University of Nevada, Reno
Year One Self-Study

Prepared for the Northwest Commission on Colleges and Universities

September 2017
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The University of Nevada, Reno was founded in 1874 in Elko and relocated in 1885 to Reno, where it remained the state’s only institution of higher education for 75 years. Since its move to Reno, the University has experienced two periods of significant growth, beginning in the late 1950s and 1960s, when campus construction expanded the borders of the institution and an array of new degree programs were established in various colleges and schools, including the School of Medicine. Then, after the recession and budget cuts of the early 2010s, the University transformed itself through record-setting freshmen enrollment, an ambitious research agenda, and a broader commitment to outreach and engagement. Today the University of Nevada, Reno is designated a “Comprehensive Doctoral, Arts and Sciences/Professions—Balanced, High Research University” by the Carnegie Foundation for the Advancement of Teaching, offers a wide range of undergraduate and graduate degree programs, including doctoral and professional degrees in selected fields, and is the leading research enterprise in Nevada’s higher education system.

Moreover, as the state’s historic land-grant institution, the University maintains a statewide outreach mission and presence. Through the University of Nevada Cooperative Extension, the University of Nevada, Reno School of Medicine, the College of Business, which hosts the Nevada Small Business Development Center, and Extended Studies, the University has programs that provide service to and disseminate research in all 17 counties of the state.

The University offers 74 baccalaureate degree programs, 70 master’s degree programs, 41 doctoral programs, and 21 certificates in Agriculture, Biotechnology, and Natural Resources, Business, Education, Engineering, Health Sciences, Journalism, Liberal Arts, Medicine, and Science. In 2015-16, the University granted 3,372 baccalaureate and 856 advanced degrees in this range of disciplines.

Student enrollment in fall 2016 exceeded 21,000 students, with 17,794 undergraduates, 3,162 graduate and professional students, and 397 non-degree students. The diversity of the student body of the University also continues to increase, as students of color accounted for 36% of the fall 2016 enrollment.

The tenure-track faculty ranks of the University have also grown (increasing 19% from fiscal years 2012 to 2016), as the University has committed to a lower student-to-faculty ratio, a higher percentage of student full-time equivalent taught by ranked faculty, and a more diverse faculty. As of fall 2016, 38% of the University’s full-time instructional faculty were female, and 23% were people of color.

The main 268-acre campus of the University is located in the Truckee Meadows and includes over 140 buildings, encompassing more than six million gross square feet of instructional, laboratory, office, library, and residential space. Buildings on campus range from the 133-year-old Morrill Hall Alumni Center to the 44,000-square-foot Earthquake Engineering Lab Building, one of the largest and most technologically advanced such facilities in the world. Major building projects recently completed include the William N. Pennington Student Achievement Center (2016), the E. L. Wiegand Fitness Center (2017), and the renovation of some of the campus’s oldest buildings, including Lincoln (1896) and Thompson (1920) Halls. The University has also recently renovated the downtown space of the Reno InNEVation Center, which supports industry-focused, University initiatives, and is planning new buildings for the School of the Arts and the Colleges of Business and Engineering.
**Brief Update on Institutional Changes since the Last Self-Study**

No key personnel changes in high-level administration have been made since the Year Seven Self-Study was submitted in fall 2016, but the University continues to evolve both intellectually and physically.

The University now offers a new bachelor’s degree in Dance, a master’s degree in Animal and Rangeland Sciences, and doctoral programs in Animal Sciences, Mathematics, and Statistics and Data Science. Beginning July 1, 2017, the formerly statewide University of Nevada School of Medicine will be fully based in northern Nevada and offer its own four-year curriculum separate from the new University of Nevada-Las Vegas School of Medicine.

Since the last self-study, two new, college-level academic units, the School of Community Health Sciences and the Orvis School of Nursing, have been established within the Division of Health Sciences.

**Response to Recommendations Previously Requested by the Commission**

The Year One Self-Study responds to the following recommendations made by NWCCU following their review of the Year Seven Self-Study, submitted in October 2016.

**Recommendations Following the Year Seven Self-Study**

_Recommendation 1: The evaluation committee recommends that the University of Nevada, Reno systematically assess the progress toward accomplishment of its goals in Core Themes Two and Three by utilizing systematic collection and analysis of meaningful and verifiable data for assessing Core Themes Two and Three. (4.A.1, 4.A.6)_

University leadership acknowledges that while the goals of Core Themes Two (Discovery) and Three (Engagement) are clearly articulated in the Institutional Strategic Plan, 2015-2021, the metrics associated with these goals still required revision and data collection at the time of the Year Seven site
visit in October 2016. Efforts to improve the measurement and assessment of these core themes took place in the months following the site visit but were informed by planning activities that began near the end of the previous accreditation cycle.

It should also be noted that the assessment of Core Themes Two and Three is important not only for measuring mission fulfillment and the execution of the Strategic Plan, but for supporting the University’s pursuit of Carnegie – R1 and Community Engagement classifications as well.

In the fall of 2015, Executive Vice President and Provost Kevin Carman established four committees – one for each of the University’s three core themes (Learning, Discovery, and Engagement) and one for the topic of stewardship and sustainability – to oversee core theme assessment. Chaired by Vice Provost of Undergraduate Education Joe Cline and Assistant Vice Provost of Accreditation and Assessment Russell Stone and composed of faculty, students, and community members, these committees have convened once per semester to evaluate institutional performance on each goal and metric (i.e., performance indicator) associated with the core theme in question. These committees are also charged with providing formal recommendations for improvement to the Provost, President, and University and college administrators.

Their charges in 2015-16 are outlined in the University’s response to Standard 3.A.2 in the Year Seven Self-Study, and as that academic year was the penultimate in the University’s seven-year review cycle for the NWCCU, these committees had also to determine which metrics for the core themes might be revised or removed, both in order to align with the goals and metrics for the core themes as expressed in the Strategic Plan, and in preparation for the next accreditation cycle. These revisions to the metrics were publicly approved by the campus community at the inaugural Strategic Planning Workshop hosted by the Office of the Provost in December 2017. In the weeks before the workshop, all of those who registered were also invited to participate in an online survey to approve or reject the aforementioned revisions proposed by the Core Theme Committees. All of the recommendations were approved. At the workshop, 88 attendees were assigned in groups of eight to a specific goal of an individual core theme and asked to comment on the data collected for each metric thus far and offer any further suggestions for improving how the goals and metrics of the core themes can be measured and, if need be, clarified.

In spring 2017, following the Year Seven review and the request for an Ad Hoc Report, the Provost charged the Core Theme Committees with the following:
- approve and/or recommend 2021 targets for all metrics
- assess institutional performance on each metric
- recommend a model for measuring mission fulfillment.

In May 2017, the committees, in consultation with academic and administrative units around campus, agreed on 2021 targets for most metrics and assessed the University’s performance to date on the metrics and goals of the core themes. Committee members were invited to participate in an online survey that asked them to rate the University’s performance on individual metrics as “exceptional,” “adequate,” or “unacceptable.” The committees also established priority rankings (on a scale of 1-3, with 3 indicating highest priority) in designing a model for measuring mission fulfillment, as described in the response to Recommendation 3.

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1 See University of Nevada, Reno, Year Seven Self-Study (2016), pp 118-119
The Academic Leadership Council also assessed core theme fulfillment by participating in the same survey in summer 2017. The results of this second assessment helped inform the discussion of core theme fulfillment at the Council’s annual summer retreat held in August. This retreat is discussed further in the response to Recommendation 2.

The result is that at present the University has planning documents for each of its three core themes, and each document is complete with metrics (performance indicators), annual data, performance targets for 2021 (the final year of the current Strategic Plan), priority rankings, and assessment results. There is also a set of metrics, annual data, and 2021 targets for a stewardship and sustainability planning document, arranged by the so-called “functional areas” of the Strategic Plan.

**Recommendation 2 –** The evaluation committee recommends that the University of Nevada, Reno utilize the systematic assessments of Core Themes Two and Three for improvement by informing planning, decision-making, and allocation of resources. (4.B.1)

The improvements made in measuring and assessing Core Themes Two and Three (and indeed Core Theme One as well) will allow the University to expand on efforts already in place to make use of core theme performance in institutional planning, as described below. The assessment process adopted by the University in spring 2017 now involves the two administrative groups that oversee institutional decision-making and planning, the Academic Leadership Council, led by Provost Carman, and the President’s Council, led by President Johnson, both of which will have an annual opportunity to consider core theme and mission fulfillment, based on feedback from the campus community.

For the last two years, the forum for discussing core theme fulfillment and institutional planning, decision-making, and allocation of resources relevant to the core themes has been the summer retreat held each August by the Academic Leadership Council. Composed of vice provosts, deans, and directors of various academic and administrative units and led by Provost Carman, the Council invites administrative leaders to discuss issues and initiatives crucial to core theme and mission fulfillment by conducting a strengths-weaknesses-opportunities-threats (SWOT) analysis.

This summer retreat will remain the primary locus for discussing core theme and mission fulfillment, as the Academic Leadership Council (ALC) and President’s Council (PC) have agreed on the following schedule for feedback on institutional assessment:

- each fall the Office of the Provost will host a Strategic Planning Workshop for faculty, students, and community members (see above)
- each May, at the conclusion of the academic year, the core theme assessment results from the Core Theme Committees, as well as feedback gathered at the Strategic Planning Workshop, will be delivered to the ALC and PC
- the ALC will discuss these assessment results and feedback, participate in assessing core theme fulfillment over the summer, and discuss any actions that need to be taken in response to core theme assessment results at their summer retreat in August
- the ALC will deliver recommended actions and decisions to the PC soon thereafter; the core theme assessment results and the ALC’s recommendations will also be delivered to the President’s budget advisory committee, which will use this feedback in making decisions relevant to the allocation of resources
- in the fall semester a report addressing actions taken and decisions made by the ALC and the PC in response to core theme and mission fulfillment will be distributed to the Faculty Senate, as
well as leaders of the Associated Students of the University of Nevada and the Graduate Student Association.

In the future, the ALC and the President’s budget advisory committee will also review core theme assessment results in April and May, as they discuss the allocation of resources just before the new fiscal year begins. This process, designed to establish a dialogue regarding core theme and mission fulfillment across campus leadership, was formalized on May 23, 2017, when the core theme assessment results and model for assessing mission fulfillment recommended by the Core Theme Committees were presented at a joint meeting of the Academic Leadership Council and the President Council.

*Recommendation 3 – The evaluation committee recommends that the University of Nevada, Reno assess mission fulfillment in a comprehensive, formal manner. (5.A)*

The final charge issued by Provost Carman to the Core Theme Committees in spring 2017 was to recommend a model of mission fulfillment that could quantify and convey to the campus community to what extent the University is fulfilling its core themes and overall mission. The model described in response to Standard 1.A was presented to and approved by the Academic Leadership and the President’s Councils at the aforementioned joint meeting on May 23, 2017.

The model is dependent on the prioritization of goals and metrics of the individual core themes. As described above, Core Theme Committee members agreed on a three-tiered priority scale, with 3 indicating highest priority and 1 indicating lowest priority, and ranked each metric accordingly. When committee members assess University performance on each metric – based on historical performance and progress towards the 2021 target for the metric – as “exceptional” (assigned a value of 3), “adequate” (assigned a value of 2), or “unacceptable” (assigned a value of 1) - an overall score for the goal is calculated. This is done by using a weighted average, based on the priority ranking of the metric, and the final assessment score for each goal is then averaged to calculate the final assessment score for the core theme itself. If the fulfillment of all three core themes is determined to be adequate or exceptional, then the University’s mission will be considered fulfilled for that given year.
MISSION, CORE THEMES, AND EXPECTATIONS

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 AND 3

Requirement 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 University of Nevada, Reno, a public institution, was established by the Constitution of the State of Nevada and is governed by the elected Board of Regents of the Nevada System of Higher Education (NSHE). NSHE is governed by the NSHE Code and by Board-approved policies included in the NSHE Board of Regents Handbook (BRH) and Procedures & Guidelines Manual.

Requirement 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 of Nevada, Reno mission statement was approved in its current form by the NSHE Board of Regents on December 4, 2014. It is consistent with the NSHE mission statement (BRH 4.1.1). The Core Themes derive from the mission statement. They reflect the central priorities of the Institutional Strategic Plan 2015-2021, which includes both goals and strategies toward achieving those goals. This plan demonstrates that the institution devotes all, or substantially all, of its resources to support its educational mission and core themes, as required by the NWCCU.
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.

**Mission Statement**

The University’s mission statement explicitly reflects its institutional purpose, its mandate, and its values, as approved by the Board of Regents for NSHE on December 4, 2014:

*Inspired by its land-grant foundation, the University of Nevada, Reno provides outstanding learning, discovery, and engagement programs that serve the economic, social, environmental, and cultural needs of the citizens of Nevada, the nation, and the world. The University recognizes and embraces the critical importance of diversity in preparing students for global citizenship and is committed to a culture of excellence, inclusion, and accessibility.*

The mission of the University includes teaching, research, and service at levels appropriate for a state-assisted, land-grant, research institution. As a public institution, the University regularly reports its achievements to its faculty, staff, and students and, through NSHE and the Board of Regents, to the citizens of Nevada. Data are readily available on the websites of NSHE, the University’s Office of Institutional Analysis, and the Office of the Provost.

The mission statement and core themes articulate University priorities and direct University strategic planning. Colleges and departments are expected to allocate resources and articulate requests for new resources and capital improvements in terms established by these priorities and in alignment with University goals.

The mission statement is published in the University General Catalog and on the Mission and Core Themes pages of the Office of the Provost’s site. The Office of the Provost also includes it in an announcement each semester to the campus community, the University’s marketing and communications office publicizes institutional accomplishments that demonstrate the mission, and a brief description highlighting the University’s mission and achievements is included at the end of every University news release.

National recognition of the University’s stature serves as external, public recognition to the larger community that the institution is carrying out its mission successfully. Such recognition includes:

- NWCCU accreditation since 1938
- specialized disciplinary accreditation for many undergraduate and graduate degree programs in business, education, engineering, health sciences, and other fields
- U.S. News and World Report ranking of the University as a “best national university”
- Carnegie Foundation for the Advancement of Teaching classification of the University of Nevada, Reno as:
  - Comprehensive Doctoral with Medical (CompDoc/MedVet)
  - Balanced Arts & Sciences/Professions, High Graduate Coexistence (Bal/HGC)
  - High Undergraduate (HU)
  - Full-time 4-year, selective, higher transfer-in (FT4/S/HTI)
- Large 4-year, primarily nonresidential (L4/NR)
- Research University (Higher Research Activity) (RU/H).

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.

**Interpretation of Mission Fulfillment**

The University of Nevada, Reno has articulated outcomes that measure its mission fulfillment and progress toward its long-term goals. It establishes these goals through internal planning and in concert with NSHE. The Institutional Strategic Plan 2015-2021 features many quantitative objectives both for tracking resources to facilitate its mission and for determining mission fulfillment. The full set of core theme metrics cited in the response to Standard 1.B was established to complement those metrics in the Strategic Plan.

As described in this Strategic Plan, the University’s mission statement is founded upon three core themes (Learning, Discovery, and Engagement), each of which features a set of goals. Each goal is measured by various metrics, or performance indicators, for which data are collected and reviewed annually. Core Theme Committees, composed of faculty, students, and community members, have established for each metric performance targets that align with the final year of the institution’s Strategic Plan (currently 2021) and have prioritized metrics for the core themes and their goals as being of primary, secondary, or tertiary importance to the University’s mission fulfillment.

**Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment**

Each spring the Core Theme Committees assess institutional performance on all metrics as being exceptional, adequate, or unacceptable by assigning a quantitative score to the performance data for each metric. A weighted average is then calculated for each goal of each core theme, and fulfillment of these goals is thereby deemed exceptional, adequate, or unacceptable as well. In order for a core theme to be considered fulfilled in a given year, the summative assessment of the fulfillment of its goals must be considered adequate or exceptional. The University’s mission is considered to be fulfilled if, at the time of core theme assessment, institutional performance on all core themes is deemed adequate or exceptional.
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.

The University’s core themes derive from the mission statement approved by the Board of Regents. These themes articulate the University’s central mandates in teaching, research, and outreach:

- **Core Theme 1 (LEARNING):** Prepare graduates to compete globally through high-quality undergraduate and graduate degree programs in the liberal arts, sciences, and selected professional programs
- **Core Theme 2 (DISCOVERY):** Create new knowledge through basic and applied research, scholarship, and artistry in strategically selected fields relevant to Nevada and the wider world
- **Core Theme 3 (ENGAGEMENT):** Improve economic and social development by engaging Nevada’s citizens, communities, and governments.

The University has identified explicit goals for each core theme and defined specific, meaningful performance indicators, or metrics, for each goal. For the current accreditation cycle of 2017-2023, 2010 or 2012 serve as the baseline dates for most metrics, and in consultation with faculty, administrators, and students across campus, the University has set reasonable targets to achieve by 2021 (the terminus of the current Strategic Planning cycle). The goals and metrics are described in detail below.
CORE THEME 1 • LEARNING

Prepare graduates to compete globally through high-quality undergraduate and graduate degree programs in the liberal arts, sciences, and selected professional programs

Objectives

Goal 1: Provide high-quality undergraduate degree programs taught by a diverse, well-qualified faculty who continually improve the curriculum through assessment and innovation.

Goal 1 Metrics

1.1: % of undergraduate SFTE taught by ranked faculty
1.2: % of undergraduate SFTE taught by tenure-track/tenured faculty (lower- and upper-division)
1.3: % of undergraduate SFTE taught by letter of appointment (adjunct) instructors
1.4: % of undergraduate classes with 19 or fewer students
1.5: % of graduating class who studied abroad (USAC and exchanges)
1.6: diversity of academic faculty
1.7: % of undergraduate programs reviewed on eight-year cycle through UNR program review or disciplinary accreditation
1.8: undergraduate enrollment

Rationale: The University seeks to increase the quality and continuity of instruction through nationally recognized measures, such as increasing the percentage of instruction by ranked and tenure-line faculty, decreasing the percentage by adjunct instructors, and increasing the percentage of small classes. It also seeks to improve the quality of the undergraduate experience through increased access to study abroad opportunities and to assess the quality of undergraduate degree programs through regular program review and accreditation (where discipline-appropriate).

2 SFTE refers to student full-time equivalent, and ranked faculty includes tenure-track and tenured faculty, as well as continuing lecturers.
Goal 2: Recruit a high-achieving, diverse student body and provide access and a clear path to graduation.

<table>
<thead>
<tr>
<th>Goal 2 Metrics</th>
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<tbody>
<tr>
<td>2.1: % of entering class with ACT score ≥26 or equivalent</td>
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<tr>
<td>2.2: enrollment of National Merit scholars</td>
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<td>2.3: enrollment of National Hispanic Scholars</td>
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<tr>
<td>2.4: undergraduate student body – % of ethnic diversity</td>
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<td>2.5: first-year retention (fall to fall)</td>
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<tr>
<td>2.6: four-year graduation rate</td>
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<td>2.7: six-year graduation rate – all and ethnically diverse</td>
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<tr>
<td>2.8: NCAA Graduation Success Rate (GSR)³</td>
</tr>
<tr>
<td>2.9: # of bachelor’s degrees granted</td>
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<tr>
<td>2.10: student:faculty ratio</td>
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<tr>
<td>2.11: student participation in NevadaFIT</td>
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<tr>
<td>2.12: average student credit load (taken and earned)</td>
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<tr>
<td>2.13: professional advisor: student ratio</td>
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</tbody>
</table>

Rationale: These indicators provide evidence of undergraduate recruitment and retention. The University seeks to increase enrollment to meet the state’s needs, to recruit a high-achieving student body, as measured by standard measures such as ACT score and National Merit status, and to recruit a diverse student body representative of the state’s college-eligible population. The University also seeks to increase student persistence and the percentage of students who complete their studies in a timely manner, as shown by the standard measures of six-year graduation rates and the GSR. Finally, it seeks to meet the state’s need for a well-educated citizenry by increasing the number of graduates and the ethnic diversity of the graduating class.

³ The GSR is a standard measure of student-athlete graduation that factors in transfers from one institution to another.
Goal 3: Provide high-quality graduate programs taught by research-active faculty.

**Goal 3 Metrics**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
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<tbody>
<tr>
<td>3.1: % of graduate SFTE taught by tenure-track/tenured faculty</td>
<td></td>
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<tr>
<td>3.2: % of doctoral students supported by teaching or research assistantships</td>
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<tr>
<td>3.3: % of master's students supported by teaching or research assistantships</td>
<td></td>
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<tr>
<td>3.4: graduate teaching assistantship lines (% of graduate students with teaching assistantships)</td>
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<tr>
<td>3.5: graduate teaching assistant stipend</td>
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<tr>
<td>3.6: % of graduate degrees programs reviewed on eight-year cycle through successful University of Nevada, Reno program review or disciplinary accreditation</td>
<td></td>
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<tr>
<td>3.7: doctoral enrollment</td>
<td></td>
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<tr>
<td>3.8: master's enrollment</td>
<td></td>
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<tr>
<td>3.9: graduate student body – % of ethnic diversity</td>
<td></td>
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<tr>
<td>3.10: size of University of Nevada, Reno School of Medicine (UNRSOM) entering class</td>
<td></td>
</tr>
<tr>
<td>3.11: PhD six-year completion rate – all and ethnically diverse</td>
<td></td>
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<tr>
<td>3.12: master's four-year completion rate – all and ethnically diverse</td>
<td></td>
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<tr>
<td>3.13: graduate degrees granted: doctoral (research/scholarship and professional), master's, health professions, education</td>
<td></td>
</tr>
<tr>
<td>3.14: University of Nevada, Reno School of Medicine match rate</td>
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</tbody>
</table>

**Rationale:** These indicators provide evidence of the quality of the institution’s graduate programs. The University seeks to increase the quality and continuity of instruction through nationally recognized measures, such as increasing the percentage of instruction by tenure-track and tenured faculty and the percentage of doctoral students supported on teaching or research assistantships. It also seeks to assess the quality of graduate degree programs through regular program review and accreditation (where discipline-appropriate). These indicators also provide evidence of graduate student completion and success, including the percentage of doctoral students who complete their studies within the standard time frame used by the National Research Council and the percentage of master’s students who complete their studies within four years. It seeks to meet the state’s need for a well-educated citizenry by increasing the number of graduates and the ethnic diversity of the graduating class and meeting its need for health professionals and educators. Finally, these indicators provide evidence of graduate student recruitment and retention. The University seeks to attract a high-quality graduate student body by strategic recruitment at the master’s and doctoral levels and to increase the diversity of the graduate student body.
Goal 4: Offer a broad array of choices for instructional format, location, and schedule, including study-abroad opportunities.

**Goal 4 Metrics**

<table>
<thead>
<tr>
<th>4.1: online courses offered</th>
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<tbody>
<tr>
<td>4.2: online degree programs</td>
</tr>
<tr>
<td>4.3: online FTE: student FTE delivered online, % of credit hours delivered online</td>
</tr>
</tbody>
</table>

**Rationale:** These indicators provide evidence of the University’s determination to offer alternative program and course delivery modes, following best practices at peer and aspirant institutions, as well as to foster innovative instructional design.

Goal 5: Prepare students for personal and professional success, to be informed global citizens, and to pursue healthy lifestyles

**Goal 5 Metrics**

| 5.1: Employment rate one year after graduation |

**Rationale:** This indicator provides evidence that the University is fulfilling its responsibility to support career counseling that in turn helps students identify rewarding employment.
### CORE THEME 2 • DISCOVERY

Create new knowledge through basic and applied research, scholarship, and artistry in strategically selected fields that affect Nevada, the nation, and the world

#### Objectives

**Goal 1:** Enhance the quality, value, and range of the University’s research and artistry. Attain classification as a “Carnegie Research University/Very High (R1).”

#### Goal 1 Metrics

<table>
<thead>
<tr>
<th>1.1: sponsored research expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2: sponsored research awards</td>
</tr>
<tr>
<td>1.3: graduate research assistantships</td>
</tr>
<tr>
<td>1.4: postdoctoral scholars</td>
</tr>
<tr>
<td>1.5: research (non-tenure track) faculty supported by grants</td>
</tr>
</tbody>
</table>

**Rationale:** These indicators provide evidence of the extent of external support for the University’s research, scholarship, and artistry. They are metrics used by the Carnegie Foundation for classification of research universities. Measures of external support include standard figures for annually sponsored research awards and expenditures and the percentage of research faculty funded by external grants.
Goal 2: Invest in disciplinary and interdisciplinary research areas that build upon existing strength and that are responsive to emerging needs and opportunities.

**Goal 2 Metrics**

2.1: publication of refereed journal articles by tenure-track/tenured/Rank 0 Research faculty (per capita and by discipline)

2.2: publication of peer-reviewed scholarly or creative books by tenure-track/tenured/Rank 0 Research faculty (per capita and by discipline)

2.3: publication of peer-reviewed book chapters by tenure-track/tenured/Rank 0 Research faculty (per capita and by discipline)

2.4: national/international performances and exhibitions by tenure-track/tenured faculty in the School of the Arts (per capita)

2.5: number of full-time academic faculty members — tenure-track/tenured, Rank 0 Research, instructors and lecturers, research staff

2.6: invention disclosures

2.7: number of new licensing agreements

2.8: total revenues from intellectual property

2.9: number of start-up companies

2.10: patent applications filed

**Rationale:** These indicators provide evidence of faculty productivity in research, scholarship, artistry, and entrepreneurship, using such widely recognized measures as refereed publications, national/international performances and exhibitions, and patent applications, as the University seeks to increase its research profile.

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4 Rank 0 Research Faculty hold grant-funded, non tenure-track appointments with a primary assignment in research. See the University Administrative Manual 2,505 for further information.
Goal 3: Strengthen infrastructure required to support world-class discovery, scholarship, and creativity.

**Goal 3 Metrics**

<table>
<thead>
<tr>
<th>3.1:</th>
<th>Square footage of research and artistry space</th>
</tr>
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<tbody>
<tr>
<td>3.2:</td>
<td>Research equipment expenditures</td>
</tr>
</tbody>
</table>

**Rationale:** These indicators provide evidence of progress in building, renovating and sustaining research and performance facilities in order to increase research/artistic productivity and efficiency.

Goal 4: Revise rules, policies, and procedures to more effectively promote research, artistry, and entrepreneurial activities.

**Goal 4 Metrics**

<table>
<thead>
<tr>
<th>4.1:</th>
<th>grant proposals submitted</th>
</tr>
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<tbody>
<tr>
<td>4.2:</td>
<td>% of faculty submitting grant proposals</td>
</tr>
<tr>
<td>4.3:</td>
<td>success rate of grant proposals</td>
</tr>
</tbody>
</table>

**Rationale:** These indicators provide evidence of newly implemented procedures and processes intended to increase efficiency and reduce roadblocks to proposal development. Evidence of external support includes the percentage of faculty whose research is externally funded by grants.
CORE THEME 3 • ENGAGEMENT

Strengthen the social, economic, and environmental well-being of people by engaging Nevada citizens, communities, and governments

Objectives

Goal 1: Develop and adopt a unified concept and vision for the University’s public engagement and land-grant mission.

Goal 1 Metrics

1.1: civic engagement/community events (student-sponsored)
1.2: number of civic engagement/community affiliates
1.3: hours dedicated by students to civic engagement/community activities
1.4: number of students involved in civic engagement/community activities

Rationale: These indicators provide evidence of the commitment to a culture of outreach and engagement among the University’s student body.

Goal 2: Work in concert with government and industry to diversify and develop Nevada’s economy and communities.

Goal 2 Metrics

2.1: faculty serving on committees/organizations for the state of Nevada
2.2: contracts for instruction and public service – awards
2.3: contracts for public instruction and public service - expenditures
2.4: companies served by Small Business Development Center (SBDC)
2.5: community partners for service learning

Rationale: These indicators provide evidence of the University’s contribution to the state’s goal of diversifying and developing its economy, as well as the University’s outreach work toward societal and economic development through partnerships with governmental and private entities and the offering of various services and events.
■ **Goal 3:** Improve mental and physical health and quality of life for Nevada’s diverse and growing population.

**Goal 3 Metrics**

3.1: Continuing Medical Education (professional development courses and workshops) – University of Nevada, Reno, School of Medicine participants

3.2: Continuing Education Units (professional development courses and workshops) – Orvis School of Nursing and School of Social Work

3.3: clients served through clinical services in health care, psychology, and counseling and educational psychology

3.4: formal partnerships with health care organizations: % of MD students placed at clinical training sites, number of affiliation agreements for faculty clinical research, and number of community faculty members

3.5: northern Nevada Graduate Medical Education residencies and fellowships

**Rationale:** These indicators provide evidence of the University’s role in enhancing medical and health professional education throughout the State of Nevada. This role includes the expansion of graduate medical education, community and state partnerships in public health, and areas of expertise, focused training programs, and preventative outreach programs focused on improving the health and quality-of-life of Nevada communities and counties.

■ **Goal 4:** Provide access to informal and formal learning and services for citizens of all cultural backgrounds, ages, abilities, and locations.

**Goal 4 Metrics**

4.1: participants in non-credit professional development programs

4.2: number of students completing service learning courses

4.3: experiential learning through UNCE 4-H programs

4.4: participation in statewide disaster preparedness programs (e.g., Living with Fire)

4.4: Osher Lifelong Learning Institute (OLLI) participants

**Rationale:** These indicators provide evidence of the University’s outreach programs that provide various educational opportunities and promote experiential learning for the state population.
Goal 5: Work with school districts to improve college readiness of high-school graduates.

**Goal 5 Metrics**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>5.1: K-12 outreach - % of academic faculty involved</td>
<td></td>
</tr>
<tr>
<td>5.2: Washoe County high school graduates prepared to enroll in college-ready math and English</td>
<td></td>
</tr>
<tr>
<td>5.3: high school students completing dual-credit courses</td>
<td></td>
</tr>
<tr>
<td>5.4: students pursuing NevadaTeach teacher certification</td>
<td></td>
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<tr>
<td>5.5: # of Dean’s Future Scholars</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale:** The indicators provide further evidence of the University’s community engagement through outreach programs that bring University faculty expertise to community audiences and prepare future generations of Nevadans for higher education.

Goal 6: Provide lectures, exhibits, performances, and athletic events that enrich the cultural fabric of the community and expose young minds to the world of possibilities in academics, the arts and culture, and athletics.

**Goal 6 Metrics**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
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<tbody>
<tr>
<td>6.1: attendance at athletic events</td>
<td></td>
</tr>
<tr>
<td>6.2: # of participants in festivals and camps</td>
<td></td>
</tr>
<tr>
<td>6.3: University of Nevada Cooperative Extension publications</td>
<td></td>
</tr>
<tr>
<td>6.4: number of participants in community outreach activities sponsored by University of Nevada Cooperative Extension</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale:** These indicators provide evidence of the University’s success in attracting student and community members to campus productions in the visual and performing arts and other events that highlight our talented students and faculty, while offering community outreach activities to the city and state.
In the fall of 2016, the University submitted its Year Seven Self-Study, a document that attested to a period of economic recovery, undergraduate enrollment growth, and expansion of the institution’s research and engagement agendas following significant reductions in the state’s support of the University from 2009 to 2013. Upon the writing of this Year One Self-Study, growth and transformation are more evident than ever. Over three days in May 2017 the historic campus quad hosted a commencement unlike any other in the institution’s 143 years. On this particular appointment of a new generation of University of Nevada, Reno alumni, the University awarded just over 2,800 undergraduate, graduate, and professional degrees, the most ever conferred in this spring rite of passage. Likewise, record-breaking first-year incoming classes in recent years, along with increasing retention and graduation rates, will only increase the size and scope of commencement activities in the future. As the University continues to evolve, the ever larger crowd of hopeful graduates will remain a clear indicator of an institution that President Johnson described as “growing and deepening its impact in every dimension of [its] mission” just a few weeks before the Year Seven site visit.

As the current accreditation cycle continues, the University will closely monitor its progress towards fulfilling the goals of its three core themes and indeed of its very mission. In so doing, it will benefit considerably from the recommendations following the Year Seven Self-Study. With the submission of the present report, the University of Nevada, Reno is better equipped than ever before to gauge its performance in the arenas of student learning, research, scholarship, artistry, entrepreneurship, and outreach and engagement and to inform the institutional decision-making process accordingly.