Academic Opportunity and Support Programs

1. **Strategic Goal**: 50% of UB participants who enrolled in a program of postsecondary education by the fall term immediately following high school graduation will attain either an associate’s or bachelor’s degree within six years following graduation from high school.
   
   **Outcome**: 62% of UB participants who enrolled in a program of postsecondary education in fall of 2009 graduated within 6 years.

2. **Strategic Goal**: At least 60% of first-time, full time freshmen who participate in the TRiO Scholars Program will graduate within six years.
   
   **Outcome**: 69% of the 2009 freshman cohort of TRiO Scholars graduated within 6 years.

3. **Strategic Goal**: 88% of McNair Scholars who entered graduate school in the fall of 2013 will still be enrolled by the fall of 2014.
   
   **Outcome**: 100% of the 2013 graduate school going cohort of McNair Scholars was still enrolled for fall of 2014.

4. **Strategic Goal**: Pilot a low-cost coaching program (First Scholars) for low income, first generation freshmen with academic need that will result in a continuation rate of at least 75%.
   
   **Outcome**: 87% of First Scholars participants have enrolled for fall 2015 classes. As a result of promising performance outcomes, the First Scholars Program will be continued into the 2015-2016 academic year.

5. **Strategic Goal**: Write and submit the SSS grant (TRiO Scholars)

   **Outcome**: The TRiO Scholars grant document was completed and submitted to the U.S. Department of Education by the due date. Notification of selected for funding will be in July or early August of 2015.
Admissions and Records
1. Provide faculty self-service grade correction functionality necessary to increase timeliness of accurate grades for financial aid, academic standing, and reporting.
   Online primary instructor grade correction and filing of grades for incompletes was made available starting Spring 2015.

2. Implementation of mandatory waitlists to provide increased indicators on course demand.
   Beginning Fall 2015, the Registrar’s Office worked with the Provost’s Office to implement mandatory waitlists and increase reporting available to departments and colleges. This functionality both provides data for the decision-making process during scheduling, but also provides better service to students.

3. Increased training and re-evaluation on Post-Requisite Checking.
   To respond to requests from faculty to make post-requisite checking functionality available to run students back through the requisite checking process after enrollment to ensure they still meet requisites, increased training on this functionality was provided. The Registrar’s Office also worked closely with the Provost’s Office to identify key select core classes that presented the most impact to create a new process for these classes.

4. Research and potentially implement electronic transcripts for students to provide faster service.
   After a thorough review of service providers, University of Nevada, Reno began implementation of electronic transcripts through PDF and institution exchange in Summer of 2015.

5. Review and update of all student facing electronic forms and software to ensure accessibility.
   Review of forms revealed that all electronic forms were not accessible to all students and this has been corrected. Although MyNevada is accessible, the students must select a personalized setting for which a MyNevada Help page has been created to guide them through the process.
Athletic Eligibility

1. **Set up regular meetings with the Athletic Advisors to discuss certification.**
   Prior to this past year, we would typically meet at the end of each term to go over certification for student-athletes. Now we are meeting 2-3 times in a regular semester in addition to several times over the summer to better project numbers and eligibility and have a solution for anticipated problems and possible ineligible student-athletes.

2. **Include AARS staff in Progress-Toward-Degree (PTD) for certification.**
   AARS staff now checks and verifies all PTD numbers for all student-athletes that require a PTD check.

3. **Utilize Admissions and Records Assistant (Trevor) for certification.**
   I now have a 2nd set of eyes from the Registrar’s office that does their own independent review and certification for all student-athletes. We prepare numbers and issues and come to an agreement on certification numbers prior to me meeting with Athletic Advisors.

4. **Prepare for NCAA Audit.**
   With the Director of Compliance (Maureen Marshall) and Admissions and Records Assistant (Trevor) we have gone through all of my past certification files to comb through individual files to ensure all documents are in tack and accurate for reporting.

5. **Establish deadlines and policies with the Athletic Advisors**
   Although this is still a work in-progress I have tried my best to establish more hard deadlines and policies with regard to certification for student-athletes. As my position and this office drives certification, more regular meetings have been set with the athletic advisors as described in number 1. More meetings may need to occur with the Athletic Director and the person who oversees Athletic Academics once the position is filled.
Division of Enrollment Services

Disability Resource Center

1. **Develop a campus Electronic Information Technology (EIT) Policy addressing accessibility for students with disabilities**
   - A campus-wide committee has been formed resulting in the following outcomes:
     - A campus appeal process has been established for students and public to file a grievance in the event that they encounter an EIT accessibility barrier.
     - A draft of a campus procurement policy has been completed and is awaiting approval.
     - In collaboration with IT and TLT, training materials for faculty and staff is in development.
     - A part-time faculty position is in place to assist in the establishment of EIT policy.
     - Students have been surveyed to determine their experience with access to technology.
     - An accessibility audit is in progress.
     - Library Services are in progress of assessing and remedying accessibility barriers.
     - A registry of web content owners to address accessibility is in development.
     - A process has been established to address the need for captioning of videos used in the classroom.
     - Numerous software packages have been vetted for accessibility prior to purchase.
     - Assessment methods have been developed for all EIT purchases campus wide.

2. **Establish a DRC Peer Mentor Program to promote academic success and personal growth among students with disabilities by building connections between new and more experienced students with disabilities.**
   - The program has matched 20+ incoming students with disabilities (mentees) with upperclassmen and graduate students with disabilities (mentors). The mentors and the mentees meet regularly throughout the fall and spring semesters.
   - The program coordinator conducts regular meetings with the mentors to discuss their mentoring experiences and provide professional training on relevant topics including leadership and listening skills, learning strategies, campus resources, assistive technologies, and personal development.
   - The program has reached out to different student populations on campus (e.g., veterans), and partnered with other programs such as the Office of Service Learning. In addition to gaining valuable experience, peer mentors receive a $100 stipend per semester.
   - At the end of each semester, the mentors and the mentees are surveyed about their experiences with the DRC Peer Mentor Program.
   - 94% of the spring 2015 mentors and mentees felt that the program had met their expectations. All of the mentees expressed interest in continuing to work with their current mentor and thought their mentor was well prepared for that role.
   - The mentors offered concrete examples of how peer mentoring helped their mentees (e.g., by increasing motivation, self-advocacy and autonomy, coping skills and study skills), as well as how it benefited themselves (e.g., by improving interpersonal and communication skills).

3. **Development of 1 credit DRC ACES course to assist with transition for incoming freshman with ADHD, learning, and psychological disabilities.**
   - ACES 110 was approved as a one credit course through 365 Learning
   - Developed one day orientation prior to start of fall 2015 semester
   - Course will meet on W 4-5:15 August 26 – December 2nd, 2015
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- Developed course content based on meta-cognition philosophy to include time management, note-taking, reading a textbook, test-taking, procrastination, stress, motivation, working in teams & campus resources
- Two student mentors will assist to support every student during the semester
- A class evaluation will be completed by students enrolled in the class
- Assessment of the effectiveness of the course will be determined by retention and GPA

4. **Develop and expand the DRC Assistive Technology programs to maximize effectiveness and efficiency in ensuring access to course materials among students with disabilities.**
   - Beginning in fall 2014, group training sessions for assistive technology replaced individual training appointments.
   - A total of 222 students were group trained, resulting in savings of over 50%.
   - The move to group appointments garnered 100% student satisfaction.
   - In summer 2014, the DRC created custom dot-paper notebooks for Livescribe smartpens, which are more versatile and have cut the cost of standard notebooks by 25%.
   - During the 2014-15 academic year, the DRC deployed four new technologies: Sonocent Audio Notetaker, Sonocent Recorder, Anoto Live PDF, and TextHelp's Read & Write GOLD software.
   - Anoto Live PDF allows students more flexibility in using their smartpens and reducing the cost of notebooks by an additional 20%.
   - Read & Write GOLD software will be made available on every computer on campus.
   - In 2015, in response to over 10% increase in users, the DRC has started tracking alternative media downloads to ensure student access to course materials.
   - In spring 2015, the DRC began requiring students to use the new “Nevada for Life” email address resulting in more reliable communication with DRC students.

5. **Assess outcomes of LD evaluations 2011 – 2014**
   - Referrals were received from administrators, faculty, advisors, Counseling Services, Student Health Services, School of Medicine & self-referrals
   - 118 students were assessed to determine the existence of a specific learning disabilities
   - 38% of these students are receiving services from the DRC and are currently enrolled
   - 40% have graduated from the University
   - 9% are receiving services from the DRC but are not currently enrolled in classes
   - 12% discontinued enrollment
   - 4% were academically dismissed
Division of Enrollment Services

Electronic and Information Technology

1. Coordinate EIT Plan Committee, Draft EIT Plan, Develop Compliance & Audit Plan
   • The EIT Plan Committee met bi-monthly during the 2014-15 academic year and has achieved the following results:
     o EIT Policy was incorporated into the University Administrative Manual (7,007) March, 2015.
     o Procurement Subcommittee has developed a Draft Plan which has been approved by the Controller’s and Purchasing offices and is pending submission to Academic leadership for review and approval.
     o Each of the remaining eight subcommittees have drafted policy statements and are in various stages of developing and implementing procedures to audit their progress.
     o Accessibility Plan Website has been established to publish EIT Plan Committee progress.
       <http://www.unr.edu/general-information/accessibility>
   • Facilitated training of staff to remediate inaccessibility of Financial Aid and Admissions & Records online forms.
   • Accessibility audit of Enrollment Services websites and content is 80% complete. Next step is to prioritize remediation.

2. Enrollment Services Technology Planning & System Administration
   • Enrollment services system administration and infrastructure is established and providing quality, timely support for 190 computers and associated users with a sustainable model of desktop support provided by well-trained student workers.
   • Created an on-line central inventory management database for all of enrollment services with distributed responsibility for maintenance to OPS and OISS.
Financial Aid and Scholarships

1. Recruitment, Retention, and Graduation

The Office of Student Financial Aid and Scholarships conducts around 150 financial aid presentations to high schools, the surrounding community and University staff members. We have taken a proactive approach to spreading the word that a college education is indeed affordable at the University of Nevada, Reno. We are active in attending recruitment events and hold appointments in Las Vegas for potential students to meet with financial aid staff members to discuss their options for attending the University of Nevada, Reno. The Financial Aid Office staff members also participate in the graduation ceremonies each year. It is nice to know that we are making a difference in our student’s lives.

2. Customer Service

The Office of Student Financial Aid and Scholarships envisions an environment of exemplary services and advising that offers all students the financial means and necessary skills to attain their personal and educational goals. We have created a phone pool in our office to assist with student and parent phone calls regarding financial aid. The staff takes turn working the front counter to assist with student and parent questions. We have minimized our lines at the counter for students by providing quality customer service. We have improved customer service by decreasing the processing time by streamlining the verification process using the team approach.

3. Innovation

For the first time in US History, student loan debt exceeds credit card debt. The Office of Financial Aid and Scholarships has implemented a financial literacy campaign to educate students about student debt and establishing a monthly budget. Currently, we have over 3612 that have signed up for this program. We are doing presentations throughout the college community as well as the surrounding areas.

The Office of Financial Aid and Scholarships created an Institutional Methodology form for undocumented and international students to use to be considered for institutional aid. We did a reorganization of the office into teams of responsibility, hire and maintain a trained, experience staff adequate to meet the increasing demands for service caused by increased enrollment.

4. Community

The Office of Student Financial Aid and Scholarships provides our diverse student population with access to postsecondary education by rewarding individual achievements and by reducing the financial barriers that would otherwise prevent or inhibit qualified students from attending the University of Nevada, Reno. We work collaboratively with Development and colleges’ development staff to enhance the scholarship program by doing joint presentations.

5. Technology

Students expect instant service and prefer to use electronic information channels and communication options to printed media. The Office of Financial Aid and Scholarships has joined the social media age by creating a Facebook and a twitter account to stay in touch with our students. We have purchased Ipads to better serve our students at recruitment events by being able to pull their account information at these events. We revised all of our forms to ensure that they follow the accessibility standards.
Office for Prospective Students

1. Due to the transcript project with Washoe County, increased enrolled Washoe County freshmen by 4%
2. Currently on track to have more than 1050 new freshmen from Clark County which will surpass Washoe for the first time in the history of the university to have the largest county in the Freshmen class be Clark.
3. Currently on track to have the largest Transfer class in the history of the university
4. This past year we have the most diverse freshmen class in the history of the university with 42% freshmen students of color
5. Currently on track to have tie last year for the most National Merit Finalists in the freshmen class in the history of the university (16)

Las Vegas Office

1. Enroll over 1,000 students from Southern Nevada
   1,000 new freshmen enrolled from Southern Nevada has been a long-time goal of the Las Vegas Office and it appears that for the first time ever this will be accomplished for the 2015 entering class. Early analysis indicates that this will also be the first time that more new freshmen will enroll from Clark County than from Washoe County, making this a milestone year.
2. Maintain participation of 1350 students on Nevada Bound
   Data shows that when a student physically visits our campus, their likelihood of enrollment increases dramatically. To this end, it is imperative to our overall success that we continue to bring a large number of college-ready students to campus. For the second consecutive year, the number of students that attended Nevada Bound exceeded 1400 (1413). Due to availability of airline seats, this number should not be expected to increase dramatically.
3. Increase attendance at Las Vegas Fall Preview Programs
   Fall Preview is our main showcase program to increase awareness of the University to students and families in our area while providing detailed information regarding academic opportunities, admission requirements and deadlines, financial aid and scholarships, campus housing and much more. Fall 2014 Las Vegas Fall preview attendance was approximately 723 over the two days, up 110 guests over the same period in 2013.
4. Develop On-Site “Apply Day” program
   In order to increase applications from qualified students, the Las Vegas Office implemented a full “Apply Day” program which actually took place over 3 days (October 2-3 and December 30) after initiating a one-day pilot in 2013. During this program, students were able to complete applications, ask questions regarding financial aid and scholarships while signing up for their FAFSA PIN, and apply for campus housing and the Honors program. Over 100 completed applications were received during this program, while many more were initiated.
5. Increase enrollment of new freshmen from top feeder schools
   Arbor View, Bishop Gorman, Coronado, Palo Verde, Northwest Career Technical Academy (NWCTA) and West Career Technical Academy (WCTA) are the top Las Vegas feeder schools with the number of “active” students increasing dramatically at each. WCTA showed the greatest increase this year in what is their third graduation class, going from 20 “active” students as of this date last year to 62 “active” students as of this date this year.
**Veteran Services**

The Office of Veteran Services manages the institutional oversight of maintaining VA approval to administer the Veterans Administration Education and Vocational Rehabilitation Benefit.

Following NSHE policy, institutional policy and VA federal regulations, Veteran Services administers the GI Bill® and Vocational Rehabilitation benefit to all eligible students. The Veteran and Military Center on campus, managed through Veteran Services, creates and maintains student success programs to promote veteran persistence and graduation, such as:

- VetSMART – military and veteran cultural training to bridge the gap between incoming students and staff and faculty
- VetLINC – employment readiness program combining military career and higher education degree attainment to assist students in branding and marketing themselves to employers.
- Vet2Vet – a peer assistance program welcoming all incoming students and offering integration keys to success through the first year
- Veteran Recognition events throughout the year
- At-risk advisement for students with satisfactory academic challenges
- Ties with campus and the greater community to offer resources helpful in transitioning to higher education