The Institutional Strategic Plan of the University of Nevada, Reno places significant emphasis on graduating bachelor’s, master’s, and doctoral degrees as a primary output of the University enterprise. NSHE adoption of the tenets of Complete College America provides specific, numerical stretch goals for producing bachelor’s degrees at the University. From academic year 2000-01 to academic year 2009-10, the University of Nevada, Reno increased the number of annual bachelor’s degree graduates from 1,393 to 2,311, a 66 percent increase over the last decade. The challenge of the Complete College America plan is to increase the number of annual bachelor’s degree graduates from the 2009-10 level of 2,311 to 4,374 by 2019-20, an 89 percent increase in the next decade.

The first goal of the University of Nevada, Reno strategic plan follows, setting the context for the production of bachelor’s degree graduates:

Goal 1: Serve 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.

The purpose of the University of Nevada, Reno in undergraduate education is to recruit, retain, and graduate an increasing number of students with high educational and career aspirations, through a broad variety of degree programs and support services. The University of Nevada, Reno has earned the designation of a “Comprehensive Doctoral, Arts and Sciences/Professions—Balanced, High Research University” by the Carnegie Foundation for the Advancement of Teaching. This means that the University provides students with opportunities for breadth and depth across disciplines, and the ability to obtain degrees and prepare for careers in the arts, humanities, natural sciences, social sciences, and applied fields of engineering, medicine,
education, journalism, health practice, business, and agriculture. Discovery and creation of new knowledge through research, scholarship, and artistry is core to the mission of the university across these disciplines, and provides opportunities for students to experience research and interact with faculty actively engaged in the development of their fields. As Nevada’s Land Grant University, the University of Nevada, Reno has unique responsibilities to engage with citizens, communities, and governments, in all Nevada counties, to share the knowledge produced at the university. Community engagement also provides opportunities for students to experience outreach teaching and service and interact with faculty engaged in the sharing of knowledge with Nevada’s citizens. While the goals of Complete College America are focused on numbers of graduates, the University provides the quality of education and experience which yields professionals who are prepared to participate and lead in the business, government, and social activities of the state and beyond. Elements of the plan to increase bachelor’s degrees follow.

- **Access:** Actively recruit and provide open access to all Nevadans who are prepared for serious college study (measured by University admission standards), regardless of financial position, ethnicity, or cultural background. Increase undergraduate enrollment to 20,300 by fall, 2019 (from 12,828 in fall, 2009).
  - Work with K-12 districts across the state to improve preparation for college, e.g., applying college admissions standards at the junior level to guide students in their senior year toward college readiness.
  - Extend programs like dean's future scholars, math for girls, and college academic summer camps to build aspirations of high school students for higher levels of education at the university level.
  - Increase the number of campus tours by prospective students (from 1,981 in AY2009-10) as well as Nevada Bound day-long programs (from 12 in AY2009-10 with more than 1,000 participants).
  - Alumni Affairs and Student Services will partner to host spring receptions for newly admitted students in Las Vegas and Sacramento. In 2010, more than 500 students and 200 parents attended these “yield” events designed to convert “admits” to “enrolled” freshmen.
  - Continue to grow targeted direct mail campaigns.
  - Work with different vendors to mine social media for prospective students.
  - Create a tele-counseling program for prospects, applicants, admits and enrollees.
  - Increase all forms of communication with admitted students (print, phone, and email).
  - Implement overnight campus visitations.
  - Increase student prospecting efforts with NRCCUA, Zinch, and Cappex mailing lists.
  - Set up individual Financial Aid appointments with students and families in Las Vegas.
  - Increase on-site admissions in high schools and community colleges.
  - Establish dual admission with community colleges and dual enrollment with high school students.
Host the federally-funded Upward Bound program which serves several hundred high school students from low-income families and from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. This is done with year-round academic support, a summer residential college prep program and part-time jobs. Close to 100% of Upward Bound graduates enroll in higher education and 90% enroll at Nevada.

- Graduation: Create a “Culture of Completion” where all students are encouraged, assisted, and expected to graduate with a degree. Increase the freshman cohort 6-year graduation rate to 60 percent (from 50 percent in 2009-10) and reduce the average number of years to graduation to less than 4.5 years (from 4.8 years in 2009-10). Assist students with an accessible information system, counseling services, advising, and other student and academic support services.
  - Distribute the Graduate in Four: Pathways to Success planner to all incoming freshmen at spring and summer Wolf Pack advising sessions. Students set out their specific course work for the next four years including summer school and wintermesters.
  - Introduce the four year plan at New Student Orientation. Students will have opportunity to fill out their academic plan for the next four years of coursework within PeopleSoft Student Self Service. They may then check their plans against actual degree requirements and progress.
  - Start bachelor’s degree aspiration of students with dual admission and enrollment with community colleges and high schools.
  - Move degree programs from a standard 128-credit requirement to a 120-credit requirement within by 2015.
  - Implement academic advising and academic active learning strategies to encourage interest in college completion.

- Student Success: Strengthen support for student success based on strategies known to be successful with University of Nevada, Reno students, including campus engagement, advising and intervention, expansion of on-campus residential opportunities, student union activities, recreational opportunities, integrated curricular and co-curricular experiences such as living-learning communities and leadership education, and clearly marked pathways to student success. Increase first year persistence to 85 percent (from 80 percent in fall, 2009) and second year retention to 90 percent (from 83 percent in fall, 2009).
  - Expand the writing center and other writing programs to improve writing success.
  - Expand the math center to help students improve math skills.
  - Expand academic tutoring which actively involves the student to develop a deeper understanding of content, problem solving, and critical thinking. Additionally, tutoring helps students understand how they learn to ensure success. During fall 2010, 427 distinct students attended tutoring sessions (walk-in labs, group and one-on-one sessions) for a total of 3,018 visits.
  - Renovate the 170,000 square foot Getchell Library into a Student Academic Success Center containing the writing center, tutoring center, math center,
disabilities resource center, counseling services, career services, on-line course testing, and other student success services.

- Continue supplemental instruction (SI) to provide for traditionally difficult courses that have high D, F, and W rates by partnering a peer, who excelled in the class, with the instructor and a SI supervisor to provide students with four hours of facilitated sessions a week. During fall, 2010, 1,447 distinct students attended SI sessions 7,252 times. There were 20 different classes and a total of 29 sections.

- The Living Learning Residence Hall, opening fall, 2012, will provide an academically rich residential setting that includes faculty participation as well as cultural programs, academic advising, mentoring, and on-site classes. Freshmen in the same areas of study will live together and take some classes together in the building where they also live. The retention rate for students participating in learning communities for 2009 was 85 percent, versus 80 percent for non-learning community residence hall students. At least four more similar living-learning residence halls will be needed in the next decade to meet Complete College America goals.

- Guarantee new freshmen a first semester schedule as required by their degree program.

- Implement checklist communications which generate automated messages and reminders of due dates, drop dates, payment dates, and other critical deadlines.

- Residence Life requires participation in an academic intervention for all students who earned less than a 2.00 GPA in fall semester. The intervention includes attendance at an Academic Success workshop in January, course progress reports, and individual meetings with Residence Life staff to access academic progress. Last year, 78 percent of the 201 students who participated attained a higher GPA.

- Continue use of MAPWorks, a web-based assessment program that identifies freshmen that are at risk of not returning to the university the following semester. Results from the survey assist academic and student services faculty to intervene early in each semester with students who are struggling academically and socially during their adjustment to the college experience. In fall, 2010, 75 percent of freshmen responded to the survey.

- In an attempt to increase the retention of our undergraduate students, staff of the Office of Student Conduct sought (1) to reduce underage drinking among underage university students and (2) to reduce abusive drinking behaviors among 21-24 year old undergraduate students by implementing the BASICS (Brief Alcohol Screening and Intervention for College Students) program with all students involved in an alcohol violation. Since the implementation of BASICS in the spring 2008 semester we have seen a 10.32 percent increase in retention of students involved in alcohol violations. (In spring 2008, 77.4 percent of students returned for the fall semester; in spring 2010, 87.72 percent of students returned for the fall 2010 semester.)

- The initial six weeks of the semester are heavily loaded with substantive academic advising, financial aid advising, and student engagement opportunities (programs, events, club support, and volunteer opportunities.)

- Weeks 7-10 are focused on interventions, such as, mid-term academic progress reports, tutoring support, and campus job support.
• The Reduced Course Load Policy recognizes students with disabilities as full-time students while taking fewer than 12 credit hours.
  ▪ Retention rate of students approved: 63%
  ▪ Graduation rate of students approved: 60%
• Qualified students with disabilities can be granted course substitution—generally for their foreign language major requirement.
  ▪ Retention rate of students approved: 80%
  ▪ Graduation rate of students approved: 63%
• Students who are registered and eligible for services through the Disability Resource Center (DRC) receive accommodations including but are not limited to: Alternative Testing, Alternative Media, Auxiliary Aids, & Assistive Technology.
  ▪ Retention rate of students registered with the DRC: 75%
  ▪ 6-year graduation rate of students registered with the DRC: 52%

• Diversity: Increase the diversity of the undergraduate student population to reflect the high school graduate profile of Nevada, which would raise the proportion of students of color to more than 50 percent by 2019 (from 23.6 percent in fall, 2009). Complete College America goals suggest that 63.6 percent of bachelor’s graduates in 2020 will be of ethnic minorities. Actively recruit freshmen of color by communicating with the TRIO programs, county School Superintendents, and community-based and faith-based organizations, and by identifying prospective students from university outreach programs of the colleges, the Latino Research Center, the Center for Student Cultural Diversity, Dean’s Future Scholars, and Cooperative Extension.
  o The final five weeks of a term are designated by the Center for Student Cultural Diversity as a time for more intrusive interventions for students earning a C or below in their academic course work, and students experiencing unique hardships in relationship to paying for college. This time period is also used to assist students with registration for the spring semester.
  o OVERALL: 95 percent of UNR students at ALL GRADE LEVELS supported by the Center for Student Cultural Diversity were retained or graduated from fall, 2009 to fall, 2010 (555 of 586)
  o The federally funded TRIO Scholars program provides opportunities for academic development, assists students with basic college requirements, and motivates 175 students toward the successful completion of their postsecondary education. The program also provides grant aid to current participants who are receiving Federal Pell Grants. The goal of the program is to increase the college retention and graduation rates of its participants. More than 90 percent of Trio Scholars graduate from Nevada.
  o The federally funded McNair Scholars program prepares 25 UNR eligible participants for doctoral studies through involvement in research and other scholarly activities. Participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Program staff and academic mentors work closely with participants as they complete their undergraduate requirements. The program encourages participants to enroll in graduate programs and then tracks their progress through to the successful completion of advanced degrees. The goal is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society.
• **Financial Aid:** Develop a long-term fundraising strategy to increase financial assistance for college attendance. Financial aid distributed to University students increased more than 42 percent from academic year 2006-07, to more than $76 million in academic year 2009-10.
  o Aggressively market the Pack Advantage financial support program for Pell-eligible students started in September, 2008, which guarantees registration fees, other fees, and books for Nevada residents (1,552 Pell eligible students in spring, 2009).
  o Set up individual Financial Aid appointments with students and families in Las Vegas.
  o Encourage students to complete the FAFSA by March 1 of each year.
  o Conduct Completing the FAFSA workshop in the student union.
  o Provide quality customer service to our students.
  o Financial Aid is working with other offices on campus to ensure we are meeting the needs of our students.
  o Partner with the local high schools to do Financial Aid Night.

• **High Achievers:** As a National Merit Sponsoring institution, increase the number of high-achieving freshmen who are National Merit Scholars to 100 by fall, 2020 (from 10 in fall, 2007), increase enrollment of students with composite ACT scores of 26 or higher, and provide stimulating experiences for high-achieving students through the Honors Program, Study Abroad, Undergraduate Research, Experiential and Service Learning, and support for competitive, national scholarships, e.g., Rhodes and Marshall Scholars.

• **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.

• **Quality:** Assure that students experience a modern, accredited curriculum which is continually evolving as a result of assessment and innovation of content and teaching practice.

• **Experience:** Enrich undergraduate opportunities to engage in research projects, internships, practica, and service learning experiences; provide access to significant speakers, arts exhibits, and student activities; prepare students for graduate education and community service.

• **Global:** Globalize the University of Nevada, Reno experience with 20 percent of students graduating with a study abroad experience (from 12.7 percent in 2009-10), with 5 percent of the student body from other countries (from 1.6 percent of undergraduates in 2009), and with opportunities for faculty to experience international application of their disciplines. Secure more external funding for international programs.

• **Flexibility:** Offer courses and degree programs which respond to the opportunities of Nevada students of all ages, with scheduling and learning approaches reflecting student demand. Offer undergraduate degrees and courses in increasingly flexible formats, day and evening, fall and spring semesters, winter and summer sessions, involving both face-to-face and on-line formats as demand and resources permit. From fall, 2009 to fall,
2010, on-campus, on-line enrollment increased 44 percent, suggesting a preference for increased on-line options.

- **Faculty:** Assure that students are taught by faculty with terminal degrees (doctorate or highest professional degree) in at least 70 percent of their credit hours (from 60 percent for lower division and 81 percent of upper division credit hours, in 2009), and by faculty who are mentored in quality teaching practice. Assure that students are exposed to professors actively involved in their professional research, scholarship, and artistry, the hallmark of a research university education. Increase the number of tenure-track faculty and decrease the student/faculty ratio. Maintaining a student faculty ratio of 22 will require 34 additional faculty positions per year over the next decade, at an approximate additional budgetary requirement of $3.4 million, plus provision for start-up costs.

- **Efficiency:** Maintain degree programs which are responsive to significant student demand and which make efficient use of university resources. Regularly review undergraduate degree programs with fewer than 15 degrees granted per year, to assure teaching resource use efficiency.

**Resource Requirements:** An 89 percent increase in bachelor’s degrees between academic year 2009-10 and 2019-20 will require significant increases in resources. If the six-year graduation rate climbs from 50 percent to 60 percent, the undergraduate student population will have to climb from 12,828 in academic year 2009-10 to 20,300 by academic year 2019-20, to achieve the goal of 4,374 degrees awarded. This is an increased undergraduate student body of 7,450.

Keeping the student/faculty ratio at 22 would require an additional 338 faculty positions at an approximate annual cost of $33.8 million. Additionally, the operating, student service, and classified support increases linearly with the number of students, so the 58 percent increase in number of students would require an additional annual amount of $11.8 million in these services. Assuming the current rate of dormitory residency of 20 percent of the student body, the additional students would require somewhat more than four new residence halls of 350 beds each to accommodate this student population. The Complete College America goals rise in a linear fashion over the next decade, so accumulating annual increases in budgetary resources of approximately $4.6 million, plus one new, bond-funded residence hall every other year, would be needed to support the degree completion goal. Recruiting and enrollment management will be more efficient, incentivized, and goal directed if the University is able to retain registration fees and out-of-state tuition.