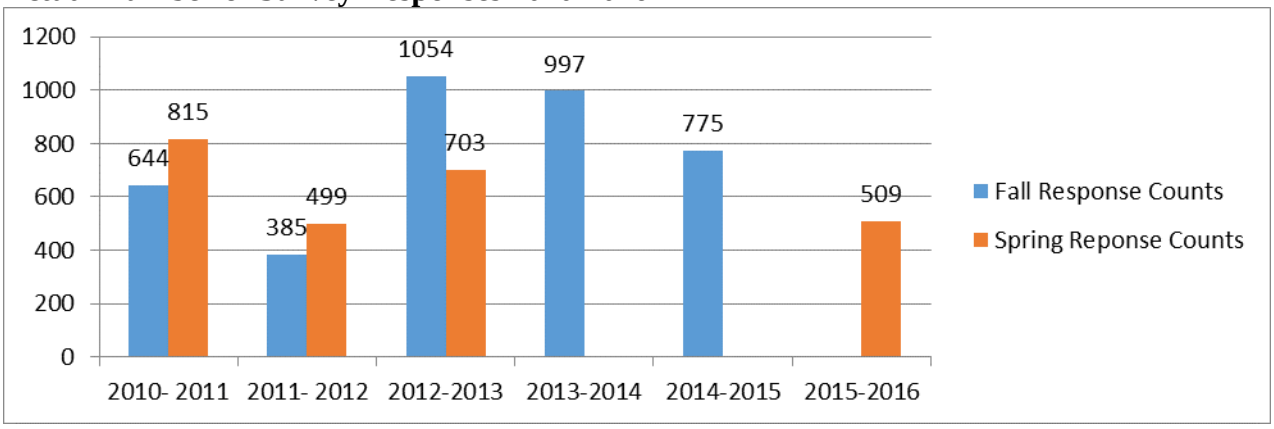
In person, the methods include meeting with the Dining Advisory Board, the Residential Hall Association (RHA), and the Consolidated Students of the University of Nevada (CSUN).

Customers provide feedback electronically via the Voice of the Consumer, an online survey designed to handle customer feedback with either a “wow” (compliments) or a “rescue” (complaints). These results are compiled on a monthly basis and provided to the UNLV clients for review. Additionally, site managers must respond to “rescues” within 48 hours. In 2016-17, 79 rescues were responded to and 344 wows were received.

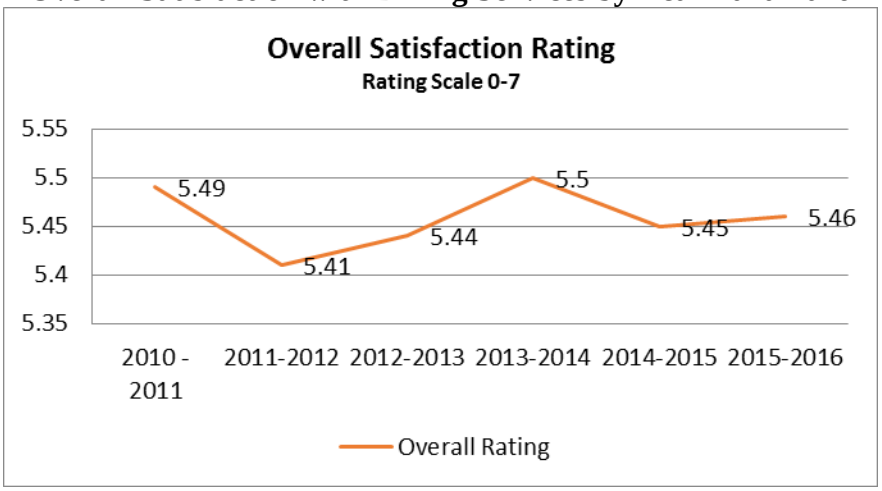
Aramark’s Dining Styles Survey is a tool to provide knowledge about the campus population in order to better satisfy needs of the consumer and maximize participation, frequency and check average. Survey Data is collected via email, social media, and direct consumer outreach. Over the past six years the average response count has been 700. Based on the total population of the university this provides a confidence level of 95% with a margin of error of 3.4%. The question set covers the following areas of focus:

- Campus population profile
- Dining behavior by segment
- Dining services performance based on consumer satisfaction
- Meal plan purchasing behavior
- Customer suggestions with verbatim responses

Actual Number of Survey Responses 2010-2016



Overall Satisfaction with Dining Services by Year 2010-2016



Aramark's Action Steps

The following list includes samples of changes that were made as a result of the information received from Dining Styles Surveys.

- **Late Night Services**: Students said they wanted more options available on campus during the later evening hours. As a result, the hours for the convenience store (P.O.D. Market) at the Dining Commons were extended to 1:00am.
- **International Menu:** Students requested a broader variety of food selections, including authentic ethnic options. During spring 2016, a rotating international menu was added to the Dining Commons, including Middle Eastern/Mediterranean, Indian, Asian and Mexican Cuisine selections.
- **Wider Overall Variety in the Dining Commons**: Students expressed interest in seeing a wider variety across all stations in the Dining Commons. As a result, the deli format was changed to a full-service deli at both lunch and dinner periods including a larger variety of meats, cheeses, breads, and Udi's gluten free bread. Additional waffle flavors were added during spring 2016, so students can now choose between original, strawberry or blueberry waffles.
- **Healthier Options:** Students asked for healthier food options. During the 2015-2016 school year more non-GMO, vegan/vegetarian, and gluten free options were added to the P.O.D. Markets and Dining Commons, and directional signage was added to make it easier to locate these items.
- **Nutritional Information:** Students asked for more information about the food that is served and advice on how to live a healthier lifestyle. Nutritional labeling in the Dining Commons, as well as on the dining website was added. A dietician collaborates with Aramark to host monthly nutritional events in the Dining Commons.
- **Sustainability Efforts:** Sustainability is important to students. Rebel Recycling hosts monthly awareness campaigns in the Dining Commons called "Weigh the Waste." During these events, students are educated on taking only what they know they will eat, in an effort to reduce food waste. Dining has partnered with a student organization, called "Take Back the Tap," to promote the reduction of plastic water bottles on campus. Each month an exchange event is held at the Dining Commons where students, faculty and staff can bring their plastic water bottles and receive a stainless steel, reusable bottle in exchange. Dining also assesses $.05 fee on to the sale of every plastic water bottle sale to assist with the purchase of Hydration Stations on campus.
- **Mobile Ordering:** Students made it clear that their time is very limited and, therefore, very important. During spring 2016, Tapingo, a mobile ordering platform was implemented across retail locations to enhance service and decrease wait times.
- **Increased Throughput in Dining Commons:** Since students emphasized the importance of their time and how little of it they have, efforts were made to increase throughput in the Dining Commons. The build-your-own-pasta-station was restructured in spring 2016 to cut down on wait time. Also, a second waffle iron was added to the waffle station to allow more than one student at a time to make a waffle.
- **Earlier Brunch Hours:** Students expressed interest in dining on the weekends. As a result, weekend brunch hours were extended in the Dining Commons.
- **Student Workers:** Many students would prefer to work on campus, as it allows them to work around their class schedule, and fulfill any required hours for specific majors. Consequently, Dining has created a more robust recruiting program on campus for

student workers and partnered with the individual colleges to identify and hire more students.

Social Media
According to the Dining Styles Surveys 82% of the respondents use Facebook, 60% of respondents use Instagram, and 41% of the respondents use Twitter. These are an important means for communicating with the customer base, and Aramark has committed time and resources to promote dining through these social media outlets.

As of April 2016, Dining has 2,730 Facebook fans, 257 Instagram followers and 540 Twitter followers. Dining continually strives to increase both the number of fans and followers and to improve engagement by posting photos and posts that are relevant to students. Social media is an important component of the communication strategy.

Dining Advisory Board
Dining has consistently held a monthly Advisory Board meeting to solicit input and discuss initiatives regarding dining on campus. Reorganized in October 2013, the structure of the board includes representatives from invited and specific organizations on campus. This model has created a consistent attendance at meetings and higher investment in what Dining is doing. The board is advised and facilitated by the Student Affairs Contract Manager and Dining Marketing Manager.

The current members of the board represent several constituents across campus, including student government, faculty and staff, and various departments. Their input, feedback and other news and online satisfaction survey results are reviewed at these meetings.

Current projects include a new Market Match, catering menu tastings, dining hall signage, campus events, sustainability and to-go containers, a Faculty Club initiative, annual assessment reviews, dietary considerations and education, dietician consultations, meal accommodations, meal plan rate reviews, and increased membership. A new website was created in 2016 year to recognize the group's work as well as provide more accountability: http://www.unlv.edu/studentaffairs/dining-advisory-board.

The Bookstore
The bookstore is operated via contract by Barnes and Noble College, and has undertaken two initiatives that serve to reduce the expense of textbooks. Fall 2016 rush data demonstrates an increase in digital textbook availability and sales by 60%, increasing from 340 to 591 units. New and used textbook rentals total 15,621 units, increasing by a combined 18% from the fall term.

Members of the Bookstore Advisory Committee, active since 2013, represent a variety of student, faculty, and staff governing boards and the provost's office and is the primary method of obtaining feedback. The committee meets four to five times per year to solicit input and discuss initiatives regarding the bookstore and its services on campus. Current projects include earlier textbook adoption to comply with the Higher Education Opportunity Act of 1998, faculty training on Enlight (online book adoption program), increasing and

promoting the bookstore's profile on campus, increased social media presence, and collaborations with other departments on campus.

Each semester rush sales, rental savings, upcoming events and plans are shared and each representative brings agenda items for the group. A new website was created this year to recognize the group's work as well as provide more accountability: https://www.unlv.edu/studentaffairs/advisory-groups.

The following list includes samples of initiatives and changes in process as a result of the information received from the Bookstore Advisory Committee.

1. Bookstore Manager has direct access to faculty via email for book adoption notifications and follow-up.
2. The Provost's Office sends supportive and follow up communication to department chairs regarding book adoptions.
3. Faculty demonstrate a clear understanding of UNLV Bookstore's role on campus as the contracted service provider, which has priority for ordering.
4. All faculty and staff who teach academic courses complete the online tutorial with Faculty Enlight.
5. Widely promote the timelines for book adoptions:
    a. Timeline Summer – March 15 for book adoptions
    b. Timeline Fall – April 15 for book adoptions
    c. Timeline Spring – October 15 for book adoptions
6. Design and add a slide on website for faculty/staff page and main sites
7. Bookstore Manager will have consistent access to enrollment data every term

Social media is an important means for communicating with the bookstore's customer base. As of April 2016, the bookstore has 2,558 Facebook fans, 59 Instagram followers and 438 Twitter followers. Bookstore staff continually strive to increase both the number of fans and followers and to improve engagement by posting photos and posts that are relevant to the students at UNLV. Social media is a vital component of the communication strategy.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Concern:
The athletics website is in general well-structured and with sufficient digging it is possible to turn up a variety of important information, including information on compliance. However, UNLV might consider making the website more transparent regarding how various groups (e.g., boosters) should act in terms of NCAA rules. For example, links to NCAA rules are less useful than helpful interpretations of those rules.

The president is responsible to the Board of Regents and is the chief executive officer directing the operation of the university and all of its programs and services, including

intercollegiate athletics. The president assigns designees within the institution to monitor its programs to assure compliance with all applicable rules and regulations of the National Collegiate Athletic Association (NCAA) and the Mountain West Conference (MWC) in the conduct of its intercollegiate athletic programs. The president also ensures that instances of non-compliance are identified and reported to the NCAA and that appropriate corrective actions are taken in a timely manner.

The director of athletics is appointed by and responsible to the president and is a member of the president's cabinet. The director of athletics is the chief operating officer of the Department of Intercollegiate Athletics, having administrative responsibilities and authority for the organization and designation of duties for departmental administrative staff.

The Department of Intercollegiate Athletics formulates its policies and procedures. Its compliance website, with tabs for boosters, agents, coaches, prospective student-athletes, current student-athletes and staff, and the Student Athlete Handbook can be found at the embedded links. The tabs on the compliance website are geared toward each specific audience with information presented in a clear, easy-to-understand manner. The student handbook describes the responsibilities of the athletic department, the director of athletics, the head coaches, the student-athletes, and all persons and organizations in any way associated with the university's intercollegiate programs.

The Intercollegiate Athletics Council (IAC) is the athletics board at UNLV. The IAC is an athletic advisory and regulatory board established by the president and is a National Collegiate Athletic Association (NCAA) recognized element of institutional control. The composition of the IAC meets minimum requirements of the NCAA Manual, appendix 2.D.13.1. The IAC is composed of twelve voting members: eight faculty members, three students, and one alumni representative. Ex-officio members include the director of athletics, the senior associate director of athletics, the associate director of athletics, director of marketing, the senior women's administrator, the faculty athletics representative, and the director of student-athlete academic services.

The duty of the IAC is to support the mission of the university and the mission of the athletics department by formulating, recommending to the president, and enforcing general policies of the university governing the administration and conduct of intercollegiate athletics as approved by the president. The IAC receives a copy of the university's intercollegiate athletics budget prior to the budget's approval by the university president. The IAC advises the president on conference affiliation and other intercollegiate athletics relationships. It offers advice on the scope of all intercollegiate athletic programs and reviews policies regarding ticket pricing and distribution, as well as seating assignments. In sum, the IAC reviews all changes to existing intercollegiate athletic program policies and regulations.

UNLV student-athletes are subject to the same admission requirements and procedures, academic standards and degree requirements, and financial aid awards through the same institutional agency as the general student population.

The IAC monitors the performance and progress toward academic degree of student-athletes.

These academic standards conform, at a minimum, to those of the NCAA and the MWC. The IAC also reviews the UNLV Department of Intercollegiate Athletics Policies and Procedures.

As described in 2.D.1, UNLV specifies admission requirements in both its undergraduate and graduate catalogs and on its website. The Center for Academic Enrichment and Outreach (CAEO) has programs to encourage applicants in ethnic groups that are underrepresented in higher education in Nevada, who are first-generation college students, and/or who have demonstrated financial needs; further details are in 2.D.3 . UNLV strives to admit students who are qualified to attend college and have the potential to benefit from higher education.

Prospective freshmen students must have a weighted 3.0 GPA in certain high school academic units, or have specific SAT and/or ACT scores, or have a Nevada Advanced High School Diploma. ACT and/or SAT test scores are used to determine a student's placement into English and Math courses. Students who have not taken either the SAT or ACT, or who are looking to increase their test scores, can take the ACT Residual exam for placement into the appropriate course. Credit may be granted to entering students who have achieved appropriate scores on one or more of the Advanced Placement Tests offered by the College Entrance Examination Board. Students receiving credit for advanced placement may apply these credits toward the total required for a degree.

The Financial Aid and Scholarships Office processes all student-athletes' financial aid. The process begins annually in spring when each head coach receives an updated scholarship processing form with procedures for renewal and non-renewal of athletic financial aid contracts. All student-athletes whose contracts are being renewed, non-renewed, or reduced are listed on the form, which is then processed by financial aid and scholarships. This process follows the NCAA bylaws. Student-athletes have the opportunity to appeal any cancellation or reduction of financial aid through the director of student financial services.

Advisors and faculty are available to help the student understand and arrange plans of study to meet the graduation requirements; the student is responsible for knowing what requirements must be met and for completing them.

The intercollegiate athletics department budget development is part of the university's budget process. The director of athletics is charged with submitting a balanced budget consistent with the university's budget deadlines. The director of athletics meets regularly with senior staff in preparing a budget. The budget is prepared and submitted to the office of the vice president of finance and business for final review and approval.

The intercollegiate athletic departments' primary fundraising mechanism is the Rebel Athletic Fund (RAF). All donations made to the RAF are deposited through the UNLV Foundation, the university's primary fundraising entity. The associate athletic director for development serves as the direct liaison to the UNLV Foundation and participates in regular foundation meetings. The foundation maintains records, as well as supporting documentation and audits for both deposits and transfers to the athletics department, consistent with accepted university practices for fundraising.

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

Concern:
UNLV should develop the means by which to confirm the identification of online students taking exams.

The Office of Information Technology (OIT) in conjunction with Online Education (OE) works to educate faculty on its ability to have proctored exams in the online environment. NSHE has an established contract with a proctoring vendor, ProctorU, that, in the online environment, establishes a student's ID at the beginning of exams. This is a two-fold process. While on camera, the student is required to produce their legal ID. After visual identification of the student matches the ID shown, the student is then asked to further authenticate his/her identity through a series of questions similar to those used by financial institutions when applying for or using credit. If the student does not satisfactorily answer the questions, the student is unable to access the exam and is directed to the online course instructor. ProctorU's privacy statement is provided in appendix 2.D.14.1. There is a policy in place that governs use of computing and information technology resources and it is appendix 2.D.14.2.

Faculty are encouraged to use this service for their high-stakes exams in online courses. If faculty elect to use this service in online courses, it should be listed as a requirement in their course syllabus. The cost to the student can then be covered by financial aid, appendix 2.D.14.3.

The university use Lightweight Directory Access Protocol (LDAP) which is an industry standard to authenticate online students against the active directory. When students activate their RebelMail account, here is what they see:
Use of this service is governed by Board of Regents policy, UNLV Computer Use Policy, Google Terms of Service, and the following: Except where User is an employee of the Nevada System of Higher Education acting in good faith in the course and scope of public duties, User will indemnify, defend, and hold harmless Google from and against all liabilities, damages, and costs (including settlement costs and reasonable attorneys' fees) arising out of a third party claim: (i) regarding User Data or (ii) regarding Users' use of the Services in violation of the Google Terms of Service.

What this means to you:
If you violate the law, NSHE or University of Nevada, Las Vegas policies, illegally distribute copyrighted material, or do anything else illegal or harmful to any individual or entity through the use of this account, you may be liable to pay all costs, including legal fees, to address your actions.

The Office of Information Technology is going to update the ACE account page (the ACE account allows a user to log in to various UNLV services and applications with just one username and one password) shortly to comply with the standards of the new Workday system and its security requirements. The Acceptable Use of Computing and Information Technology Resources Policy will be included on that page. The Cyber Security Team, one of the IT Master Plan governance committees, will create, as one of its charges, a plan for on-boarding students/staff which will include a mandatory security orientation.

Appendix 2.D.14.4 contains Board of Regents handbook information on distance education which at UNLV is Online Education.

University Libraries Ranked 15th Most Productive in U.S. for Academic Research

The UNLV University Libraries is ranked the 15th most productive academic library for academic research in the nation according to a new study published in the May issue of College and Research Libraries. The ranking is based on the total number of peer-reviewed academic research articles published by library faculty between 2003 and 2012. C&RL is the bi-monthly scholarly research journal published by the Association of College and Research Libraries, a division of the American Library Association.

2.E Library and Information Resources

The University Libraries is a strong partner in student learning and research, fostering critical thinking and information literacy with innovative services, entrepreneurial staff, more than one million physical volumes, outstanding digital collections, up-to-date technology, and internationally renowned Special Collections. University Libraries builds collections and provides access to information and services to support teaching, learning, research, and creative endeavors in fulfillment of UNLV's mission and Pathway Goals/Core Themes. University Libraries maintains extensive public web pages and a variety of staff websites. A milestone in the life of University Libraries is that Dean Patricia Iannuzzi retiring in September 1, 2017. Dean Iannuzzi served as dean for 12 years and is credited with building a library system that is central to student learning. Under her leadership, the library quickly responded to changes in how students learn, providing additional computers, individual and group workspaces, accessible whiteboards, and other innovative learning strategies. A successful search has concluded for a dean who will facilitate work with the rest of campus to attain Top Tier status.

University Libraries Overview:

University Libraries

- A staff of more than 100 highly-trained and experienced individuals
- Budget of more than $16 million

Collections:

- More than 1.2 million bound volumes (ca. 35,000 added annually)
- Nearly 300 electronic indexes, databases and reference sources
- More than 60,000 serials (electronic and print) and 800,000 eBooks
- More than 1 million state and federal government documents
- Internationally renowned Special Collections housing unique, rare and specialized research materials documenting Las Vegas, Southern Nevada, the gaming industry, and UNLV

Facilities:

- Lied Library and three branches: Architecture Studies, Music, and Teacher Development and Resources
- Total of 325,000 sq. ft.
- All libraries new or renovated since 1997
- 16 Wired Group Study Rooms
- 2 Media Viewing Rooms
- 6 Smart Classrooms
- LASR (Lied Automated Storage and Retrieval) – high density storage for 600,000 volumes
- Special Collections includes the Center for Gaming Research, the Oral History Center and the Preservation/Conservation Laboratory

Technology:

- More than 625 public computer workstations and circulating laptops
- Multi-media design studio
- In house Systems staff of 10, Web and Digitization staff of six

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

University Libraries has explicitly linked its strategic plan and initiatives to UNLV's Pathway Goals/Core Themes and Top Tier mission, as demonstrated in the Strategic Framework July 2015 June - 2017, appendix 2.E.1.1.

Pathway Goal/Core Theme 1: Advance Student Achievement

University Libraries has expanded the educational role of the Libraries beyond traditional reference and instruction activities. Librarians have led campus-wide educational initiatives designed to infuse information literacy into learning experiences. UNLV's librarians are recognized throughout the university as experts in instructional design and assessment, and collaborate across disciplines to design courses and assignments that help students think critically, ask questions, and challenge their beliefs - encouraging students in deep interaction with sources, authors, and conversations in the context of their coursework. For example, University Libraries is leading a multi-institution, longitudinal study to examine correlations between library instructional interventions with student retention and progression. For the first year of data collection, 2014-15, there was a strong positive correlation across institutions between library instruction interactions and the success of first-year students, as measured by GPA and credit hours earned. Results for UNLV and seven other participants also showed strong correlation to first year retention. Data are being used to shape instruction programs moving forward, https://www.library.unlv.edu/between-lines/2016/11/student-learning-task-force-reports-library-contributions-student-retention.

Pathway Goal/Core Theme 2: Promote Research, Scholarship, Creative Activity

Like most research libraries, University Libraries' collections are core to supporting the production of high quality, impactful research, scholarship, and creative activity. Collections

include exclusive access to unique research materials. For example, Special Collection's Center for Gaming Research provides research opportunities for graduate, undergraduate, and postdoctoral Fellows. Their Eadington Fellows program provides 4-6 annual residencies for scholars from across the globe to use UNLV Libraries' collections and consult with experts to conduct research on gaming and related topics.
http://gaming.unlv.edu/about/fellowship.html

In addition to management of print and electronic resources, the Libraries developed and manage UNLV's institutional repository, "Digital Scholarship@UNLV." While expanding its own grantsmanship, the University Libraries developed UNLV's instance of the Data Management Plan (DMP) Tool kit to support faculty compliance with federal grants and is deeply engaged in planning with the Office of the Executive Vice President and Provost to connect that office's faculty activity tracking system, Digital Measures, to a broader ecosystem for reputation management.

Pathway Goal/Core Theme 3: Create an Academic Health Center

In 2016, the University of Nevada, Las Vegas received approval and funding to start a Medical School located at Shadow Lane, as an anchor for a new, integrated UNLV Academic Health Center campus. In preparation for the entering class of fall 2017, University Libraries has hired a founding director (and several other health sciences librarians) and developed the design, scope, budget, and organization of two interim health sciences libraries (one at Shadow Lane, dedicated to the School of Medicine, and one at the 2040 West Charleston Boulevard building, open to all). University Libraries has partnered with the new School of Medical on an innovative new curriculum for medical education that embeds librarians into problem-based learning cohorts.

Pathway Goal/Core Theme 4: Foster Community Partnerships

University Libraries fosters the intellectual, cultural, and economic development of the region with collections and services that advance knowledge and scholarship about the region, support regional businesses and industries, and help prepare the region's K-12 students for UNLV. The Special Collections Division is key to community engagement and advancement, involving the cultivation of gifts-in-kind and oral histories, and through special projects designed to target segments of the donor community (e.g., Builders Project).



Summer Undergraduate Research symposium post presentations and lightening talks, August 2017.

Library collections support UNLV instruction and research activities, as outlined in the collection development policy, appendix 2.E.1.2. The Collections Committee (with members drawn from the Research & Education division and Special Collections as well as from the Collections, Acquisitions and Discovery division) supports and facilitates the overall strategic priorities for collections and serves as a discussion group on collection development issues. All

issues pertaining to collection, including the materials budget and funding, purchasing and withdrawal procedures, preservation, and matters pertaining to the acquisition of, and access to, all formats and types of collection are within the committee's scope. The Continuing Resources and Collections department uses a general approval plan for book purchasing and reviews the plan profile annually and as the addition of new academic programs warrants. Review of the profile, as well as collection development activity for journals, electronic databases, and audio-visual, and streaming media, is done in close collaboration with the liaison librarians, who are assigned to each academic department as well as student support offices. The liaisons serve as proactive points of contact with students and faculty, monitoring discipline-specific information needs. Discretionary funds are also available to liaison librarians to purchase additional books.

In addition to the collaboration on curricular development between liaison librarians and their academic programs, proposals for new academic courses or programs (as well as proposals for academic course revisions) require review by University Libraries before approval. This process provides an opportunity for faculty to communicate information resources needed to support these courses or programs, enabling collections, facilities, and services to be planned with an emphasis on curricular needs. University Libraries' faculty are representative members of the university's Undergraduate Curriculum, Program Review, Priority and New Program Review, and Graduate College Programs committees.

As a relatively young university, the size of the University Libraries' physical collection is smaller than some libraries in other research institutions. However, the electronic resources, which have been the focus of collection development efforts over the last decade, are quite extensive. University Libraries has increased access to materials for curriculum and research that are available to the university community by, for example:

- implementing a Patron-Driven Acquisitions (PDA) service for electronic books providing UNLV affiliated users seamless access to electronic books at the time of need
- implementing a PDA service providing access to 50,000 streaming media videos
- aggressively purchasing electronic backfiles of journals from major publishers such as Elsevier, Wiley-Blackwell, SAGE, Springer, and Taylor and Francis
- implementing BorrowItNow, an unmediated interlibrary-loan service providing increased access to monographs and shared resources with the 35 research libraries in the Greater Western Library Alliance consortium
- implementing Reprints Desk to provide increased access to journal articles, conference proceedings, book chapters and other material from over 80 million sources; over 80% of journal articles requested via Reprints desk are delivered within a few minutes

University Libraries also purchases more than 60 electronic databases and journal packages through cost-saving consortia partnerships with:

- Greater Western Library Alliance
- LYRASIS
- Nevada Council of Academic Libraries
- Statewide California Electronic Library Consortium (affiliate member)
- Utah Academic Library Consortium

In addition, the University Libraries is a participant in the Western Regional Storage Trust (WEST) project, a distributed retrospective print journal repository program serving research libraries, college and university libraries, and library consortia in the Western Region of the United States. Under the WEST program, participating libraries consolidate and validate print journal back files at major library storage facilities and at selected campus locations.

University Libraries endured years of flat state funding for the collections budget before receiving a $500,000 increase to the base budget in FY 2014 and a commitment to add $400,000 to the base each year for four years, FY2016 - 2019. While many years of a flat collections' budget has had an impact on all of our collections, the lack of inflation funds for our serials has been particularly pernicious, with each year of flat funding further exacerbating our ability simply to maintain subscriptions that have been deemed essential.

In spring of 2014, the University Libraries received a one-time appropriation of $1.4 million from non-state funds from the University administration to cover the projected serials inflation for FY 2014 and 2015. The one-time appropriation allowed the Libraries to halt further erosion of the collections budget and avoid larger subscription cancellations. Along with the one-time appropriation, the Libraries met with vendors and publishers to negotiate longer-term deals in order to receive lower inflation rates. In addition, the Libraries increased purchasing through consortia, achieving greater discounts through the increased buying power of the consortia group. The most recent purchases through consortia include journal packages for Wiley, Springer and Oxford University Press as well as several online databases such as Lexis/Nexis Academic and Academic Search Premier. The long-term agreements with vendors and increased consortia purchases allowed the Libraries to spread the one-time appropriation to cover inflation through FY 2017 (four fiscal years) instead of just to FY 2015 (two fiscal years).

The table below provides state budget, endowment funds, use of funds from the one-time $1.4 million appropriation, and total expenditures for collections from FY2009 through FY2016.

Funds for University Libraries' Collections (in thousands of dollars)

Source	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
State Budget	6,007	6,007	6,007	6,007	6,007	6,507	6,507	7,150
Endowment	168	236	387	222	568	364	507	507
Total	6,175	6,243	6,394	6,229	6,575	6,871	7,014	7,657

Complete annual budget reports for FY 2012 – FY 2016 for both capital and operating budgets, as well as information on the start-up funding in support of the School of Medicine, appear on the budget pages of the staff website and included as appendix 2.E1.3. The Continuing Resources and Collections Management department's public web pages include overview information, policies, and basic collection analyses, while the Collection Management link on the department's staff website provides comprehensive data analysis.

A combination of hiring freezes and operating budget cuts during the past recession led to a significant loss of positions that still impacts University Libraries as regaining lost positions remains a priority. It is always somewhat arbitrary to select comparison points for staffing, as an example, when the current dean started in 2005 there were 133 total staff. At the time of this

writing the staff numbers 111 (49 academic faculty, 2 library fellows, 24 professional staff, and 36 classified staff). University Libraries has exercised care to ensure that all hires are strategic hires; vacancies go into a general pool that allows the administration to place staff resources where they are most needed. Recent new positions include Founding Director of the Health Sciences Library, Digital Scholarship Librarian, Assistant Director of Development, Special Collections Visual Materials Curator, and two fellows (focusing on research data management and metadata support). Staff websites for University Libraries' HR, Faculty Information, staff directories, and Organization Charts (also in appendix 2.E.1.4), provide additional, detailed information and resources on staffing.

Special Collections not only documents the history and culture of Las Vegas and the surrounding region, but also contains the most comprehensive collections related to the history of gaming and the gaming industry in the world. University Libraries has enjoyed significant success in obtaining federal grants in support of the creation of digital collections. Currently, UNLV hosts twelve major digital collections, most with content drawn from Special Collections, with a continuing stream of new projects in various phases of development. Further information on University Libraries digital initiatives, including *Dreaming the Skyline*, the *Nevada Test Site Oral History Project*, the *African American Experience*, and the *Southern Nevada Jewish History Project* may be found on the web pages.

Materials held by Special Collections are critical to engaging the community by documenting and sharing the history of the region and University Libraries does offer its collections, services, and resources to encourage lifelong learning for the residents of southern Nevada. Being selected as Nevada's host site for the Folger Shakespeare Library's national touring exhibit "First Folio! The Book that Gave Us Shakespeare," is a significant example of our general community outreach. Efforts in support of workforce development through engagement with the local business community demonstrate outreach to a targeted audience. In addition to specialized research assistance the *Business by the Book Workshop Series* is offered, teaching entrepreneurs and business owners the availability and effective use of online resources available at University Libraries. Inaugurated in spring 2012, each of the quarterly workshops brings together 15 to 20 members of the business community for a night of networking, presentations from both library faculty and guest speakers on a variety of topics, and hands-on training using the Libraries' resources to solve problems commonly affecting small businesses.

As is appropriate with its emphasis on electronic resources and digital initiatives, University Libraries has a demonstrated commitment to providing a variety of information technology and multimedia resources and support within a dedicated systems infrastructure. University Libraries' Web and Application Development Services contributes to college and university missions through innovative technology services that support self-sufficient learners who can discover, access, and use information effectively for academic success, research, and life-long learning. Some examples of this work include: leading a comprehensive website usability testing program, collaborating to develop educator resources (including K-12 teaching activities) for selected digital collections, participating in UNLV faculty institutes and partnerships, and developing open source software and applications that better connect students to library resources.
Library Technologies directly supports dozens of networked applications used for front end

patron services and back end staff functions, such as:

- the University Libraries website that serves as the central portal to library resources, providing a unified gateway to a host of information resources, both local and remote
- the Millennium Central Automation System (library "back-end" operations and "front-end" web catalog) that is shared by all Nevada System of Higher Education (NSHE) institutions in southern Nevada; coordinated migration to the cloud-based Ex Libris' Alma/Primo library services platform scheduled for January 2018 will end UNLV's support of the other institutions
- CONTENTdm, a document management system, that supports various digital projects created by and hosted by University Libraries
- the Summon web scale discovery platform that enhances our users access to purchased, licensed, and free, library-created, information; the migration to the Ex Libris' Alma/Primo library services platform will end use of Summon
- more than 625 public desktops and circulating laptops in the main and branch libraries
- Lied Library's digital signage system with more than 50 displays; the larger displays are touch sensitive and provide wayfinding and directory services as well as library scheduling information and news while the smaller displays provide scheduling information for group study rooms

Scheduled for completion in 2017, the wired network in Lied Library and all branch libraries will be completely replaced (switches, firewall, VPN, ancillary components). This work follows the fall 2014 upgrade of the main library's wireless network to a state of the art 802.11ac wireless infrastructure, the first building on the UNLV campus to receive this upgrade.

University Libraries supports Shadow Lane and distance learning students with robust online holdings and resources and a comprehensive suite of document delivery and interlibrary loan services that address the needs of distance learners and remote, or virtual, locations.

Lied Library, the main facility, is nearing the completion of an ambitious series of construction and furnishing projects (planning for which began in 2010), appendix 2.E.1.5. These projects have repurposed existing space to meet our users' needs (e.g., more technology-rich and collaborative public spaces, an enhanced Graduate Commons, and increased group study rooms) as well as to satisfy staff and programmatic needs (e.g., a multi-purpose events and gallery area, staff space that facilitates the work of both Digital Collections and Web and Application Development Services, and additional intake, processing, and storage space for Special Collections). The final projects will include enhanced public gallery spaces and the development of a Design Lab, a space offering technologies and expert assistance to all levels of learners and researchers working independently and collaboratively in and



across all disciplines.

Library hours vary by the time of year such as study and finals weeks and semester breaks as noted in appendix 2.E.1.6. The Health Sciences Library, housed at the Lied Library, serves not only the School of Medicine but the Schools of Nursing, Allied Health Sciences and Community Health Sciences.

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

University Libraries actions and resources are directed by, and assessed based on, multi-year strategic plans. Strategic plans have been timed to coincide with the biennial legislative process in order to align resources with state and university priorities, with the current plan covering the period July 2015 – June 2017. University Libraries recognizes that the two-year duration of the plan requires that it be flexible in order to meet the challenges of the future, including the near future. The plan conforms to the campus Pathway Goals/Core Themes and Top Tier Goals, having five pathway goals: Research, Scholarship, and Creative Activity; Student Achievement; Academic Health Center; Community Partnerships; and Infrastructure and Shared Governance. In addition, the plan includes an initial section on "Ongoing Activities," noting that "the Libraries are committed to ongoing and significant activities that while not addressed in the strategic plan, are absolutely essential to the work of the Libraries." The Strategic Plan fully embraces the Association for College and Research Libraries (ACRL) *Standards for Libraries in Higher Education*; indeed, the ACRL Task Force that developed the *Standards* was chaired by the dean.

Each of the five directions has a corresponding section of Key Measures of Success. Unlike University Libraries' strategic plans of the recent past, there are no owners of directions or subsequent actions that would demonstrate success. Instead, the new plan provides a framework that each division, department, and library committee can use to inform their actions. The Planning and Assessment Division developed a spreadsheet, Assessment Plan for 2015-17 Strategic Framework, that documents progress on the achievement of the key measures of success (outcomes) for each direction. The assessment plan does not include *all* actions which may be undertaken in support of a direction; the intent is to undertake a manageable number of actions that will provide convincing evidence of the fulfillment of a strategic direction.

While the primary opportunity for ongoing faculty and staff participation in planning and development of University Libraries is through contact with the librarians, especially the liaison librarians who serve their major, program, or service area, direct user input is also sought in a variety of other ways. The Planning and Assessment demonstrates how user feedback has been sought and utilized to inform decision making and resource allocation. The Ithaka S+R survey was administered to UNLV faculty and undergraduate and graduate students in 2015. On the macro level, the dean is a member of the Academic Council with Cabinet, a forum in which planning and development of university-wide library resources and services are discussed and vetted.

University Libraries staff input is also collected and used to inform planning and development of services, resources, and structure. In fall 2016, for example, the Library Council, a group including the senior library administration, all department heads, and a number of other directors, managers, and coordinators, prioritized web projects under consideration by Web and Applications Services, appendix 2.E.2.1. Employee Pulse surveys were administered in 2014 and 2016 appendices 2.E.2.2-.2.e; results from the surveys guide the administration's direction, especially in dealing with issues of staff motivation and development. The Planning and Assessment website details a wide range of surveys directed to University Libraries' student assistants, faculty, and staff. A look at a variety of data sources and the areas impacted is provided in appendix 2.E.2.3.

Closing the Loop: Putting Feedback and Data to Use

University Libraries staff use multiple sources of data to inform their work. Examples include:

- Liaisons use data from multiple sources to inform their interactions with disciplinary faculty, including circulation data, college faculty surveys and focus groups, expenditure information, interlibrary loan statistics, cost-per-use figures, Ithaka S + R survey data, and institutional data, such as FTE and new program reports.
- A variety of feedback mechanisms and assessments, including interviews, comment cards, and observations, have been used to optimize space planning and refurnishing in Lied Library.
- Web and Application Development Services routinely uses results from usability tests to create and improve websites.
- Lied Library's public printing and photocopying resources are adjusted regularly based on use data; an additional print release station was recently added to the second floor while an under-utilized photocopier was removed from the same area.
- In response to recruitment and retention difficulties, campus student wage data was used to justify an increase to make employment at University Libraries more competitive.

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

University Libraries faculty work with classroom faculty to meet objective 2.E.3 in two ways: 1) by teaching individual library class sessions in support of class assignments, and 2) by working with classroom instructors on course, syllabus, and assignment designs to share ideas about how to use collections and embed library research in ways that are appropriate to the objectives of the course and the scale of any given class size.

University Libraries' faculty teach more than 600 instruction sessions per year with, as indicated in the table below, average annual attendance during the last six years of more than 16,000 students; additional data on individual library class sessions may be found in the Uniform Statistics section of the Planning and Assessment staff website.

FY 2007 – FY 2016 Library Instruction Provided to Users

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	Average attendance
Total Participants	14,192	16,110	18,283	18,837	16,441	16,773

In addition to library instruction offered in students' regular classes, a variety of resources and services provided by the University Libraries contribute to the ability of students, faculty, and staff to use resources efficiently and effectively. These include specialized drop-in workshops, orientation tours, faculty and graduate student seminars, research guides, online tutorials, and one-on-one instruction (in person or via phone, email, or IM, chat, or text).

University librarians have been involved, frequently in a leadership role, in all recent general education, education reform, and first-year experience initiatives at the campus level. Universal Undergraduate Learning Outcomes "inquiry and critical thinking" components were heavily influenced by the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. For example, the outcomes set the expectation that students will be able to "analyze problems, articulate questions or hypotheses, and determine the need for information" as well as to "access and collect the needed information from appropriate primary or secondary sources," both of which map directly to the ACRL Standards. The general education curriculum provides a coherent vertical pathway for the introduction, reinforcement, and enhancement of library research in the beginning, middle, and end of the UNLV student experience.

Since spring 2010, University Libraries has conducted Faculty Institutes in which librarians partner directly with UNLV faculty to make significant enhancements in the development, delivery, and assessment of their curriculum, focusing on meeting UNLV's general education goals, emphasizing critical thinking, and embedding library resources into course content. The cohort experience combines intensive, multi-day training and workshops with mandatory follow-up sessions and the understanding that participating faculty, and their sponsoring departments, will make a long-term commitment to institutionalize the redesigned courses and to offer them on a regular basis. To date, ten institutes have been held, with the expectation that they will be ongoing on an annual or semi-annual basis; recent institutes have included:

- *Milestone Experience*, May 2016, provided faculty development directed to create learning experiences that engage inquiry and critical thinking through properly scaffolded, research-based assignments for the penultimate foundational course in the General Education curriculum, the Milestone Experience – seven faculty from three departments each partnered with a liaison librarian.

- *Culminating Experience*, May 2015, participants co-created significant learning experiences through research-based assignments as well as developed authentic assessments using current best practices for the fourth and final stage of the vertically integrated General Education Program, the Culminating Experience – 15 faculty from six colleges partnered in teams with nine liaison librarians.

- *Teacher-Librarian Institutes for Integration of Research into the K-12 Curriculum* has been held three times (2012, 2014, and 2015). Liaison librarians partnered with teachers and librarians from Clark County School District (CCSD) to design research-based/intensive assignments, authentic assessments, and evaluative rubrics to build developmental information literacy learning into multiple classes across grade levels. Since UNLV draws many of its undergraduate students from CCSD, this effort should translate directly to entering freshmen who are better prepared to succeed – 81 CCSD teachers and librarians from 40 schools participated over the course of the three institutes.

The Faculty Institute in May 2017, was *Creative Research Assignments: Looking Beyond the Research Paper* and provided a space for faculty to explore creative alternatives to traditional research assignments that challenge students' critical thinking skills and support them as they create new knowledge. Information on the development, content, and assessment of the Faculty Institutes is found on the Institute web pages.

In addition to the Faculty Institutes that influence and inform curriculum design through interaction and collaboration with classroom faculty in a cohort model, University Libraries is developing a Design Lab space (as noted in section 2.1.E above) that will support a new department of Knowledge Production, connecting information literacy, scholarly communication, and technology. Collaboration between librarians and classroom faculty will foster the design of learning experiences that integrate technologies to promote creative knowledge production (e.g., video production, data visualization, and virtual reality) as well as provide resources, toolkits, and course-related consultation and training for instructors seeking to employ new technologies in learning environments.

The ongoing success of the instructional and support activities may be demonstrated in part by the results of the Graduating Senior Exit Surveys, excerpts shown below. Students overwhelmingly somewhat or strongly agreed that they had made progress toward reaching educational goals that are highly correlated with information literacy skills.

Percentage of Satisfied or Strongly Satisfied in Exit Surveys of Graduating Seniors Regarding Attainment of Education Goals

	Percent Satisfied or Strongly Satisfied				
Academic Year	**2011-12**	**2012 -13**	**2013 -14**	**2014 -15**	**2015 -16**
Learning to think critically and reason	97	97	96	97	80
Evaluating and solving complex problems	94	95	94	96	N/A*!
Applying criteria for evaluating information and its sources	95	95	94	96	N/A*
Appreciating other points of view	94	95	95	95	96
Communicating clearly and effectively in written form	95	93	94	95	77

* When the campus reformatted the survey in Summer 2015 these were removed in order to add questions specifically addressing the UNLV's Universal Undergraduate Learning Outcomes.

In 2014, UNLV participated in a national research study conducted by Project Information Literacy (PIL) investigating how recent graduates engage in lifelong learning after graduation. Results indicate that UNLV alumni express satisfaction regarding their attainment of skills they need to learn independently and think analytically.[3] "Whatever instruction and support UNLV students are receiving from the University Libraries and elsewhere on campus, they have graduated truly believing they have gained some key critical thinking skills during college that they can adapt and use throughout their lives," said Alison Head, executive director of PIL.

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

Additionally, the self-study provided narrative relative to University Libraries partnerships with a number of different educational entities including "Research-based Learning in High Impact Courses," "College of Hotel Administration Faculty Institute on Core Course Design," and "Faculty Institute – First Year Seminars," (Self-Study, p. 167) but additional evidence of these efforts beyond the self-study narrative was absent.

Use of University Libraries' resources, services, and facilities is monitored and reported regularly. Implications of increases in some areas (e.g. electronic resources use) and decrease in others (e.g. print resources use) are discussed by library managers and reviewed for possible response.

University Libraries performs continuous assessment of the collection (monographic, audiovisual media, and electronic materials, both hard copy and electronic). Usage statistics for online databases, electronic journals, and printed materials are collected monthly and go back to 1999. For resources with recurring costs, the library has established an ongoing review in which every three years, journals and online databases that have high dollar cost per use, or high inflation and low use, are examined for possible cancellation. If the review indicates the possibility of substantial cuts, faculty, students, and liaisons are asked to provide feedback to inform decisions on potential cuts in the face of unremitting inflation, especially for journals. For example, in-depth analysis of the 2014 assessment was instrumental in making resource allocation decisions that informed collection's decisions to cope with a mandated cut of $650,000 in FY 2015. Collections' data and assessment information is detailed on the Continuing Resources and Collections staff web pages.

Adequacy of services and resources is measured in many ways, from the use of paper comment forms in every library and an electronic feedback option on the bottom of each library web page, to user surveys, whether developed in-house or purchased commercially. University Libraries' Planning and Assessment staff and public websites provide a comprehensive overview of this activity. The Libraries administered LibQual+ in 2002, 2004, 2006, and 2009, but determined that the Ithaka S+R survey tool was better suited to enhance understanding of faculty's emerging research needs, as well as students' expectations of coursework, assignments and higher

[3] http://www.projectinfolit.org/uploads/2/7/5/4/27541717/staying_smart_pil_1_5_2016b_fullreport.pdf

education. The *Executive Summaries* as well as the *Full Reports* of the 2015 Ithaka S+R survey to faculty, undergraduates, and graduate students are available on the website. The findings have been enlightening and are informing University Libraries planning of resources, partnerships, and initiatives that support faculty research and teaching. For example, faculty support for open access policies is high, but most faculty rated their own understanding of UNLV's open access policy as poor, with only 10% (n= 34) indicating that they have a good understanding. Additionally, faculty (58%, n=169) indicated that open access or other freely available instructional resources are important sources for their teaching and 63% (n=154) specifically assign freely-available texts to their students. However, 51% (n=149) of faculty indicated that they find it difficult to locate open access materials for this purpose. It is clear that University Libraries should continue to offer a variety of workshops for faculty and graduate students on open access and other related topics to increase awareness and understanding of these key resources.

Effective partnering in the education of UNLV students is critical to University Libraries and is guided by a comprehensive Instruction Framework. The instruction program is evaluated for the number of classes and collaborations with faculty and classes have been assessed using a variety of methods, including pre- and post- tests, rubrics, assignments, and worksheets. Comprehensive assessment of instruction in English 102 (Composition), Milestone Experiences, and first-year seminars is included in the Libraries' *Instruction Program Assessment Plan* and *Instruction Program Assessment Report*, both submitted to the Provost's office as part of the university's assessment of general education;
http://provost.unlv.edu/Assessment/Plans_2015/plan_Libraries_UNLVLibrariesInstruction.pdf
http://provost.unlv.edu/Assessment/Reports_2016/2015-2016_Report_LIB_GenEd.pdf

General campus surveys routinely garner high marks for the Libraries. Two mechanisms are used to assess the quality of the libraries: Graduating Senior Exit Surveys and the Noel-Levitz Student Satisfaction Inventory (SSI).

As demonstrated in the table below, Graduating Seniors Exit Surveys indicate that a significant majority of UNLV students express exceptionally high satisfaction with library resources. In the years represented in the table below, "Quality of Library Resources" received the highest satisfaction rating in the survey, except for a first-place tie with "Access to Computer Facilities and Resources" in 2014-15.

Mean Rating of Student Satisfaction in Exit Surveys of
Graduating Seniors Regarding Quality of Library Resources

	Mean Rating*				
Academic Year	**2011 - 12**	**2012 - 13**	**2013 - 14**	**2014 - 15**	**2015 - 16**
Quality of Library Resources	**3.55**	**3.54**	**3.54**	**3.52**	**3.54**

*Items were scored on a 4-point scale (1 = Strongly Disagree and 4 = Strongly Agree); mean ratings were calculated after "not applicable" responses were removed from the sample.

In the 2014 Student Satisfaction Inventory (SSI), the University Libraries had two of the fifteen items listed as UNLV strengths (high importance; high satisfaction). "The Library contributes to my academic success" had the highest satisfaction rating in the survey and "Library resources and services are adequate" had the third highest rating.

University Libraries has agreements with University of Nevada, Reno and the Nevada Academic Libraries group and participates in the Nevada State Library RFP for databases. University Libraries' major consortia partners are the Utah Academic Library Consortia, the Greater Western Library Alliance (GWLA), EPSCoR Science Information Group, the Arizona University Library Consortium and the Alliance for Innovation in Science and Technology Information. All consortia agreements are scrutinized by the Continuing Resources and Collections department, University Libraries' administration, and, as appropriate, by campus Purchasing and/or the General Counsel. As noted in section 2.E.1, the Millennium Central Automation System, administered by Library Technologies, is shared by all NSHE institutions in Southern Nevada: College of Southern Nevada, Nevada State College, and Desert Research Institute – as well as the UNLV Law Library; memoranda of understanding for the Millennium partners are maintained in the University Libraries' administrative files. Coordinated migration to the cloud-based Ex Libris' Alma/Primo library services platform scheduled for January 2018 will end UNLV's support of Millennium for the other institutions.

2.F Financial Resources

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

UNLV's annual budgeting process incorporates a number of important elements to ensure sufficient cash flow and maintenance of reserves in order to support programs and services. The process considers institutional priorities based on the mission statement and Pathway Goals/Core Themes and the corresponding impact on both operating and capital/facility requirements. UNLV has maintained a healthy level of unrestricted net assets. This is best demonstrated by the following five-year trend in unrestricted net assets (amounts in thousands):

	2011	2012	2013	2014	2015
Total Assets	$1,152,320	$1,183,764	$1,888,597	$1,223,521	$1,308,027
Unrestricted Net Assets	$210,400	$234,654	$254,477	$289,858	$175,703*
Net Assets	$852,422	$883,386	$897,237	$932,327	$884,392
Operating Expenses	$485,314	$466,761	$481,541	$503,479	$537,775
Unrestricted net assets as % of Operating Expenses	43.4%	50.3%	52.8%	57.6%	32.6%*

*Unrestricted net assets as of June 30, 2015 reflects a reduction of $107,198 resulting from the implementation of GASB 68 which required the recognition of the institution's allocable share of the net pension liability of the state retirement system. The University has no legal obligation to fund any of the Nevada PERS's net pension liability nor does it have any ability to affect funding, benefit, or actuarially determined contribution decisions made by PERS or the Legislature.

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UNLV's Unaudited Financial Statements for the fiscal years ended June 30, 2016, 2015, 2014, appendices 2.F.1a-b, show that UNLV has maintained a sufficient positive cash flow in the past two completed fiscal years and a healthy level of institutional reserves as demonstrated by the level of unrestricted net assets sustained over the past five fiscal years. UNLV's current ratio for fiscal year 2015 was 3.7, showing adequate liquidity to meet short-term obligations and expenses. BOR policies are contained in appendix 2.F.1.2 and the NSHE audit report is in appendix 2.F.1.3.

The university financial planning process provides for the strategic development of the biennial state and annual self-supporting budgets. The fiscal year begins on July 1 of each year and the biennium begins on July 1 of each odd numbered year (the current biennium began on July 1, 2015). For UNLV, the strategic planning process broadly defines priorities for the operating and capital budgets with a multi-year forward-looking view.

The major revenue source for UNLV comes from state funding. State funding along with other revenue sources is shown in the table below, which lists major sources of funds and how they are used. All revenue sources are carefully monitored by senior level administrators to ensure sufficient funds are available to support all programs and services, and that funds are utilized in accordance with applicable policies.

Sources	Uses
• State appropriation - General Fund - Registration fees - Tuition for out-of-state-students	• Instructional and related support activities • Operation & maintenance • Scholarships • Institutional support • Student services
• Restricted sources for gift revenues and investment income	• Scholarships • Athletics • Public services, and related activities
• Grants from government and private support • Facilities and administrative cost recovery	• Institutional research
• Auxiliary sales and service	• Costs of auxiliary sales and service

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

Every even year, in advance of the legislative process, the Nevada System of Higher Education budget is prepared and submitted to the Board of Regents. After the budget is approved by the BOR, it is sent to the governor. By law, the budget must be delivered to the governor and the Legislative Counsel Bureau by September 1 of the even year prior to the start of the biennial legislative session (which is held in odd years). The governor releases his recommended budget after the 'state of the state' address in January. The legislature finalizes the state budget by the close of their session on or before June 1. UNLV is one of eight institutions included in NSHE budget. The biennial budget process concludes with the

approval of the operating and capital improvement budgets by the full BOR.

In the 2013 legislative session, a new funding formula was adopted to distribute the NSHE budget among the institutions. This funding formula is used to determine the distribution of state general fund dollars with the institutions in the NSHE system retaining student registration fees and non-resident tuition (under the old formula these were redistributed). The primary driver of the new funding formula is course completion based on weighted student credit hours rather than enrollment as under the old formula. There is also a performance funding carve-out component that began as 5% beginning in fiscal year 2015 and increases to 20% by fiscal year 2018 and beyond. The performance funding component is rewarded largely based on degree completion, weighted according to desired outcomes such as giving extra weight for at-risk bachelor's, master's, and doctoral degrees. Institutions that do not earn 100 percent of their performance funds in the first year of the performance cycle will be given the opportunity to earn back those funds in the second year of the cycle. For example, for an institution failing to meet its point targets in the first year, the unearned performance funds would carry forward to the second year and the institution could earn those funds back if it over-performs in year two. In other words, the institution would have to exceed its year two target. In the event that there are performance funds that are unearned at the end of the second year of the performance cycle, unearned funds will be distributed to all institutions for need-based financial aid.

The development and coordination of the university's detailed budget is overseen by the Vice President for Finance and Business/Chief Financial Officer in accordance with the following:

- Top Tier Vision
- The Academic Master Plan
- UNLV's Physical Master Plan and http://www.unlv.edu/masterplan/maps
- Cabinet and presidential review and recommendations
- Identified program and capital projects

The budget development process includes input from members of the president's cabinet, who in turn represent the faculty, classified staff, and administrative faculty input within their respective areas.

Organizational programs and goals are translated into budget requests at an institutional level and within each college and unit.

Departmental budget requests are made in an annual budgeting process coordinated by the Budget Office, which reports to the Senior Vice President for Finance and Business. The budget office works with departments to review budget requests and analyze projected actual and proposed annual budgeted revenues to ensure the budget is developed using realistic assumptions that result in realistic revenue projections. The annual university budget is presented to the BOR for approval and actual results are monitored through mandatory quarterly and annual institutional reporting.

The annual self-supporting budget, which is part of the annual university budget, is coordinated by the Budget Office. Self-supporting budgets are defined as budgeted non-state

funds with annual expenditures exceeding $25,000. These budgets include gift revenue and auxiliary enterprises, such as the Thomas and Mack Center (event center), Sam Boyd Stadium, Cox Pavilion (smaller venue event center), housing and dining. Self-supporting department budget requests are made to the Budget Office, identifying non-state revenue sources and projected expenses. Self-supporting budgets are presented to the Board for approval, along with the state funded budget as described in the preceding paragraph. Actual results are monitored through mandatory quarterly and annual institutional reporting to the Board.

The Office of the Vice President for Research and Economic Development oversees all aspects of grants and contracts. This office carefully tracks grant and contract proposals and awards, monitoring expenditures to provide a basis for reliable projections to include in budget plans.

Appendices 2.F.2.1-7 apply to this section.

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

As is typical for a state institution, the university follows an established planning and budget development process, described in 2.F.2, that is designed to allow for substantial input from constituents including administration, students, faculty, and staff. The primary driver for the UNLV budget is the Top Tier Mission and the Pathway Goals/Core Themes which guide the strategic planning. This plan was developed as a result of input from faculty, administrative faculty, and students.

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

UNLV maintains centralized financial administration under the Vice President for Finance and Business and Chief Financial Officer for all major transaction processing flows such as procurement, payables, human resources, and payroll. An organizational chart of finance administration is provided in appendix 2.F.4.1 Transactions are processed in the university's business information systems. All revenue and expenditure activity is recorded in the financial systems and is available to campus department account managers through an online automated reporting tool, the Financial Data Warehouse. Revenues and expenditures are reported in both summary and detail reports and user-customizable data extraction capabilities are available. Most transactions are recorded and available for review daily, enhancing budgetary control within the monthly reporting period.

The university financial system follows Generally Accepted Accounting Principles (GAAP). The financial system of record is a mainframe legacy system and repository for all accounting transactions. The system provides for budgetary control and fixed asset accounting. The financial system data is posted to a peripheral trial balance system to

facilitate annual financial statements prepared in accordance with the Governmental Accounting Standards Board (GASB) reporting. The university is in the process of implementing a new Enterprise Resource Planning (ERP) system, Workday, for finance, human resources, and payroll. Workday is estimated go live in October 2017. In addition to the current financial system, systems for Human Resource/Payroll and student information feed the financial systems with summary accounting information. The MyUNLV student information system maintains student accounting and financial aid records and also processes cash receipts for departments and students, and feeds summary transaction data to the financial system. The human resources/payroll system provides position control and payroll accounting, also passing summary transaction data to the financial system. Other systems provide summary information to the financial system, including systems for online purchase requisitioning, budget development, grant and contracts billing, facility work orders, electronic staff requisitioning, and various central service centers.

Sufficient and effective internal controls are in place, and internal controls are reviewed and evaluated on a consistent basis. The Controller's Office considers the effectiveness and efficiency of internal control processes as part of its routine annual resource planning process. The university maintains a campus internal audit function which performs compliance audits of various activities on both a scheduled and unscheduled basis, and the NSHE maintains an internal audit function which, separately from the campus based internal audit staff, performs compliance audits of various activities. Results of the NSHE internal audits are reported to the Board of Regents together with management responses to findings. Subsequent to initial reports, the BOR also receives follow-up reports on completed audits as well as periodic reports on the status of open items remaining from completed audits.

An example of internal audit reports provided to the Board of Regents and follow-up reports from the September 2016 meeting is in appendix 2.F.4.2.

An example of the internal audit open item (exception) report to the Board of Regents at their September 2016 meeting can be found in appendix 2.F.4.3.

The NSHE internal audit work plan for FY12 approved by the Audit Committee at their September 2016 meeting can be found in appendix 2.F.4.4.

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

The university capital planning process is part of the biennial and annual budget and planning process. This process is structured to ensure that capital planning is coordinated to support the university's mission and Pathway Goals/Core Themes. The capital planning process includes both current and long term facility acquisitions, major capital projects, limited scope

projects, and related equipment acquisitions of significance; an example is appendix 2.F.5.1. Most of the routine equipment acquisition and replacement is covered through salary savings within the units or by year-end funding.

Long range capital planning is guided by the BOR approved campus physical master plan. The physical master plan is undertaken to support the educational philosophy, mission, and Pathway Goals/Core Themes of the institution.

The plan includes consideration of the potential for development, and also complete facility costs including landscaping, utilities, communication, and other systems. The BOR adopted a policy in 2010 ensuring institutions, beginning with the FY2013 budget cycle, have analyzed 'life cycle costs' for new facilities submitted as part of the biennial major capital improvement program, based on nationally recognized standard expenses associated with operating the facility, adjusted for localized building and operational conditions; an example is in appendix 2.F.5.1.

UNLV's debt issuance is controlled through both state regulations and Board of Regents policies. The university is subject to a statutory debt authorization which limits the principal indebtedness that can be incurred, which ensures debt service levels cannot create an unreasonable drain on institutional resources. The university utilizes only non-state revenue sources such as student fees and revenues from Athletics, Thomas and Mack, Sam Boyd Stadium, and the Cox Pavilion for repayment of university revenue bond financing, which shields the state-funded instructional budgets from being adversely affected by debt service obligations.

BOR policy requires bond financing to be used to finance or refinance only those capital improvements and long-term assets, or other costs directly associated with financing of a project, which have been determined to be beneficial to the NSHE and for which repayment sources have been identified. Bonding is used only after considering alternative funding sources, such as state appropriations, state ad-valorem bonds, and federal or state grants. The scheduled maturity of bond issues is generally established to not exceed the expected useful life of the capital project or asset(s) financed, or 20 years, whichever is less, and the system has traditionally utilized fixed-rate financing with flexible pre-payment options to limit exposure to interest rate risk.

Students Win Emmy Award

A group of UNLV students in the Journalism and Media Studies program won an Emmy Award for work they conducted while in college.

The students and faculty at the Hank Greenspun School of Journalism and Media Studies, created a 30-minute weekly sports and entertainment show, called "The Rebel Report". It won the Emmy Award in the student programming category by the Pacific Southwest Chapter of the National Academy of Television Arts & Sciences.

On April 14, 2016 the prize-winning episode aired and included:
- the opening of the T-Mobile Arena in which the music group the Killers performed
- interviews with players from Major League Baseball
- the Manny Pacquiao vs. Timothy Bradley fight in April 2016.

Then-student Cassie Soto, who co-hosted the episode and worked on the show for year and a half, credits the experience with being able to land a hot job with the Mountain West Network.

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UNLV's (NSHE's) financial administration and debt management practices are periodically reviewed by the debt rating agencies Moody's and Standard and Poor's. The university (NSHE) has maintained favorable bond ratings as determined by both agencies having most recently received an affirmation of ratings in September 2016 by Moody's (Aa2) and Standard and Poor's (AA-/Stable).

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

UNLV's auxiliary enterprises are self-supporting activities and are required to submit and maintain balanced budgets on an annual basis. The university maintains segregated operating accounts for auxiliary enterprise activities and any financial support provided to/from general operations are documented in the university's financial accounting records and are properly authorized. Auxiliary enterprises are required to cover direct costs for items such as salaries and wages, physical plant operations including utilities and maintenance, and capital acquisitions including facility improvements. In addition, auxiliaries are charged a nominal administrative overhead fee to offset incremental indirect costs to support campus infrastructure. All auxiliary activities maintain positive fund balances. Auxiliary budgets and budget to actual reports are included in the university's self-supporting budget.

The FY15 Self-Supporting Budget to Actual report to Board of Regents, December 2015 is in appendix 2.F.6.2a. FY17 BOR approved self-supporting budgets are included as appendix 2.F.6.2b.

2.F.7 For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

UNLV is audited annually as part of the NSHE combined annual external financial statement audit. Grant Thornton has served as the NSHE's external financial audit firm since the fiscal year ending June 30, 2009. The annual financial statement audit is completed within a six-month period and is presented to the Board of Regents at their regular December meeting.

Results of the annual audit and all required communications, including recommendations to management as well as the Single Audit Report (OMB Circular A-133) audit findings are reported to the Board of Regents annually, normally at their December meeting. The reporting of recommendations to management and OMB Circular A-133 audit findings include responses from management. Supporting documents include:

- December 2016 Audit Committee agenda and the supporting material for reporting the results of the FY15 financial statement audit to the Board of Regents, appendix 2.F.7.1
- NSHE audited financial statement, appendix 2.F.7.2

- Auditor Communications to Those Charged with Governance, appendix 2.F.7.3

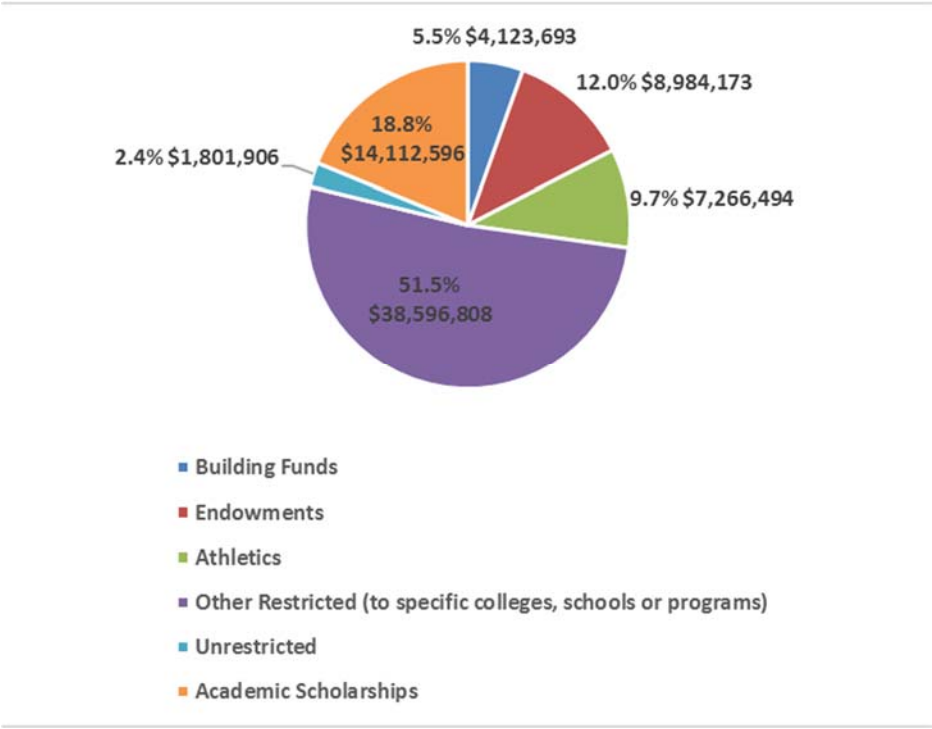
- NSHE OMB Circular A-133 report, appendix 2.F.7.4

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

All fundraising activities at UNLV are coordinated through the UNLV Foundation, a 501(c)(3) organization. The UNLV Foundation is a legally distinct entity whose sole purpose is to raise and manage private funds for the benefit of the university in order to enhance the quality of the university and fulfill its mission. The NSHE Board of Regents authorized the establishment of the UNLV Foundation and is its primary governing board. The Foundation's articles of incorporation and bylaws are in appendix 2.F.8.1. The FY17 Foundation budget is found in appendix 2.F.8.2. The members of the Board of Regents are corporate members of the Foundation who appoint members to the Board of Trustees of the Foundation. The Foundation is required to comply with administrative and financial accounting policies established by the Board of Regents.

The Foundation is responsible for all gift receipting, gift fund accounting, donor recognition, and other common functions necessary to the development function. The Foundation follows the Uniform Prudent Management of Institutional Funds Act ensuring that all fundraising activities are conducted in a professional and ethical manner, complying with the NSHE policy, Nevada State law, IRS, and other relevant federal regulations. No member of the university community is authorized to conduct fundraising activities on behalf of UNLV or any of its parts without specific authorization of the UNLV Foundation. Fundraising policies are in appendix 2.F.8.3

In 2014–15 more than 10,405 individuals and corporations gave 20,745 gifts to UNLV during the fiscal year – resulting in 3.5% and 7% growth, respectively over FY2014. Contributions and commitments totaling more than $74.8 million were given to UNLV through the UNLV Foundation and the NSHE Board of Regents. These contributions support areas across campus through Annual Giving, Scholarships, Major Gifts, Tribute & Memorial Gifts, and Estate & Gift Planning. The following chart illustrates how funds were utilized in FY2015.



The Foundation's policy on private gifts is included as appendix 2.F.8.4. The Foundation's audited financial report and the annual report to the BOR regarding its activities are appendices 2.F.8.5-6.

2.G Physical and Technological Infrastructure

Physical Infrastructure

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

UNLV's Facilities Management supports the mission of the university by creating and maintaining a physical environment that enhances learning and research. UNLV has three sites in Las Vegas: the main campus on Maryland Parkway, the Paradise site on Tropicana Avenue, and the Shadow Lane site on Charleston Boulevard.

Maryland Parkway has 100 buildings on the 332-acre campus and is centrally located within the metropolitan Las Vegas valley. The Paradise site, with almost 40,000 Gross Square Feet (GSF includes instructional facilities, recreational facilities, physical plants and residential student housing, and represents the total footprint of all floors in each building), houses Educational Outreach, the School Refusal Clinic, UNLV Food Pantry, storage for Space Management, and Army ROTC storage. Shadow Lane, located in the Las Vegas medical district, houses the School of Dental Medicine, the School of Medicine, the Health Sciences Clinical Skills laboratories, and research labs in 225,537 GSF. UNLV has also recently

acquired two buildings near the main campus to be used for research and programming, totaling 73,819 GSF.

UNLV has been able to construct facilities at a rate sufficient to maintain the ratio of gross square feet to headcount within the 150-200 range that was the direction of the NSHE in its 2016 master plan, appendix 2.G.1.1.

Currently, UNLV buildings occupy a total of 5,626,798 gross square feet that serve approximately 28,600 students. About 1,800 students live on campus; the others live mainly throughout the metropolitan area.

Facilities Maintenance, the unit responsible for the appearance, maintenance, repair, and cleaning of the university's facilities, has performed surveys of customer satisfaction with its services and over the last five years. Customers continue to be satisfied with Facilities Maintenance's overall performance. Although reduced budgets continue to impact services, most customers remain sympathetic to the situation and appreciate the steps taken to maintain or improve services, accessibility, and communications within the available fiscal constraints. As in previous surveys, restroom cleanliness, office trash removal, and HVAC issues continue to generate the most concern. Steps taken to lower utility costs through conservation efforts continue to influence HVAC responses.

- In 2015, 71% of respondents were satisfied or better with maintenance response time, a 3% increase from 2014.

- 78% of respondents were satisfied or better with the maintenance staff's professionalism in 2015, which is a 3% increase from 2014. Overall as in past surveys, customers seemed generally pleased with facilities maintenance personnel, with some staff being praised by name.

- Custodial Services typically receives the largest number of comments on the survey. 71% of respondents were satisfied or better with Custodial Services in 2015, a 4% increase from 2014. Custodial Services was one of the most adversely affected departments by the division's 36% cumulative budget cuts and the loss of 131 positions as of FY13. To help compensate for the budget reductions, cleaning schedules were reduced. There has been a small increase in complaints mostly dealing with reduced cleaning schedules and trash not being emptied often enough. Despite the cutbacks, the majority of respondents still think the custodians do a great job under difficult circumstances, with several custodians identified by name as outstanding.

- Overall, survey findings indicate that the campus believes that the Facilities Maintenance department is doing a good job maintaining the buildings on campus and ensuring a healthy learning and working environment. The Facilities Management department received the APPA: Leadership in Educational Facilities, *Award for Excellence in 2010*, the first ever Nevada institution so honored, which includes a five-year recognition period through 2015. The department also was awarded the Silver Stars rating from the Association for the Advancement of Sustainability in Higher Education

in 2015.

The university has standards for its new buildings that are contained in the Design, Construction, and Sustainability Standards, http://www.unlv.edu/plancon/standards-contracts, appendices, 2.G.1.2-4. They are maintained by the Planning and Construction department, informed by the Nevada System of Higher Education and the Nevada Revised Statutes. Sustainability is addressed under Tab B (appendix 2.G.1.3, pages 1-6. Security and accessibility of new buildings are addressed on pages 7-9. For accessibility, buildings must comply with the latest adopted edition of the building code and with the Americans with Disabilities Act, the Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities, and the International Code Council/American National Standards Institute regulations. Architects and construction companies working on UNLV buildings are made aware of these requirements.

UNLV strives to provide adequate safety and security for its students and their property in conjunction with Police Services. The unit is a full-service police department operating 24 hours a day, 365 days a year on the Maryland Parkway, Paradise, and Shadow Lane sites. Police Services maintains a cooperative relationship with the Las Vegas Metropolitan Police Department and enforces federal, state, and county laws and ordinances as well as university regulations. It has the same law enforcement power as all other southern Nevada police agencies.

Since recent tragic events on campuses in the U.S., Police Officers have increased their armament, regularly undergone active shooter and disaster training and held Active Shooter Training classes for students and faculty with over 3,600 participants in 2015 and 2016. Police Services has created a program for notifying the campus whenever an immediate emergency or crime trend impacts the campus community through an emergency notification system (E.N.S.). This system serves as a "reverse 9-1-1" system in the event of an emergency on campus. Members of the campus community who enroll receive these warnings via text messaging on their cell phone, voice message on their landline telephone, and/or e-mail on their computer. All student, faculty, and staff UNLV e-mail accounts are automatically enrolled in the system. Individuals can add additional contact e-mails and telephone numbers to the system.

Governor's Cup Business Plan Winners

With one of the largest cash prize pools in America, the Donald W. Reynolds Governor's Cup business plan competition encourages Nevada's college and university students to act on their ideas and talents by entering the competition and have a head start in producing tomorrow's businesses.
In the graduate competition, UNLV students won first and second places for a total of $40,000. In the undergraduate completion UNLV students won second place and $15,000.
In the related Tri-State Competition, UNLV students took second place in both the graduate and undergraduate competitions, each winning $20,000.

Police officers patrol the campus during weekends and off hours in a Homeland Security Detail to address security concerns on the campus. Police Services has developed an Emergency Operations Center (EOC) that is activated in the event of a large-scale emergency in order to provide clear communication between university officials, emergency responders, and the community.

There are over 120 highly visible emergency telephones located around the campus mall, parking lots, and parking garages on all three sites (Maryland Parkway, Paradise, and Shadow Lane) allowing anyone to contact Police Services 24 hours a day, 7 days a week. These are direct-connecting ADA approved telephone devices for use in case of emergency. Upon activation, officers are dispatched immediately while dispatchers speak with the caller and attempt to learn why the call box was activated.

The mission of Risk Management and Safety Department is to provide assistance and guidance for the development, implementation, and monitoring of safety and risk reduction policies and procedures. The goal of the department is to protect students, staff, visitors, and the institution from injury and/or financial loss and ensure healthful learning and working environments. Risk Management and Safety policies and procedures are discussed in more detail in section 2.G.2 below.

A recent innovation is hydration stations. To reduce use of plastic water bottles and provide the campus community with clean and free water, UNLV has installed over 68 hydration stations in buildings throughout the campus. Hydration stations are filtered water fountains that are recessed into the wall. They have hands-free motion sensors to fill individual drinking containers.

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

UNLV's prescribed procedures strictly follow federal, state, and local codes and regulations for environmental and chemical management, chemical safety in the laboratory, and hazardous waste management. The Environmental Health and Lab Safety (EMLS) unit, a part of the Department of Risk Management and Safety (RMS), operates the hazardous materials programs. EMLS inspects laboratories regularly to make sure that correct chemical storage and hazardous waste disposal procedures are followed. EMLS inspects 400 labs per year, or about 40 labs per month. Each year a new inspection routine is developed in order to avoid predictability of inspections.

Chemicals stored on campus are stored according to Environmental Protection Agency (EPA), Nevada State, and local rules (including Clark County Fire Department rules). All chemicals must have accurate labels and must be stored in accurately labeled rooms. When waste is generated in labs and accumulated in buildings, EPA storage rules must be followed, which include rules for labeling, container requirements, and limits on the length of time of storage.

EMLS is responsible for the disposal of used chemicals designated as hazardous waste. UNLV is designated as a Large Quantity Generator under the Resource Conservation and Recovery Act. Hazardous waste is picked up by RMS and taken to a central collection area known as the Hazpad. At the Hazpad, the waste is categorized and labeled according to EPA rules, and is packaged and transported by a licensed waste transporter to licensed, approved disposal facilities in various locations in Nevada and California.

EMLS inspections also ensure that safety equipment and safety information are available in laboratories. National Fire Protection Association safety signs and OSHA-mandated Safety Data Sheets are tracked and placed in required locations. Safety Data Sheets can also be located on the Risk Management website through a link at the bottom of the home page http://rms.unlv.edu/.

UNLV also manages storage and disposal of Universal Waste, which includes spent fluorescent light bulbs, spent batteries, and other items.

Risk Management conducted a customer service survey in January 2016 and the results indicated that 79% of internal customers rated the department "very good" to "excellent" (see appendix 2.G.2.1).

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

UNLV Campus Master Plan

The campus master plan (http://www.unlv.edu/masterplan/plandetails) is the guiding document that directs the planning and development of campus buildings and infrastructure in conjunction with institutional strategic plans and the Top Tier vision and effort. The campus master plan was approved by the Board of Regents in December 2015 with an updated version approved in December 2016, appendix 2.G.3.1. This updated master plan includes core academic, research, student life, campus recreation, housing, athletics, open space, and other components of the campus. It also incorporates master planning concepts for the recently acquired 42-acre parcel site approximately one mile west of the campus.

Currently the plans for the 42-acre site include a primary campus master plan option for a campus village, with components of academic, research, campus life, and other campus elements, as well as a secondary option for these elements incorporated in a collegiate stadium option, if a new collegiate stadium is determined to be a feasible option for the site. Sam Boyd Stadium, which is about eight miles from the main campus, is home to the football team. The stadium was built in 1971 and is an uncovered, single-deck bowl. A collegiate stadium master planning option, for a stadium closer to the UNLV Maryland Parkway Campus, is something that has been under consideration since 2012.

The key goals of UNLV's most recent campus master planning effort were to review the current academic and research space and development on the campus, and to plan the future development of those spaces to make the best use of UNLV's resources. Another key component of the campus master plan is to expand student housing. Currently underway is the U District student housing project, a public/private partnership set to open fall 2017. This project will initially provide 1,073 beds by fall 2017 with Phase 1. Phases 2 and 3 will provide an additional 1,485 in the next ten years. The campus master plan update also looks to create additional opportunities for campus and community development through public-private partnership development options as well as to enhance public transit integration.

Campus open spaces, such as malls, quadrangles, non-athletic fields, plazas, gardens, and other spaces, as well as campus walks, paths, drives, and other circulation spaces, are campus elements that in many ways organize the campus and connect the campus facilities and community. The master plan update continues to look at how campus open space and circulation could be improved and extended to support the entire campus.

The development of a university district on the east side of the campus, in coordination with Clark County, private landowners, and other entities, is a major part of the long-term vision and is the Midtown UNLV plan. The goals of the plan are numerous and a few of the priorities include: develop a more obvious entrance to the campus from Maryland Parkway; strengthen the pedestrian crossings on Maryland Parkway; improve the interface with the surrounding community; and promote increased revitalization of the campus and the surrounding neighborhood.

Through the campus strategic planning process, physical facilities are prioritized. This process also considers funds and donors with interests in assisting academic endeavors. For each legislative session, capital improvements are submitted to NSHE. As noted in appendix 2.G.3.1, NSHE determines the sequence of priority and scope of work of all NSHE projects. The sequence of priority and scope of work is submitted to the State Public Works Board for review and comment. Should the State Public Works Board disagree with the projects submitted or the priority assigned, the submission is returned to the NSHE with an explanation. Representatives of the two agencies then meet and attempt to develop a satisfactory list. If agreement is not reached, the proposals of both agencies are sent to the governor and legislature by the respective agencies.

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

Board of Regents policy designates each department with custodial responsibility for all equipment within its jurisdiction. Each department head must report to the Property Control Department all additions, deletions, and material changes in the condition of equipment in their unit. Property Control tags equipment, maintains the master file of university equipment, and disposes of surplus equipment.

Department responsibilities also include maintaining assets in good working condition. Each department head is responsible for ensuring that all equipment used by staff in their area is sufficient and equipment is replaced and upgraded as needed. Program differential fees and special course fees can be used to maintain and replace equipment needed in the programs in which the fees are charged. These types of fees have careful oversight and are reviewed regularly to ensure compliance with use requirements by the university's division of Finance and Business and biennially by the Board of Regents and a special committee comprised of regents, administration of the institution, and students for the Law, Dental, and Medical Schools. Program differential fees are approved by the Board of Regents based on several factors, including the benefits to the state of graduates of those specialized programs.

In the special course fees section of the Board of Regents handbook, the following are the only reasons these fees should be charged:
(a) Individual instruction such as private music lessons,
(b) Class supplies, course-specific software, and specialized equipment such as welding equipment and materials
(c) Third party charges for use of a facility such as golf,
(d) Special transportation requirements,
(e) Extraordinary instructional costs such as intensive supervision, support or additional technical expertise required for the delivery of the course, or
(f) Some combination of these reasons.

Responsibility for implementing this policy is delegated to the presidents up to a maximum of $50.00 per course. Courses requiring fees higher than $50.00 require Board of Regents approval, appendix 2.G.4.1.

The campus grounds and facilities are well cared for and maintained, evidenced by favorable results of customer surveys (see facilities section in G.3.1) demonstrating that equipment is sufficient in quantity and quality and managed appropriately to support the accomplishment of UNLV's mission, Pathway Goals/Core Theme objectives, and programs and services.

Technological Infrastructure

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

UNLV provides a comprehensive technology infrastructure to support the university's programs and services. The university employs industry standard network and server hardware sufficient in capacity and quantity to meet existing and near-term future information system needs. A significant portion of the infrastructure is undergoing a four-year, multi-million-dollar refresh designed to provide a foundation for current and emerging Top Tier initiatives.

The campus is served by infrastructure from the Nevada System of Higher Education (NHSE), System Computing Services (SCS), and the UNLV Office of Information Technology (OIT). Human resources and financial services infrastructure is currently provided and managed by SCS on IBM mainframe technologies. All NSHE institutions are transitioning to Workday with human resources and finance scheduled to go live in October 2017. The student information system infrastructure is provided by SCS on IBM pSeries infrastructure and is jointly managed by SCS and OIT. Campus applications such as the learning management system (known as WebCampus) and integrations to SCS services are provided and managed by OIT.

SCS serves as the ISP (Internet Service Provider) for all higher education institutions operated by the State of Nevada. UNLV's network is connected to SCS at 10gbs. SCS connects to the commodities internet at 10gbs and to Internet2 at 100gbs. UNLV traffic is

50% commodities and 50% Internet2. UNLV uses firewalls and access control lists to prevent unauthorized access to internal devices. The configuration and auditing of firewall and router access controls follow best practices as recommended by NSHE and the Center for Internet Security Critical Security Controls.

The provision of appropriate and adequate technology systems and infrastructure to support UNLV's management and operational functions includes significant attention to protection of the institution's data assets. In spring 2012, OIT created an internal group to draft policies addressing security concerns. Drafts were vetted by a variety of campus constituents, both internal and external - IT Forum (IT professionals from both OIT and from other campus units), Information Technology Coordination Committee (cabinet-level members), Faculty Senate, OIT Steering Committee, OIT staff - before being presented to the University Policy Committee for review, 30-day campus comment period, and, ultimately, adoption. From spring 2012 through fall 2015, 13 security-related policies and their associated procedures were adopted. In spring 2016, OIT began a three-year project to implement a new risk assessment system. Security is also a major initiative of the IT Master Plan that was approved in 2016 and will be disseminated to the campus in fall 2017.

The master plan also includes recommendations to the infrastructure. In 2016, UNLV embarked on an ambitious four-year project to seek partners for redesign of the underlying technology environment that serves the research, teaching and learning, community service, and administrative components of the institution's mission. UNLV is partnering with Switch, a SUPERNAP data center services innovator, to provide a state-of-the-art technology infrastructure as a foundation for the Top Tier Strategic Initiative. The project addresses three main technology infrastructure components: the campus network, UNLV's Data Center Facilities including enterprise servers and storage, and wireless capacity and coverage. Four-year costs are projected to be $23 million. In 2016, $7.4 million was secured to redesign the end-of-life network, enterprise service, and data center infrastructure. This first phase of the project also provides a new network core to support a virtual research network, improves secure wireless authentication, and expands to off-site data center services. This partnership will provide an additional server deployment location for availability, disaster recovery, and business continuity.

OIT is partnering with Telecomm to complete the conversion of campus phones from analog to digital (IP phones). As the network infrastructure is being replaced new IP phones are being installed.

In fall 2015, over 80% of the devices connected to the network did so through the campus wireless network. The activity on those devices consumed approximately 65% of the campus internet traffic. Additionally, the bandwidth consumed by wireless connectivity grows about 20% annually. Approximately 75% of the indoor spaces at UNLV are covered by the campus wireless system. However, most of the coverage was not designed for the current load and is impacted by heavy usage. An additional 5% of the indoor spaces have wireless coverage provided by devices installed and supported by the occupants of those spaces. The remaining 20% of the indoor spaces have little or no coverage. Additionally, only about 1% of the outdoor spaces on the campus are covered.

The TBE data center houses 24 racks, two UPS providing 180 kVa worth of emergency temporary power and a 500-kw generator. The facility takes advantage of hot aisle containment and closed couple cooling. This is currently supported by two 25-ton chillers. An additional chiller is scheduled to be added in FY 17. Network and cabling infrastructure have been deployed in a scalable and easily manageable design. Data center components have been deployed in a design that enhances availability and ease of maintenance.

The SCS data center is an on-campus, co-locations facility run by NSHE. OIT currently houses nine racks at the location. Use of this space will continue to decrease as advancements are made in TBE and as Switch, the aforementioned external hosting site in Las Vegas, come online. During FY 17, OIT will deploy eight racks at the Switch co-location facility, providing a much needed off-campus presence.

Information Technology Work Experiences

In 2016, the Office of Information Technology (OIT) created a more structured, mentored student employee program. State classified Public Service Intern (PSI) positions, PSI's, were made available to students who, under the guidance of OIT administrative faculty staff in systems engineering and administration, network development and engineering, and client services, typically work .75 FTE and follow prescribed work performance standards. The program's goal is to provide a practical work environment and directed IT experiences for students interested in IT careers.

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

The Office of Information Technology (OIT) provides readily accessible information resources to both students and faculty. Some of these resources include computer labs, help desk services, free and discounted software, training on a variety of software, technology orientations and guides, wireless networking, network storage with web pages, learning management system support, email, custom application development, and technology enhanced classrooms (TECs).

Students have access to ten general use computer labs and 41 specialized labs that are supported by OIT. These labs contain more than 1,300 computers with a variety of standard office software (Word, Excel, etc.) while some computers have specialized applications (Mathcad, ArcGIS, SAS, SPSS, etc.). The ten general access labs have most of the general-use software that students need to complete their coursework and are open to all students. The 41 specialized labs are customized for departments and colleges that require either special software or hardware specific to their discipline. These labs are often used as both classrooms and open labs for students to complete their coursework. Each lab that has open hours is staffed with a monitor to assist students. These labs support Pathway Goal/Core Theme 1, Advance Student Achievement.

Over the past four fiscal years, the UNLV Combined Major Capital & One-Time Project Planning Process (COPP) funded $3,746,077 for upgrades of general purpose classrooms. Funds were used to purchase and install classroom technology (projectors, lecterns, control systems, infrastructure, and peripherals) in 164 technology enhanced spaces. In addition to

COPP funds, academic departments invested $3,232,425 into 118 learning spaces. Despite these improvements, sources of ongoing funding are needed for equipment replacement, as well as space for technology components. In addition to the COPP funding, OIT funds made possible a major computer lab remodel in CBC B131. The space was transformed from a traditional computer lab to a space providing two semi-private meeting areas to promote student collaboration. Enhancements to that space – construction, furniture, technology – totaled $147,000.

The help desk is available to all currently enrolled students, as well as faculty and staff. The help desk assists with logins/passwords for the computer labs, individual help with use of technology, email, WebCampus, and other technology issues. Help desk technicians also assist with hardware and software troubleshooting. Services are available via email, web submission, phone, or by visiting in person. During the first week of the fall 2015 semester, the help desk received 9,084 new service requests, with 7,416 requests being resolved on first contact. Of the 3,429 new requests received during the first week of the spring 2016 semester, 2,546 were resolved without escalation.

The help desk also coordinates tiered support for customers when assistance involves other divisions in OIT. This ensures correct support levels facilitated by a central OIT group. The help desk uses an enterprise system to manage these escalations, measure service levels, and keep track of service statistics. These tools help to ensure consistent support is provided, customers are kept up-to-date regarding the status of their requests, support measurements are accurate, and needed improvements can be identified, implemented, and assessed. OIT's Instructional Technology Services (ITS) unit also operates a help desk specifically for support of the technology in classrooms. The desk is staffed for immediate response to the technology in the classrooms, minimizing lost class time. For classrooms with Extron control systems, Extron's Global Viewer Enterprise server software has been deployed. Crestron's RoomView server has been installed in rooms with Crestron control systems. These tools allow ITS to check the status of a classroom at a glance. Help desk staff can control the equipment in the room during a phone call and many times resolve the problem without dispatching a technician.

OIT's Client Services unit provides a variety of workshops pertaining to software use and developing technology skills. These workshops are offered each semester while additional workshops are created each semester according to departmental needs. Customers can also access self-help materials through the WebCampus support center. Support guides for TECs and teaching labs are available in the computer labs, at the help desk, online, and in print. The university's Educational Outreach program also provides discounted or free technical training to faculty and staff, extending what is available for the campus. OIT collaborates with Online Education and the University Libraries to provide one-on-one or small group support and training to faculty who are in need of technological assistance and the use of instructional technology.

At the request of end users, ITS provides training for the audio-visual systems in TECs, computer teaching facilities, and video conferencing spaces. ITS staff meet the faculty or staff member at the location to provide one-on-one training on the systems. Also provided is

easy to follow documentation in each space containing equipment, as well as online videos to assist with use.

OIT works with vendors to provide free or discounted software. Software can be accessed in the labs for free, and CDs with utilities such as Symantec AntiVirus are available from the help desk. Students, faculty, and staff can also visit the online software store (hosted by Kivuto) and order discounted software on titles such as Microsoft Office 365, SPSS, Adobe Creative Cloud, and Qualtrics. Students enrolled in qualifying programs such as Management Information Systems or Computer Science courses can access Microsoft developmental tools at no cost.

OIT budgets approximately $3,000 per staff annually for training and professional development. Each OIT manager is given flexibility to use unit operating funds to supplement the training budget if those needs have a higher priority. This training enables OIT staff to provide quality instruction and support to the campus. Additionally, OIT offers free, unlimited student, faculty, and staff access to Lynda.com (a software training and tutorial video library) and to the Microsoft IT Academy (software for labs, classrooms, and PCs used by students, as well as access to a wide range of Microsoft E-Learning courses and the Instructor Learning Management System to help track and monitor student progress).

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

Consistent with the university's mission to provide a high-quality teaching and learning experience and promote student success, OIT facilitates input from students, faculty, and OIT support staff concerning TECs and computer lab facilities in a number of ways. Direct feedback from students about computer lab facilities is also sought via an online survey, and each comment is given a response. To further involve faculty in the process to provide a high-quality teaching and learning experience, ITS staff meet with faculty who use computer labs to ensure the facilities are meeting their needs. A survey was developed for the classroom technology with a link on each desktop for faculty to address immediate needs and future technology needs. The survey was deployed in the fall 2016 semester.

Recognizing the need for the university to have a written set of standards adopted at all levels and incorporated within the written standards that all design teams are required to follow, ITS created an audio-visual standards document for the Office of Planning and Construction and for internal use to create a consistent configuration of the classroom systems. The classroom standards document covers many key areas: conduit pathways, a description of the system design, and budget considerations for different specified levels of technology. An important section describes pathway standards, detailing exact requirements for conduit and audio-visual floor boxes, as well as electrical and data requirements. The document also includes photos and diagrams that depict lectern design and classroom lighting configurations. Having standardized classrooms allows for training faculty/instructors once and provides them familiarity with the majority of the classrooms on campus.

OIT surveys students, faculty, and staff in the planning and development of information

resources and then addresses concerns and recommendations wherever possible. This table shows survey results used in planning.

Student, Faculty, Staff Survey	
Recommendations from a 2011 survey of students and employees	**Actions taken, as of fall 2016**
Support for mobile applications	A Mobile Application Group was formed and meets weekly. The group created a process for evaluating proposals for new mobile apps on campus. A campus policy was also adopted to govern the creation of mobile apps. As of fall 2016, the group had reviewed five requests for apps and approved three.
Conversion of remaining non-technology-enhanced classrooms to TECs	All 160 general purpose classrooms are now technology-enhanced spaces.
Move toward single sign on	In 2016, UNLV procured an enterprise-level identity management suite and is in the process of initial deployment for a three-year roadmap. The implementation will occur in phases. Phase one, completed in June 2016, included the following features: a single ID and password for multiple campus systems; establishment of general user groups (e.g., students, faculty, academic staff, administrative staff); and federated identity functionality to provide access to national research and library resources. Subsequent phases of the identity management program include further development of user groups to support a more granular level of role-based identity management.
Enhancements to the MyUNLV registration system for more seamless navigation	OIT determined the PeopleSoft portal needed to be removed to address this recommendation. This made it possible to put UNLV branding on the system and complement navigation.
Installation of additional wireless access points	$450,000 from CSUN, and supplemented with $50,000 from OIT, expanded wireless on campus in 2014. In addition, current plans call for OIT and Planning & Construction to partner to fund wireless access at additional outdoor campus locations. STAB committee members were given the opportunity to rank which locations they preferred for installation of access points.
Aesthetic/technology upgrades in computer labs	During the December 2013-January 2014 winter break, carpeting was replaced in several labs and two labs were painted. iOS devices can now be displayed on the screens. Summer 2014 projects ($1.5 million) included upgrading several large classrooms and teaching labs to improve sight lines, enhance audio and acoustics, and modify the size and location of lecterns. In summer 2015, 332 PCs were replaced in computer labs. Approximately $500,000 was spent on 29 classroom technology upgrades and $500,000 for department-specific projects. In FY 16, digital signage was installed in the general purpose labs, and the Omni Alert Emergency Notification System was installed in all labs.
Consideration of student use and ownership of mobile devices when planning physical design of spaces (e.g., students own more laptops and handheld devices)	In FY16, a computer lab (CBC B131) was renovated and redesigned to accommodate the need for more collaborative spaces with accompanying technology. New seating configurations were installed as well as outlets that allow students to bring several of their own devices that can be plugged in at one station. This new design will serve as a prototype for future lab upgrades.

OIT continues to work with campus constituents to create policies that provide students, faculty, and staff with guidelines for effectively utilizing technologies. One example is the Mobile Application Implementation Policy adopted in fall 2015 to outline criteria for the creation of mobile apps to not only meet constituents' needs, but also to ensure the apps meet university security requirements and, for those published under the UNLV brand, reflect

positively on the university. Another much needed policy currently in the draft phase is the Electronic File Backup Policy, a policy to ensure the preservation of files containing university data on university-issued and/or privately owned computers and permit timely restoration of files in the event of deletion, corruption, loss, or theft.

Student, faculty, and staff orientations, held annually, introduce the campus to IT resources and available services. The faculty and staff orientation includes informational presentations that involve multiple presenters using a variety of media and include audience participation. Student orientations are held at the beginning of every fall and spring semester and include online and printed materials to guide students through acquiring and using campus technology. As requested by students, plans are underway to develop online student orientations.

Several campus IT committees govern OIT's decisions and processes and provide opportunities for input from students, faculty, and staff who rely on technology for instructional, educational, and administrative activities. Faculty and Student Technology Advisory Boards provide these constituents with opportunities to suggest improvements to existing technologies and serve as test audiences for technologies under consideration of adoption. The Course Management System Coordinating Committee's name was changed to the Learning Management System Coordinating Committee (LMSCC) in fall 2015 since the group oversees not only online academic course management, but also a broader scope of uses of the learning management system, such as content geared to non-academic subjects (e.g., Risk Management). The conversion from Blackboard Learn to Canvas will be complete in fall 2018. Since the last accreditation report, the Nevada Learning Network (NLN) was disbanded since the other institution in the group, Nevada State College (NSC), adopted Canvas as its learning management system. While the NLN no longer functions as a committee, a group of UNLV academic and administrative faculty meets monthly to address LMS issues. The Information Technology Coordination Committee (ITCC) ceased functioning in January 2017. It is being replaced by several new committees under the governance structure of the IT Master Plan, scheduled for campus dissemination in fall 2017.

The OIT Software Development unit designs, implements, and supports a variety of tools and services to expedite access to information and improve the efficiency of faculty and support staff. Services have recently focused on providing seamless integration, added functionality, and access to new enterprise systems. These services allow for existing university applications to communicate with the newly implemented enterprise student system and extend the functionality of that application and minimized downtime to faculty and staff users after the transition (e.g., computer lab user account creation, RebelCard, UNLV Wireless, Data warehouses, WebCampus integration, SEND, Authorization Web Service).

MyUNLV, the PeopleSoft student information system launched in fall 2010, will undergo a major upgrade to Campus Solutions 9.2 in fall 2017. This will enable students to more easily navigate the system from any device.

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

its operations, programs, and services.

UNLV's adoption of Canvas as its learning management system (LMS) will provide a seamless online learning experience for students transferring from other NSHE institutions, as well as for Clark County School District students who also use Canvas in K-12. The student information system application and infrastructure replaced in 2010 are updated according to maintenance releases from the vendor (PeopleSoft/Oracle) and in conjunction with SCS. As stated in 2.G.5, the human resources and finance systems will be replaced by Workday in October 2017.

Initiated in 2005, the Academic Affairs Computer Replacement Program (AACRP) replaces out of warranty computers for faculty and staff using funds provided by the Provost's office. For the 2016 academic year, $300,000 was allocated to OIT to conduct the AACRP.

To enhance the infrastructure and business practices that support research, scholarship, and creative activity in all pertinent units of the institution, OIT has created a technology update and replacement plan for its TECs and computer labs. Using funds from student technology fees, lab computers are replaced on a four-year basis. Unfortunately, although this basic plan exists for updating the technology, ongoing funding to implement the plan is not adequate. Additional, much-needed funding for such purposes is intermittent. Replacement cycles are close to five to seven years. For example, in the summer of 2015, student technology funds were used to replace approximately 550 student-facing computers in the library as well as 12 computer labs with 420 computers. Since this funding for computer replacement can occur only every four years, reliance is often on sporadic, "when available," non-student tech fee funding to replace technology in other labs. Currently 55% of the other 930 computers in 40 labs on campus are over four years old and need to be replaced.

To ameliorate this situation, OIT collaborated with campus leadership to address the existing student technology fee ($4.00 per credit) that has not been increased since its inception in 2001. OIT received approval to move forward with engaging the campus in discussions for a $4.00 per credit increase. The Board of Regents approved adoption of this increase at its December 2016 meeting. Contributing to this successful outcome were several outreach efforts to inform students of the proposed increase and provide ample opportunities for giving feedback: a website dedicated to this effort was created; several student open forums were held; and, OIT staff made presentations to student leadership (CSUN and GPSA) boards and to the Student Technology Advisory Board undergraduate and graduate representatives. Feedback for increasing the fee was mostly positive and enthusiastically supported by student leaders at the Board of Regents' meeting.



UNLV School of Medicine Students' First Week in Class

UNLV

Standard Three – Planning and Implementation

3.A Institutional Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans2 are implemented and made available to appropriate constituencies.

In the fall of 2009 through fall 2012, updates were executed for the Focus: 50 to 100 strategic plan. A group of approximately 100 stakeholders would gather, review progress since the last update, and prioritize goals for the next year. A report was produced by each of the implementation groups (Education, Research, Infrastructure) which had been organized by the Planning Priorities document that was part of the strategic plan.

In September 2013, at the annual State of the University Address President Neal Smatresk endeavored to invigorate the university and announced a long-term plan for UNLV to become a Tier One (top-100 college) and achieve the Carnegie classification of R1: Doctoral Universities – Highest research activity. This was an ambitious plan especially in the economic environment in which UNLV had lost millions of dollars in state funding and federal grants had declined for researchers. Unfortunately, a few months later, President Smatresk announced that he had accepted a position with another institution.

In early 2014, acting president Donald Snyder continued on the path to achieve Tier One status using a detailed white paper by consultants, Academic Leadership Associates, to articulate the benefits of a Tier One university for the community, the challenges that UNLV would face in accomplishing this goal, and questions to consider in developing the plan. At this time, the initiative was renamed Top Tier in consultation with faculty. Some felt Tier One was exclusionary of non-STEM faculty. At this time the faculty also strenuously advocated for the strategic plan to have "pathway goals" rather than any other descriptive term, such as pillars or core themes, and that was the final terminology agreed upon by all. President Snyder appointed a small executive committee of 12 faculty and community leaders to oversee the planning process and a larger initiative committee who worked in eight subcommittees to develop the content of the Top Tier plan. Appendix 3.A.1.1 has the timeline of activities related to the planning. Throughout the process, planning documents were available on the website and at various public meetings.

In January 2015, new president Len Jessup sought additional input and continued refining the plan. President Jessup and other key leaders adopted the Top Tier plan and the planning documents were made available at http://www.unlv.edu/toptier. The final mission statement, vision, and strategic plan, Top Tier, were made official when approved at the March 2016 NSHE Board of Regents meeting.

In early 2016, the initiative committee and the subcommittees submitted reports on what had been accomplished, what remained to be accomplished, and what updates to the plan were

needed. The reports and updates were synthesized into a uniform format and presentation. Then Executive Vice President and Provost Nancy Rapoport presented accomplishments and the path forward at a series of meetings to which all campus constituents and some external stakeholders were invited. Radar charts were developed to show benchmarks and progress for student achievement and research. For the other goals, there are progress pages highlighting advancement and all are linked below:

- Student Achievement
- Research
- Academic Health Center
- Community Partnerships
- Infrastructure and Shared Governance

A planning retreat was held in fall 2016 to look at preliminary results of the Pathway Goals/Core Theme metrics.

There is a small leadership team that gathers the data about the previous year's accomplishments, formulates it in an understandable way, and presents it to the campus. This occurred in spring 2016 and 2017. The team consists of the president, executive vice president and provost, special counsel to the president, president's office special projects director, and the special advisor to the president for regional development. This team makes the determination if there is satisfactory progress toward mission fulfillment and consults with other leadership on what additional actions might be taken to improve results.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

At the university level, community partners are involved in the planning process in order to learn the priorities of community stakeholders. Community partners such as those on college, school, and department advisory boards are invited plus other interested stakeholders. All levels of the campus community, from undergraduate students to senior administrators, are included in the planning committees. The input received forms the foundation of planning.

Most colleges, schools and some departments have advisory boards, some down to the program or degree level. For example, the College of Engineering's Civil and Environmental Engineering and Construction Department has an Industrial Advisory Board which consists of 40 members, meets quarterly, and provides direct input.

Department, program, and degree feedback is also obtained through a variety of methods including email, responses to social media posts, Facebook posts and questionnaires, student organizations, current student and alumni surveys, and focus groups. Students and community members are on the Top Tier committees for each goal area.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

An annual update of progress toward the Top Tier goals and the Pathway Goals/Core Themes is completed by the president's office leadership team (executive vice president and provost, special counsel to the president, president's office special projects director, and the special advisor to the president for regional development) with data supplied by the Office of Decision Support (institutional data) and also from Student Affairs, Research and Economic Development, Undergraduate Education, the Graduate College, the Office of Community Engagement, the Office of Information Technology, Finance and Business. In spring 2016 and 2017 there were open campus forums for faculty, staff, students, alumni, and community members to learn of the achievements of the previous year and suggest modifications, new goals, and new ideas in this living document. Further discussion of the use of data for the university's comprehensive planning process is contained in 5.A.2.

In early 2016, the initiative committee, described in 3.A.1, and the subcommittees analyzed progress on the specific items contained in each action plan. Data was gathered mainly from the Office of Decision Support (institutional data) but also from Student Affairs, Research and Economic Development, Undergraduate Education, the Graduate College, the Office of Community Engagement, the Office of Information Technology, and Finance and Business. The data was identified and articulated in this first iteration of evaluation and refined for the 2017 evaluation. Reports were submitted on what had been accomplished and what updates to the plan were needed. The reports and updates were synthesized into a uniform format and presentation. Acting Executive Vice President and Provost Nancy Rapoport presented accomplishments and the path forward at several meetings to which all campus constituents and external stakeholders were invited.

This process was repeated in early 2017 with preliminary data analyzed and open meetings held for the campus and community to share the findings. The data can be academic, fiscal, or calendar year and some of the finalized data is not available until fall which is the reason that some of the updates in the links below have fall dates. Ms. Rapoport has transitioned to Special Counsel to the President and continues to guide the strategic planning annual reporting and updates in addition to her other responsibilities.

Webpages with progress reports by the pathway goals/core theme:

- Pathway Goal/Core Theme 1 – Advance Student Achievement
  https://www.unlv.edu/toptier/progress/sta-progress
- Pathway Goal/Core Theme 2 – Promote Research, Scholarship, Creative Activity
  https://www.unlv.edu/toptier/progress/rsc-progress
- Pathway Goal/Core Theme 3 – Create an Academic Health Center
  ,https://www.unlv.edu/toptier/progress/ahc-progress
- Pathway Goal/Core Theme 4 – Foster Community Partnerships
  https://www.unlv.edu/toptier/progress/cmp-progress

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The Top Tier strategic plan memorializes the university's commitment to achieving the goals in it and, thus, mission fulfillment. That includes providing the infrastructure to allow progress, which is not a core theme but it is a pathway goal in the Top Tier strategic plan. In addition to state funding, the university has worked and continues to work, to establish other sources of funding.

Biennially, the budget process begins in each unit, both academic and administrative, and is rolled up to a university budget. Appendices 3.A.4.1-.n documents the academic units' strategic planning. Supported by the institution's administration, the budget is presented to the NSHE, which makes decisions regarding priorities of the system and thus among the institutions. From there it goes to the legislature which makes funding decisions for the next biennium. UNLV's priorities are subject to the prioritization at the NSHE level and then the funding allocation by the legislature.

The application of institutional capacity is guided by the Top Tier subcommittee recommendations in their annual reports. Two reports are provided as examples in appendices 3.A.4.2-.3.

Under President Jessup's leadership, the budgeting process is more transparent and open than ever before in the university's history. There is also more involvement on the part of students, faculty, staff, and community members than previously. All of this leads to greater support and understanding of the strategic plan and its goals.

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Risk Management and Safety
The Risk Management and Safety department has a comprehensive emergency section on its website, located in the upper right corner of the page. It contains concise information on what to do in many emergency situations, including dialing 911. Under the Fire & Life heading, individual building evacuation plans can be found. The plans contain the name and contact information for each building's safety coordinator, roll takers, floor monitors, and the building evacuation meeting location. Some units (Honors, Philosophy, Political Science) both distribute it to their staff and publish it on their websites (Honors, Law). Many departments have safety committees and meet on a regular basis (Law). This can be a challenge as some units have employees dispersed throughout several buildings.

Specific lab emergency procedures are posted in each lab. Plans are developed when a lab is established and reviewed and updated when there is a significant change in the lab.

Police Services
Police Services has established an emergency notification system in which students, faculty and staff are automatically enrolled. The program can send a text, email, or voice message in the event of an emergency or unexpected closing. More detailed information about Police Services preparedness is in 2.D.2.

Information Technology
The university's data resources are protected in a number of ways. Redundant data centers on campus (at Thomas Beam Engineering and System Computing Services) have power delivered from different substations and redundant connections to the Internet. Plans are underway to build the infrastructure to create an off-campus data center in facilities provided by Switch Communications. This off-campus data center will allow the university to remain operational even with the loss of campus data centers and will provide opportunities for additional off-site backup. System Computing Services (SCS) provides redundancy and backups for the services they support through separate data centers located in Las Vegas and Reno. Many business continuity/disaster recovery features vary by service.

Human Resources and Finance Applications: SCS hosts UNLV's legacy HR and Finance applications in data centers in Las Vegas and Reno. Backup copies of data from each data center are kept at the other location. HR and finance applications are scheduled to move to Workday in October 2017. Once this transition is complete, the university will rely on Workday's impressive provisions for business continuity/disaster recovery.

Student Information System: SCS and UNLV have divided responsibilities for the university's instance of PeopleSoft Campus Solutions. The software runs in data centers and on hardware and operating systems provided by SCS. UNLV has responsibility for maintaining the application and databases. The equipment hosting UNLV's instance of Campus Solutions is located in Las Vegas, but a "live" instance of the database is available in Reno and could be used to restore service if the Las Vegas data center were lost. SCS backs up both the servers and the database and provides off-site storage of the backups.

Email & Collaboration: Email and many collaboration tools are provided by Google in the form of Google Apps for Higher Education. Google's provisions for business continuity and disaster recovery are widely recognized as excellent.

Learning Management System: UNLV hosts its instance of Blackboard Learn on campus. The infrastructure is spread between the two campus data centers and is designed to function with a complete loss of either data center. The database and servers are backed up separately. Backups are retained for 14 days.

Colleges
Most colleges have collaborated with the Office of Risk Management to design an emergency plan for their college and departments. Some colleges have students, faculty, and staff, and students in several buildings. Each building has a separate but similar plan. Each has a unique meeting place for staff to gather and to take roll in case of evacuation. The tallest building on campus is Flora Dungan Humanities (FDH) with seven floors. Each floor has a floor coordinator who maintains a list of current employees on the floor. There is also a building safety coordinator who updates the building emergency plan and serves as the communication liaison between campus service agencies and the building occupants for specific circumstances.

The president, provost, and vice president for business and finance maintain plans for fiscal

emergencies.

3.B Core Theme Planning

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

As a public institution, the university's goal is to carry out its state-driven mission of education, community service, research, and preparation of individuals to enter the state workforce. To do that, its goals must be flexible, revisable when necessary, and the university must be able to react to economic downturns and periods of economic growth. Since the recent economic recession, which began in mid-2007 in Nevada, the state has weathered the difficult years and has been slowly recovering. The university has worked, and continues to work, to establish other additional sources of funding in order to accomplish the Pathway Goal/Core Theme indicators of achievement and continue movement toward mission fulfillment. A record $93 million in private gifts and pledges committed was achieved in the most recent fiscal year.

Planning for programs and services that allow the university to achieve its goals has been guided by annual reviews which endeavor to ensure continued alignment. For example, 2.D, Student Support Services, demonstrates how data is collected about student satisfaction and success, analyzed, and further refinement of services and programs occurs. Some units are fairly new to assessing themselves and are still learning what assessments provide the best information and ability to implement improvement strategies.

As noted in 3.A.1, the transition to the current strategic plan begin in September 2013 at the annual State of the University Address when President Neal Smatresk announced a long-term plan for UNLV to become a Tier One (top-100 college) and achieve the Carnegie classification of R1: Doctoral Universities – Highest research activity.

In 2014 acting President Donald Snyder continued on the path to achieve Tier One status using a detailed white paper by the consultants Academic Leadership Associates to articulate the benefits of becoming a Tier One university for the community, the challenges that UNLV faces in accomplishing this goal, and the questions to consider in developing the plan.

Students, faculty, staff, and community members were invited to various sessions held by the consultants to obtain input to form the new plan. The senior vice provost and director of accreditation had several joint and individual meetings with the consultants to stress the importance of considering the existing core themes and incorporating them into the new plan. The three existing core themes were incorporated into the new strategic plan as shown in the table below.

	Core Themes Established in 2011	Pathway Goals/Core Themes In Top Tier Strategic Plan
Core Theme 1	Promote Student Learning and Success	Advance Student Achievement
Core Theme 2	Advance and Support Research, Scholarship, and Creative Activity	Promote Research, Scholarship, Creative Activity
Core Theme 3		Create an Academic Health Center
Core Theme 4	Foster Inclusion and Community Engagement	Foster Community Partnerships

At this time, the initiative was renamed Top Tier in order to more inclusive of all areas of scholarship, research, and creative activity. The Carnegie classification of R1: Doctoral Universities – Highest research activity was moved to a key measure of success under the Pathway Goal/Core Theme of research. President Snyder appointed an executive committee of 12 faculty and community leaders to oversee the planning process. He also appointed a larger initiative committee of over 100 students, faculty, staff, alumni, and community leaders, who worked in eight subcommittees to develop the content of the Top Tier plan. All of the vice presidents and vice provosts were integrally involved. The initiative committee met, and its eight subcommittees began the development of key content in the plan and hosted community outreach events in order to obtain broad input from hundreds of on- and off-campus stakeholders. Based on this input, the Top Tier plan was further refined.

In January 2015, new president Len Jessup sought additional input and continued to work refining the plan as shown in this timeline depiction. President Jessup and other UNLV leaders adopted the Top Tier plan and the planning documents were made available to the campus and community. The final mission statement, vision, and strategic plan were made official when approved at the March 2016 NSHE Board of Regents meeting.

The chart below shows the core theme objectives and indicators of achievement of the previous strategic plan, Focus: 50-100 and the new plan's Pathway Goal/Core Theme objectives (called key success measures in the strategic plan document) and indicators of achievement. They are similar and compatible. With the new strategic plan, there are people dedicated to the tracking necessary to make a determination each year whether the institution is advancing in achievement of the objectives and thus, mission fulfillment using the incremental goals.

Data for the Pathway Goals/Core Themes and the thus the strategic plan is obtained from a variety of sources including Decision Support (institutional data), Student Affairs, Research and Economic Development, Undergraduate Education, the Graduate College, the Office of Community Engagement, the Office of Information Technology, and Finance and Business. These offices provide the data that is analyzed and used to evaluate the progress toward accomplishment of the Pathway Goal/Core Theme objectives. Data is constantly being collected about students, their successes and challenges to evaluate the achievement and intended outcomes of programs and services designed for them. There is an in-depth presentation of some of this data in 2.D.1-14 and 4.A.1-6.

The comparison below of the original core themes, objectives, and indicators of achievement show the similarities to the new Pathway Goals/Core Themes and their objectives, and indicators of achievement.

Core Themes and Objectives Established in 2011	**Pathway Goal/Core Themes Objectives in Top Tier Strategic Plan**
Core Theme 1 Promote Student Learning and Success	Pathway Goal/Core Theme 1 Advance Student Achievement
Objective 1: Recruit, retain, and graduate a diverse student body. *Indicators of achievement:* 1. An increase of .50% annually of students enrolled: From top 10% of their high school class With ACT/SAT scores at or higher than the minimum 2. Provide a high-quality teaching and learning experience. 3. Advance graduate education to promote student learning and achievement.	***Objective 1: Increase student retention and graduation rates thereby supporting students in improving their lives and enhancing the available workforce in the state.*** *Indicators of achievement:* 1. Improvement of the freshman retention rate to 85% by 2015. 2. Improve the 6-year graduation rate to 50% by 2015.
Objective 2: Provide a high-quality teaching and learning experience. *Indicators of achievement:* 1. Scores increase by .50% annually on alumni survey, targeted SSI questions, graduating seniors' survey. 2. The number of undergraduate students involved in research, creative activities, and service learning increases by 2% annually. 3. The number of faculty professional development opportunities expands by 1% annually for the next 5 years (2013-2017).	***Objective 2:*** 1. Increase undergraduate FTE to 22,186 by 2025. 2. Increase masters FTE to 2,102 by 2025.

Objective 3: Advance graduate education to promote student learning and achievement *Indicators of achievement:* 1. Cohort graduation rates and mean time to degree improve by .50% annually. 2. The number and/or dollar amount of stipends, scholarships, fellowships available for graduate students grows by 1% annually. 3. The number of graduate students involved in multidisciplinary collaborations grows by 1% annually for the next 5 years (2013-2017).	
Core Theme 2 Advance and Support Research, Scholarship, and Creative Activity	Pathway Goal/Core Theme 2 Promote Research, Scholarship, Creative Activity
Objective 1: Cultivate quality and productivity of research, scholarship, and creative activity. *Indicators of achievement:* 1. Increased number of publications and creative activities per faculty member by .50% for 5 years.	***Objective: Increase scholarly activity, research, and creative activity to benefit the local community, state, and nation and improve economic impact.*** *Indicators of achievement:* 1. Increase research expenditures to $120 million by 2025. 2. Grow patent applications to 75 filed during 2025. 3. Increase doctoral graduates to 200 per academic year by 2024-25.
Objective 2: Encourage student research and creative activity. *Indicators of achievement:* 1. Increase in the numbers of students involved in research and creative activities by .50% annually.	
Objective 3: Enhance use of space. *Indicators of achievement:* 1. Space requests are processed and accommodated quickly and appropriately.	
	Pathway Goal/Core Theme 4 Create an Academic Health Center
	Objective: Create a medical school that is fully accredited by 2021, the year in which the first class of students will graduate, in order to increase the number of physicians available to the local and regional communities. *Indicators of achievement:* 1. Establish a fully Liaison Committee for Medical Education (LCME) accredited medical school a. 2016, Preliminary accreditation b. 2019, Provisional accreditation c. 2021, Full accreditation d. 2021, Graduate first class of students 2. Hire 120 faculty physicians and scientists by 2030. 3. Graduate 120 students a year by 2030. 4. Achieve grants and contracts of $25 mil by 2025.

	5. Develop fundraising of $150 million by 2025.
Core Theme 3 Foster a Diverse Campus Population and Engagement with the Community	Pathway Goal/Core Theme 3 Foster Community Partnerships
Objective 1: Enhance diversity on campus. *Indicators of achievement:* 1. Achievement of minority serving institution designation by the federal government. 2. Number of students participating in co-curricular activities increases by 1% biennially. 3. Increase participation of minority students in STEM each academic year by .50%.	***Objective: Demonstrate a commitment to social responsibility through programs that serve local community needs.*** *Indicators of achievement:* 1. Create and maintain programs that serve community needs. a. Conduct inventory of current collaborations, partnerships, engagement that address a community need, solve a community problem, or enhance the quality of life for community members to establish baseline. b. Establish tracking method c. Promote UNLV's services for the community via its website, social media, and in-person meetings 2. Expand service and service learning opportunities for students. a. Establish baseline and annual tracking. b. Increase number of students involved in service learning activities. c. Examine strategies to shift the institutional culture to support experiential and service learning. 3. Cultivate intellectual and cultural vitality a. Establish baseline of activities. b. Determine in which areas increases can be made.
Objective 2: Promote scholarship that advances community partnerships and economic diversification, including institutional support of and participation in partnerships with industry, government, and other entities. *Indicators of achievement:* 1. Increase in number of collaborations a minimum of .50% annually.	
Objective 3: Expand community programs that contribute to the health and welfare of the local community. *Indicators of achievement:* 1. Increase in the number of programs that contribute to the health and welfare of the local community by .50% annually.	

There has been widespread and frequent communication about the new Top Tier mission. Appendix 1.A.1.2 has some examples of electronic communications from the last three years. There is a feedback link and reports of feedback received on one of the Top Tier webpages. A link to the Top Tier mission and strategic plan is included at the bottom of all webpages in the university's new template style. In spring semesters 2016 and 2017, open campus forums were held for students, faculty, staff, alumni, and community members to learn about achievements of the previous year toward the Top Tier goals and refinements of this living document. This strategic plan evaluation will continue on an annual basis.
Anecdotal evidence of conversations with faculty and staff indicate a wide-spread knowledge of the Top Tier plan. They seem to understand the basics of the plan and know some of the goals. New program, unit, center and institute proposals consistently reference Top Tier as one of the reasons for requesting the new entity.

Pathway Goal/Core Themes one through four are inextricably tied to the Top Tier strategic

plan and the indicators of achievement are also key measures of the strategic plan and thus receive significant attention as described in 3.A.1-4.

Planning priorities begin at the unit level, both academic and administrative, and those are determined by how the unit will support the institution's achievement of its mission and strategic plan. For example, several departments in the Lee School of Business have collaborated to create degree plans for cybersecurity. This is an industry in which several entities hold conferences, including internationally, and several of them are held in Las Vegas. It is also an industry that the state hopes to grow in Nevada. No other NSHE institutions offer any cybersecurity degrees so these degrees will be unique in the state.

The evaluation of the 2016 progress toward achievement of indicators of achievement showed some small gains, such as the increase in the 6-year graduation rate and others were fairly significant, such as number of undergraduate FTE and patent applications. Links to the webpages demonstrating the achievements are found below.

- Student Achievement
- Research
- Academic Health Center
- Community Partnerships
- Infrastructure and Shared Governance

UNLV has advanced in its ability to make data-driven decisions and data is considered in all decision making that affects services and programs supporting the Pathway Goals/Core Themes. New academic program proposals must show data that confirms there is a need for the program. Retention, progression, and completion can be viewed at any time by academic chairs and deans for specific programs, departments, and colleges/schools through two recent innovations: a dashboard through Decision Support and through the Student Success Collaborative electronic tools.

UNLV

Standard Four – Effectiveness and Improvement

ELIGIBILITY REQUIREMENTS

23. INSTITUTIONAL EFFECTIVENESS
The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

4.A.1-6 and 4.B.1-2 define the university's evaluation and planning procedures to assess data and determine mission fulfillment and achievement of its goals. This includes monitoring a variety of circumstances that may impact the university. The annual assessment of the Pathway Goal/Core Theme metrics is published on the university's website and is available to the campus and community.

4.A Assessment

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Assessment is done in all areas of the university, analysis of the data is completed on a regular basis, and recommendations and plans are formed to improve results. Upon implementation of the plans, the assessment and analysis cycle is repeated. Specific to the Pathway Goals/Core Themes, preliminary data is gathered on a quarterly basis by the president's office special projects director. The data is tracked and available to the president, provost, senior vice provost, cabinet members, and vice presidents with final results available at the beginning of each year and is available to all on- and off-campus constituents.

Holistic planning for programs and services that allow the university to achieve its goals has been guided by annual reviews which endeavor to ensure continued alignment. For example, 2.D, Student Support Services, demonstrates how data is collected about student satisfaction and success, analyzed, and further refinement of services and programs occurs.

Data for the Pathway Goals/Core Themes and thus the strategic plan is obtained from a variety of sources. Decision Support (institutional data), Student Affairs, Research and Economic Development, Undergraduate Education, the Graduate College, the Office of Community Engagement, the Office of Information Technology, and Finance and Business provide the data that is analyzed and used to evaluate the accomplishment of the Pathway Goals/Core Theme objectives. Data is constantly being collected about students, their successes and challenges to evaluate the achievement and intended outcomes of programs and services designed for them. There is an in-depth presentation of some of this data in 2.D.1-14 and 4.A.1-6.

Planning priorities begin at the unit level, both academic and administrative, and those are determined by how the unit will support the institution's achievement of its mission and strategic plan and the review of the previous year's goals and outcomes. For example, several departments in the Lee School of Business have collaborated to create degree plans for cybersecurity. This is an industry in which several entities hold conferences, including internationally, and several of them are held in Las Vegas. It is an industry in which there is great interest both nationally and internationally and one that the state hopes to grow. The University of Nevada, Reno does not have any cybersecurity degrees so these degrees will be unique in the state. This is an example of the university aligning with the state's priorities through internal planning priorities and holistically evaluating the capacity to achieve both state and university goals and intended outcomes.

The evaluation of the 2016 progress regarding indicators of achievement showed some small gains, such as the increase in the 6-year graduation rate and some significant gains, such as number of undergraduate FTE and patent applications. Links to the webpages demonstrating the achievements are below.

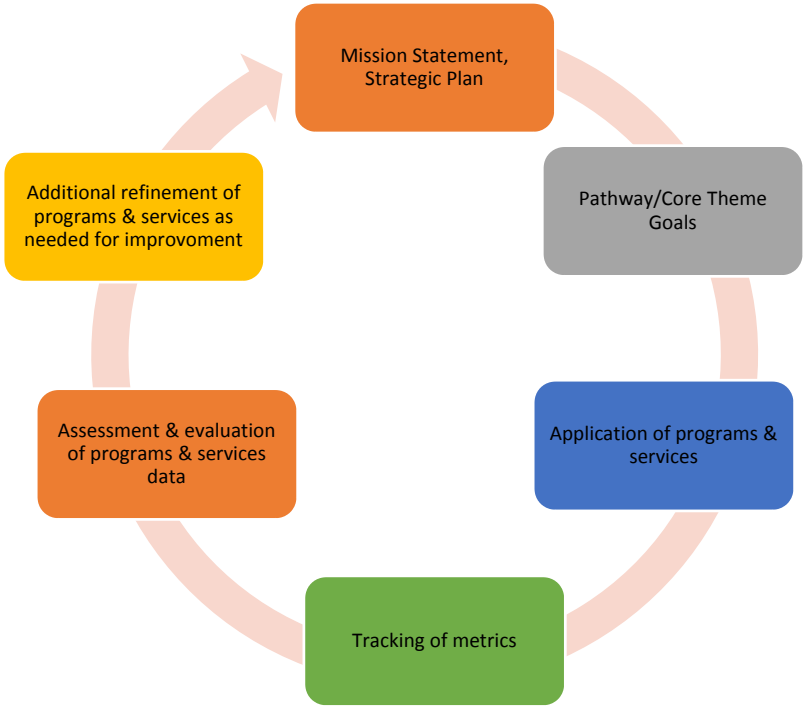
- Student Achievement
- Research
- Academic Health Center
- Community Partnerships
- Infrastructure and Shared Governance

Prior to beginning the budgeting process, the president, provost, chancellor, and several regents have a high-level, broad discussion of the institution's goals, needs, priorities and results of Pathway Goal/Core Theme metrics. From that discussion, the provost and the assistant vice president for academic resources create supporting information and a budget template for all units.

The budget process is completed biennially in each unit, both academic and administrative, and is rolled up to a university budget. The template is provided for the unit budget process and requires it to link to the Top Tier goal that the budget line supports. The supporting information includes direction on the university's goals, needs, and priorities. Direction is provided for units that desire to implement a new program, or grow in some other way. When all the unit budgets are received, there is a holistic review and evaluation of requests for based on the resources and capacity of the university, academic program reviews and recommendations of external reviewers, new program proposals, research resources and capacity, space available, and other considerations. The Faculty Senate Priority and New

Program Committee has been reinstated to support the process of determining academic priorities. Supported by the institution's administration, the budget is presented to the NSHE, which makes decisions regarding priorities of the system and thus among the institutions. From there it goes to the legislature which makes funding decisions for the next biennium. UNLV's priorities are subject to the prioritization at the NSHE level and then the funding allocation by the legislature. Depending on the economic health of the state, funding to NSHE may come back lower than requested. The university goes through another holistic review and evaluation, and reprioritizes. The university has provided information to the deans on how the resources are allocated in order to make the process more transparent. Dean's annual evaluations are tied to accomplishments of Top Tier goals so deans are invested in the entire process.

Annual Holistic Assessment and Planning



4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

UNLV uses program level academic assessment to evaluate achievement of learning outcomes for all undergraduate and graduate degrees. All units submit program-level assessment plans every three years that describe expected learning outcomes, which are the minimum set of expected knowledge and capabilities the degree recipients should attain upon graduation. Annually submitted assessment reports document results of departmental efforts to evaluate collective student attainment of the major's learning outcomes. Examples of annual program assessment reports are in appendix 2.C.2.2.

Faculty are responsible for creating, defining and developing program-level learning outcomes for academic majors that reflect standard expectations for similar degrees at other institutions and, in instances where there is discipline-based accreditation, reflect the program criteria and learning outcomes established by the accrediting agency. At the course level, faculty are responsible for development of course syllabi, including course learning outcomes, 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-learning outcomes. Faculty evaluate the information obtained from these instruments and make changes to the program, course, and/or assignment design to improve attainment of learning outcomes as needed.

Students have the opportunity to evaluate each course at the end of the semester. Online courses have online evaluations available to students. All the data collected is used by the departments and colleges to improve the learning experience for students in a variety of ways. The curricular review process that is beginning in fall 2017 will delve into this data as part of that review. It will also look at grade distribution in certain major courses for academic programs.

At the undergraduate program level, general education learning outcomes, University Undergraduate Learning Outcomes (UULOs), identify the skills and knowledge expected of all undergraduates, regardless of their major program of study. These UULOs are published in the General Education section of the 2016-2017 UNLV Undergraduate catalog. They are intentionally addressed in the university's required First-Year Seminar (FYS), and the Communication and Critical Thinking/Inquiry UULOs are emphasized in the Second-Year Seminar. In the Milestone Experience, students begin to integrate the learning outcomes of their chosen major with the UULOs, and in the Culminating Experience, students undertake a final review, reinforcement, and assessment of the UULOs and the learning outcomes of the major.

A variety of department-level academic structures including assessment committees, curriculum committees, accreditation committees, and planning committees are used to prepare and review assessment plans and reports. Each department or degree program has a designated assessment coordinator who serves to support faculty in developing and implementing assessment plans, and who also collects individual assessment reports and prepares program level reports that are submitted annually to the Office of Academic Assessment for evaluation. The assessment coordinators from each college or school serve on the Academic Assessment Committee and perform peer review of assessment plans and reports submitted by programs in other colleges or schools. The assistant director of academic assessment sends peer review feedback to department chairs to encourage a process of continuous improvement.

Deans, in conjunction with the appropriate associate or assistant dean(s), or college or school assessment coordinator, are ultimately responsible for assessment in their college or school. Department chairs are held accountable by their deans for submission of timely and meaningful assessment plans and reports. Departmental assessment plans and reports are sent

to the dean's office and to the Office of Academic Assessment. Deans receive regular updates from the Office of Academic Assessment regarding the status of assessment plans and report submission by departments within their colleges or schools.

The Faculty Senate General Education Committee, the Office of Academic Assessment, and individual faculty who teach components of the General Education curriculum have collaborated to create and implement a plan to assess the revised General Education curriculum including the UULOs. As a first step in implementing this general education program assessment plan, UNLV's fall 2012 Academic Assessment Symposium brought together faculty from different units for a morning panel discussion highlighting faculty experiences in teaching FYS courses and for an afternoon workshop on assessment at the assignment and course levels. At the General Education Assessment Summit in spring 2014, faculty representing each of the General Education core areas (FYS, SYS, English Composition, and Constitutions) collaborated to develop specific plans for direct assessment of students' achievement of the UULOs. The general education assessment plan includes:

- Surveys (indirect assessment)
  - The Learning Outcomes Survey, administered in the First-Year Seminar, includes items designed to measure students' satisfaction with their experiences in First-Year Seminars and their perceived progress toward achievement of the UULOs.

  - The Graduating Senior Exit Survey, administered as part of the application for graduation, includes the same items used in the Learning Outcomes Survey to measure students' perceived progress toward achievement of the UULOs.

- Course-level evaluations, using standard rating rubrics (direct assessment)
  - Syllabus evaluations. Collected first-year general education course syllabi, including First-Year Seminar, English Composition, Constitutions, have been evaluated to determine how each course addresses the UULOs.

  - Collected student work evaluations. Faculty teaching core courses in the General Education curriculum agreed to assess students' achievement of one UULO in each core component on a three-year cycle (e.g., faculty teaching First-Year Seminars agreed to assess Inquiry and Critical Thinking for three years). Faculty in each college or school developed their assessment processes and instruments independently and those processes and instruments have been used consistently within each college or school. In many cases, student work samples were collected and scored using adapted versions of the AAC&U VALUE rubrics. General Education Assessment Reports can be found in appendix 2.C.10.1 (a folder).

Expected program and degree learning outcomes for undergraduate and graduate degree programs are posted by unit on the Academic Assessment webpage. Program or degree-level learning outcomes are also published in departmental listings in the undergraduate and the graduate catalogs. The UULOs are posted on the General Education Webpage.

Expectations in UNLV's online courses and degree programs are identical to courses and

programs offered face-to-face on the Maryland Parkway campus. Online program objectives or outcomes are published on the Academic Assessment webpage.

The 2015 and 2016 Assessment Reports for Continuing Education outlines the process CE has implemented for academic assessment and measuring student learning in its certificate programs. The report also includes student achievement data as well as plans on what CE will do to improve its curriculum, teaching methods, and assessment measures to ensure students are learning in these certificate programs. The 2016 Assessment Report was submitted to the Office of Academic Assessment December 2016 and the pass/fail data included in this report was compiled by the Cannon Survey Center.

The Campus Life Assessment website provides a list of the reports that are shared each year. Reports are shared with staff and administrators before they are uploaded to the website. These reports speak to the learning outcomes of Campus Life broadly as well as specific departments within the cluster, especially Campus Recreation, Housing and Residential Life; Student Engagement and Diversity; and Student Union and Event Services. Additional details are found in 2.D.11.

Student Wellness has developed Critical Success Factors and Key Performance Indicators for each area that are evaluated annually and on an ongoing basis. For each factor and indicator, the departments have developed definitions, assessment/measures, monitoring frequency, and benchmark/goals. Progress toward goals and analysis and recommendations are provided annually with each end of year report. The results are utilized when evaluating services and programs and when determining which services/programs should be continued, expanded, or eliminated.

Additional information on the various campus entities assessing their programs and services is found in 4.A.6.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

All academic assessment plans and reports are posted on the assessment website. Additionally, the website links to the learning outcomes for all programs on the degree directory. Learning outcomes are listed on the webpage for each degree, minor, strand, concentration, or certificate. Additional details of academic assessment and documentation of achievement of the learning outcomes of academic programs is contained in 4.A.2.

As described in Section 2.C.10, direct assessment of student achievement of the UULOs is carried out by faculty members who teach core General Education courses. The General Education assessment plan is available on the General Education Assessment web page. An example of loop closing is the Leadership and Civic Engagement Minor, housed within Greenspun Urban Affairs, and administered by Student Engagement & Diversity. The

curriculum of introductory courses was revised based on assessment data and to align with University Undergraduate Learning Outcomes. The learning objectives for all eight courses in the minor are assessed each semester utilizing student self-reported outcome surveys with questions aggregated by the Campus Life learning outcome question bank in addition to faculty assessment of student learning via rubrics and/or transparent learning assignments. Student Services assessments are covered extensively in 2.D.11-12.

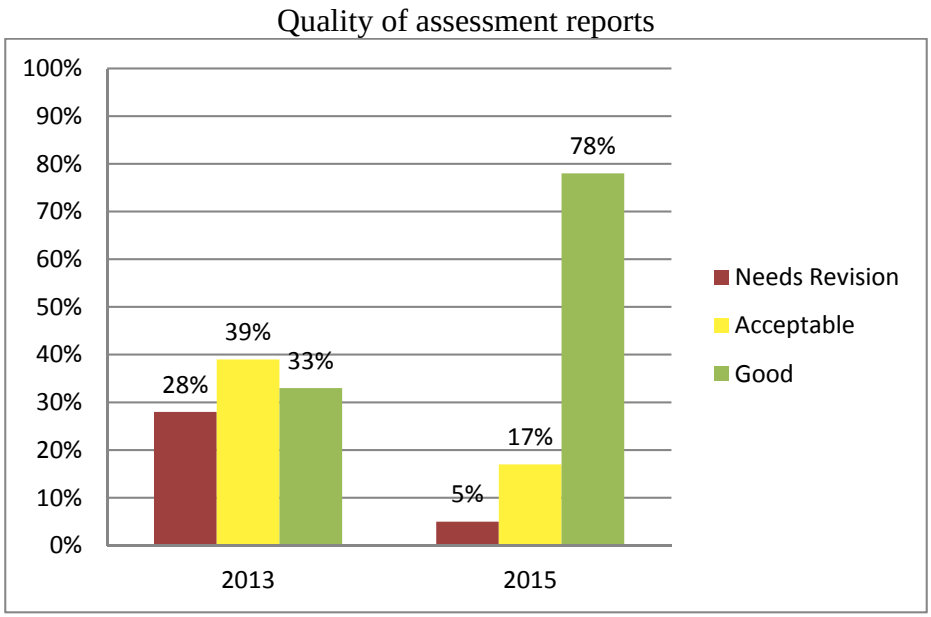
4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

There have been numerous examples of the institution reviewing its many assessment processes. One is the strategic plan. The work that the current and previous presidents have done resulted in the university having a strategic plan that guides the campus, is easily understood and accessed. There was widespread campus and stakeholder participation in its creation. There is a tracking system in place for the plan's metrics, and regular updates are completed and shared with the campus and other stakeholders. More detail is provided in 3.A.1-5.

Academic Assessment

Another example is the academic assessment process. The Office of Academic Assessment reviewed the extent to which the campus-wide academic assessment process supported high-quality academic assessment by programs. The 2013 annual assessment reports indicated that 33% of submitted reports could be classified as "good", 39% of reports could be classified as "acceptable", and 28% of reports were of poor quality. After reviewing program assessment reports and consulting with the University Assessment Committee[4], it was determined that revisions to the assessment process would give programs more flexibility to design and implement an assessment process that produces meaningful results that are useful both to programs and that will meet the requirement to assess the learning of students in all degree programs. The Office of Academic Assessment believes that these changes have begun to result in an improvement in the evenness and overall quality of assessment plans and reports. Conversations with departments have revealed that most program faculty are relieved to have the flexibility to assess student learning in a manner that provides them actionable and meaningful data, rather than attempting to mold their activities into preconceived notions of "good assessment."

[4] The Assessment Committee is made up of the assistant director of academic assessment, vice provost for undergraduate education, faculty representatives from each academic unit on campus, and representatives from appropriate non-academic units including the Office of Decision Support, the Office of Campus Life Assessment, and the EVP&P.



The Vice Provost for Undergraduate Education (VPUE) now oversees academic assessment. The Office of the VPUE currently consists of an Assistant Director of Academic Assessment, a newly-created position of academic assessment analyst, and a graduate assistant. The additional staff has made a positive impact on the various initiatives to which the Office of Academic Assessment is now able to devote time and resources, as well as the quality of the work on those initiatives. In particular, the addition of the analyst, who started in July of 2016, will allow the Office of Academic Assessment to vastly improve the ways in which university-level data are analyzed and reported.

The assistant director of academic assessment and the VPUE met with all deans in spring 2017 to review the assessment progress for each college. Each dean was presented with a snapshot of their units' assessment progress and discussions were held regarding any steps needed to assist the deans in their role as assessment leaders. A more comprehensive review of academic assessment is located in 4.A.2, 2.C.2, 2.C.10.

Academic Units

The academic units engage in assessment on a continuous basis. Their assessment is as basic as determining additional sections of courses that need to be offered as those scheduled fill, to the more complicated process of strategic planning and the use of feedback from advisory boards. The College of Engineering is a good example of the use of feedback from advisory boards. The Civil and Environmental Engineering and Construction Department have adjusted courses and the learning outcomes of courses based on feedback.

In the College of Fine Arts, the Dance department assessed why some of the talented students they were recruiting chose to go to a different university. They learned that those students were too advanced to spend a year in lower level courses so the department developed credit-by-exam opportunities. Although this option has only been available for a short time, Dance has seen more talented students enroll in its program.

Executive Vice President and Provost
In early 2016 the initiative committee, described in 3.A.1, and the subcommittees analyzed progress on the specific items contained in each action plan. Data was gathered mainly from the Office of Decision Support (institutional data) but also from Student Affairs, Research and Economic Development, Undergraduate Education, the Graduate College, the Office of Community Engagement, the Office of Information Technology, and Finance and Business. The data was identified and articulated in this first iteration of evaluation and refined for the 2017 evaluation. Reports were submitted on what had been accomplished and what updates to the plan were needed. The reports and updates were synthesized into a uniform format and presentation. Acting Executive Vice President and Provost Nancy Rapoport presented accomplishments and the path forward at several meetings to which all campus constituents and external stakeholders were invited. This process was repeated in early 2017 with preliminary data analyzed and open meetings held for the campus and community to share the findings.

The EVP&P has solicited feedback from the campus community on issues concerning them through "Coffee with the Provost" meetings where the provost gives updates on items brought up previously and anyone can ask questions or bring up issues. Four sessions were held in 2016, the current EVP&P's first year at UNLV, and one as of August 2017 plus an email update in early 2017.

Finance and Business
This division houses many non-academic functions such as the financial side of the university, facilities and facilities maintenance, human resources, risk management, planning and construction, real estate, recycling, and mail services. Facilities, facilities maintenance, finance, and human resources conduct surveys to learn how they can serve the university better. A recent improvement was the establishment of a concierge office for the division. That office published FAQs for the various offices, information and operations guides, and training guides. The office can be contacted by phone or email Monday through Friday.

Libraries
The Libraries has documented their assessment, loop closing and reassessment in sections 2.E.1-4. The Libraries are a highlight and example on campus of an excellent plan of assessment and loop closing. They are nimble and able to implement new plans and programs quickly. They set a high bar for the campus to aspire to in assessment.

Office of Information Technology
A newly created position will oversee assessment efforts in OIT. The goal is to have that new hire on board in spring 2018. In the meantime, other staff members have been and continue to be responsible for creating internal surveys of students, faculty, and staff, and for responding yearly to external surveys – Campus Computing Survey, EDUCAUSE Core Data Survey, EDUCAUSE Center for Advanced Research (ECAR) surveys. Additionally, OIT contributes information to campus departments and colleges for unit-specific accreditation self-studies (e.g., Mechanical Engineering in 2016, School of Nursing in 2015, College of Business in 2014).

OIT partners with students in the Lee School of Business to identify trends across multiple years of ECAR's Study of Undergraduate Students and Information Technology. The annual activities provide OIT insight into the needs of UNLV students and identify areas where UNLV needs improvement relative to its peers. Two examples include:

- Students recommended OIT educate users about hacking and the potential signs of being a victim of an attack. In response, OIT introduced "Smart Computing." At this site, students can subscribe to receive alerts about phishing; read articles pertaining to computer security; and learn the best, secure techniques when downloading apps and using social media. OIT plans more marketing of best practices for smart computing, beginning with initiating a mandatory security orientation for students in 2018.

- A second suggestion from the Lee School of Business students was for more resources devoted to resources to mobile apps support. OIT received approval for funding to hire the university's first position dedicated to mobile app development and management. The position should be filled by late 2017.

In one class' analysis of survey data, students remarked that the learning management system, WebCampus, lacked a mobile application. WebCampus, (i.e., Blackboard Learn) does have a mobile app, and OIT was concerned students were not aware of this feature. To address this, OIT revised the student IT orientation content to include information about the mobile application for WebCampus. Another class' study of UNLV vis-a-vis its peers noted the lack of mobile functionality in the student information system. A planned upgrade of the student information system in FY 17 will improve mobile access for registering for courses, checking grades, etc.

Student Affairs

In sections 2.D.11-12, Student Affairs surveys and examples of closing the loop are thoroughly documented. The campus food service provider and bookstore surveys and examples of closing the loop are in 2.D.12.

Student Engagement and Diversity engages in a comprehensive assessment process linked to the strategic plan that involves a coordinated approach to data collection and analysis to foster data-driven decision making for programmatic initiatives. Data collection includes participation trends and how students learned about a program to gauge success in marketing programs and involvement opportunities to students. Likewise, surveys are directed at students not participating in order to determine barriers to engagement as discussed in 2.D.11. Student learning outcomes are assessed through the use of a Campus Life learning outcome question bank which allows Student Engagement & Diversity to assess the self-reported learning associated with each programmatic initiative and to aggregate data for a holistic picture. Student Engagement & Diversity also participates in national benchmark surveys administered in a three-year cycle to provide longitudinal and peer comparative data. This process is also used by all the departments within Campus Life and documented in 2.D.11. Barriers identified and responses are in the table on page 160.

Student Wellness has developed Critical Success Factors and Key Performance Indicators for

each area and these are evaluated annually and on an ongoing basis. For each factor and indicator, the departments have developed definitions, assessment/measures, monitoring frequency, and benchmark/goals. Progress toward goals and analysis and recommendations are provided annually with each end of year report. The results are utilized when evaluating services and programs and when determining which services/programs should be continued, expanded, or eliminated. Some examples of Critical Success Factors and Key Performance Indicators include quality of clinical services, effectiveness of patient outcomes, utilization of clinical services, culturally competent services, utilization of fiscal and human resources, effectiveness of professional training efforts, and contributions to the academic mission of the university. Two examples of this assessment are academic retention and clinical effectiveness with diverse populations and are provided in appendix 4.A.1.1.

4.B Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.A.5 describes the process of the quarterly collection of data related to the Pathway Goals/Core Theme metrics. The annual summary of results is presented in numerous meetings open to the on- and off-campus community. Alumni are sent emails through the Alumni Association which encourage them to participate and engage in the process with the university. Advisory boards are also notified of the opportunities to review results and provide input for future planning.

Accounting Students Win Competition

A five-person team of accounting students won the annual Institute of Management Accountants National Case Competition in July 2017. It was the first time UNLV students participated in the completion which focuses on complex issues such as the evaluation of a potential acquisition, performance evaluation and compensation, and others.

Results of Pathway Goals/Core Theme objectives and indicators of achievement are meaningful as they indicate whether the university is progressing toward mission fulfillment and its explicit goals. These results also let the institution know where it needs to focus additional efforts. One of those areas is the 6-year graduation rate. Although some progress was made, it was fairly minor. Research is being done as to why the graduation rate is not increasing more. The alternate admit program (students being admitted without meeting all of the academic criteria) has been researched and it was found that the largest percentage of alternate admit students were not minority students and that non-minority group was dramatically influencing the graduation rate as a whole. The alternate admit 5-year combined cohort graduation rate for fall 2006-fall 2010 was 25.1%. For that same combined cohort, the regular admits graduation rate was 43.8%. Alternate admit students were receiving the full benefit of all of the Academic Success Center's resources yet were still not being successful. Alternate admit students have

been reduced but it will take a number of years for that action to be reflected in a higher graduation rate. Admissions practices are also being reviewed.

The retention rate has been increasing but there is still work to be done in that area. Academic Advising centers in each college regularly contact students who attended the previous semester and have not enrolled for the next semester to find out what can be done to assist them in continuing their education. Advisors also contact students who are missing just a few credits to graduate to ascertain what can be done to assist them to graduate. Students who have enough credits to graduate but who have not applied for graduation are also contacted.

As stated in 3.A.4, the results of assessment of achievement of incremental goals of the Pathway Goals/Core Theme metrics are essential to the budget process as funding requests must be tied to the goals. This information is available in the spring of each year and the university is maturing into the use of it for budgeting. As this occurs, the ties will become even more explicit.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

As described in 2.C.2 and 5, 2.C.9 (Gen Ed), 4.A.2, 3, and 6, academic assessment is used to improve academic program outcomes. All programs submit annual assessment reports which include analysis of the program's learning outcome(s) or undergraduate learning outcomes (UULOs) assessed and discussion of what changes will be made, if any, and the implementation of the changes. Appendix 2.C.1.2 has numerous examples of 2016 academic program assessment. One example is the Lee School of Business's report in which four of the undergraduate learning outcomes were assessed. One was problematic, UULO 5, Citizenship and Ethics, which was assessed through a case study of a business situation with ethical and legal issues:

> "The table below presents the 2016 mean ratings and frequencies assigned to student answers to the set of questions concerning ethical issues in the case briefs. Results show that a large portion of students continued to fail to meet the expectations defined in the ethical issues rubric, and compared to 2013 results, exhibited a marked decline in performance. Against the criterion of identifying ethical issues, only 11 out of 40 briefs (27.5%) met or exceeded expectations; in 2013, 70 percent of observed case briefs met or exceeded expectations. The mean performance on this criterion was virtually identical in 2016 and 2015. Similarly, against the second criterion, which concerns the ability to evaluate ethical implications of alternative courses of action, only 40 percent of responses met or exceeded expectations as compared to 60 percent in 2013.

Table 4: Means and Frequencies of Ethical Dimensions Ratings

Criterion/Competency	Spring 2016 Mean Score	Performance Against Expectations 2016 Case Briefs		
		Exceeds	Meets	Below
1. Identifies ethical issues in the case	1.33	5%	22.5%	72.5%
2. Evaluates ethical implications of alternative actions	1.45	5%	35%	60%

> Given the consistency of results on UULO 5 in 2016 and 2015, the LBS should continue to (1) emphasize ethical awareness and analysis in multiple courses throughout the curriculum, (2) encourage students to respond to the questions to ethics awareness case in exam booklets, (3) collect UULO 5 assessment data via methods that count toward course grades in the respective core courses, and (4) revise or select a new case that is more amenable to assessing the desired objectives of this learning outcome."

In addition to noting the problem occurred in two consecutive years, there was loop closing with four actions to be taken. The academic assessment program is well-established and has seen improvement in the last few years as noted in 4.A.6. Academic assessment reports have gone from 28% needing improvement in 2013 down to 5% in 2015; acceptable reports down from 39% to 17%; good reports up from 33% to 78%. This is not due to a decrease in the standards but due to a better understanding across the campus of exactly how to assess academic outcomes and how to write about a wider variety of assessment types. Reports reviewed in 2016 show more improvement.

Throughout the university, there are assessment coordinators and committees in all the colleges and schools. They communicate assessment results to the dean, chairs, and faculty. Assessment reports are available from the Office of Academic Assessment for all programs and anyone on campus can request reports.

Established in 2008, the Academic Success Center (ASC) is a resource and service hub that partners across campus to welcome, guide, and support undergraduate students throughout their academic careers. The primary goal of the ASC is to enhance student retention, progression, and completion (RPC), which falls within the advance Student Achievement Pathway Goal/Core Theme of the Top Tier strategic plan.

Academic Advising is offered for exploring majors, as well as Major Pathways, undergraduate non-degree seeking, adult learner, and returning students. Major Pathways is an academic-advising program to assist students who would like to major in Business, Engineering, or Sciences. The main "pathway" into each of these colleges is to qualify for a particular college-level math course. The course varies depending on the major path selected. Specifically, Lee Business School requires that its students be eligible for at least Math 124, College Algebra, while the College of Engineering and College of Sciences each require their students begin with Math 126, Pre-Calculus I, at a minimum. In order to be eligible for these math courses, students must satisfy minimum placement scores. If a student's current math test scores are lower than

those required the entering math course, there are several options for placing into a higher-level math class: participate in the preparation program and then take the placement test; take a placement test and earn the minimum scores; or successfully complete preparatory courses.

The ASC provides campus-wide tutoring and supplemental instruction that is subject-content driven in that they help students improve grades in specific classes such as undergraduate courses in physics, chemistry, biology, math, statistics, economics, accounting, finance, computer science, and foreign languages.

The Math Bridge program targets students whose ACT or SAT test scores would place them in a math course that is typically developmental/remedial or lower than the math course required for their major.

The Academic Success Coaching program serves all types of undergraduate students. Academic success coaches are graduate students who are trained to provide academic support and mentoring for their students. Coaches meet regularly with their students to build on academic and personal strengths while identifying areas in need of additional support such as time management, note-taking, test-taking strategies, and basic content skills in math and reading. Together the coach and student create goals and a strategy for how to balance an academic and personal life in the most effective manner. The coaches act as personal guides to help motivate their students to ensure they stay in good academic standing. The coaches refer their students to the many departments and resources at UNLV as the need arises so that students receive the appropriate assistance to have a successful academic career at UNLV. The coaches also work closely with college academic advisors to maintain a consistent message of support to encourage the student's progress toward degree completion.

Expect Success Bridge Programs help support the transition of incoming freshman by assisting students who place into math classes to learn college success skills.

The Early Status Reporting Program reports mid-term grades for students in danger of failing a course. Academic advisors, academic success coaches, and other support personnel contact these students and work with them to enable success which may include enrollment in a mid-semester course better suited to their skill level.

An Early Studies Program, dual enrollment, provides highly-motivated Nevada high school students the opportunity to enroll in UNLV courses and earn college credit, while receiving the support services of the ASC.

The ASC partners with the College of Liberal Arts to offer 3-credit First-Year Seminars for Exploring Majors (COLA 100E) that introduce students to university life and expose them to skills and knowledge necessary to help them succeed as undergraduates.

Supplemental instruction (SI) is offered through the Academic Success Center. It is a free, peer-led study group that partners with historically difficult courses and provides an interactive environment to assist students with course concepts and discuss learning strategies. Each group is conducted by an SI Leader who has recently completed the course with a grade of "B" or better and is recommended by partnering academic faculty. Regular SI attendance by students (at

least once a week) has been correlated to increased rates of performance and retention when compared to non-regular SI participants. For instance, in the fall 2013 semester, 75 percent of all regular SI attendees received a passing grade of at least a C or higher in their partnered course. Regular attendance of SI sessions provides students a number of opportunities including:

- Dedicated time to immediately review material covered in class with a knowledgeable SI Leader
- A chance to reinforce course topics and work through difficult concepts with peers
- Occasions to form study groups that can continue throughout the semester

Of fall 2016 regular SI attendees, 73% (470/645) and 75% (396/531) of spring 2017 regular SI attendees received a passing grade of at least a C or higher in their partnered course.

The Writing Center offers free assistance to currently enrolled students, undergraduate and graduate. Learning support is available on a face-to-face basis and online.

There is little need for remedial English courses as the English department implemented a Stretch English 101, a one-year program with intense, personal instruction for English-speaking students. Students from this program generally perform well in English 102. The English Language Center provides an English language learning path for students who do not speak English as their first language.

As a result of assessing the needs of students, the programs above were funded and implemented to provide learning-support and enhance the success of students. These are just some of the examples on campus.

As noted earlier in the report, the results of many types of assessment are an integral part of the budgeting process and the annual evaluation of faculty and staff so it is necessary that the results are available in a timely manner.



Together 6
Dance Performance 2016

UNLV

Standard Five – Mission Fulfillment, Adaptation, and Sustainability

ELIGIBILITY REQUIREMENTS

24. SCALE AND SUSTAINABILITY
The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

1.B.1-2 and 5.B.1-3 express the university's plans to review, analyze, and redirect as necessary, due to changing conditions, its efforts and resources in order to fulfill its mission, achieve the pathway goals/core themes, and indicators of achievement.

5.A Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

UNLV has been engaged in annual evidence-based assessment of its accomplishments for a number of years. From 2009-2013 President Smatresk held an annual day-long retreat to assess and update the goals of the strategic plan, Focus: 50 to 100. Those updates are available in appendix 5.B.1 (a folder).

An annual update of progress toward the Top Tier goals and the Pathway Goals/Core Themes is completed by the president's office leadership team (executive vice president and provost, special counsel to the president, president's office special projects director, and the special advisor to the president for regional development) with data supplied by the Office of Decision Support (institutional data) and also from Student Affairs, Research and Economic Development, Undergraduate Education, the Graduate College, the Office of Community Engagement, the Office of Information Technology, Finance and Business. In spring 2016 and 2017 there were open campus forums for faculty, staff, students, alumni, and community members to learn of the achievements of the previous year and suggest modifications, new goals, and new ideas in this living document.

In August 2016, the Top Tier Steering Committee met to share action plans for the coming year in order to help the members see across goal areas as they continued to learn how pieces come together to support the Pathway Goal/Core Theme indicators of achievement, the additional key measures, and the overall Top Tier vision. Subcommittees met regularly during the fall semester and then provided reports in December 2016, identifying their overall course of action, what had

been accomplished, and next steps. Once compiled, reports were analyzed and results were made public. Pathway Goal/Core Theme chairs met in December to discuss and review overall progress as a group. President Jessup and Provost Chase provided an update of the strategic plan to the NSHE Board of Regents during the December 2016 meeting.

A Top Tier Retreat was held on April 24, 2017, and all 189 members directly involved with subcommittees throughout the year were invited. The morning portion of the retreat focused on individual reports from pathway goal chairs and successes and challenges from the second year of implementation. The afternoon session involved planning for the upcoming year. Based on the Pathway Goals/Core Theme, indicators of achievement, and additional key measures of success outlined in the Top Tier plan, chairs met with their membership to revisit, revise, and further develop their action plan for the 2017-18 academic year.

The evaluation of the 2016 progress regarding indicators of achievement showed that some small gains, such as the increase in the 6-year graduation rate and others were fairly significant, such as number of undergraduate FTE and patent applications. Links to the webpages demonstrating the achievements are found below.

- Student Achievement
- Research
- Academic Health Center
- Community Partnerships
- Infrastructure and Shared Governance

All Top Tier reports and data are available to the campus community and the public on the website. Many reports are provided on the website about the Top Tier process and there is also an alphabetized listing of reports here.

The definition of mission fulfillment is to achieve the Pathway Goals/Core Theme indicators of achievement by 2025. Incremental goals, as shown in 1.B.2, have been established to ensure the university is making progress and can initiate programs and/or services as needed based on assessments conducted. Achievement of incremental goals established to guide the university to mission fulfillment and Top Tier status will constitute sufficient progress.

Pathway Goal/Core Theme 4 – Foster Community Partnerships is an area where little history or tracking has been done so inventories, baselines, and tracking systems have to be completed in order to begin to see increases in activities. Those accomplishments will be considered progress of incremental goals.

Considering all of the Pathway Goals/Core Themes indicators, the leadership team[5] analyzed the data regarding advancement and concluded that satisfactory progress had been made in 2016 toward achievement of the Pathway Goals/Core Themes indicators and mission fulfillment. It was acknowledged that the university is still maturing and forward movement is expected each year.

[5] As mentioned earlier, the team consists of the president, executive vice president and provost, special counsel to the president, president's office special projects director, and the special advisor to the president for regional development.

5.B Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

In preparation for the 2016-17 academic year, and due to the growth and increased involvement with action items associated with the Top Tier strategic plan, a more streamlined organizational structure was created to move forward with the strategic planning process. This structure involved creating a steering committee with key leaders from each of the four Pathway Goals/Core Themes and the pathway goal of Infrastructure to lead key focal areas (subcommittees). The president and provost oversee the strategic plan, and they engage with a leadership team involving three other campus individuals. Ten chairs continue to lead each Pathway Goals/Core Theme area, and within these five areas, there were approximately 55 steering committee members leading 99 subcommittees consisting of 189 members.

There are two types of action items, those that tackle areas for improvement, and those that collect and report data. The former provides data reports in April. The latter, aligned with the fiscal year, provides metrics during the summer months. This creates a window for data collection spanning from April through June.

In August 2016, the Top Tier Steering Committee met to share action plans for the coming year in order to help these members see across goal areas as they continued to learn how pieces come together to support the Pathway Goal/Core Theme indicators of achievement, the additional key measures, and the overall Top Tier vision. Subcommittees met regularly during the fall semester and then provided reports in December 2016, identifying their overall course of action, what had been accomplished, and next steps. Once compiled, reports were analyzed and results were made public. Pathway Goal/Core Theme leaders met in December to discuss and review overall progress as a group. In addition, President Jessup and Provost Chase provided an update of the strategic plan to the NSHE Board of Regents during the December 2016 meeting.

Subcommittees continued to meet during the spring 2017 semester, with steering committee members (subcommittee leads) preparing year-end reports in April, assessing what had been accomplished, anticipated resources needed, and next steps for their individual subcommittee. Many reports also included supplemental materials generated by these subcommittees (white papers, quarterly reports, etc.). Reports were analyzed, and chairs met again in April to review and analyze progress prior to the Top Tier Retreat.

A Top Tier Retreat was held on April 24, 2017, and all 189 members directly involved with subcommittees throughout the year were invited. The morning portion of the retreat focused on individual reports from pathway goal chairs and successes and challenges from the second year of implementation. The afternoon session involved planning for the upcoming year. Based on the Pathway Goals/Core Theme, indicators of achievement, and additional key measures of success

outlined in the Top Tier plan, chairs met with their membership to revisit, revise, and further develop their action plan for the 2017-18 academic year.

Public campus and stakeholder meetings were held in the weeks following the retreat. These 75-minute sessions engaged key campus constituents and the campus as a whole. In addition, alumni and community members were invited to participate. Each session provided highlights, shared successes and challenges (focused toward the perceived interests of the key constituents), and encouraged those in attendance to provide their feedback. A total of 510 individuals attended 14 sessions.

Publications were provided to update the campus and constituents in December 2016 and May 2017. These provided updates regarding the progress made with action plans. As data continues to be compiled and finalized, radar charts will be updated during the fall semester. As the second year of implementation has been completed, bar graphs reflecting Pathway Goals/Core Themes and key measures and progress within these areas will also be made available.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Strategic planning
UNLV presidents of the institution have historically led planning efforts through the decades at UNLV. As the external environment has changed and the institution has matured, assessment of the university's strategic plan has changed and matured as well. The current strategic plan, Top Tier, was conceived by former President Neal Smatresk and announced at the annual State of the University in September 2013. The original plan was a long-term plan for UNLV to become a Tier One (top-100 college) and achieve the Carnegie classification of R1: Doctoral Universities – Highest research activity. In 2014, acting president Donald Snyder continued on the path to achieve Tier One, and renamed the plan Top Tier in order to more inclusive of all areas of scholarship, research, and creative activity. President Snyder appointed an executive committee of 12 faculty and community leaders to oversee the planning process and a larger initiative committee of over 100 students, faculty, staff, alumni, and community leaders, who worked in eight subcommittees to develop the content of the Top Tier plan. Based on this input, the Top Tier plan was further refined.

In January 2015 UNLV's new president Len Jessup sought additional input and continued to work honing the plan. President Jessup and other key UNLV leaders adopted the Top Tier plan and the planning documents were made available to the campus and community. The final mission statement, vision, and strategic plan were made official when approved at the March 2016 NSHE Board of Regents meeting.

Strategic plan assessment of mission fulfillment
From 2009-2013 President Smatresk held an annual day-long retreat to assess and update the goals of the strategic plan, Focus: 50 to 100. Those updates are available in appendix 5.B.1 (a folder).

An annual update of progress toward the Top Tier goals is completed by the president's office leadership team with data supplied by the Office of Decision Support and other entities. In spring 2016 and 2017 there were open campus forums for students, faculty, staff, alumni, and community members to learn of the achievements of the previous year and suggest modifications, new goals, and new ideas in this living document. This is presented more fully in 5.A.1.

In August 2016, the Top Tier Steering Committee met to share action plans for the coming year in order to help the members see across goal areas as they continued to learn how pieces come together to support the indicators of achievement, the additional key measures, and the overall Top Tier vision. Subcommittees met regularly during the fall semester and then provided data reports in December 2016, identifying their overall course of action, what had been accomplished, and next steps. Once compiled, data reports were analyzed and results were made public. Pathway Goals/Core Theme chairs met in December to discuss and review overall progress as a group. President Jessup and Provost Chase provided an update of the strategic plan to the NSHE Board of Regents during the December 2016 meeting.

Pathway Goal/Core Theme 1 – Advance Student Achievement
Data in the chart below shows progress toward the four indicators of achievement in core theme one.

Freshman Retention Rate		
Entering Term	Actual	2025 Goal 85%
Fall 2016	Not yet available	
Fall 2015	77.1%	
Fall 2014	74.1%	
Fall 2013	76.7%	
Fall 2012	77.3%	
Fall 2011	76.3%	
Fall 2010	76.4%	

6-Year Graduation Rate		
Entering Term	Actual	2025 Goal 50%
Fall 2011	Not yet available	
Fall 2010	40.7	
Fall 2009	40.5	
Fall 2008	39.2	
Fall 2007	43.0	
Fall 2006	41.6	
Fall 2005	39.7	

Undergraduate FTE		
Entering Term	Actual	2025 Goal 22,186
Fall 2016	23,714	
Fall 2015	18,675	
Fall 2014	17,731	

Masters FTE		
Entering Term	Actual	2025 Goal 2,102
2016-17	1,989.6	
2015-16	1,883.6	
2014-15	1,812.4	

Source: https://www.unlv.edu/toptier/progress/sta-progress and Decision Support, appendix 2.B.1.2

Every biennium the university's academic master plan is updated so it can be included in the NSHE budget request for the upcoming legislative session, and the deans are offered the opportunity to include new degrees and certificates. Deans also have the opportunity to add degrees to the academic master plan annually in December with the caveat that the degrees cannot request new state funding.

Pathway Goal/Core Theme 2 – Promote Research, Scholarship, Creative Activity
Data in the chart below shows progress toward the four indicators of achievement in Pathway Goal/Core Theme 2.

Research Expenditures		
Fiscal Year	Actual	2025 Goal $120 Million
2016-17	$72 million*	
2015-16	$42 million	
2014-15	$40 million	

*preliminary

Patent Applications		
Fiscal Year	Actual	2025 Goal 75
2016-17	58	
2015-16	61	
2014-15	47	

Doctoral Graduates		
Academic Year	Actual	2025 Goal 200

2016-17	154	
2015-16	166	
2014-15	149	

Pathway Goal/Core Theme 3 – Create an Academic Health Center

Indicators of achievement

1. Establish a fully Liaison Committee for Medical Education (LCME) accredited medical school
    a. 2016, Preliminary accreditation, completed
    b. 2019, Provisional accreditation
    c. 2021, Full accreditation
    d. 2021, Graduate first class of students
2. Hire 120 faculty physicians and scientists by 2030
3. Graduate 120 students a year by 2030, first class started July 17, 2017
4. Achieve grants and contracts of $25 mil by 2025
5. Develop fundraising of $150 million by 2025

Pathway Goal/Core Theme 4 - Foster Community Partnerships
Indicators of achievement

1. Create and maintain programs that serve community needs
    a. Conduct inventory of current collaborations, partnerships, engagement that address a community need, solve a community problem, or enhance the quality of life for community members to establish baseline
    b. Establish tracking method
    c. Promote UNLV's services for the community via its website, social media, and in-person meetings

2. Expand service and service learning opportunities for students.
    a. Establish baseline and annual tracking
    b. Increase number of students involved in service learning activities
    c. Examine strategies to shift the institutional culture to support experiential and service learning

3. Cultivate intellectual and cultural vitality
    a. Establish baseline of activities
    b. Determine in which areas increases can be made

Data collected involves attendees at the Performing Arts Center, Donna Beam Fine Art Gallery, University Libraries Events, Lib-Biz by Books, Marjorie Barrick Museum of Art, and GeoSymposium. These data have only been collected over the past year, establishing a baseline for total attendees and will be collected and reported in the future. Benchmarks are listed in the chart below.

	Baseline 2016	2018 Goal	2020 Goal	2022 Goal	2024 Goal	2025 Goal
Total	65,336	66,131	66,926	67,721	68,516	69,311

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

5.B.1-2 demonstrates the strategic planning process which tries to anticipate and respond to (as necessary), internal and external environments whenever changes are necessary. The president's cabinet is essential to this process. Those leaders bring ideas, challenges, and issues forward which can impact the strategic plan and the university's path forward. Compliance issues that come from state and federal mandates through NSHE can impact many areas. Often NSHE will provide guidance but sometimes issues are brought to NSHE by the institutions because they are challenges faced on a campus that need a consistent, system-wide solution or policy. The Vice President for Government Affairs and Compliance monitors legislative developments and provides accurate and timely analyses of proposals and the potential impact on the university as a whole and in specific areas, such as students, faculty, research, etc.

In Pathway Goal/Core Theme 1, an indicator of achievement is to increase the undergraduate FTE to 22,186 by 2025. Admissions and enrollment are rising each year and have to be monitored carefully to ensure there are enough resources for these students, especially first year courses. Block scheduling was implemented recently to help manage this, to ensure first year students enroll in the level of course in which they can be successful, and to meet the Board of Regents' requirement that students complete math and English within their first 30 credits. Resources have to be allocated to ensure these needs can be met.

The state and the university have been through a difficult ten-year period and improvement has taken root. The university is optimistic that the Top Tier strategic plan can guide it to a successful fulfillment of its mission, inclusive of significant contributions to the local community and the state in terms of an educated workforce, research discoveries, creative activities, and medical services. It anticipates that the Pathway Goals/Core Themes and their objectives and indicators of achievement may change during the next ten years as goals are achieved and new ones set and as priorities and funding change. The university administration is realistic about change and sees it as a positive influence on the university, students, faculty, and staff. National and international activities and events provide an exciting backdrop for the university's evolution.

AACRP	Academic Affairs Computer Replacement Program
AAMC	American Association of Medical Colleges
AMCAS	American Medical College Admissions System
AD	Director of Intercollegiate Athletics
Administrative Faculty	Salaried employees also called Professional Staff; generally non- teaching employees
ACGME	Accreditation Council for Graduate Medical Education
ASC	Academic Success Center
BOR	Board of Regents, the governing body of the Nevada System of Higher Education
CAEO	Center for Academic Enrichment and Outreach
C2C	Community2Campus, provideS scholarships for re-entry students as a result of continuing endowment funds and charitable giving fund
CCSD	Clark County School District (K-12)
CE	Continuing Education, a unit at UNLV
CEU	Continuing Education Unit
CFR	Code of Federal Regulations
CITI	Collaborative Institutional Training Initiative, The CITI course covers the topics of Ethical Issues in Research
CLOs	Course Learning Outcomes
CME	Continuing Medical Education
CMS	Course Management System – WebCampus at UNLV
CMSCC	Course Management System Coordinating Committee
CMSIC	Course Management System Implementation Committee
COI	Conflict of Interest
COLA	College of Liberal Arts
COPP	UNLV Combined Major Capital & One-Time Project Planning Process
CPM	Certified Purchasing Manager
CQI	Continuous Quality Improvement, associated with the SOM as a systematic approach to the analysis of institutional performance and efforts to improve performance
CRS	Campus Recreation Services
CSC	Cannon Survey Center
CSEAM	Classified Staff Evaluations, Appraisals, & Merit
CSNAP	Classified Staff Notification Appraisal Process
CSUN	Consolidated Students of the University of Nevada, Las Vegas, (undergraduate student organization)

DARS	Degree tracking system
DEO	Division of Educational Outreach
Differential tuition & fees	School of Nursing, School of Business, School of Architecture and Department of Physical Therapy at UNLV to implement differential tuition to these programs effective Spring 2012, see BOR Manual, Section 7
DRC	Disability Resource Center
DRI	Desert Research Institute
EAB	Advisory Board Company
EBM	evidence-based medicine
EEO/AA	Equal Educational and Employment Opportunity/Affirmative Action, Office of Compliance
EMLS	UNLV's Environmental Health and Lab Safety
EOC	Police Services - Emergency Operations Center
EPA	Environmental Protection Agency
EPSCoR	Experimental Program to Stimulate Competitive Research, national program
ESS	Enrollment and Student Services
EVP & P	Executive Vice President and Provost
FDH	Flora Dungan Humanities, UNLV campus building and houses the Office of the President
FERPA	Family Educational Rights and Privacy Act
FIR	Faculty in Residence
FTAB	Faculty Technology Advisory Board
FRR	Financial Resources Review
FTE	Full-Time Equivalent student enrollment
FTFT	first-time, full-time freshmen
FY	Fiscal year
FYS	First-Year Seminar
GAAP	Generally Accepted Accounting Principles
GASB	Governmental Accounting Standards Board
GLJ	UNLV Gaming Law Journal
GME	Graduate Medical Education
GPSA	Graduate and Professional Student Association
GSES	Graduating Senior Exit Survey
GSF	Gross square feet
GWLA	Greater Western Library Alliance
HRC	Harry Reid Center

HRL	Housing and Residential Life
IAC	Intercollegiate Athletics Council
IACET	International Association for Continuing Education and Training
iLeave	Web-based leave tracking software system
ILLiad	Interlibrary loan account
Integrate 2	A new software system for finance and human resources
IP	Internet Protocol
IPEDS	Integrated Postsecondary Education Data System
ITCC	Information Technology Coordination Committee
IT	Information Technology
ITS	Instructional Technology Services
KUNV	UNLV's radio station since 1981
L4NR	large, four-year, primarily non-residential campuses
LASR	Lied Automated Storage and Retrieval, Lied Library
LCME	Liaison Committee for Medical Education
LMS	Learning Management System
LMSCC	Learning Management System Coordinating Committee, (formerly Course Management System Coordinating Committee)
MET	Management, Entrepreneurship, & Technology
MSATU	Medical Student Attitudes toward the Underserved
MWC	Mountain West Conference
NBME	NBME assessments
NIH	National Institutes of Health
NLN	Nevada Learning Network
NRS	Nevada Revised Statutes
NSC	Nevada State College
NSF	National Science Foundation
NSHE	Nevada System of Higher Education
OCED	Office of Civic Engagement and Diversity
OE	Online Education, formerly known as Distance Education
OIT	Office of Information Technology
ORI	Office of Research Integrity
OSC	Office of Student Conduct
OSP	Office of Sponsored Programs
PAC	President's Advisory Committee
PI	Principal Investigator

Professional Staff	Salaried employees also called Administrative Faculty
PTI	Part-time Instructor
RAT	Residents as Teachers, graduate medical education program through the SOM
RAVE	Rebel Announcements Via E-mail
RCR	Responsible Conduct of Research
RMS	Risk Management and Safety
SAAS	Student Athlete Academic Services
SCS	System Computing Services
SE	Office of Information Technology Software Engineering Group
SEB	Science & Engineering Building
SEND	Student E-mail Newsletters from Departments
SORCE	Student Organization Resource Center
MWC	Mountain West Conference
MSDS	Material Safety Data Sheets
MSL	Multi-Institutional Study of Leadership, administered during spring 2015 and is offered nationally once every three years
MyUNLV	A PeopleSoft student information system
NASPA	National Association of Student Personnel Administrators Consortium
NBME	examinations
NCAA	National Collegiate Athletic Association
NLJ	Nevada Law Journal
NRS	Nevada Revised Statues
NLN	Nevada Learning Network
NSC	Nevada State College
NSHE	Nevada System of Higher Education
OE	Online Education, a unit at UNLV
OIT	UNLV Office of Information Technology
OLLI	Osher Lifelong Learning Institute
OSC	Office of Student Conduct
OSCE	Objective Structured Clinical Examination
PAC	President's Advisory Council
PLI	Public Lands Institute
PDQ	Position Description Questionnaire, given to new professional and classified employees
RAF	Rebel Athletic Fund
RHA	Residential Hall Association

RMS	Department of Risk Management and Safety
RPC	Retention, Progression and Completion
SAAS	Student-Athlete Academic Services
SCS	System Computing Services
SED	Student Engagement & Diversity
SODM	School of Dental Medicine
SOM	School of Medicine
SORCE	Student Organization Resource Center
SRWC	Student Recreation and Wellness Center
SSI	Noel-Levitz Student Satisfaction Inventory
STEM	Science, Technology, Engineering, and Math
SUES	Student Union Event Services
SVPFB	Senior Vice President for Finance and Business
SYS	Second-Year Seminar
TEC	Technology Enhanced Classroom
TES	Transfer Evaluation System
UULO	University Undergraduate Learning Outcomes
UBUR	UNLV Batch Update & Report
UMC	University Medical Center
UNLV	University of Nevada, Las Vegas
UNLV TV	The self-supporting television production unit housed within the Hank Greenspun School of Journalism and Media Studies
UNR	University of Nevada, Reno
UNSOM	University of Nevada, Reno School of Medicine
USMLE	United States Medical Licensing Examination
UULO	University Undergraduate Learning Outcomes
VoIP	Voice over Internet Protocol
VPA	Vice President for Advancement
VPRED	Vice President for Research & Economic Development
VPUE	Vice Provost for Undergraduate Education
VSAS	Visiting Student Application System
WAC	Western Athletic Conference
WebCampus	UNLV's course management (previously known as WebCT)
WICHE	Western Interstate Commission for Higher Education
WUE	Western Undergraduate Exchange