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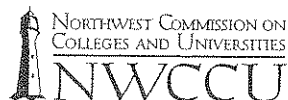
8060 165th Avenue NE
Redmond, WA 98052-3981

Provost Office

425 558 4224

Fax: 425 376 0596

www.nwccu.org



July 31, 2009

Dr. Milton Glick
President
University of Nevada, Reno
1664 North Virginia Street
Reno, NV 89557

Dear President ~~Glick~~ *Milt*:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of the University of Nevada, Reno has been reaffirmed on the basis of the Spring 2009 Focused Interim Evaluation which addressed Recommendations 3, 5, 6, 8 and 11 of the Fall 2007 Comprehensive Evaluation Report. This matter was the subject of Commission correspondence dated January 28, 2008. Congratulations on receiving this continued recognition.

In reaffirming accreditation, the Commission finds that Recommendations 3, 5, 6, 8 and 11 of the Fall 2007 Comprehensive Evaluation Report are areas where the University of Nevada, Reno is now substantially in compliance with the Commission's criteria for accreditation.

The Commission requests that the institution expand its Spring 2010 Focused Interim Report and visit to include Recommendation 1 of the Spring 2009 Focused Interim Evaluation Report. A copy of the Recommendation is enclosed for your reference.

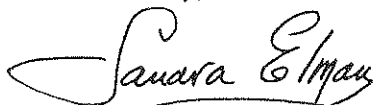
The Commission finds that Recommendation 1 of the Spring 2009 Focused Interim Evaluation Report is an area where the University of Nevada, Reno substantially meets the Commission's criteria for accreditation, but needs improvement.

We will write again in fall 2009 regarding the Spring 2010 Focused Interim Report and visit.

If you have questions, please do not hesitate to contact me.

Best wishes for a rewarding year.

Sincerely,


Sandra E. Elman
President

SEE:rb

Enclosure: Recommendation

cc: Dr. William N. Cathey, Vice Provost ✓
Mr. Michael Wixom, Board Chair

Focused Interim Evaluation Report
Spring 2009
University of Nevada, Reno
Recommendation

1. The process of establishing both a culture and the details of assessment is developmental, and UNR is well along the developmental continuum. Still, there is more work to do. Most especially, the institution needs to find a way to maintain its commitment to a faculty-driven assessment process while still bringing greater uniformity to the assessment planning and reporting process. This includes greater clarity about and adherence to what constitutes student learning outcomes and performance indicators, greater advocacy for socially validated assessment measures, and greater transparency about assessment data (Standard 2.B.2).