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FOCUSED INTERIM REPORT TO NWCCU
AUGUST 2010

INTRODUCTION

The fall 2007 Comprehensive Evaluation Report for the University of Nevada, Reno from the Northwest Commission on Colleges and Universities contained several recommendations that required a focused interim report and visits by Commission representatives in spring 2009 and fall 2010.

This Focused Interim Report has been prepared by documenting the accomplishments in each of the recommendations and related standards.

When the Comprehensive Evaluation Report was received, appropriate faculty and staff were advised of the importance of meeting the expectations. Work started immediately, and each of the recommendations was assigned to a person responsible for compiling the information needed to verify compliance with the recommendations.

The report has been reviewed and input received from the university’s President, President’s Council, Provost, Faculty Senate Executive Board and Academic Leadership Council (consisting of college deans and other campus academic leaders).

ORGANIZATION OF THE REPORT

As contained in instructions received from NWCCU, each section of this report begins by stating the relevant recommendation and is followed by a brief narrative describing the work that has been done and the outcomes. Critical appendices are included. Additional information and documentation will be provided as exhibits at the time of the visit. Examples of accomplishments or detail on those accomplishments will be the focus of the exhibits.

The recommendations are listed by their number in the Comprehensive Evaluation Report: 1, 2, 4, 7, 9, 10, and the appendices to each of the recommendations are given numbers consisting of the recommendation number and consecutive letters: 1-A.
The Nevada System of Higher Education requires each institution to develop an Institutional Strategic Plan every six years. While planning for the period 2009-2015, the university’s community recognizes the difficult economic realities of this period. Beginning at a time of deep economic recession with an uncertain path to recovery, the most important values and capabilities of the university will be protected so the university can emerge in a strong position to continue as cultural and economic pillars of Nevada’s progress. In the next six years, the University of Nevada, Reno will diminish a number of the programs which developed in good economic times, to assure capacities in the fundamental teaching, research, and outreach functions of a comprehensive research university. Primary values include the ability of students to obtain a quality education, the ability to discover and apply new knowledge, and the ability to share this knowledge with citizens of Nevada and the world. The university will emerge from this recession and resume growth at a rate and in directions largely determined by the entrepreneurship of its faculty in response to opportunities in the State and the Nation.

The institutional strategic plan has been developed in accordance with a procedure developed by the Executive Board of the Faculty Senate. After collecting large amounts of information from across the university, central administration developed a first draft. The draft was presented to all university faculty, student leadership, and administration for review. A second draft incorporating comments was reviewed by a large committee composed of students, faculty, and administrators to suggest additional changes. The third draft was shared with college advisory committees for additional input. The final draft was then submitted to the President for approval and presentation to the Board of Regents. The plan was adopted by the Nevada System of Higher Education Board of Regents at their December, 2009 meeting. (See Appendix 1-A)

The institutional strategic plan of the university is metrics-based. The strategic plan expresses strategic intent and strategic principles. Progress toward goals is measured with a large number of metrics; an annual progress report will be composed and reported to the campus and to the Board of Regents (representing the citizens of Nevada). Some critical metrics are identified on Measuring Success cards that are widely circulated among the university and community. (See

Recommandation 1
The Committee strongly endorses the President’s recently reconstituted strategic planning initiative and equally strongly recommends that the University ensure that the effort is metrics-driven, truly participatory, and leads to specific institutional and units plans, which will, in turn, inform the process of resource allocation, and that the process itself be clearly linked to the University’s mission, specific goals, and have metrics of measurement. (Standards 1.B, 7.A.2).

STANDARD ONE, INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS, 1.B; STANDARD SEVEN, FINANCE, 7.A.2
Appendix 1-B.) Key data sources include Institutional Research for student numbers and retention, the Vice President for Research for grant awards and research expenditures, and the Digital Measures Archive for scholarly output. Digital Measures is a software program used by each individual faculty member to record annual report of progress; data are retrieved in aggregate reports of university progress for research, scholarship and artistry.

The plan was followed during the budget-cutting exercises of FY’10 when state funds were reduced by $33 million (15 percent) at the beginning of the year, and another $11 million (cumulative 20+ percent) was taken at adjournment of a Special Session of the Legislature on March 1, 2010. Throughout the budget cutting process, capacity to maintain core, strategic goals was maintained, and a focus was placed on protecting the size and quality of those programs with significant impact in teaching, research, and outreach. The first criterion of the Faculty Senate Curricular Review Committee was fulfillment of the strategic plan and Faculty Senate resolutions.
The university was in a position of rapid student growth in the middle of the last decade when the State started the Millennium Scholar program. To fulfill teaching demand, tenure-track positions vacated by retirements were converted to pools of funds to support temporary instructors. All position vacancies were returned to the Provost’s office and allocated to either temporary instruction or tenure-track hires. The net result was a large increase in the proportion of students being taught by Letter of Appointment (LOA) (temporary) faculty.

With the warning of a large state fund budget reduction looming for FY’10, regular, full-time faculty members were asked to take on more students by increasing class sizes representative of quality instruction, teaching full loads, changing the frequency of class offerings, and changing the structure of teaching. The purpose of this request was to protect full-time lecturer, tenured, and tenure-track faculty positions while making budgetary savings by hiring fewer LOA faculty members. The faculty was very responsive. All actions taken were the result of departmental contributions. From fall 2008 to fall 2009, the student full time equivalents taught by all regular, full-time faculty increased by 12.8 percent, and within that, student full time equivalents taught by tenured faculty increased by 17.2 percent. From available data, going from fall 2007 to fall 2009, the portion of lower division student full time equivalents taught by full-time, regular faculty increased from 56 percent to 60 percent, and for upper division student full time equivalents, from 77 percent to 81 percent. The strategy is to cut expenditures by removing LOA instructors while providing students with more opportunities to be exposed to regular, full-time faculty. The strategic position of the university is to continue to look for opportunities to replace LOA instructors with tenure-track faculty and graduate students.
Recommendation 4
The Committee acknowledges the progress the University has made over the past ten years expanding and improving academic advising. But it also recognizes the different expectations of faculty regarding academic counseling versus assistance with course selection and the related inconsistencies in student satisfaction. The Committee recommends the University clearly define what academic advising means to all constituents, more fully identify intended outcomes of advising, better articulate this to faculty and students, and then fully assess how well the outcomes are being met. (Standards 2.C.5, 3.D.10)

STANDARD FOUR, FACULTY; STANDARD THREE, STUDENTS

Mission Statement
In 2008, in response to the 2007 NWCCU visit, a committee was appointed and charged with developing a university-wide mission statement for academic advising that summarized the desired goals and outcomes of the advising process and was consistent with the mission of the university. The committee developing this statement consisted of academic and administrative faculty advisors involved with the advising process as well as the vice provost for instruction and undergraduate programs. As a result of the discussions, the advising mission statement was expanded to include the responsibilities of both advisors and student advisees.

Realizing the importance of ensuring that the agreed upon mission and definition of advising represent all constituencies involved (i.e., those individuals who deliver advising, administrators who are in a position to support the delivery of advising services, and students who are on the receiving end of the advising process), the draft document was presented to several groups for review and comment. One group to review the statement was the Academic Advising Advisory Board. (This group provides advice on changes in policies and procedures that impact the advising process as well as the vice provost for instruction and undergraduate programs. As a result of the discussions, the advising mission statement was expanded to include the responsibilities of both advisors and student advisees.

Meetings are open to any faculty and staff member interested in advising topics being discussed at a particular meeting.) Additional groups having input in the development of the mission statement included the Senate of the Associated Students of the University of Nevada, the Executive Board of the Faculty Senate, and the Academic Leadership Council. These groups reviewed the draft and suggested changes. Finally, the statement was sent to the members of Academic Advising Listserv described below. This iterative process resulted in the final version that has been agreed upon and is included in Appendix 4-A.

This mission statement supports a developmental approach to advising and acknowledges that advising is more than just course selection as it entails working with students to assist them in identifying and implementing academic plans reflective of their individual goals and objectives.
Once the statement was finalized, the Office of the Provost moved forward with a plan to widely and publicly display and convey the institution’s mission statement for academic advising. It appears on the university’s website on general academic advising pages at [http://www.unr.edu/academics/academic-support/academic-advising](http://www.unr.edu/academics/academic-support/academic-advising) and [http://www.unr.edu/advising/](http://www.unr.edu/advising/) and in the university’s online catalog at [http://www.cis.unr.edu/ecatalog/default.aspx?article_list_id=25273](http://www.cis.unr.edu/ecatalog/default.aspx?article_list_id=25273). A campus announcement to all faculty and staff of the adoption of a mission statement for advising was also sent by the provost on September 15, 2010.

As university and college publications related to advising are set for reprinting, consideration will be given as to whether the inclusion of the advising mission statement would be appropriate. Finally, colleges will be asked to include the mission statement on individual college advising web pages and in any college advising handbooks. Beginning next year, the mission statement will also be distributed to students attending new student orientation programs.

The development and dissemination of this mission statement is seen as an important first step in clarifying the role of faculty advisors and professional advising staff. It is recognized that uniting the various groups on campus behind this mission statement must occur through continued communication, adjustment and assessment.

**University Retention/Advising Work**

There is no question with respect to the university administration’s understanding of the importance of advising, particularly as it pertains to student retention and to the goals of the strategic plan. In the past year, the focus has been improved retention. Because of the university’s decentralized advising approach, improving retention has usually involved the college advisors, both professional staff and faculty. On November 13, 2009, retention teams from each of the colleges attended a half-day workshop, the purpose of which was to form a foundation in order to begin planning their retention efforts. The agenda to that meeting can be found as [Appendix 4-B](#).

A few months were provided to the college retention teams to begin planning possible retention efforts they might undertake. On January 25-26, each college retention team had an opportunity to meet with Teresa Farnum, Student Retention and Recruitment Consultant, to discuss their preliminary plans and particular retention challenges. Dr. Farnum provided guidance to the teams and returned on March 1-2, 2010, for follow up meetings to check progress. The schedules for Dr. Farnum’s visits are included here as [Appendix 4-C](#). A sample response by Dr. Farnum’s to the College of Business plan is provided as [Appendix 4-D](#). The full set of Dr. Farnum’s responses will be available as an exhibit during the review visit. In April 2010, the President called a special meeting of academic advisors to reiterate the important role they play in helping retain and graduate students. Approximately 50 professional and faculty advisors attended this meeting.
Finally, a follow-up discussion to learn more about retention best practices and share successes and challenges was had by the Academic Leadership Council at its summer retreat meeting on August 12, 2010. Over three hours were devoted to this topic. The agenda for this retreat is attached as Appendix 4-E.

Through Academic Leadership Council discussions and the meetings above, deans have been made aware of the important role faculty members play in advising and retention and of the appropriateness of considering their effectiveness in advising in faculty annual evaluation processes.

The first to second year retention is currently the highest in recent history at 80%.

Assessment of Advising
The university uses a split model structure for advisement of undergraduate students. As such, each college/school/division provides the academic advising for majors, minors and pre-majors housed within the academic unit. The Academic Advising Center, which reports to the vice-provost for instruction and undergraduate programs, provides academic advising for all students who are “undecided” in terms of an academic major as well as for those students pursuing a Bachelor of General Studies. Each college/school/division now has an individual who is designated as the coordinator of advising for the unit. In preparation for this report, each unit was asked to provide information on their advising processes highlighting strengths and weaknesses, any changes that have taken place in the past three years, training and professional development opportunities available to staff involved with advising, and assessment efforts. Responses are summarized in the table provided as Appendix 4-F.

As can be seen when reviewing the college/school/division responses, the format for advising varies across campus reflecting the unique characteristics of each unit’s curriculum design and its advising philosophy. Some units have made the decision to rely primarily on faculty advisors (College of Liberal Arts, College of Agriculture, Biotechnology and Natural Resources, College of Science) while others have chosen to utilize professional advisors to provide the advisement for at least a significant portion of their majors (College of Education). Several units have developed a system whereby freshmen and sophomore level students and/or pre-majors are advised by professional advisors, with declared majors and/or juniors and senior assigned to faculty advisors (Division of Health Sciences, School of Journalism, College of Engineering, College of Business).

Coordination, training and oversight of advising takes place primarily at the unit level. However, in an effort to provide additional professional development opportunities, the Advising Center has subscribed to numerous NACADA webinars over the past few years and has invited all interested faculty, administrators, and others involved in the advising process to attend. The Advising Center also hosted a 5-part Academic Advising Online Symposium during spring 2010.
It is understood that assessment is critical with respect to determining if advising goals are being met. To date, university-wide assessment of advising has taken place through collecting data on general satisfaction with advising during the administration of the NSSE and alumni surveys. Measured on a scale of 1 to 5 (1 = excellent; 2 = good; 3 = fair; 4 = poor), eight years of alumni survey data shows a trend towards increased satisfaction with the advising received by students while in pursuit of an undergraduate degree (the % students rating their advising as being excellent to good has ranged from 57.9% (2005; N=905) to 69.1% (2009; N=873); overall mean for all years was 62%; N=7191).

The university also administered the NSSE three times during the same time period. Looking at responses to the question “How would you evaluate the quality of the academic advisement you have received at your institution?” a similar trend of increasing satisfaction with advisement is evident, particularly among students with senior standing. In 2003, 72% of freshmen and 53% of senior respondents evaluated their advising as having been either good or excellent. These numbers were 69% and 61% respectively in 2005 and increased in 2009 to 73% and 65% with only 5% of freshmen and 12% of seniors rating their advising as having been poor. Satisfaction ratings with respect to advising were somewhat lower than those of other western land grant institutions and other institutions in the same Carnegie class, but slightly higher than those of the university’s U.S. News and World Report identified peer group.

The improved satisfaction with advising may be tied to several university-wide initiatives that have been put in place during the past three years. Mandatory advising of all entering freshmen began with the 2005 fall semester admits. Initially these students attended what were primarily group advising sessions, developed a potential schedule of classes, but were left on their own to, several weeks later, actually enter the registration system and enroll in the classes of their choice. Beginning in spring 2009, the Wolf Pack Advising and Registration sessions were changed in format such that now after incoming freshmen receive their academic advising, they are sent to a computer lab and assisted with the registration process. Advisors, other professional staff members and student ambassadors are available to answer any questions that arise, and students leave enrolled in at least a tentative schedule of first semester classes.

Beginning in fall 2007, advising became mandatory throughout the freshman year. Thus, at a minimum, all freshmen must again meet with an academic advisor prior to signing up for their second semester classes. Realizing the benefits of increased contact with their students (increased retention, fewer students taking inappropriate courses or “falling between the cracks”), several colleges have chosen to extend mandatory advising for one or more additional semesters beyond the freshman year (undecided students, College of Engineering, College of Business, School of Journalism).
Students on what the university until recently termed “disqualification” status have had mandatory advising every semester before being allowed to register for classes. However, by the time this required advisement appointment “kicked in,” many of these students had cumulative grade point averages well below a 2.0. Beginning fall 2010, all students who have a cumulative university grade point average below 2.0 will now be required to meet with an academic advisor prior to registering for classes for the next semester.

Because variation in advising procedures does exist from one unit to another (see table), it is not surprising that students report differences in their advising experiences as well as their satisfaction with the advisement process. There is no “one size fits all” model with respect to academic advising at the university. Certain populations of students meet with multiple advisors (student athletes, students in the Honors Program, TRIO students, etc.) not all of whom are affiliated with specific academic majors/programs. While having access to information and assistance from several individuals can be viewed as beneficial to students, on occasion questions can arise with respect to whose advice to follow if students receive what they perceive as conflicting information/advice.

Plans for Continuing Improvement and Assessment
The university continues efforts to eliminate inconsistencies in the quality of the advising experience, but acknowledges that additional work and information is needed to effectively do so. There are several projects under way this academic year that could address inconsistencies:

- Sharing of pertinent advising-related information and cross-college communication between advisors will continue to be facilitated by the use of the listserv developed specifically for advisors. This voluntary e-mail distribution list was created more than eight years ago and is maintained by the Director of the Academic Advising Center. At this writing the list includes more than 280 faculty and staff members who provide advising services to students. From September 2009 to the present, more than 90 messages were sent to members of the list. Examples of notices sent using the list are included as Appendix 4-G. The Director has identified several improvements to the list that could be made including surveying participants on the usefulness of the list and taking steps to ensure all relevant faculty and staff who want to be are members of the list.

- The increased focus on retention at the university has recognized the important role quality academic advising has in retention of students. The university, through its Student Services division, is currently participating in MAP-Works, a student retention and success program that is designed for first year students. This program gathers student profile data as well as survey information from students on their academic preparation and expectations and social integration to make recommendations to students but also to provide information to their advisors for early intervention purposes.
This program met with some success in its first year, and improvements are being implemented this year to increase student participation in the surveys and to ensure university and college advisors are accessing and making use of the information in order to seek out students who could benefit from advising services.

- In addition to participation in Map-Works to address retention of freshmen, there are other efforts to identify at-risk freshmen who might benefit from early intervention. For instance, the university’s Institutional Analysis office has formulated an academic preparation index of entering freshmen, calculated at the time of admission. The tool is an at-risk decile scale indicator based on a multivariate regression model. College and university advisors have access to this information so that they might identify students that could benefit from contact with an advisor early in their studies.

- Alternative methods of making sure students are receiving the information they need to be successful and to make knowledgeable decisions surrounding their academic programs have and continue to be pursued. The university is currently in the process of transitioning to a new information system (iNtegrate Project) that will include significantly improve student records and academic advising functionality. The conversion process has rekindled conversations between Admissions and Records and the advising community focused specifically on possible improvements and modifications of both advising and registration processes, particularly for incoming students. The implementation of a new system opens the door for rethinking current policies and procedures that may hinder the advising process as well as necessitates providing additional training opportunities for both new and continuing advisors.

- In 2007 the President appointed a course concierge for students experiencing difficulties getting into courses they need to fulfill prerequisites or graduate. Paul Neill, the Director of the Core Curriculum, meets with students with particular difficulties advisors cannot resolve. He gathers information and then works with departments to see if solutions can be found. In some cases, Dr. Neill has been able to identify scheduling challenges or needed catalog changes that were corrected so that students would not experience the same challenge in the future. Chronicle of Higher Education and Nevada News articles describing the program are included as Appendix 4-H. This program has met with great success, and since the program’s inception, more than 300 students have been assisted.

- The inconsistency in the quality of advising is one area the university is hoping to address through training and consistent communication. In the last academic year, an external program review was performed for the university’s Core Curriculum. The external reviewers noted that many faculty were either
not knowledgeable about the core and its underlying purposes, or viewed the core requirements as an impediment to students in completing their programs. As a result of the review report, a comprehensive review of the General Education requirements by a faculty group with representation from each of the academic colleges will take place this academic year. A background document explaining the work to be done is included here as Appendix 4-I. No doubt this review will generate much discussion and debate among faculty as to the knowledge and competencies that should define a graduate of UNR. It is likely that when this work is completed the university will have either a new Core Curriculum or at least a Core Curriculum that the faculty will have taken more ownership of and become more familiar with. This improved knowledge of and commitment to the core by University faculty and staff could result in better advising to students.
Recommendation 7
The Committee recommends that the Board of Regents engage in a comprehensive planning exercise regarding the future of health sciences education within the University System and the respective roles of UNR and UNLV and thereby further distinguish the missions of the respective institutions. (Standards 1.A.1, 6.B.5)

STANDARD ONE, INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS; STANDARD SIX, GOVERNANCE AND ADMINISTRATION

Health sciences education is coordinated through the Executive Vice Chancellor of Health Sciences in the Nevada System of Higher Education (NSHE). The roles of this position are to facilitate cooperation and comprehensive planning between institutions and promote health sciences education and research within NSHE and the community. Degree programs are authorized by the NSHE Board of Regents in each of the member colleges and universities. Health Sciences education occurs with the following degrees at the member institutions:

University of Nevada, Reno
- Doctor of Medicine (M. D. and graduate residencies)
- Nursing: RN to BSN, BSN, MSN (Nurse Educator, Family Nurse Practitioner, Clinical Nurse Leader, Post-Master’s Certificates (Nurse Educator, Clinical Nurse Leader, Family Nurse Practitioner), DNP
- Community Health Sciences: BS Community Health Sciences, MPH, PhD in Public Health
  - Social Work: BSW, MSW
  - Speech Pathology and Audiology: MS, PhD
  - Undergraduate Minors: Addiction Treatment Services, Community Health Sciences, Gerontology
- Graduate Certificate Programs: Clinical Nurse Leader, Family Nurse Practitioner, Nurse Educator

University of Nevada, Las Vegas
- Doctor of Dentistry (DDS)
- Nursing: RN to BSN, BSN, MSN, PhD, DNP
- Public Health: BS in Health Care Administration and Policy, BS in Public Health, BS in Community Health, BS in School Health Education, MSEd, MPH, Master of Health Administration, PhD
  - Health Sciences: BS Radiography
  - Kinesiology: BS Athletic Training, BS Nutritional Science
  - Physical Therapy: Doctor of Physical Therapy
  - Social Work: BSW, MSW

Nevada State College:
- Nursing: RN to BSN, BSN, BS Occupational Science
Truckee Meadows Community College
Nursing: Associate Degree in Nursing, Certified Nursing Assistant

Western Nevada College:
Nursing: Associate Degree in Nursing

College of Southern Nevada:
Dental Hygiene: Associate of Science, BS
Nursing: Associate of Applied Science (Medical Laboratory Technology - CSN Occupational Track, Medical Laboratory Technology - UNLV Transfer Track, Mental Health Services, Nursing, Nursing - LPN to RN Bridge, Occupational Therapy Assistant, Ophthalmic Dispensing Technician, Surgical Technology)

Great Basin College:
Nursing: Associate of Applied Science, BSN, Certified Nursing Assistant
Radiology: Associate of Applied Science in Radiology Technology

Nevada is structured efficiently with one medical school, one dental school and one dental hygiene school. Nursing programs are present at all colleges and universities. The Executive Vice Chancellor for Health Sciences has encouraged collaboration among nursing programs and public health programs. UNR and UNLV Nursing Schools share the DNP program with joint recruiting and each school providing half the courses. UNR and UNLV Public Health Schools share a PhD program. As planning for health science programs initiates or continues, the senior administration of UNR will participate fully in statewide conversations.

The University of Nevada, Reno is seeking accreditation for its MPH program, with a review being conducted in early November, 2010.
**Recommendation 9**

Noting that financial uncertainty can readily lead to program instability, the Committee recommends that the University ensure appropriate staffing of LOA’s, graduate assistants, and support staff across the institution and that the process by which this is achieved is clearly delineated and observed. (Standards 2.A.1, 3.D.6, and 7.B.5)

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**STANDARD TWO, EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS; STANDARD THREE, STUDENTS; STANDARD SEVEN, FINANCE**

A “strategic, vertical reduction approach” has been university policy since budget cutting started in winter 2008. This approach seeks to preserve the current size and quality of most academic programs by closing a few other programs. During spring 2010 a clearly delineated and observed curricular review process, described in the section on recommendation 1, was implemented which culminated in closing two departments and several degree programs; faculty and staff layoffs were associated with these program closures. This has allowed the university to refill faculty and staff vacancies for continuing academic programs.

Administrative and academic support functions remain short of state funds. In spring, 2010, students of the University of Nevada, Reno proposed a student fee in the amount of $25 per semester for academic support and $5 per semester for the arts. The fee was adopted by the Board of Regents and collections started during fall, 2010. These student fee funds have made it possible to re-open the writing center, the math center, and the tutoring center with free tutoring for students. These student academic support programs were either closed or shifted to fee-for-service in the previous year.

Studies have begun, using faculty committees, to determine how to expand these academic support programs into a comprehensive student success center to be located in a renovated Getchell Building, a 170,000 square foot former library located in the center of campus. Preparing the building will require state funds for basic code improvements (on the Capital Improvement Budget list) and private funds to develop the space for operations. While LOA faculty still will be involved in lower division instruction, continued reduction in the use of LOA faculty remains a strategic goal as the university replaces senior tenured professors with assistant professors and additional graduate teaching assistant positions. This approach will allow expansion of the teaching staff with full-time professors and those with aspirations to become full-time professors.
The university has a transparent and comprehensive process to address the institution’s space needs and related issues. The Facilities Resource Committee is a campus-wide committee with representation of relevant administrators as well as a faculty representative and a classified staff representative. Requests for space allocation, remodeling of existing space, and plans for new space are generated by use of a Request for Space form. This form is an on-line form found at http://www.unr.edu/provost/forms/MISCSpaceForm.pdf. A copy is provided as Appendix 10-A. This group meets monthly throughout the year to review all requests. The membership of the Facilities Resource Committee is provided in the attached Appendix 10-B. Following meetings, individuals with space requests are informed of the committee’s recommendations. This committee also recommends policy on space allocation and reports to the President through the executive vice president and provost. Minutes of each meeting are kept, with copies distributed to all deans and vice presidents.

Two of the university’s strategic planning metrics focus on student retention and success, and two of the instructional metrics are the university’s student retention and graduation rates. Much of the physical development/expansion of the campus in the last few years has played a role in helping to improve performance on these metrics. The opening of the Joe Crowley Student Union and the Mathewson-IGT Knowledge Center is helping the university create a “sticky” campus, where students want to be actively engaged with campus life and their studies. In addition to providing plenty of gathering spots for students, the new union also provides facilities for them to engage in a variety of clubs and university activities. The Knowledge Center provides students with world-class technology and facilities to enable them to more fully engage in the academic pursuits.

The Davidson Mathematics and Science Center, which opened in fall 2010, is the first new instructional science/mathematics building to appear on campus in 40 years. The chemistry, biology and physics labs contained in this new building will provide students with state-of-the art hands-on experiences.

Another university metric measures the increase in the size of the student population. As the student body has increased, the university has needed to increase housing on campus. In 2008-09 the University Inn was converted into a residence hall. Currently, the university is planning a Living-Learning Center (LLC), to house freshmen with specific academic interests. Students will be housed in clusters based on their academic interests. Classes will also be held in the LLC for

Recommendation 10
The Committee recommends that the University establish a transparent and comprehensive process to address the institution’s space needs and related issues. (Standard 8.C.1, 2, 3 & 4)
these students. The goal is to increase retention of freshman and to improve academic performance.

The university has planned for the increase in student numbers by increasing the number of large lecture halls. The auditorium in the former student union was converted into a 300-plus lecture hall. The Davidson Mathematics and Science Building contains a 500-seat lecture hall and four 70-seat high tech classrooms.

Metrics for research include increasing the amount of competitive funding. In 2010 the Center for Molecular Medicine (CMM) opened. This research facility is funded by the F&A generated by grants and contracts awarded to faculty. As the university planned for the opening of this building, a task force was created to develop metrics for the assignment of research space. These metrics were used to allocate space in CMM. They will also be used to allocate research space in other areas of campus to ensure that we are utilizing this space to its full potential.

8.C.2. The State of Nevada requires that the university raise private funds for approximately one-third of the cost of some buildings. The university has successfully raised its share of the cost for the Mathewson-IGT Knowledge Center, Davidson Mathematics and Science Center, and the Pennington Health Science Education Building (opening fall 2011). The Center for Molecular Medicine was funded through bonds that are serviced by Facilities and Administrative costs (F&A) from faculty grants and contracts. The university receives Operations and Maintenance (O&M) from the State for these buildings.

8.C.3. All of the university's newly constructed buildings comply with federal and state ADA requirements. All of these buildings use card keys to enhance security.

Older facilities are brought into compliance with ADA requirements when major remodels are undertaken.

8.C.4. The Board of Regents is involved in the prioritization on the Capital Improvement Projects list that is submitted to the State for each biennial legislative session. Once buildings are approved for planning funds, the potential university occupants are identified. A representative(s) for each of these occupants is involved, from the initial planning to the final design and construction.
Overview

The accreditation process is very helpful to the university’s design and implementation for assessing student learning outcomes. We appreciate the opportunity to have colleagues outside the university critically look at our assessment program. Their observations about what we are doing well and their suggestions about what could be improved are most helpful to us as we strive to continuously improve assessment. Contained in the report from the NWCCU 2009 Focused Interim Visit are a number of comments regarding strengths in our assessment system that we intend to build upon. In addition to the over-arching statement that the “process of establishing both a culture and the details of assessment is developmental, and UNR is well along the developmental continuum,” some specific strengths noted include:

- Documentation of “an impressive list of programmatic and curricular adjustments . . . (that) suggest that departments and programs are reviewing assessment results and taking actions to improve them.”
- “. . . commitment to a faculty-driven assessment process . . . ;”
- All programs have an Assessment Coordinator;1
- All programs have assessment plans in place;
- The university provides “sufficient resources” to support assessment;

Recommendations

In addition to building on strengths noted above, we have responded to the recommendations emanating from the interim site visit that were succinctly stated in the letter to President Glick:

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1 At an assessment-related meeting with faculty during the site visit, the reviewer commented that the University of Nevada, Reno has the best assessment infrastructure she had seen.
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.

The design and implementation of the university’s Assessment Plan will continue to emphasize and support a process fundamentally driven by and responsive to faculty. Within that framework, our responses to the three recommendations cited in the letter to President Glick are summarized in the remainder of this section of the progress report. In an effort to also ensure awareness across the university community, we informed all program assessment coordinators, department chairs and associate deans of the recommendations and of our responses to them. (Appendix A)

**Student Learning Outcomes and Performance Indicators**

Student Learning Outcomes (SLOs) and Performance Indicators (PIs) are specified in the Program Assessment Plan submitted by each academic program. From the outset of implementing the program assessment model, the university’s Office of University Assessment (OUA) has carefully reviewed each program assessment plan and subsequent modifications. Following those reviews, the OUA has consistently provided written feedback to each program regarding specifics in their plan, including how it might be improved. Our responses always include offers of individual consultation with the respective program.

We have seen steady improvement of program assessment plans over time. Even so, as noted in the focused accreditation report, some SLOs and PIs still need to be improved. Our response has been to conduct a thorough audit of all undergraduate program assessment plans. A rubric (Appendix B) was used to insure quality and consistency in the reviews. The audit found that almost one third of programs (22) of the 69 program plans audited had an SLO and/or PI needing improvement. Overall, Student Learning Outcomes were found to be acceptable; evaluated as “Good” or “Satisfactory.” Only four SLOs were judged to “Need Improvement.” Performance indicators appeared as more problematic. Not surprisingly, the four program plans found to have SLOs needing improvement, also had PIs needing improvement.

The audit results helped identify programs to contact regarding improving the quality of their plans. Approximately 35 percent of programs have been contacted and 57 percent did not require follow-up based on the audit. We recognize that quality program assessment is an evolutionary process that, in order to be fully embraced by programs, may require transformation of faculty values, attitudes and beliefs. Such transformation, in our experience, require faculty realizing actual programmatic benefits resulting from assessment; hence the evolutionary process. We continue to
see improvement in program assessment through annual program assessment reports, revised program assessment plans and documented program improvements. Our Interim Accreditation Report (and site visit exhibit) provided comprehensive, program-specific documentation of these improvements.

Consideration for unique situations continues to be provided as appropriate. A notable example is the collective undergraduate programs in the College of Business (COB). The OUA consulted with the COB Dean’s Office and Assessment Committee as they engaged faculty and programs in a college-wide process focused on the outcomes assessment standards of the college’s accrediting body, the Association to Advance Collegiate Schools of Business (AASCB). As COB faculty are assessing student learning in the college’s newly established Core Curriculum (over 75 semester credits) which cut across all undergraduate programs, program-level assessment has been temporarily set aside.

A full portrayal of all the data referenced above is shown by College and Program in Appendix C.

Socially-Validated Assessment Measures
Although not specifically referenced in the NWCCU standards, the Focused Interim Report recommended that the OUA actively promote “socially validated” assessment. Our understanding from the site reviewer is that social validation refers to corroborating assessments that emanate from external sources, or at least not directly from program faculty. Examples cited in the Report were: internships, senior theses and end-of-major examinations. As part of the program assessment plan audit (above), we also identified all socially validated assessment measures used by programs. We added other measures to the three examples just noted. In all, we noted if a program was using any of 12 socially-validated assessment measures and, if so, which ones. The measures judged appropriate for external validation include:

1. **Specialized Accreditations** – Such external accreditations can occur at the program, department and college/school levels.

2. **Advisory Committees** – Advisory committees, often well populated with representatives of industries related to the discipline, also occur at levels from individual programs to colleges.

3. **Graduate Program Acceptances** – This includes the percentage of graduates accepted into graduate programs, including the institution and discipline of the graduate program.

4. **External Examinations** – Such examinations can emanate from testing organizations or discipline-specific professional organizations; licensure examinations also are included.
5. **Post-Graduate Employment or Continued Education** – This includes self-reported survey information obtained from graduates one year following commencement and survey information from the immediate supervisors of employed alumni. In the Alumni Surveys, respondents are asked to reflect on the quality specific aspects of their university education. The Employer Survey asks supervisors of employed alumni to judge how well the university’s academic programs prepared those alumni across a broad spectrum of general skill and performance areas.

6. **Internships, practica and field experiences** - These include assessment and evaluation of student performance from site supervisors.

7. **Student Publications and Grant Proposals** – These include professional, discipline-related publications or grant proposals.

8. **Exhibitions or Competitions** – These involve evaluations by external juries.

9. **Senior Theses or Projects** – These artifacts typically extend beyond a course and are evaluated by multiple faculty.

10. **End-of-Major-Examinations** – These examinations refer to competence in the major and are developed by multiple faculty.

11. **Multiple-Faculty Evaluation of Student Work** – This refers to situations where programs have devised ways for multiple faculty to provide input on evaluation of the progress of all student majors.

12. **Program Reviews** – These periodic reviews are required of all programs and focus on multiple program components including student learning assessment. The program review primarily consists of a comprehensive self-study and report, followed by a review of that report and a site visit by an external reviewer team who then submit a report of their findings and recommendations.

Although cited as a recommendation in the Interim Report, the audit found only four programs did not employ at least one type of social validation. Specifically, the audit results showed 29 percent of programs used one such measure, 22 percent used two measures and 44 percent used three or more socially-validated assessment measures. The measures used, by type, are displayed by College and Program in Appendix D.

**Assessment Data Transparency**

The Website homepage maintained by the Office of University Assessment ([www.unr.edu/assess](http://www.unr.edu/assess)) now includes additional links to university assessment data:

- All university-level Alumni Survey results, instrument and response rates by college, department and degree
o Alumni employment
o Continued education
o Core Curriculum impact
o Preparation in the major

- All university-level Employer Survey results and instrument
  o Skill importance
  o Skill preparation
  o Overall satisfaction

- Current K-16 Data Profile
  o University of Nevada, Reno; Truckee Meadows Community College; Washoe County School District

- National Survey of Student Engagement (NSSE) and related materials
  o 2009 NSSE data
  o 2003 and 2005 NSSE and FSSE data (Faculty Survey of Student Engagement)

- Graduation Survey
  o May 2009, December 2009 and May 2010 data

- College Portrait (Voluntary System of Accountability - VSA)
  o Student learning data
  o College Portraits from across the country (for comparison)
  o The VSA Website (for background)

- Core Curriculum Assessments

In addition to the above data, OUA publishes every university program and its assessment plan on its Website. Also included on the Website are reports of assessment results from programs who want the reports published; all programs are invited to do so. [https://www.cis.unr.edu/assessment/view/prgmplans.aspx](https://www.cis.unr.edu/assessment/view/prgmplans.aspx)

**Conclusion**

Over the past 10 years, the university had established a solid assessment foundation prior to the economic downturn. Much of the "heavy lifting" is done, most faculty seem ready to follow through with the investments already made and our

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2 The University of Nevada, Reno will administer the Proficiency Profile (Educational Testing Service) to first-year students in fall 2010 and to seniors in spring 2011 and will post summary score results in our College Portrait which can be found online at [http://www.collegeportraits.org/NV/UNR/](http://www.collegeportraits.org/NV/UNR/).
many programs with specialized accreditations remain focused on the importance of assessment.

The Interim Accreditation visit and report pointed to ways in which the university can and should continue to refine and improve assessment. This report has addressed what has and is being done to respond to those recommendations in the areas of improving student learning outcomes performance indicators in some program assessment plan, ensuring that assessment plans include socially-validated assessment measures and providing enhanced transparency of assessment data. As described, we have positively responded to all three recommendations and will continue to include them with implementation of the university Assessment Plan.
The University of Nevada, Reno started responding to the NWCCU recommendations as soon as they were received in January 2008. Progress has been excellent on all 11 of the recommendations, 5 of which were included in a 2009 report and visit, and the remaining 6 addressed herein.

**Strategic Planning**
The university’s strategic plan was developed in early 2009 using an approach developed by the Executive Board of the university’s Faculty Senate. Following extensive review and comment from university stakeholders, the final draft was submitted through the President to the Nevada System of Higher Education Board of Regents for approval. This approval was given in December 2009. Development of metrics intended to measure progress toward plan goals has occurred, and those that are of critical interest to the community and state are reported on *Measuring Success* cards. These metrics are updated yearly.

**Use of LOA (Letter of Appointment) Staff & Graduate Teaching Assistants**
The university’s strategic planning efforts together with recent budgetary challenges have required the university to evaluate its use of LOA staff and TAs to meet the instructional needs of its ever-increasing enrollment. The budget reductions of FY’10 prompted the administration to request that departments work with their full-time faculty to serve more students while decreasing the number of LOAs needed. This was done through larger class sections, changing the frequency of course offerings, and examining teaching loads for needed adjustments. Additional budget cuts for FY’11 required even more creative solutions from departments and full-time faculty. The result is that from fall 2007 to fall 2009, the portion of lower division student full time equivalents (FTE) taught by full-time faculty increased from 56 to 60 percent; for upper division full time equivalents (FTE), the percentage went from 77 to 81 percent.

**Advising**
As a result of the committee’s recommendation in 2007, the institution instituted a process for the development of an advising mission statement. The statement was developed by a committee of academic faculty and administrative professional advisors and then shared with several campus groups, including students, faculty, and administrators. As a result of input from these groups, a revised mission statement was developed and accepted by the administration. The mission statement has been broadly shared with the campus, and plans are underway to ensure that the mission statement is well known and visible to both students and faculty.

The university is also involved in several endeavors to improve its advising activities, many related to identifying students at risk for leaving in order to seek them out for advising. This work also addresses goals set forth in the university’s strategic plan.
Health Sciences
The university participates fully in meetings and discussions related to health sciences education in the state of Nevada, through the NSHE Executive Vice Chancellor of Health Sciences office. Recent collaborations which are ongoing relate to doctor of medicine, nursing, and public health degrees. The NSHE Board of Regents, through its Health Sciences System Committee, holds institutions to high standards for collaboration, especially when new programs are proposed.

Finance
A strategic, vertical reduction approach has been used since budget cutting began in 2007. This approach and the resulting decisions have been shared broadly with the campus community. Until 2010, university was able to implement cuts while preserving academic tenured and tenure track faculty. However, the 2010 cuts required the use of a curricular review process to establish priorities. The faculty and staff layoffs associated with the program closures will allow the university to fill critical vacancies of faculty and staff in order to maintain strong academic programs.

The recent implementation of the student-initiated $25 per semester fee has allowed the university to re-open the writing, math, and tutoring centers with free tutoring for students. In addition, planning is ongoing to renovate the Getchell Building for use as a comprehensive student success center.

Space
A university Facilities Resource Committee has existed for several years and meets monthly to review all requests for space allocation, remodeling, and new space planning. The campus-wide committee has representation of relevant administrators, as well as faculty and classified staff. This committee also recommends policy on space allocation and reports to the President through the executive vice president and provost. Once a building is approved for planning funds, university representatives from the expected occupants of the building are involved in the planning, from initial design to construction.

Decisions regarding space in the last few years have been related to the university’s strategic plan and associated metrics. New space on campus related to creating a “sticky” campus for students includes the Joe Crowley Student Union, the Mathewson-IGT Knowledge Center, the Davidson Mathematics and Science Center. New space related to increasing our metrics related to research is the Center for Molecular Medicine. All of these buildings comply with federal and state ADA requirements.

Assessment
As a result of the comments from the 2009 focused interim visit reviewer, the Office of University Assessment conducted an audit of each undergraduate program’s assessment plan using a rubric to ensure quality and consistent review. The focus of the review was SLO’s (Student Learning Outcomes) and PI’s (Performance Indicators) as well as social validation. The results of this audit will be used by the
OUA to work with departments on needed improvements. The office stands ready to assist departments in this effort and continues to follow up with departments to ensure they are continuing to engage in program assessment using the plans already in place.
APPENDIX 1-A

BOARD OF REGENTS

NEVADA SYSTEM OF HIGHER EDUCATION
UNLV Student Union Ballrooms B & C
University of Nevada, Las Vegas

4505 S. Maryland Parkway, Las Vegas
Thursday, December 3, 2009, 9:00 a.m.
Friday, December 4, 2009, 8:00 a.m.

Members Present:  Mr. James Dean Leavitt, Chairman
Dr. Jason Geddes, Vice Chairman
Mr. Mark Alden
Dr. Andrea Anderson
Mr. Robert Blakely
Mr. William G. Cobb
Mr. Cedric Crear
Mrs. Dorothy S. Gallagher
Mr. Ron Knecht
Mr. Kevin J. Page
Dr. Raymond D. Rawson
Dr. Jack Lund Schofield
Mr. Michael B. Wixom

Others Present:  Chancellor Daniel J. Klaich
Executive Vice Chancellor & CEO, HSS, Maurizio Trevisan
Vice Chancellor, Academic & Student Affairs, Jane Nichols
Vice Chancellor, Administrative & Legal Affairs, Bart Patterson
Vice Chancellor, Finance, Mike Reed
Vice Chancellor, Health Sciences System, Marcia Turner
Vice Chancellor, Information Technology, Robyn Render
CEQ & Special Counsel to the Board, Scott Wasserman
President Michael D. Richards, CSN
President Stephen G. Wells, DRI
President Carl Dickhans, GBC
President Fred Maryanski, NSC
President Maria C. Sheehan, TMCC
President Neal J. Smatresk, UNLV
President Milton D. Glick, UNR
President Carol A. Lucey, WNC

Also present were faculty senate chairs Mr. N. Mark Rauls, CSN; Dr. Alan
Gertler, DRI; Dr. Frank Daniels, GBC; Mr. Gregory Robinson, NSC; Mr. Jim
Lowe, NSHE; Dr. John Filler, UNLV; Dr. P. Elliott Parker, UNR; Mr. Scott

http://system.nevada.edu/Board-of-R/Meetings/Minutes/2000/2009/Bor_1209-FinalJM.do... 9/13/2010
7. Approved - Resolution in Honor of Frank Fertitta, Jr. - *(Agenda item 58) - (Cont'd.)*

Regent Crear moved approval of the resolution in honor of Mr. Frank Fertitta, Jr. Regent Knecht seconded. Motion carried. Regents Blakely and Schofield were absent.

Regent Crear thanked the UNLV Tennis Teams for being present to witness the dedication of this resolution in Mr. Fertitta’s honor, adding that the Fertitta family has made significant contributions in support of their training facility.

Regent Alden left the meeting.

8. Approved - Institutional Strategic Plan 2009-2015 and Revised Mission Statement, UNR - *(Agenda item 87) -* The Board of Regents approved the University of Nevada, Reno, Institutional Strategic Plan 2009-2015 and the revised University of Nevada, Reno, Mission Statement as presented *(Ref: BOR-7a and BOR-7b on file in the Board office).*

Dr. Marc Johnson, Executive Vice President and Provost, UNR, reported that, as required by Board policy, each institution is to present a six-year institutional strategic plan every six years. UNR's Strategic Plan recognizes the current economic times. By emphasizing transformation of faculty and student support systems and support for external entrepreneurship by faculty in the short term, and institutional growth in the longer term, the goals outlined in this plan can be met.

➢ What the University is:
- Constitutionally established in 1874 as Nevada's Land Grant University.
- The Carnegie Foundation for the Advancement of Teaching.
- National Merit Sponsoring Institution.
- U.S. News and World Report: Tier 3 *(institution)*.
- Forbes Top 600 List: #406
- Among Public Universities:
- Research Expenditures – 96th
- Federal Research – 81st
- Endowment Assets – 85th
- Faculty Awards – 46th
- Post Doc Appointments – 80th
- National Merits – 84th *(with 4) / 29th with 26]*

➢ Vision:
The University of Nevada, Reno is an internationally-respected, high quality, accessible, arts and science university, fully engaged with Nevada’s citizens, communities, and governments to improve economic and social progress.

The University of Nevada, Reno’s mission is to: a) prepare graduates to compete in a global environment through teaching and learning in high-quality undergraduate, graduate, and professional degrees in the liberal arts, sciences, and selected professions in agriculture, medicine, engineering, health care, education, journalism, and business; b)
8. Approved - Institutional Strategic Plan 2009-2015 and Revised Mission Statement, UNR – (Agenda Item #7) – (Cont'd.)
create new knowledge through basic and applied research, scholarship, and artistry, in strategically selected fields relevant to Nevada and the wider world; c) improve economic and social development by engaging Nevada’s citizens, communities, and governments; and d) respects and seeks to reflect the gender, ethnic, cultural, and ability/disability diversity of the citizens of Nevada in its academic and support programs, and in the composition of its faculty, administration, staff, and student body.

The University of Nevada, Reno, serves as an accessible, comprehensive, doctoral-granting, research university with characteristics of a high-quality liberal arts university and Nevada’s land grant university, combining undergraduate and graduate education, fundamental and applied research, and engagement with Nevada’s citizens, industry, and governments.

➤ Goal 1: Comprehensive University.
➤ Goal 2: Serve Nevada’s traditional & emerging renewable energy industries.
➤ Goal 3: Prepare Nevada for the diversified knowledge economy.
➤ Goal 4: Prepare Nevada youth to participate in the world economy.
➤ Goal 5: Improve the physical and mental health of Nevadans.
➤ Goal 6: Enhance sustainable environmental quality in Nevada.
➤ Goal 7: Participate in Intercollegiate Athletics.
➤ Goal 8: Build the University’s infrastructure.

Provost Johnson indicated that in order to determine if progress is being achieved, numerous measures will be tracked and reported annually to the Board. In conclusion, despite the difficult economic times, the University has a plan to provide a high quality liberal arts institution and to serve as Nevada’s land grant university by engaging the citizens of this state in relevant and current issues.

Regent Rawson stated that he was impressed with the progress and goals of the University. He asked if it was possible for UNR to address their support of the Health Sciences System initiative within their strategic plan.

Regent Gallagher agreed with Regent Rawson, adding that while the Board was not asking that the institutions recognize the need to fund the Health Sciences System in their strategic plans, the Board is asking institutions to recognize that they will all participate in the initiative.

Regent Knecht saluted the UNR Administration, Faculty, staff and students for preparing an outstanding plan. He referred to Page 2, second paragraph, noting that the University recognized the need to diminish a number of programs that had developed during good economic times. Although regretful, he greatly respected their candor and forthrightness in recognizing the necessity of that action.
8. Approved - Institutional Strategic Plan 2009-2015 and Revised Mission Statement, UNR – (Agenda Item #7) – (Cont'd.)

Regent Knecht referred to Page 12 of the plan that indicates that UNR respects and reflects the diversity of Nevada’s citizens. However, in terms of gender of diversity, he did not see recognition that the population of Nevada is 50.8% male, but the University’s student body is comprised of approximately 46% male. He added that the latest national unemployment figures reflected that unemployment among males was 11.4% compared to 8.8% for females, and hoped that at some point, UNR would reflect that diversity. He added that he would be heartened if the Plan contained a straightforward nondiscrimination pledge as a primary principle.

Regent Knecht requested a simple definition of the term “sustainability.” President Glick felt that the term “sustainability” was very important because it moves from just talking about environment to more of a consideration of the pillars of economy, environment and quality of life.

Regent Knecht felt that throughout the country, the definition of sustainability has lost focus and meaning. Many campuses use a zero carbon impact statement as the hallmark for their sustainability efforts. However, the climate science is not settled and much of the climate-gate issues have moved from science to politics. The fallout from the politicization of science will not be limited to those people that have engaged in scientific misconduct. It will tend to tar those that have embraced it. When it comes to sustainability, he asked that the past 35 years and the next 35 years be considered and that the so-called global-warming deniers of current times will perhaps be considered the “Galileo’s” of their day and that sustainability will be seen as quaint as bell bottoms and platform shoes.

Regent Wixom moved approval of UNR’s Strategic Plan and revised Mission Statement. Regent Cobb seconded.

Regent Wixom related that higher education is much more complicated than he had ever imagined and the presentation of mission statements by each of the institutions has been enormously helpful. He also felt it was important to recognize that the Board of Regents is the interface between the public and higher education. In that regard, one of the questions asked from time to time, is to what extent numerical benchmarks could be established. In response to the pressure building to establish specific measurement benchmarks, he asked all the institutions how each would respond to those requests for specific data in terms of graduation rates, diversity, and community outreach and gender issues.

President Glick related that the goals within the strategic plan were established three years ago and will be evaluated and reported back to the Board on an annual basis. He felt that it was important to be very upfront on how the University is doing in those qualitative areas. However, it was much more difficult to measure quantitative goals.

In response to Regent Knecht’s comments on the male to female ratio of students, President Glick stated that there was a time when institutions were predominantly male because of the barriers that discouraged females. He felt the shift to predominately female
8. Approved - Institutional Strategic Plan 2009-2015 and Revised Mission Statement, UNR – (Agenda Item #2) – (Cont’d)

students was cause for concern in the regard that young men are not pursuing higher education, adding that the ratio is even more distorted in specific communities than others. There could be a lengthy discussion on the forces that are placed upon young men to not achieve or pursue higher education. He felt it was an issue worth keeping to the forefront. It was not an issue of too many young women attending college. It was more an issue of not enough men were attending college.

Provost Johnson related that there were three very important numbers to consider. The first was where the University was that day, the second being where they want to be and the final being the national average for comparison purposes.

Chair Wixom related that his hope and expectation is to move towards those measures as a System.

Regent Cobb asked Provost Johnson to elaborate on what the University is doing in terms of intervention and advisement of non-athletes. Provost Johnson related that the math and writing tutoring centers had been eliminated over the last year as part of the budget reductions. However, they became very cognizant of the need for tutoring in those areas and found it necessary to implement a fee to help reinstitute that assistance. The University also has various retention services, counseling services and academic advising programs available.

President Glick added that the University has been working with the Superintendent of Washoe County School District to make sure higher education’s expectations of math and English skills matched that of K-12 education. They would greatly like to include the other counties in that conversation as well as the other institutional presidents. One of the ideas generated is to use the last semester of high school as a boot camp for students that are deficient. It is known that if those deficiencies can be addressed early, the students’ success rates increase dramatically. He added that if the same amount of money was spent on non-athletes as on student-athletes, there would be much more success.

Motion carried. Regents Alden, Blakely and Schofield were absent.

The meeting recessed at 4:11 p.m. and reconvened at 4:18 p.m. on Thursday, December 3, 2009, with all members present except Regents Blakely, Crear and Page.

9. Approved - Procedures & Guidelines Manual Revision, Special Student Fees – (Agenda Item #9) – The Board of Regents approved Vice Chancellor Mike Reed’s request for approval of revisions and additions to Student Fees, Special Course Fees, Residence Hall and Food Service Rates, and Apartment Rental Rates (P&GM Chapter 7, Sections 6, 7, 10, 11 and 13) for academic year 2010-2011 as required by Board Policy (Title 4, Chapter 17) (Ref: BOR-9 on file in the Board office).

Regents Crear and Page entered the meeting.
## Measuring Success

University of Nevada, Reno

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<th></th>
<th>Baseline</th>
<th>Current</th>
<th>Goal</th>
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<tbody>
<tr>
<td><strong>Grow Student Enrollment</strong></td>
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<tr>
<td>Undergraduate enrollment</td>
<td>Fall 07</td>
<td>Fall 09</td>
<td>Fall 12</td>
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<tr>
<td></td>
<td>13,205</td>
<td>13,327</td>
<td>15,705</td>
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<tr>
<td>Graduate enrollment (incl. MDs)</td>
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<tr>
<td></td>
<td>3,476</td>
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<td>Diversity of undergraduates/graduates</td>
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<tr>
<td></td>
<td>19%/12%</td>
<td>21%/12%</td>
<td>25%/17%</td>
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<tr>
<td><strong>Improve Retention Rates</strong></td>
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<tr>
<td>(first-time, full-time freshmen)</td>
<td>Fall 05 cohort</td>
<td>Fall 09 cohort</td>
<td>Fall 10 cohort</td>
</tr>
<tr>
<td>First year retention</td>
<td>77%</td>
<td>80%</td>
<td>85%</td>
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<tr>
<td>Second year retention</td>
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<td>83%</td>
<td>90%</td>
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<td><strong>Foster Culture of Completion</strong></td>
<td>Fall 01 cohort</td>
<td>Fall 04 cohort</td>
<td>Fall 07 cohort</td>
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<td>New freshmen 6-year graduation rate</td>
<td>48%</td>
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<td>Average years to graduation of new freshmen</td>
<td>4.7</td>
<td>4.7</td>
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<tr>
<td>% of grad students completing degree within 7 yrs</td>
<td>75%</td>
<td>76%</td>
<td>90%</td>
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## Enhance Quality of Educational Experience

<table>
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<tr>
<th></th>
<th>Fall 07</th>
<th>Fall 09</th>
<th>Fall 12</th>
</tr>
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<tbody>
<tr>
<td>Total National Merit Finalists enrolled</td>
<td>10</td>
<td>25</td>
<td>70</td>
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<tr>
<td>Student credit hours taught by ranked faculty (lower/upper division)</td>
<td>56%/77%</td>
<td>60%/81%</td>
<td>60%/80%</td>
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<tr>
<td>Number of teaching assistant positions</td>
<td>271</td>
<td>281</td>
<td>350</td>
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</tbody>
</table>

## Research & Creative Activity

<table>
<thead>
<tr>
<th></th>
<th>FY07</th>
<th>FY09</th>
<th>FY12</th>
</tr>
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<tbody>
<tr>
<td>Sponsored research expenditures</td>
<td>$70 M</td>
<td>$74 M</td>
<td>$120 M</td>
</tr>
<tr>
<td>Federal sponsored research expenditures</td>
<td>$64 M</td>
<td>$64 M</td>
<td>$110 M</td>
</tr>
<tr>
<td>Science &amp; Eng. R &amp; D expenditures</td>
<td>$99 (FY06)</td>
<td>$108 (FY08)</td>
<td>$170 M (FY11)</td>
</tr>
<tr>
<td>Number of research assistant positions</td>
<td>517</td>
<td>564</td>
<td>650</td>
</tr>
</tbody>
</table>
The mechanism by which advising is provided to students may vary by academic unit. However, it is the responsibility of faculty and staff who serve as advisors to:

1. Be knowledgeable about the curriculum requirements for the program(s) for which they advise
2. Assist students in selecting appropriate classes and developing an academic plan that meets degree requirements
3. Assist students in linking program requirements with relevant career and other post-graduation opportunities
4. Be familiar with campus resources and make appropriate referrals when necessary
5. Support the achievement of campus-wide goals for increasing graduation and retention rates
6. Clarify and provide accurate and timely information about university policies, regulations and procedures
7. Be available and accessible to student advisees on a regular basis
8. Maintain student confidentiality in accordance with FERPA
9. Be proficient in the use of the university’s student information system/computerized advising tools relevant to the advising process.

It is the student’s responsibility to:

1. Seek advising assistance in a timely manner
2. Come to advising appointments prepared
3. Become knowledgeable about university, college/school, and departmental program requirements associated with his/her major(s) or minor(s) as well as relevant policies and procedures
4. Take the initiative to become familiar with and utilize available campus resources
5. Keep his/her advisor informed of any changes that might impact or interfere with satisfactory academic progress
6. Take responsibility for his/her actions and decisions

The role of an academic advisor is to assist, not make decisions for students.

University of Nevada, Reno
Advising Mission Statement

The mission of academic advising at the University of Nevada, Reno is to assist each student in developing and implementing an academic plan designed to meet his/her educational, career and life goals. The advising process is one of shared responsibilities between students and advisors.
APPENDIX 4-B

Notice/Agenda for November 13, 2009
Retention Workshop

We look forward to having you at the November 13, 2009 retreat on The Impact of Retention on Student Success. It will start at 1:00 in the Harry Reid Engineering Laboratory (HREL) in room 109. Note that the location has changed from the initial announcements.

The importance of retention cannot be overstated: you all work hard to recruit qualified students and the students are excited about coming. When they leave, they are likely to miss an opportunity that we know is valuable to them and society in general. It is our responsibility to make every effort to see that they take advantage of the support available for their success in higher education.

The purpose of the retreat is to become aware of the resources available to you regarding retention and to analyze how the data, support services, and faculty interaction can improve retention. You will have time to meet with your college team and analyze data related to your college and departments and also become aware of best practices that have been developed.

The objective of the retreat is to set the stage for development of college-based retention plans that the provost has requested by April 1, 2010.

As you prepare for this retreat, there are several pieces of information that you will find helpful.
* The Measuring Success card’s list of UNR goals for retention and graduation (attached).
* Department/College report containing the retention of first year students in each department and indicating whether they remain in the department, the college, or the university or leave (attached).
* A link is provided to an ACT report. The executive summary (pages 6-7) has an excellent list of the best retention practices for universities in the country.

http://www.act.org/path/postsec/droptables/pdf/FourYearPublic.pdf

Additional information will be provided at the college team work sessions of the retreat.

We look forward to seeing you at the retreat. This is the first of several steps we will take to work on becoming among the best in terms of keeping our qualified students.

Bill Cathey
Vice Provost

The Impact of Retention on Student Success
Friday, November 13, from 1:00 - 4:30 p.m.
Harry Reid Engineering Laboratory (HREL) rooms 109-110

1:00    Introductions (Bill Cathey, Vice Provost)
        Welcome (Marc Johnson, Executive Vice President & Provost and Shannon Ellis, Vice President, Student Services)

1:15    Fiscal impact of retention (Bruce Shively, Associate Vice President, Planning, Budget & Analysis)
1:25  Overview of data on retention at UNR and other similar universities. (Nancy Markee, Director, Advising Center and Bill Cathey)

1:35  College teams discuss and analyze data. Identify additional data needed. Conclusions provided on posters

2:30  Break to view posters from other teams (refreshments)

2:45  Student panel (Cairn Lindloff, Director, New Student Initiatives and Jerry Marczynski, Associate Vice President, Student Life Services)

3:30  College teams react to student comments

3:45  College teams review best practices inventory and start planning for January meeting.

4:25  Provide charges to college teams for future work.

4:30  End.
<table>
<thead>
<tr>
<th>Dates and Times</th>
<th>Meetings</th>
<th>Team Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 24, 2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td>Dinner at Harrah's Steakhouse</td>
<td>Dr. Shannon Ellis</td>
</tr>
<tr>
<td>January 25, 2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Overview of Consultation</td>
<td>Dr. Bill Cathey</td>
</tr>
<tr>
<td>9:00–10:15 a.m.</td>
<td>Team 1 – High-Risk Courses</td>
<td>See attached list</td>
</tr>
<tr>
<td>10:30–11:45 a.m.</td>
<td>Team 2 – Reynolds School of Journalism</td>
<td>Jerry Ceppos</td>
</tr>
<tr>
<td>Noon</td>
<td>Lunch with Planning Team</td>
<td>Dr. Bill Cathey</td>
</tr>
<tr>
<td>1:00–2:15 p.m.</td>
<td>Team 3 – Agriculture, Biotechnology and Natural Resources</td>
<td>Dr. Ron Pardini</td>
</tr>
<tr>
<td>2:30–3:45 p.m.</td>
<td>Team 4 – Science</td>
<td>Dr. Jeff Thompson</td>
</tr>
<tr>
<td>4:00–5:15 p.m.</td>
<td>Team 5 – Liberal Arts</td>
<td>Dr. Heather Hardy</td>
</tr>
<tr>
<td>January 26, 2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30–9:45 a.m.</td>
<td>Team 6 – Engineering</td>
<td>Dr. Manos Maragakis</td>
</tr>
<tr>
<td>10:00–11:15 a.m.</td>
<td>Team 7 – Academic Advising Center</td>
<td>Dr. Nancy Markee</td>
</tr>
<tr>
<td>11:30 a.m.–12:45 a.m.</td>
<td>Team 8 – Health Sciences</td>
<td>Dr. John McDonald</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Lunch (alone)</td>
<td></td>
</tr>
<tr>
<td>1:30–2:45 p.m.</td>
<td>Team 9 – Education</td>
<td>Dr. Bill Sparkman</td>
</tr>
<tr>
<td>3:00–4:15 p.m.</td>
<td>Team 10 – Business</td>
<td>Dr. Greg Mosier</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>Debrief</td>
<td>Dr. Bill Cathey</td>
</tr>
</tbody>
</table>
January 25-26, 2010  
University of Nevada, Reno  
Clark Administration Building, Phillips Conference Room

Names and Titles for Team Meetings:

**January 24th**

Student Services Dinner:
- Dr. Shannon Ellis, Vice President, Student Services
- Dr. Melisa Choroszy, Associate Vice President, Enrollment Services
- Dr. Jerry Marczynski, Associate Vice President, Student Life Services
- Dr. Fabienne McPhail-Naples, Associate Vice President, Student Success Services

**January 25th**

Overview:
- Dr. Marc Johnson, Executive Vice President & Provost
- Dr. Shannon Ellis, Vice President, Student Services
- Dr. Bill Cathey, Vice Provost

Team 1: High-Risk Courses
- Dr. Ramona Houmanfar, Assistant Professor, Psychology
- Dr. Mark Pingle, Professor, Economics
- Dr. Josh Stevenson, Assistant Professor, Biology
- Cynthia Birk, Lecturer, Accounting & Information Systems
- Dr. Chris Herald, Mathematics

Team 2: Reynolds School of Journalism
- Jerry Ceppos, Dean
- Rosemary McCarthy, Assistant Professor and Chair
- Paul Mitchell, Coordinator, Recruitment & Retention
- Larry Dailey, Professor and DWR Chair in Media Technology
- Robert (Jake) Highton, Professor
- Robert Felten, Assistant Professor

Lunch: Planning Team
- Dr. Bill Cathey, Vice Provost
- Dr. Nancy Markee, Director, Advising Center
- Cairn Lindloff, Director, New Student Initiatives
- Dr. Rita Escher, Director, Academic and Opportunity Support Programs
- Barbara King, Coordinator, Academic Intervention Services

Team 3: College of Agriculture, Biotechnology, and Natural Resources
- Dr. Ron Pardini, Dean (Acting)
- Dr. Carol Condit, Associate Dean, Academic Affairs
Julie Stoughton, Lecturer, Natural Resources & Environmental Sciences
Maria Pregitzer, Coordinator, Student Affairs and Outreach
Mikalee Byerman, Director, Marketing Communications
Dr. Mike Teglas, Assistant Professor, Animal Biotechnology
Dr. Patricia Ellison, Assistant Professor, Biochemistry & Molecular Biology

Team 4: College of Science
Dr. Jeff Thompson, Dean
Dr. Regina Tempel, Associate Dean
Christina Cho, Coordinator, Advising, Recruitment & Retention
Dr. Elena Pravosudova, Assistant Professor and Vice Chair, Biology
Dr. Jason Shearer, Assistant Professor, Chemistry
Dr. Joe Cline, Professor, Chemistry, and Associate Dean, Courses and Curriculum
Dr. John Louie, Professor, Seismological Laboratory
Dr. Melodi Rodrigue, Lecturer, Physics
Dr. Tony Brinkman, Assistant Professor, Geography

Team 5: College of Liberal Arts
Dr. Heather Hardy, Dean
Dr. Kathy Boardman, Associate Dean
Dr. Kristin Van Gorder, Director, Advising, Recruitment & Retention
David Fenimore, Lecturer and Director, Undergraduate Studies, English
Dr. Howard Rosenberg, Professor and Chair, Art
Kathleen Leonard, Lecturer, Foreign Languages & Literature
Dr. Louis Niebur, Assistant Professor, Music & Dance
Dr. Neal Ferguson, Associate Professor, History and Director, Core Humanities
January 26th

Team 6: College of Engineering
Dr. Manos Maragakis, Dean
Dr. Indira Chatterjee, Professor and Associate Dean
Meg Fitzgerald, Coordinator, Advising, Recruitment & Retention
Dr. Dean Adams, Professor, Civil & Environmental Engineering
Dr. Dev Chidambaram, Assistant Professor, Chemical & Metallurgical Engineering
Dr. Eric Wang, Associate Professor, Mechanical Engineering
Dr. Mehmet Gunes, Assistant Professor, Computer Science & Engineering
Dr. Yaman Evrenosoglu, Assistant Professor, Electrical & Biomedical Engineering

Team 7: Academic Advising Center
Dr. Nancy Markee, Director
Aqueelah LaGrone, Academic Advisor
Vannessa Nicholas, Academic Advisor
Dawn Aeschlimann, Academic Advisor
Patricia Wilson, Academic Advisor and Coordinator, Pre-professional Advising
Brandi Bernard, Academic Advisor and Coordinator, Academics and Career Advising
Gabrielle Blaustein, Administrative Assistant

Team 8: Division of Health Sciences
Dr. John McDonald, Vice President
Laurie Beck, Coordinator, Advising, Recruitment & Retention
Richelle O’Driscoll, Director, Internal & External Affairs
Dr. Denise Montcalm, Associate Professor and Director, School of Social Work
Mary Ann Lambert, Assistant Professor, Orvis School of Nursing
Dr. Mary Hylton, Professor, School of Social Work
Dr. Nora Constantino, Associate Professor, School of Community Health Sciences

Team 9: College of Education
Dr. Bill Sparkman, Dean
Dr. Vern Luft, Professor and Associate Dean
Dr. Nancy Horvath, Director, Student Advisement Center
Dr. Billy Thornton, Associate Professor and Chair, Educational Leadership
Dr. Chris Cheney, Professor and Chair, Educational Specialties
Dr. David Crowther, Professor, Curriculum, Teaching & Learning
Dr. George Hill, Associate Professor, Educational Leadership
Dr. Melissa Burnham, Associate Professor, Human Development & Family Studies
Dr. Tammy Abernathy-Vineyard, Associate Professor, Educational Specialties
Dr. Thomas Harrison, Professor and Chair, Counseling & Educational Psychology
Team 10: College of Business (invited all faculty advisors)
  Dr. Greg Mosier, Dean
  Dr. Kambiz Raffiee, Associate Dean
  Robyn Davis, Coordinator, Advising, Recruitment & Retention
  Dr. Sheri Faircloth, Associate Professor and Chair, Managerial Sciences
  Linda Barrenchea, Lecturer, Managerial Sciences
  Dr. Richard Mason, Associate Professor, Accounting & Information Systems
  Cynthia Birk, Lecturer, Accounting & Information Systems
  Betty Cossitt, Lecturer, Accounting & Information Systems
  Charles Carslaw, Associate Professor, Accounting & Information Systems
  Dr. Sonja Pippin, Assistant Professor, Accounting & Information Systems
  Dr. William Kuechler, Professor, Accounting & Information Systems
  Dr. David Croasdell, Accounting & Information Systems
  Dr. Mark Nichols, Professor and Chair, Economics
  Dr. Mark Pingle, Professor, Economics
  Dr. Elliott Parker, Professor, Economics
  Debra Stiver, Instructor, Economics
  Ted Oleson, Instructor, Economics
  Dr. Chunlin Liu, Associate Professor, Managerial Sciences
  Mary Groves, Lecturer, Managerial Sciences
  Dr. Igor Makienko, Assistant Professor, Managerial Sciences
  Dr. Daulatrum Lund, Associate Professor, Managerial Sciences
  Dr. Ted Mitchell, Associate Professor, Managerial Sciences
  Dr. Judy Strauss, Associate Professor, Managerial Sciences
  Dr. Henry Amato, Professor, Managerial Sciences
  Judy Cornelius, Director, Institute for the Study of Gaming
  Joe Bozsik, Program Specialist, Institute for the Study of Gaming

Debrief:
  Dr. Marc Johnson, Executive Vice President & Provost
  Dr. Shannon Ellis, Vice President, Student Services
  Dr. Bill Cathey, Vice Provost
<table>
<thead>
<tr>
<th>Dates and Times</th>
<th>Meetings</th>
<th>Team Leaders</th>
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<tr>
<td>March 1, 2010 - CABNR Dean's Conference Room (FA 214)</td>
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<tr>
<td>8:15-8:45 a.m.</td>
<td>Overview of Consultation</td>
<td>Dr. Bill Cathey</td>
</tr>
<tr>
<td>8:45-10:15 a.m. (1.5)</td>
<td>Team 1 – Business</td>
<td>Dr. Greg Mosier</td>
</tr>
<tr>
<td>10:30-12:00 p.m. (1.5)</td>
<td>Team 2 – Liberal Arts (Humanities)</td>
<td>Dr. Kathleen Boardman</td>
</tr>
<tr>
<td>Noon</td>
<td>Lunch with Advising Center</td>
<td>Dr. Nancy Markee</td>
</tr>
<tr>
<td>1:00-2:30 p.m. (1.5)</td>
<td>Team 3 – Agriculture</td>
<td>Dr. Ron Pardini</td>
</tr>
<tr>
<td>2:45-3:30 p.m. (.75)</td>
<td>Team 4 – Journalism</td>
<td>Jerry Ceppos</td>
</tr>
<tr>
<td>3:30-5:00 p.m. (1.5)</td>
<td>Team 5 – Liberal Arts (Arts)</td>
<td>Dr. Kathleen Boardman</td>
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<tr>
<td>March 2, 2010 - Phillips Conference Room, Clark Administration Building</td>
<td></td>
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<tr>
<td>8:30–10:00 a.m. (1.5)</td>
<td>Team 6 – Education</td>
<td>Dr. Bill Sparkman</td>
</tr>
<tr>
<td>10:15–11:15 a.m. (1.0)</td>
<td>Team 7 – Health Sciences</td>
<td>Dr. John McDonald</td>
</tr>
<tr>
<td>11:15–12:00 p.m. (.75)</td>
<td>Team 8 – Engineering</td>
<td>Dr. Manos Maragakis</td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td>Lunch (alone)</td>
<td></td>
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<tr>
<td>12:30–2:00 p.m. (1.5)</td>
<td>Team 9 – Liberal Arts (Social Sciences)</td>
<td>Dr. Kathleen Boardman</td>
</tr>
<tr>
<td>2:00-2:45 p.m. (.75)</td>
<td>Team 10 - Science</td>
<td>Dr. Jeff Thompson</td>
</tr>
<tr>
<td>3:00-4:00 p.m. (1.0)</td>
<td>Planning Team</td>
<td>Dr. Bill Cathey</td>
</tr>
<tr>
<td>4:00-4:30 p.m.</td>
<td>Exit Prep Time – Alone</td>
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<tr>
<td>4:30-5:30 p.m.</td>
<td>Exit Discussion</td>
<td>Dr. Bill Cathey</td>
</tr>
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</table>
March 1-2, 2010
University of Nevada, Reno

Names and Titles for Team Meetings:

March 1st - Fleishmann Agriculture Building, Dean’s Conference Room

Overview:
Dr. Bill Cathey, Vice Provost

Team 1: College of Business
Dr. Greg Mosier, Dean
Dr. Kambiz Raffiee, Associate Dean
Robyn Davis, Coordinator, Advising, Recruitment & Retention
Cynthia Birk, Lecturer, Accounting & Information Systems
Jane Bessette, Director Career Services
Dr. Mark Pingle, Professor, Economics
Dr. Igor Makienko, Assistant Professor, Managerial Sciences
Michael Ekedahl, Lecturer, Accounting & Information Systems

Team 2: Liberal Arts (Humanities)
Dr. Kathy Boardman, Associate Dean
David Fenimore, Lecturer and Director, Undergraduate Studies, English
Dr. Neal Ferguson, Associate Professor, History and Director, Core Humanities

Lunch: Academic Advising Center
Dr. Nancy Markee, Director
Aqueelah LaGrone, Academic Advisor
Vannessa Nicholas, Academic Advisor
Dawn Aeschlimann, Academic Advisor
Patricia Wilson, Academic Advisor and Coordinator, Pre-professional Advising
Brandi Bernard, Academic Advisor and Coordinator, Academics and Career Advising
Gabrielle Blaustein, Administrative Assistant
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  Dr. Ron Pardini, Dean (Acting)
  Dr. Carol Condit, Associate Dean, Academic Affairs
  Julie Stoughton, Lecturer, Natural Resources & Environmental Sciences
  Maria Pregitzer, Coordinator, Student Affairs and Outreach
  Dr. Mike Teglas, Assistant Professor, Animal Biotechnology
  Dr. Patricia Ellison, Assistant Professor, Biochemistry & Molecular Biology

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  Jerry Ceppos, Dean
  Rosemary McCarthy, Assistant Professor and Chair
  Paul Mitchell, Coordinator, Recruitment & Retention
  Larry Dailey, Professor and DWR Chair in Media Technology
  Robert (Jake) Highton, Professor
  Robert Felten, Assistant Professor

Team 5: College of Liberal Arts (Fine Arts)
  Dr. Kathy Boardman, Associate Dean
  Dr. Kristin Van Gorder, Director, Advising, Recruitment & Retention
  Dr. Howard Rosenberg, Professor and Chair, Art
  Dr. Louis Niebur, Assistant Professor, Music & Dance
  Ms. Catherine Pollard, Lecturer, Music & Dance
March 2nd - Clark Administration Building, Phillips Conference Room

Team 6: College of Education
Dr. Bill Sparkman, Dean
Dr. Vern Luft, Professor and Associate Dean
Dr. Nancy Horvath, Director, Student Advisement Center
Dr. Billy Thornton, Associate Professor and Chair, Educational Leadership
Dr. Chris Cheney, Professor and Chair, Educational Specialties
Dr. David Crowther, Professor, Curriculum, Teaching & Learning
Dr. George Hill, Associate Professor, Educational Leadership
Dr. Melissa Burnham, Associate Professor, Human Development & Family Studies
Dr. Tammy Abernathy-Vineyard, Associate Professor, Educational Specialties
Dr. Thomas Harrison, Professor and Chair, Counseling & Educational Psychology
Dr. Shanon Taylor, Assistant Professor in Educational Specialties
Dr. Mike Robinson, Chair of CTL
Amy Poetschat, Student Records and Advising for HDFS

Team 7: Division of Health Sciences
Dr. John McDonald, Vice President
Laurie Beck, Coordinator, Advising, Recruitment & Retention
Richelle O’Driscoll, Director, Internal & External Affairs
Dr. Denise Montcalm, Associate Professor and Director, School of Social Work
Mary Ann Lambert, Assistant Professor, Orvis School of Nursing
Dr. Mary Hylton, Professor, School of Social Work
Dr. Nora Constantino, Associate Professor, School of Community Health Sciences
Jim Fitzsimmons, Assistant Director, Campus Recreation & Wellness
Stephanie Deboor, Assistant Professor, Orvis School of Nursing

Team 8: College of Engineering
Dr. Manos Maragakis, Dean
Dr. Indira Chatterjee, Professor and Associate Dean
Meg Fitzgerald, Coordinator, Advising, Recruitment & Retention
Dr. Dean Adams, Professor, Civil & Environmental Engineering
Dr. Dev Chidambaram, Assistant Professor, Chemical & Metallurgical Engineering
Dr. Eric Wang, Associate Professor, Mechanical Engineering
Dr. Mehmet Gunes, Assistant Professor, Computer Science & Engineering
Dr. Yaman Evrenosoglu, Assistant Professor, Electrical & Biomedical Engineering

Team 9: College of Liberal Arts (Social Sciences)
Dr. Kathy Boardman, Associate Dean
Dr. Kristin Van Gorder, Director, Advising, Recruitment & Retention
Richard Scott, Associate Professor, Anthropology
Stacy Fisher, Associate Professor, Political Science
Ramona Houmanfar, Assistant Professor, Psychology
Team 10: College of Science

Dr. Jeff Thompson, Dean
Dr. Regina Tempel, Associate Dean
Christina Cho, Coordinator, Advising, Recruitment & Retention
Dr. Elena Pravosudova, Assistant Professor and Vice Chair, Biology
Dr. Jason Shearer, Assistant Professor, Chemistry
Dr. Joe Cline, Professor, Chemistry, and Associate Dean, Courses and Curriculum
Dr. John Louie, Professor, Seismological Laboratory
Dr. Melodi Rodrigue, Lecturer, Physics
Dr. Tony Brinkman, Assistant Professor, Geography
Dr. Chris Herald, Professor & Director of Core Math Program, Mathematics

Planning Team

Dr. Bill Cathey, Vice Provost
Dr. Nancy Markee, Director, Advising Center
Cairn Lindloff, Director, New Student Initiatives
Dr. Rita Escher, Director, Academic and Opportunity Support Programs
Barbara King, Coordinator, Academic Intervention Services
## College of Business

### Participants

<table>
<thead>
<tr>
<th>Retention Team</th>
<th>January 26</th>
<th>March 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Greg Mosier, Dean</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Dr. Kambiz Raffiie, Associate Dean</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Robyn Davis, Coordinator, Advising, Recruitment &amp; Retention</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Cynthia Birk, Lecturer, Accounting &amp; Information Systems</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Dr. Mark Pingle, Professor, Economics</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Dr. Igor Makienko, Assistant Professor, Managerial Sciences</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Michael Ekedahl, Lecturer, Information Systems</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Jane Bessette, Director Career Services</td>
<td>✔</td>
<td>✔</td>
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### Spring/Fall 2010 Retention Initiatives

#### Student Organizations

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Freshmen Involvement in Student Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Impact</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Jane Bessette</td>
</tr>
<tr>
<td>Implementation Team Members</td>
<td></td>
</tr>
<tr>
<td>Brief narrative description of the program</td>
<td>Reach out to freshman students through Business Student Council and other student organizations to recruit them to join student organizations and connect students to the college. Encourage instructors to support student membership in clubs.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Number of interest cards collected; How many students actually joined?</td>
</tr>
</tbody>
</table>

#### Timeline for Implementation

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert a question about involvement in student organizations (with a specific question about business clubs) in careers module in Management 321</td>
<td>Summer start</td>
<td>Bessette</td>
</tr>
<tr>
<td>Invite student orgs to participate in BUS 101/ Schedule student organization Presidents in BUS 101 sessions</td>
<td>Summer 2010</td>
<td>Bessette</td>
</tr>
<tr>
<td>Create flyer on importance of being involved</td>
<td>06/30/10</td>
<td>Bessette</td>
</tr>
<tr>
<td>Provide flyer and interest cards to student orgs for their recruiting events</td>
<td>8/30/10</td>
<td>Bessette</td>
</tr>
<tr>
<td>Distribute flyer through Business Week major/resource fair</td>
<td>9/14-17/10</td>
<td>Bessette</td>
</tr>
<tr>
<td>Distribute flyer and interest card for immediate collection through 100/200 level business courses</td>
<td>09/30/10</td>
<td>Bessette/BSC</td>
</tr>
</tbody>
</table>
## Intent to Declare

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Intent to Declare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Impact</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Robyn Davis</td>
</tr>
<tr>
<td>Implementation Team Members</td>
<td>Michael Ekedahl, Sonja Pippin</td>
</tr>
<tr>
<td>Brief narrative description of the program</td>
<td>Connect freshmen to faculty advisors via a faculty mentor program (assist recruitment) and expect regular contact by advisors. Create a form and administer it in order to know students' intended major.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Number of hits on the declaration form, follow-up activities; Number of participants in kick-off and other events; Survey of mentors regarding needs</td>
</tr>
</tbody>
</table>

## Timeline for Implementation

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue Faculty Mentor (new student recruitment) initiative</td>
<td>Ongoing</td>
<td>Davis</td>
</tr>
<tr>
<td>Contact faculty advisors regarding BUS 101 fall 2010, faculty mentor initiative, freshman and sophomore referrals</td>
<td>3/12/10</td>
<td>Davis</td>
</tr>
<tr>
<td>Identify alumni participants for BUS 101</td>
<td>Summer 2010</td>
<td>Bessette</td>
</tr>
<tr>
<td>Identify faculty participants for BUS 101</td>
<td>Summer 2010</td>
<td>Davis</td>
</tr>
<tr>
<td>Develop a set of expectations of mentors, training, and ways to support</td>
<td>Fall 2010</td>
<td>Davis/Ekedahl</td>
</tr>
<tr>
<td>Offer a “kick-off” event for mentors and mentees (and possibly invited)</td>
<td>Spring 2011</td>
<td>Davis/Ekedahl</td>
</tr>
<tr>
<td>Develop a process for driving students to the Web form for declaring a business major (at the end of Business 101, etc., other pre-business core courses, IS101)</td>
<td>Fall 2010</td>
<td>Davis/Ekedahl</td>
</tr>
<tr>
<td>Develop web form: Intent to Declare, automate response to student that sets up an in-person formal, written declaration of major</td>
<td>9/1/2010</td>
<td>Ekedahl</td>
</tr>
<tr>
<td>Distribute responses to Intent to Declare to appropriate mentors</td>
<td>Spring 2011</td>
<td>Davis</td>
</tr>
<tr>
<td>Send regular friendly messages to intended majors</td>
<td>Ongoing</td>
<td>All</td>
</tr>
</tbody>
</table>
**BUS 101: Intro to Business**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Offer three-credit S/U course to new incoming business students in fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Impact</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Robyn Davis</td>
</tr>
<tr>
<td>Implementation Team Members</td>
<td>All</td>
</tr>
<tr>
<td>Brief narrative description of the program</td>
<td>BUS 101 will include an overview of each business major (including participation of business faculty, professionals, current students, and alumni) and well as address student success</td>
</tr>
<tr>
<td>Assessment</td>
<td>Administer evaluation at end of course</td>
</tr>
</tbody>
</table>

**Timeline for Implementation**

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertise and recommend enrollment in course to students via mandatory first semester advising</td>
<td>Spring/summer 2010</td>
<td>Davis</td>
</tr>
<tr>
<td>Schedule participation of business faculty, professionals, current students, and alumni</td>
<td>Summer 2010</td>
<td>All</td>
</tr>
<tr>
<td>Develop evaluation</td>
<td>10/1/2010</td>
<td>Davis</td>
</tr>
</tbody>
</table>
### Business Week

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Expand Business Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Impact</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Jane Bessette</td>
</tr>
<tr>
<td>Implementation Team Members</td>
<td>Expand Business Week for more active engagement of community and alumni professionals, as well as faculty, and develop ways to increase student participation.</td>
</tr>
<tr>
<td>Brief narrative description of the program</td>
<td>Expand Business Week for more active engagement of community and alumni professionals, as well as faculty, and develop ways to increase student participation.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Number of participants at each event; Results of evaluations</td>
</tr>
</tbody>
</table>

#### Timeline for Implementation

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notify faculty &amp; student orgs of business week dates &amp; request intent to participate through class requirement or guest speaker</td>
<td>4/9/10</td>
<td>Bessette</td>
</tr>
<tr>
<td>Secure faculty willing to have guest speakers in class</td>
<td>4/30/10</td>
<td>Bessette</td>
</tr>
<tr>
<td>Obtain guest speakers for various business classes</td>
<td>4/30-7/30/10</td>
<td>Bessette/Faculty</td>
</tr>
<tr>
<td>Meet with alumni association &amp; community organizations for new involvement</td>
<td>6/15/10</td>
<td>Bessette</td>
</tr>
<tr>
<td>Secure campus facilities</td>
<td>7/30/10</td>
<td>Bessette</td>
</tr>
<tr>
<td>Administer evaluation form (that identifies student, alum, speaker, community members, faculty, donors, local professionals) for participants (note: not just students)</td>
<td>9/14-17/10</td>
<td>Bessette</td>
</tr>
</tbody>
</table>
**APPENDIX 4-D**

**Third-Semester Advising**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Reconfigure 3rd Semester Advising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Impact</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Robyn Davis</td>
</tr>
<tr>
<td>Implementation Team Members</td>
<td>Jane Bessette</td>
</tr>
<tr>
<td>Brief narrative description of the program</td>
<td>Reformat advising for third-semester to include smaller group size and more personal major and career exploration activities and include assistance in transition to other majors or counseling on if not admitted to business major.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Questionnaire</td>
</tr>
</tbody>
</table>

**Timeline for Implementation**

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send 3rd semester advising postcards</td>
<td>2/26/10</td>
<td>Davis</td>
</tr>
<tr>
<td>Plan advising component</td>
<td>3/5/10</td>
<td>Davis</td>
</tr>
<tr>
<td>Plan career component</td>
<td>3/5/10</td>
<td>Bessette</td>
</tr>
<tr>
<td>Conduct 3rd semester advising sessions</td>
<td>3/10-4/27/10</td>
<td>Bessette/Davis</td>
</tr>
<tr>
<td>Administer evaluation questionnaire</td>
<td>3/10-4/27/10</td>
<td>Davis</td>
</tr>
<tr>
<td>Review evaluation and plan for 2011</td>
<td>Summer 2010</td>
<td>Bessette/Davis</td>
</tr>
</tbody>
</table>

**Next Steps**

The retention team will look at the strategies from a global view to ensure effectiveness, minimal duplication, and potential "over-kill":

- Information about majors
- Questionnaires
APPENDIX 4-E

DRAFT
ACADEMIC LEADERSHIP COUNCIL
RETREAT
AGENDA
August 12, 2010

Purpose: To develop strategy and actions for Academic Year 2010-2011 to provide the best long-term experience for students, faculty and Nevada communities from the University of Nevada, Reno, given likely tighter state budget constraints in the next three years.

8:00-8:15 a. Review briefly the Institutional Strategic Plan Goals and budget prospects to establish context.

8:15-10:00 a. Strategies for Undergraduate Graduation Success. [Goals: Increase the proportion of students reaching their diploma goal; enhance engagement of students leading to reduced time to graduation.]

Preliminary information:
  a. Review Crossing the Finish Line, Paul Neill (15 min.)
  b. Review the Clemson PowerPoint on Sophomore Retention, Marc Johnson (5 min.)
  c. Review UNR retention and graduation data, Bill Cathey (10 min.)
  d. Review extra-academic contributions to graduation success, Jerry Marzynsky (10 min.)
  e. Review College of Engineering strategy and tactics for retention, Manos Maragakis (10 m)
  f. Discussion:
     1. Getting students involved with faculty and other students.
     2. Exploring individual student interests, career goals, and academic path.
     3. Faculty support for these goals—faculty development, structural support, expectations.

10:00-10:15 a. Break

10:15 a.-Noon Strategies for Faculty Productivity. [Goal: Faculty want to be productive, have job satisfaction, and build national reputations; the university has goals to graduate students, contribute to scholarship, and build a national reputation.] [Productivity measures: Outputs—Research publications and artistic performances/exhibits; Undergraduate and Graduate degrees; Outreach educational contacts delivered.]

Discussion:
  a. Explore how to obtain more faculty positions to enhance the faculty force.
  b. Explore how to create an environment to support faculty and enhance the work environment leading to greater, balanced productivity.
  c. Explore how to gain faculty productivity in teaching, research and outreach.
Noon-1:00 p.  Lunch

1:00-2:45 p.  Study Committees: Set the purposes, outcomes, approach and structure.
  a. Statistics instruction and consultation. [Goal: Effectively offer instruction and support in
     statistics in a cohesive and efficient manner.] [Come with an understanding of your College’s
     offerings and needs, and those with greatest expertise in statistical knowledge demands and
     supply of statistical courses.]
  b. Core Curriculum. [Goal: Respond to the Core Curriculum review report and design the
     general education and core curriculum for the next decade.] [See Review Report.]
  c. 120-Credit degree paths. [Goal: Explore the wisdom of moving some degree
     requirements to the 120-credit minimum.]
  d. Indirect cost recovery allocation model. [Goal: Assure that indirect cost recovery funds
     are allocated in ways to incentivize research productivity of the university.]

2:45-3:00 p.  Break

3:00-4:30 p.  Strategy for research support, compliance, and reporting. [Goals: Ensure a research support
               and compliance structure which helps to maximize research productivity and compliance.]
  a. New structures for research support and compliance—Marsha Read
  b. Important example breaches and regulatory visits which bring caution—Marsha Read
  c. Training requirements, methods and record-keeping for compliance.
  d. CAS/faculty recommendations to enhance research productivity. [See Report.]

4:30-5:00 p.  Strategy for service compensation. [Goal: Bring consistency, fairness and efficiency to the
               system of compensation for service.]
  a. Associate Deans and Chairs—Stipends, course off-loads, 10th month and A contracts.
  b. Associate and Assistant Chairs
  b. Directors

5:00-8:00 p.  Dinner at the home of Marc Johnson and Karen Penner-Johnson
<table>
<thead>
<tr>
<th>UNIT</th>
<th>PROCESSES</th>
<th>CHANGES</th>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
<th>TRAINING</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Biotechnology, and Natural Resources</td>
<td>Advising provided by faculty advisors in each department, use of Virtual Advisor, many college clubs, many mentoring, volunteer and research opportunities for students, career fair for college</td>
<td>Development of Virtual Advisor tool, use of Recruitment Plus to access registration info</td>
<td>Advising done by academic faculty, knowledge about classes and careers</td>
<td>Faculty expected to do more of everything; inequity in quality of advising</td>
<td>Webinars are available; only a few take advantage due to time constraints</td>
<td>Has not developed specific desired outcomes, evaluation or assessment</td>
</tr>
<tr>
<td>Business</td>
<td>College of Business Advising Center sees students during freshman and sophomore years, then assigned faculty advisors; annual Business Week; plan to initiate faculty mentor program; College of Business Career Connections Office; internship program; active college clubs</td>
<td>Hired an additional professional advisor in Advising Center, development of webprint materials</td>
<td>Use both professional and faculty advisors</td>
<td>Lack of resources for consistent data management</td>
<td>Participation in webinars; may attend advising conferences off-campus</td>
<td>Captured by academic progress of students (selection of classes, GPA)</td>
</tr>
<tr>
<td>Education</td>
<td>Four education majors, advising done by professional advisor and grad student; faculty advisors for Human Development and Family Studies and Early Childhood Education; program manuals developed for all majors; extensive files review for all students; career fair for education-related jobs; mentoring program with retired teachers; field experience required of all education majors</td>
<td>Advising Center staff required to take on recruitment function; use of Recruitment Plus database; participation in MAPWorks</td>
<td>Centralized location; professional advisors available year round; adequate staffing; use of graduates students; commitment of faculty to model</td>
<td>Need for frequent training of new staff due to turnover</td>
<td>Encouraged to attend conferences and university meetings and webinars related to advising; share info at staff meetings</td>
<td>Chart of targets for advising sessions at different points in student's career; informal comments at end of semester, graduation/exit survey</td>
</tr>
<tr>
<td>Engineering</td>
<td>Freshman and sophomore advised through Dean's office; juniors and seniors by faculty; use advising spreadsheet/flowchart; annual E-week, public service clubs, mentoring program with industry, Evening with Industry networking event</td>
<td>More mandatory advising (14 vs. two years plus transfer); advising appointments, can be made available; all student files have been scanned and are kept electronically</td>
<td>Mandatory and high-quality advising of all freshmen, sophomores and transfer students by professional advisors</td>
<td>Student spreadsheets more interactive (data downloads); need advising manual for faculty; need another advisor (currently there is only 10 minute appointments during peak advising)</td>
<td>No formal opportunities exist; junior faculty still in on advising sessions</td>
<td>As part of retention plan will develop outcomes and method of assessment for advising; important for ABET accreditation</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Two plus advising positions in Division of Health Sciences and premeds in nursing and Social Work; faculty advisors for other majors; in Social Work students have faculty mentor option in nursing; majors have required experiential learning component</td>
<td>More time for advisors to advise; addition of administrative assistant and full-time faculty</td>
<td>Consistency of personnel; use of Student Center advisors assists in ensuring consistency of information; accessibility of Student Center advisors year round</td>
<td>High internship students ratio (2:1000) need for upgrades on division website; need to also perform recruitment and retention tasks regularly in addition to advising</td>
<td>Webinars attended by professional advisors; not well used by faculty advisors</td>
<td>Have set goals but have no formal evaluation; students offered a confidential advisor evaluation form but not consistently used</td>
</tr>
<tr>
<td>Journalism</td>
<td>Have student coordinator who maintains student files, group advising for pre-majors, end of one with majors, faculty advisors for majors assigned according to career path; internships are required as part of curriculum</td>
<td>Mandatory group advising for pre-majors will institute one-on-one advising for seniors pre-majors this year (2013)</td>
<td>It is mandatory; faculty engagement with students; continuity with advising in various programs; close follow up and file preparation by student coordinator</td>
<td>Varying level of advising skill and engagement among faculty</td>
<td>Traditionally vary little beyond faculty meetings; this year UNRA webinars have been a positive addition</td>
<td>No response</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>Help faculty on campus, work with support from dean's office staff; dean's office advisors meet with students on academic disqualification; letters sent to those over 80 credits encouraging them to meet with dean's office advisors to set up plan of study; seminar meetings for faculty advisors; e-newsletters to both faculty advisors and students</td>
<td>Two sessions of mandatory advising for incoming freshmen; mandatory advising for all students on academic disqualification</td>
<td>Coordinating advising efforts for a large freshman class; dedicated faculty advisors</td>
<td>Not enough resources</td>
<td>Director of Advising attends regional UNRA webinars; webinars available for faculty advisors but seldom attended</td>
<td>No response</td>
</tr>
<tr>
<td>Science</td>
<td>Use primary faculty advisors with backup from dean's office from whom faculty receive updates</td>
<td>Not applicable</td>
<td>All departments offer individual advising sessions to their students; responsiveness of advisors to resolve/recall advising issues; all trained to use DARS and SIS, visible as also teach many of the underclass students</td>
<td>Some advisors on &quot;8&quot; contracts to availability; may be limited during summer (delay in response); back up advisor in Dean's Office can address all situations</td>
<td>Recommend all faculty advisors join UNRA advisors listserve so can receive notification of webinars and training opportunities</td>
<td>Senior survey addressing engagement experience (satisfaction, advisor's concern, responsiveness)</td>
</tr>
<tr>
<td>Advising Center</td>
<td>Mandatory advising provided by staff of professional advisors; files kept on all students; provide major exploration courses; maintain general advising e-mail to answer advising-related questions; beginning fall 2010 each undecided freshman will be assigned to a specific advisor for mentoring purposes</td>
<td>Advising now mandatory each semester for all undeclared students; greater use of computer resources (databases, MAPWorks, Kuder journey); development of new general advising website; will start assigning students to specific advisors</td>
<td>Dedicated, knowledgeable professional advisors and staff; open M-F 8:30-5:00; close relationships with 1.5R, Residential Life, Orientation, athletics, honors; report to the Office of the Provost</td>
<td>Peaks and valleys in terms of demand; lack of support in some areas of campus for students to be undetected; limited involvement in recruitment</td>
<td>Staff regularly attend all webinars; able to send one or more staff to national UNRA conference; resources have been available for NSTI/Strong training for staff</td>
<td>Collect data related to workflow; monitor data related to student retention; on occasion have engaged in specific assessment projects; developed but have not consistently followed assessment plan</td>
</tr>
</tbody>
</table>
From: Nancy L Markee
Sent: Tuesday, September 07, 2010 2:27 PM
To: Audrey M Casey
Subject: FW: Warning purge letter
Attachments: Warning purge letter fall 2010 (4).docx

Nancy L. Markee, Ph.D.
Director of the Academic Advising Center
Coordinator of Undergraduate Advising
Mail Stop 395
University of Nevada, Reno
Reno, NV 89557

nimarkee@unr.edu  775-784-7069  775-327-2206 (fax)

"The miracle isn’t that I finished . . . The miracle is that I had the courage to start."  John Bingham - The Penguin

From: Nancy L Markee
Sent: Thursday, August 26, 2010 11:43 AM
To: 'advisors@lists.unr.edu'
Subject: Warning purge letter

Dear Colleagues:

Please see the attached warning letter to students which will be distributed tomorrow. Some students have expressed a concern about late disbursements and possible purging of classes. Your help in alleviating their concerns and advising them if they have questions is appreciated. Please direct any additional questions to Melisa Choroszy at choroszy@unr.edu or Tim Wolfe at tawolfe@unr.edu.

Thanks, Jan Shipley
Please note: While the Department of Mathematics and Statistics has moved to the new Davidson Mathematics and Science Building, the Math Center (offering drop in mathematics tutoring and Accuplacer testing for Math placement) is still on the 6th floor of the Ansari Business Building. If you are trying to get incoming freshmen to challenge their ACT/SAT math placement now before the add/drop deadline (and I applaud any efforts you are making in this direction), please send them to the same old AB 610 location as before.

If a student has already taken math courses at UNR, but through a change of major needs to enter a different course sequence (such as taking Math 181 after taking Math 176), and we need to find out their relevant preparation for the new track (in this case, their level of trigonometry readiness), they will need to speak with a Core Math advisor to discuss placement options. But freshmen or students who have not taken a math course should be heading to the Cashier’s office with the form to pay the $10 fee, and then directly to the Math Center in AB 610.
APPENDIX 4-G

Audrey M Casey

From: Nancy L Markee
Sent: Monday, September 13. 2010 2:44 PM
To: Audrey M Casey
Subject: FW: Fall 2010 - Chemistry course enrollment

Nancy L. Markee, Ph.D.
Director of the Academic Advising Center
Coordinator of Undergraduate Advising
Mail Stop 396
University of Nevada, Reno
Reno, NV 89557

nlmarkee@unr.edu  775-784-7069  775-327-2205 (fax)

"The miracle isn't that I finished... The miracle is that I had the courage to start." John Bingham - The Penguin

From: Nancy L Markee
Sent: Friday, May 07, 2010 11:35 AM
To: 'advisors@lists.unr.edu'
Subject: Fall 2010 - Chemistry course enrollment

The Chemistry department is aware that the lower division Chemistry courses (i.e. CHEM 121, 201, etc) are filling up for Fall 2010 – they want to do their best to accommodate our students who need those classes for their programs. I have spoken to Dr. Vince Catalano, the Chemistry department chair, who wanted me to share with you what you can advise a student who are in a situation where the course section they need is currently full.

Students who reside locally ought to go to the Chemistry department office during regular business hours to speak with Roxie Taft (2nd floor of the Chemistry building) to inform her which course and section(s) they are attempting to enroll in - suggest to students that they identify more than 1 section of the course they need that would work with their class schedule.

If you have an incoming student who resides out of the area (i.e. Las Vegas, CA, etc), they can either call Roxie at 784-6043 or send her an e-mail that includes the student’s full name, R#, and desired course sections to roxiet@unr.edu.

Roxie will be keeping track of these requests and determining if the student can be enrolled into the course section they are requesting; if it is possible, she is able to manually enroll a student in a Chemistry course section; please note that she is the ONLY individual in the department who will be able to assist with these requests.

Please also remind your students that there are usually spots that free up in these classes after the Chemistry department has identified students who need to be administratively withdrawn for Fall 2010 due to missing pre-requisites.
All,

Please take a few minutes to test the “single institution” transfer agreements you will find at https://cistestnode1.unr.edu/TransferArticulation/TransferData/TransferStudent. Staff in the Transfer Center have reviewed current catalogs at each transfer institution and revised the content of these agreements. The format of the agreements has also changed. We are eager for your feedback on both the content and format changes. Please send your comments to me by May 1st.

Over the summer, we will make the multiple institution reports available. We will also, in collaboration with academic departments at UNR and each transfer institution, make changes to the recommended schedule on each report to verify that students who successfully complete the coursework listed for the first two years will have completed the coursework necessary to earn a general associates degree.

Thank you very much for your time,

Maureen Cronin
Associate Registrar for DARS
Office of Admissions and Records (120)
University of Nevada, Reno 89557-0120
Phone: (775)682-8064
Fax: (775)784-4283
http://www.unr.edu/stsw/dars/
APPENDIX 4-G

Audrey M Casey

From: Nancy L Markee  
Sent: Monday, September 13, 2010 2:41 PM  
To: Audrey M Casey  
Subject: FW: Core Curriculum Program Review-Faculty/Advisors Open Forum, Feb. 25

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Nancy L. Markee, Ph.D.
Director of the Academic Advising Center
Coordinator of Undergraduate Advising
Mail Stop 395
University of Nevada, Reno
Reno, NV 89557

nlmarkee@unr.edu  775-784-7069  775-327-2205 (fax)

"The miracle isn't that I finished . . . The miracle is that I had the courage to start."  John Bingham - The Penguin

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From: Nancy L Markee
Sent: Tuesday, February 16, 2010 3:41 PM
To: 'advisors@lists.unr.edu'
Subject: Core Curriculum Program Review-Faculty/Advisors Open Forum, Feb. 25

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Dear Advisors,

As you may know the Core Curriculum program review will be completed this semester with an external program review team visiting the campus on February 25 and 26, 2010. The Core Curriculum Self Study is available for review at: http://www.unr.edu/core-curriculum/self%20study/.

As part of the review, an open forum will be held for academic faculty and advisors on Thursday, February 25, from 4-5 pm in Ansari Business Building, Room 109.

We encourage you to attend and welcome your comments on Core Curriculum. The discussion will be guided by the review team, who will have been provided with a summary of input from previous faculty forums on the Core.

Sincerely,

Paul Neill
Course concierge takes the stress out of registration
Tuesday, December 15, 2009
Kathie Taylor

Glick has made a priority on campus.

Since its inception, the program has helped between 50 and 60 students per semester either enroll in necessary courses that were full or find alternative courses that fit their needs. Budget cuts came on the heels of the program’s inauguration, making the service even more valuable to time- and cash-strapped students.

“Because of the focus on retention, graduation rates and time-to-degree, we’re more deliberate in how we help students with these challenges,” Paul Neill, director of the University’s core curriculum and course concierge, said. “When a system is at the limits of its effectiveness and efficiency, it just takes a little more work to get the students into the courses they need. I think that’s the central theme of the concierge philosophy.”

Neill said the course concierge program was set in motion to address two distinct groups of students: those who need a particular class to graduate or those who experience scheduling difficulties with courses taken in sequence. Both Neill and Glick are quick to emphasize that the concept is to help students get into the class they need, which may differ from the class they want.

“Some of the science and engineering majors’ curriculum is very step-wise, so if you get out of step, it can impact your time-to-degree,” he said. “The primary part of the service is helping students identify who they should be in contact with so that their challenges are dealt with appropriately and effectively.”

Robyn Davis, coordinator of advising, retention and recruitment for the College of Business, said the school has developed an online add-slip with the help of the course concierge.

“Students don’t have to track down the instructor to try to get into a full class, it’s all done
electronically,” she said. “The course concierge facilitates contact between the student and the school. It’s always nice for students to have another resource in addition to their advisors.”

The first step students should take toward resolving course issues is to work with their advisors. Neill said the dynamic nature of the enrollment process means that a course that is full initially doesn’t always stay full, so the second piece of advice is to keep a constant eye on the University’s online registration system, e-PAWS.

“Students understandably can get a little frustrated, but persistence pays off in the end,” Neill said. “Although you may not get into the course immediately, by the beginning of the semester it is likely gaps will open up.”

If those steps don’t pan out, Neill encourages students to contact the course concierge.

“We gather information when the students contact us so we can identify the challenges students are facing, and then we can work with the departments to find resolution,” he said. “There’ve been a couple of cases where we’ve identified scheduling challenges in the catalog where students were advised to take courses in a particular sequence and it wasn’t working for them so that was reworked in the catalog.”

Whether resolution means adding a section next semester or rescheduling classes that students traditionally take together, the course concierge is actively advocating for students.

“This is one office where students know they can come and get assistance with these types of problems so they’re not running around all over the place,” Neill said. “They know if they come here we’ll help them as best we can.”

To contact the course concierge, email him at core@unr.edu.
February 21, 2010

Need That Class, Desperately? The Course Concierge Will See You Now

By Eric Hoover

Paul Neill's title is director of the core curriculum at the University of Nevada at Reno, but students there know him as the "course concierge." He's the one they contact when they can't get into a class they need.

A few years ago, officials at the university decided that they had to do more to reduce the hassles of registering for courses. They imagined a kind of registration czar, someone who could communicate well with faculty members but who had the authority of an administrator. Mr. Neill, a faculty member who works in the provost's office, fit the bill.

Soon Nevada was promoting Mr. Neill as the course concierge, the man advisers and students could turn to when stuck. Each semester, he helps 50 to 60 students solve their scheduling problems, working one on one with those who need a particular course to graduate, or who have trouble getting into classes they must take in a sequence. Often he creates a spot in a class that's full, or steers students to suitable alternatives.

"In the past, it was often left up to the student and the professor to see who could get in where," Mr. Neill says. "It was very informal."

Even in times of plenty, students often learn a tough lesson when they register for courses: You can't always get what you want. In this era of budget cuts, however, students on some campuses have scrambled to get not only the courses they would like but also those they need for their majors and to satisfy core requirements.

As colleges pack more students into fewer courses, the scheduling puzzle has become more challenging for administrators, instructors, and students alike. Institutions are using a variety of strategies to alleviate the course crunch, and often that begins with improving the registration process.

Nevada's president, Milton D. Glick, proposed the course-concierge program as a way to improve timely progression toward degrees at the university, which has about 13,000 undergraduates. Over the years he has learned that even small scheduling snags can discourage students, delay their progress, and make them more likely to transfer or drop out.

After he arrived, in 2006, Mr. Glick developed a plan to improve Nevada's retention and graduation rates. He pledged publicly that students would get the courses they needed to graduate on time. To that end, his course-concierge program provides a backstop for the university's academic advisers.

Mr. Neill is not a replacement for advisers, who continue to meet with students and help them select courses. But they sometimes encounter dilemmas that they can't handle on their own. "They don't always have the ability to cut through red tape, to get through to the department, to get something done," Mr. Glick says. "Paul can get a phone call through."

"A Relief Valve"

When Natica Rudavsky contacted Mr. Neill this winter, she was frantic. Ms.
Rudavsky, a transfer student who has a bachelor’s degree from another university, wanted to pursue a second degree, in nutrition, at Nevada, but she was confused about which core requirements would apply to her. Would the university waive that required mathematics course?

By the time she and her adviser had sorted that out, it was late in the registration cycle, and all the courses she needed were full. Mr. Neill evaluated her record, then discussed her options with her. Ultimately, he found Ms. Rudavsky a spot in three of the four courses she sought. "If he hadn’t helped,” Ms. Rudavsky says, "I probably would have just waited until the next semester to enroll."

The course concierge doesn’t cater to whines. A student who just wants to avoid that 8 a.m. class would not get help from Mr. Neill. The same might go for a senior who had never bothered to register for a required course that he had every opportunity to take.

The service does cater to those who truly have a need, or are simply stuck or confused. "We’ve taken some of the burden off the shoulders of advisers,” he says. "It’s a relief valve."

The course concierge has also helped the university plan more effectively during a difficult time. For the current fiscal year, the state cut the university’s budget by $33-million, or 15 percent. Last semester, Nevada offered 96 fewer course sections than it did in the fall of 2008, a 6-percent reduction.

Recently, Mr. Neill’s work with students helped him identify scheduling conflicts that made it difficult for them to register for the right courses. For instance, freshmen and sophomores taking biology or chemistry courses are supposed to enroll simultaneously in Math 127. Yet Mr. Neill realized that that math lecture overlapped with several of the laboratory sections.

He discussed the issue with the three departments, which adjusted their schedules accordingly. "The departments probably would have become aware of this,” he says, "but the concierge service helped them understand it quickly."

Better Communication
Elsewhere, administrators have looked for ways to make small but meaningful changes in the registration process. This fall the University of California at Santa Barbara, which has seen substantial budget cuts and an enrollment surge, created an online waiting list for courses. The system formalized the process of determining who gets a spot, allowing advisers to better evaluate students’ needs and communicate with them more effectively.

"It was a huge help,” says Mary Nisbet, acting dean of undergraduate education. "Now faculty aren’t getting hundreds of e-mails, and students know there is somewhere to go where advisers will get back to them."

This past fall, the university reduced the number of credits students could sign up for during the second round of registration. As a result, juniors and seniors, who have priority, can snag a total of four classes, instead of five, at that time.

In the past, many students eventually dropped their fifth course anyway. The new policy has encouraged older students to focus on getting the courses they really need, and the change recently freed up at least 1,500 class spots for other students, Ms. Nisbet says.

For the first time, the university is offering schedule-planning workshops, in which students learn how to prioritize. "We’re trying to help students weather a storm,” she says.

Many institutions have turned to sophisticated data analysis to better anticipate course demand. At the University of California at Berkeley, Catherine P. Koshland
helps lead a task force that will determine which courses students will need—and how many—in the coming years.

To do that, Ms. Koshland and her colleagues have begun to examine a decade's worth of enrollment data, which help them predict how many freshmen will need to take a specific math sequence, for instance, or how many sections of pre-med physics courses the university will need.

"We can bring some rationality to the offerings, rather than having departments guesstimate," says Ms. Koshland, vice provost for teaching, learning, academic planning, and facilities. "We're bringing more and more discipline to something that could grow organically before, when there was elasticity in the system. There's no elasticity now."

(Head Count explores the changing enrollment landscape. Please send ideas to eric.hoover@chronicle.com)

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http://chronicle.com/article/Head-Count-The-Course/64139/ 9/13/2010
REVIE W OF GENERAL EDUCATION AT
THE UNIVERSITY OF NEVADA, RENO
2010-2011

The Institutional Strategic Plan for the University of Nevada, Reno, accepted by the Nevada System of Higher Education Board of Regents in December, 2009 contains the following:

Planning Goals for Undergraduate Education for the Period 2009-2015:

- Core Knowledge: Offer all University of Nevada, Reno undergraduates an education which provides knowledge of, appreciation for, and experience with written and oral communication, quantitative procedures, the scientific process, ethical judgment, critical and independent thinking, problem solving, information and media literacy, and history and culture of Nevada, the United States, and the world.

The Core Curriculum has represented the approach to General Education at the University for 20 years. The Core Curriculum was reviewed by an esteemed panel in spring, 2010 and the panel made several recommendations, including: “we offer the suggestion that the University regard this review as a possible point of departure for a thorough reconsideration of how it exercises its commitment to general education. All said, we believe it is time for a campus-wide discussion about the purpose and intent of the Core Curriculum Program, beginning with the question of what knowledge, literacies, and competencies should define a graduate of the University of Nevada, Reno. Discussion could identify student learning outcomes and overarching literacies across the curriculum that would characterize a UNR graduate, rather than on specific disciplines and courses.”

During 2010-2011, general education will be reviewed for the University of Nevada, Reno. The goals of the review are well described by the external review panel: to determine what knowledge, literacies, and competencies should define a graduate of the University of Nevada, Reno, identify related learning outcomes, and identify the alternative means by which the University can offer these learning outcomes for its baccalaureate graduates, in various four-year degree programs, in effective and efficient fashion.

A task force will propose the learning outcomes and alternative means of effective and efficient delivery. All undergraduate academic colleges will be represented. A report with recommendations will be submitted to the Executive Vice President and Provost by April 15, 2011. The Office of the Provost will support the General Education Task Force.

Task Force Representatives: CLA, COS, COB, COE, COEN, HS, JOUR, CABNR, IT-Libraries, ASUN
University of Nevada, Reno
Request for Space Form

**Instructions:** Submit this **COMPLETED AND SIGNED** form to the Facilities Resource Committee, Office of the Provost, M/S 005. All requests must be reviewed by Facilities Services to develop cost estimates and/or evaluate the impact to existing facilities. This form must be submitted one week prior to the scheduled date of the committee meeting to be placed on the meeting agenda. Attach any available plans, drawings or presentation materials in electronic form if possible.

<table>
<thead>
<tr>
<th>Department:</th>
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<tbody>
<tr>
<td>Name of Requester:</td>
</tr>
<tr>
<td>Campus Address:</td>
</tr>
<tr>
<td>Extension:</td>
</tr>
<tr>
<td>Date Submitted:</td>
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<tr>
<td>Effective Date:</td>
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</table>

**Signature/Endorsement of Dean/Vice President of College or Department (REQUIRED):**

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Print Name:</th>
</tr>
</thead>
</table>

**Type of Request**

- [ ] Request for Assignment of Additional Space or Reassignment of Space:
  - [ ] To enhance existing or accommodate new instructional program
  - [ ] To enhance existing or accommodate new research programs
  - [ ] To enhance existing or accommodate new administrative services to academic programs
  - [ ] To improve efficiency of existing or accommodate new administrative services, other than above
  - [ ] To improve efficiency of existing or accommodate new student services
  - [ ] To improve efficiency of existing or accommodate the need for additional office space

- [ ] Request for Approval of Renovation:

- [ ] Request for Approval of Signage:
  - [ ] Interior Building Signage
  - [ ] Exterior Building Signage
  - [ ] Exterior Campus Signage

**Name of representative who will present the request to the committee to explain timing and programmatic needs:**

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
</table>
Provide a brief description of the request. Include information on the existing facilities, if any, which currently accommodate the activities, and why additional space is necessary. Will any space be released as a result of this request?

Preferred Location of Space: ___________________________________________________________________________________

Alternatives, if available: _______________________________________________________________________________________

Will this request displace existing campus functions? □ Yes □ No Have they been consulted? □ Yes □ No
If yes, how will these activities be accommodated?

If renovations are needed, are departmental funds available? □ Yes □ No □ State □ Non-State

Amount of Available Funds: ___________________________________________________________________________________

Source of Funds: _____________________________________________________________________________________________

Has this request been reviewed by Facilities Services? □ Yes □ No
Has a cost estimate for this request been developed by Facilities Services? □ Yes □ No

Est. Cost: _________________________________________________________________________________________________

Please specify any other special needs, such as parking, etc.

Impact Statement

Provide a brief description of the impact on your college/department/research if this request is denied.

Impact Statement

AUTHORIZATION

FRC has reviewed the above request:

Request approved: _________________________________________________________________________________________

Request denied: __________________________________________________________________________________________

Need additional information: ______________________________________________________________________________

Facilities Resource Committee ___________________________ Date ___________________________

Office of the Provost
Clark Administration, Room 110
University of Nevada, Reno/0005
Reno, Nevada 89557-0005  http://www.unr.edu/provost/

Rev. 09/10/2010
### FACILITIES RESOURCE COMMITTEE – 2010-11

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary Bishop</td>
<td>Adm. &amp; Finance</td>
<td>MS 114</td>
<td>6948</td>
<td><a href="mailto:gbishop@unr.edu">gbishop@unr.edu</a></td>
</tr>
<tr>
<td>Stephanie Woolf</td>
<td>Env Hlth Safety</td>
<td>MS 328</td>
<td>327-5040</td>
<td><a href="mailto:swoolf@unr.edu">swoolf@unr.edu</a></td>
</tr>
<tr>
<td>Jannet Vreeland</td>
<td>Vice Provost</td>
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<td>41740</td>
<td><a href="mailto:jannetv@unr.edu">jannetv@unr.edu</a></td>
</tr>
<tr>
<td>Ron Zurek</td>
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<td>44031</td>
<td><a href="mailto:zurek@unr.edu">zurek@unr.edu</a></td>
</tr>
<tr>
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<td>5041</td>
<td><a href="mailto:jsagebiel@unr.edu">jsagebiel@unr.edu</a></td>
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<td>25470</td>
<td><a href="mailto:dlenzner@unr.edu">dlenzner@unr.edu</a></td>
</tr>
<tr>
<td>Chuck Price</td>
<td>Student Services</td>
<td>MS 056</td>
<td>6505</td>
<td><a href="mailto:cprice@unr.edu">cprice@unr.edu</a></td>
</tr>
<tr>
<td>David Ryge</td>
<td>Fac. Senate</td>
<td>MS 310</td>
<td>4-6532</td>
<td><a href="mailto:dryfe@unr.edu">dryfe@unr.edu</a></td>
</tr>
<tr>
<td>Troy Miller</td>
<td>Real Estate</td>
<td>MS 239</td>
<td>784-6546</td>
<td><a href="mailto:tmiller@unr.edu">tmiller@unr.edu</a></td>
</tr>
<tr>
<td>Dave Lupan</td>
<td>UNSOM</td>
<td>MS 338</td>
<td>4-4908</td>
<td><a href="mailto:dlupan@medicine.unr.edu">dlupan@medicine.unr.edu</a></td>
</tr>
<tr>
<td>Steve Zink</td>
<td>Library/IT</td>
<td>MS 322</td>
<td>6500</td>
<td><a href="mailto:stevenz@unr.edu">stevenz@unr.edu</a></td>
</tr>
</tbody>
</table>

Chair: Jannet Vreeland
February 26, 2010

<Program>

<Name>,

In our current environment, we understand the challenges student learning assessment presents. Still, the assessment related work you and your colleagues do on behalf of your students and program(s) is essential for constituents to understand the University’s commitment to a continuous improvement process. Assessment of student learning is also expected by our regional accrediting entity (NWCCU), as well as all specialized accrediting organizations in Business, Education, Engineering and other programs. As coordinating assessment activities, organizing data and reporting are all in addition to many other faculty responsibilities, we very much appreciate your effort to demonstrate and document how programs are being improved.

You may also be aware that the University experienced an interim focused visit from NWCCU in April 2009. The NWCCU reviewer placed considerable focus on assessment, made recommendations to the President (see NWCCU Letter) regarding assessment, and, as a result, assessment will be a focus of the next interim visit during the fall 2010 semester. The site reviewer’s recommendations for UNR were:

1. The institution needs to find ways to maintain its commitment to a faculty-driven assessment process while bringing greater uniformity to the assessment planning and reporting process.
2. This includes:
   a. greater clarity and adherence to what constitutes student learning outcomes and performance indicators;
   b. greater advocacy for ‘socially validated’ assessment measures; and
   c. greater transparency about assessment data.

Recommendation #1: The Assessment Office remains committed to faculty-driven assessment. From the time the University established its assessment model, the pivotal role faculty play in identifying learning outcomes, implementing each program’s assessment plan, and making program improvement has been emphasized. Continuous improvement must be faculty-driven because faculty possess the greatest familiarity with every aspect of their program. Not only are faculty content experts, you know your students and what it takes for each to succeed in the program and beyond, and, as it is at the program-level where modifications can best be implemented, faculty are in a unique position to judge and implement changes.

Recommendation #2a: As we have reviewed each plan and annual report since 2002, we believe the majority of assessment plans, as a whole, hold together. Most have also been revised over the years and some multiple times; however, a few plans remain in need of revision and some, we feel, have never been fully implemented. Currently, we are conducting an audit of every undergraduate assessment plan initially and will contact each assessment coordinator and department chair directly if we determine that significant revisions to an assessment plan are warranted. Assessment plans which include clear and concise outcome statements (SLOs) as well as well defined measures (Performance Indicators) of student achievement are more easily implemented. Data from student artifacts (products & behaviors) in such plans are more useful to determine student achievement and, as a result, suggest useful improvements.

Recommendation #2b: There are a number of programs on our campus that already use “socially (external) validated” measures as part of outcome assessment. What are externally validated measures? Essentially, these are measures that can be evaluated or used to compare our student/graduates in some way with off-campus
measures of achievement. Examples are pass rates or percentiles for UNR students compared to non-UNR groups on licensure or standardized exams. Other examples could include post-graduation achievement in the workforce or graduate/professional school. Advisory committees, made of up communities and/or professionals who employ our graduates, can be another external source for feedback.

Recommendation #2c: To address this recommendation, the Assessment Office has modified our website’s homepage to provide links to all University-wide data.

We welcome your feedback and suggestions of how we can better assist you with assessment activities. Again, the student learning outcome assessment work you do is much appreciated.

Sincerely,

John Mahaffy
Steve Cavote
Office of University Assessment
784-4837
APPENDIX B

Assessment Plan Review Template (Access – data entry)

<table>
<thead>
<tr>
<th>Program ID</th>
<th>Program Name</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Name</td>
<td>Dept. Name</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SLOs - Cumulative Rating</strong></th>
<th><strong>PIs - Cumulative Rating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO Rating:</td>
<td>PI Rating:</td>
</tr>
<tr>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Needs improvement</td>
<td>Needs improvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improvement Needed:</th>
<th>Improvement Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Not clear or too vague</td>
<td>□ Too similar to SLO</td>
</tr>
<tr>
<td>□ Not measurable</td>
<td>□ Not a valid measure of SLO</td>
</tr>
<tr>
<td>□ Not student focused</td>
<td>□ Not a practical measure</td>
</tr>
<tr>
<td>Other (describe)</td>
<td>Other (describe)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ No direct assessment measures</td>
</tr>
<tr>
<td>□ No indirect assessment measures</td>
</tr>
<tr>
<td>□ Closely related to specialized accreditation</td>
</tr>
<tr>
<td>□ Overall, not a good, valid assessment, i.e., relies on passing courses, grades, etc.</td>
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<tr>
<td>Other (describe)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Actions:</th>
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</thead>
<tbody>
<tr>
<td>□ Send a commendation</td>
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<tr>
<td><strong>Email concerns with supporting materials attached</strong></td>
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<tr>
<td><strong>Invite to a workshop</strong></td>
</tr>
<tr>
<td><strong>Suggest meeting with AC</strong></td>
</tr>
<tr>
<td><strong>Other (describe)</strong></td>
</tr>
</tbody>
</table>

| **Significant Problems:** |
| **SLO #:** |

| **PI #:** |

| **Other Comments:** |

| **Social Validation?** |
| **Internship** |
| **External Exam** |
| **Publications/Proposals** |

| **Accreditation** |
| **Advisory Committee** |
| **Acceptance to Grad Program** |

| **Continuing Education or Employed (from AS or other data)** |
## Program Plan Audit Results

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Performance Indicator</th>
<th>Action Taken or Recommended (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Good</td>
<td>Email AC and Chair</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Invite to workshop</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Meet with AC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comments sent in Report review</td>
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<table>
<thead>
<tr>
<th>College of Agriculture, Biotechnology &amp; Natural Sciences Programs</th>
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<tbody>
<tr>
<td><strong>Agricultural &amp; Applied Economics</strong></td>
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<tr>
<td><strong>Animal Biotechnology</strong></td>
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<td><strong>Animal Science</strong></td>
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<tr>
<td><strong>Biochemistry</strong></td>
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<tr>
<td><strong>Echohydrology</strong></td>
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<tr>
<td><strong>Environmental &amp; Resource Economics</strong></td>
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<tr>
<td><strong>Environmental Science</strong></td>
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<tr>
<td><strong>Forest &amp; Rangeland Management</strong></td>
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<tr>
<td><strong>Nutrition</strong></td>
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<tr>
<td><strong>Wildlife Ecology &amp; Conservation</strong></td>
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<table>
<thead>
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<th>College of Business Administration Programs</th>
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<tr>
<td><strong>Accounting</strong></td>
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<tr>
<td><strong>Accounting &amp; Information Systems</strong></td>
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<tr>
<td><strong>Economics</strong></td>
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<tr>
<td><strong>Information Systems</strong></td>
</tr>
<tr>
<td><strong>International Business</strong></td>
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</tbody>
</table>
### Managerial Science: Finance
- Good: 
- Satisfactory: ✓
- Needs Improvement: ☐

### Managerial Science: Management
- Good: ☐
- Satisfactory: ☐
- Needs Improvement: ☐

### Managerial Science: Marketing
- Good: ☐
- Satisfactory: ✓
- Needs Improvement: ☐

### Managerial Science: Supply Chain Management
- Good: ☐
- Satisfactory: ☒
- Needs Improvement: ✓

### College of Education
#### Programs
**Curriculum, Teaching, & Learning**
- Good: ☐
- Satisfactory: ✓
- Needs Improvement: ☐

**Early Childhood Education**
- Good: ☐
- Satisfactory: ☒
- Needs Improvement: ☐

**Education Specialties**
- Good: ☐
- Satisfactory: ☒
- Needs Improvement: ☐

**Human Development & Family Studies**
- Good: ☐
- Satisfactory: ✓
- Needs Improvement: ☐

### College of Engineering
#### Programs
**Chemical Engineering**
- Good: ✓
- Satisfactory: ☐
- Needs Improvement: ☐

**Civil Engineering**
- Good: ✓
- Satisfactory: ☒
- Needs Improvement: ☐

**Civil Engineering: Environmental**
- Good: ✓
- Satisfactory: ☒
- Needs Improvement: ☐

**Computer Information & Engineering**
- Good: ✓
- Satisfactory: ☒
- Needs Improvement: ☐

**Computer Science**
- Good: ☒
- Satisfactory: ☒
- Needs Improvement: ☐

**Electrical Engineering**
- Good: ✓
- Satisfactory: ☒
- Needs Improvement: ☐

**Engineering Physics**
- Good: ✓
- Satisfactory: ☒
- Needs Improvement: ☐

**Materials Science & Engineering**
- Good: ☒
- Satisfactory: ☒
- Needs Improvement: ☐

**Mechanical Engineering**
- Good: ✓
- Satisfactory: ☒
- Needs Improvement: ✓

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**Appendix A:** Program Plan Audit Results

**APPENDIX C**
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Performance Indicator</th>
<th>Action Taken or Recommended (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good Satisfactory Needs Improvement</td>
<td>Email AC and Chair Invite to workshop Meet with AC Comments sent in Report review</td>
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<td>College of Liberal Arts Programs</td>
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<tr>
<td>Anthropology</td>
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<td>Art: Fine Arts</td>
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<td>Art: Studio and Art History</td>
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<td>Criminal Justice</td>
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<td>English</td>
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</tr>
<tr>
<td>Foreign Languages &amp; Literatures: French</td>
<td>Good Satisfactory Needs Improvement</td>
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<tr>
<td>Foreign Languages &amp; Literatures: Spanish</td>
<td>Good Satisfactory Needs Improvement</td>
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<tr>
<td>General Studies</td>
<td>Good Satisfactory Needs Improvement</td>
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<tr>
<td>History</td>
<td>Good Satisfactory Needs Improvement</td>
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<td>Interior Design</td>
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<td>Music</td>
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<tr>
<td>Music Education</td>
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<tr>
<td>Philosophy</td>
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Appendix A: Program Plan Audit Results
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### Speech Communication
- Good: ✔
- Satisfactory: ☐
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ✔

### Theatre
- Good: ✔
- Satisfactory: ☐
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ✔

### Womens Studies
- Good: ✔
- Satisfactory: ☐
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ✔

### College of Science Programs

#### Atmospheric Science
- Good: ☐
- Satisfactory: ✔
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ☐

#### Biology
- Good: ✔
- Satisfactory: ☐
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ✔

#### Chemistry: Professional
- Good: ☐
- Satisfactory: ✔
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ☐

#### Geography
- Good: ☐
- Satisfactory: ✔
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ☐

#### Geological Engineering
- Good: ☐
- Satisfactory: ✔
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ✔

#### Geology
- Good: ✔
- Satisfactory: ☐
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ☐

#### Geophysics
- Good: ☐
- Satisfactory: ✔
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ☐

#### Hydrogeology
- Good: ✔
- Satisfactory: ☐
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ✔

#### Mathematics & Statistics
- Good: ☐
- Satisfactory: ✔
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ☐

#### Mining Engineering
- Good: ✔
- Satisfactory: ☐
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ☐

#### Physics
- Good: ☐
- Satisfactory: ✔
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ☐

### Division of Health Sciences Programs

#### Health Ecology
- Good: ✔
- Satisfactory: ☐
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ✔

#### Nursing
- Good: ✔
- Satisfactory: ☐
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ✔

#### Social Work
- Good: ✔
- Satisfactory: ☐
- Needs Improvement: ☐
- Action Taken or Recommended (if any): ☐

Appendix A: Program Plan Audit Results

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Appendix C: Program Plan Audit Results
## Appendix B

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**College of Agriculture, Biotechnology & Natural Sciences Programs**

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  - [ ] Program Dept. Advisory Committee
  - [ ] Accepted by Graduate
  - [ ] Externally Developed Exam
  - [ ] Continuing Ed. and Employment
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  - [ ] Faculty Evaluation of Student Work
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- **Animal Biotechnology**
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  - [ ] Faculty Evaluation of Student Work
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- **Animal Science**
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  - [ ] End of Major
  - [ ] Faculty Evaluation of Student Work
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- **Biochemistry**
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- **Echohydrology**
  - [ ] Specialized Accreditation
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- **Environmental & Resource Economics**
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- **Environmental Science**
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- **Forest & Rangeland Management**
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- **Nutrition**
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- **Wildlife Ecology & Conservation**
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**College of Engineering Programs**

**Chemical Engineering**

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**Civil Engineering**

✔

**Civil Engineering: Environmental**

✔

**Computer Information & Engineering**

✔

**Computer Science**

✔

**Electrical Engineering**

✔

**Engineering Physics**

✔

**Materials Science & Engineering**

✔

**Mechanical Engineering**

✔
### College of Business Administration

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**College of Science Programs**

| Atmospheric Science      |                                 |                      |                          |                               |                                          |                               |                             |                          |             |                                   |      |
| Biology                  |                                 |                      |                          |                               |                                          |                               |                             |                          |             |                                   |      |
| Chemistry: Professional  |                                 |                      |                          |                               |                                          |                               |                             |                          |             |                                   |      |

Appendix B: Program Social Validation Measures
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<th>Continuing Ed. and Employment</th>
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<th>Exhibitions or Competitions</th>
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**Division of Health Sciences Programs**

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**Reynolds School of Journalism Programs**

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**School of Medicine Programs**

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