Admissions and Records:

Curriculum Coordination, Catalog Production, Degree Audit, Transfer Articulation

The Office of Admissions and Records will play a key role in a campus-wide effort to support the Chancellor’s Strategic Planning Goals.

1. **Access**: Increase participation in post-secondary education
2. **Success**: Increase student success
3. **Close the Achievement Gap**: Close the achievement gap among underserved student populations
4. **Workforce**: Collaboratively address the challenges of the workforce and industry education needs of Nevada
5. **Research**: Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile

Our unit within the Office of Admissions and Records can support the achievement of these goals by contributing to the campus-wide effort to use existing and new technologies and to decrease time to degree, increase graduation rates, and develop academic programs that are responsive to the needs of all of the University’s constituencies.

**Access**: Increase participation in post-secondary education

- Work with faculty at both the community colleges and the university to fully implement the new transfer agreement standards.
  1. Use Curriculog to create online workflows for development and review of transfer agreements.
  2. Since the new transfer agreements should not be used by students who intend to transfer prior to completing an associate’s degree, modify the existing Core agreements to meet the needs of these students.
  3. Provide links to transfer agreements from the transfer website as well.
  4. Continue to serve out of state transfer students with Core waiver programs.
  5. Support the implementation of the WICHE Interstate Passport.
6. Continuously research best practices for facilitating transfer.
   • Promote the use of the transfer agreements and other web materials to community college students and their counselors.
     1. Work with OPS to demonstrate these tools to transfer counselors.
   • Based on feedback from students and advisors, improve the quality and quantity of transfer information available on University websites (expand the course equivalencies available for NSHE and top out-of-state feeders within TES).
     1. Survey transfer students on the usefulness of current materials.
     2. Revise existing and create new materials based on student feedback.
   • Support the development of a state-wide online workflow application for NSHE Common Course Numbering.
     1. Suggest the same.

Success: Increase student success

• Support the implementation of OnBase imaging and workflow systems.
  1. Support data mapping, conversion and clean-up.
  2. Create workflows for approval of major/minor declaration/change forms and AAR exceptions.
• Support use of SSC.
  1. Collaborate with academic advisement leadership to implement advisor assignment.
  2. Add hyperlinks to the SSC student platform in the “Contact” section of undergraduate program descriptions in the catalog.
  3. Clearly identify SSC progress marker courses in each degree program in the catalog and AAR? Does SSC support this?
  4. Work within data governance structures to optimize use of the SSC reporting tools, and avoid creation of duplicate reporting in PeopleSoft.
  5. Monitor the progress notes kept by NCAA advisors and college/departmental advisors in the NCAA eligibility and graduation certification processes.
• Support use of PS and general catalog progress tracking tools:
  1. Promote the use of the degree-planner tools in the general catalog and MyNEVADA with advisors and students.
- Collaborate with the Provost’s Office, Financial Aid, IT, and advisors to implement an improved degree progress tracking tool.
  1. Use the AAR to identify degree-applicable coursework.
- Support recruitment of student-athletes who have the academic background necessary for success at the University.
  1. Comply with NCAA initial eligibility standards, and work with NCAA compliance officers to verify eligibility for prospects.
- Facilitate retention and graduation of student-athletes.
  1. NCAA progress to degree reporting for students either their fifth through final semester of enrollment.
  2. Graduation Success Reporting (GSR) and Academic Progress Reporting (APR).
  3. Work with NCAA advisors to verify that student-athletes who are subject to PTD reporting have a complete graduation plan built in MyNEVADA.
- Maintain the integrity of the NCAA Eligibility Certification process:
  1. Create redundancy by dedicating a classified position to support the NCAA Eligibility Manager.

Close the Achievement Gap: Close the achievement gap among underserved student populations

- Use the resources within the Student Services Division to support diverse faculty, staff, and students.
  1. Participate in diversity training as it becomes available.
  2. Encourage all employees to participate in training and more informal conversations on topics related to diversity.
  3. Be attentive to the needs of under-represented staff and students—listen.
  4. Work with The Center, TRIO, NCAA and the Disability Resource Center to train students in the use of the graduation planning tools in the general catalog and MyNEVADA.
  5. Mentor a local high school student through the Ascent Program at HUG and encourage staff to do the same.

Workforce: Collaboratively address the challenges of the workforce and industry education needs of Nevada
• Guide student employees in the development of the soft and hard skills that are in-demand in the workplace. Support their pursuit of opportunities that will lead to personal growth as well as future employment.
  1. Meet with student-employees each semester to monitor their degree and career progress.
  2. Guide them in choosing their next steps whether it is graduate or professional school or joining the workforce.

• Work with the administration, Faculty Senate, University Courses and Curricula Committee, and the Core Board to facilitate efficient processing of curriculum proposals to ensure the curriculum is responsive to new knowledge and new workforce demands.
  1. Gather and analyze tracking data from Curriculog to identify bottlenecks in the process.
  2. Work with the UCCC to facilitate annual efficiency reviews of the Curriculog workflows.
  3. Annually review curriculum and Curriculog policies that negatively impact the quality and efficiency of the process.