



# 2007-08 ACCOUNTABILITY REPORT

Following the charge in the NSHE Master Plan, this document identifies and measures eleven distinct *performance areas*. These performance areas provide a framework to focus the task of assessing and monitoring progress toward the goals outlined in the Master Plan.

The following bullets outline several principles upon which this performance reporting process is based:

- **Systemwide Measures:** The goal of this plan is to measure the effectiveness of Nevada's entire system of higher education in meeting the goals stated in the NSHE Master Plan. As a result, the performance areas and their indicators will be applied primarily to the system as a whole and will not be used to distinguish the performance of the various institutions relative to one another. However, in some areas, those performances may be measured as an assessment of each institution's progress toward fulfilling strategic and academic master plans.
- **Mission Differentiation:** NSHE campuses—four community colleges, two research universities, a research institute, and a state college—each have their respective missions, goals, and histories. The University of Nevada, Reno, has existed for well over 100 years while Nevada State College, opened its doors in 2002. Naturally, while some performance areas and indicators will apply to all NSHE campuses, others will more adequately address the unique missions and situations of individual campuses.
- **Longitudinal Measures:** A performance reporting system not only informs the public about the achievements of the NSHE and its institutions, but is also an opportunity to show commitment to continued progress and improvement. Accordingly, this set of performance indicators will report in ways that capture how performance evolves over time. To these ends, whenever possible and appropriate, accountability information will be presented in formats that include performance over multiple years.
- **Focus:** The NSHE believes it is important to focus on a few performance areas and indicators that relate to fundamental issues of the educational enterprise and public concern. Complex, elaborate, costly accountability programs demand precious resources to implement while, at the same time, diluting a sense of the priority performance areas.
- **Existing Data:** In order to maximize resources, performance indicators will be measured by System Administration; and to the extent possible, indicators will rely on existing data collection efforts and standard reports.
- **Continual Improvement:** In many ways, an undertaking as extensive and intensive as this accountability plan will always be a work under review. As experience is gained in assembling the needed information, there will be continuous evaluation of the assessment procedures themselves. Over time, it may be necessary to modify the performance areas and measures in response to the changing circumstances and needs of the NSHE and the State.
- **Commitment to Quality:** The measurement of performance indicators in relation to goals set forth in the Master Plan represents the NSHE's collective commitment to quality, efficiency, and effectiveness.

For the purpose of providing the clearest picture possible of how the NSHE is performing on key indicators, the following symbols are used throughout the document:



The magnifying glass highlights important statistics.



The full sun indicates good performance or an area that has exhibited improvement in recent years.



The partial cloud indicates a performance area that is declining or in need of improvement.



The thunder cloud indicates poor performance or an area that requires immediate improvement.

# NSHE MASTER PLAN

The following are the goals of the NSHE Master Plan:

## ***Student-Focused System***

The higher education system in Nevada will create a welcoming, respectful, and friendly environment where all students have the opportunity to participate and succeed at every level of higher education.

## ***Reputation for Excellence***

Nevada's institutions of higher education will increase their national, regional, and statewide reputation based on targeted, outstanding, innovative programs and other accomplishments.

## ***Quality Education***

Nevada's system of higher education will provide consistently excellent learning experiences for its students through instruction, research, and service.

## ***A Prosperous Economy***

Through instruction, research, and service, higher education in Nevada will be an essential element in developing and sustaining a strong, dynamic, knowledge-based economy for Nevada.

## ***P-16 Education***

Higher education will increase partnerships with the K-12 system to ensure the cooperative delivery of education from pre-kindergarten through college degrees.

## ***Building Quality of Life***

Higher education in Nevada will be instrumental in advancing society's objectives and enriching the lives of Nevada's citizens.

## ***Opportunity and Accessible Education for All***

Nevada's system of higher education will increase the overall participation and success of Nevadans enrolling at all levels of higher education and in all ethnic groups, and will address the unique educational needs of a highly diverse and non-traditional population.





## PERFORMANCE INDICATOR No. 1: College Continuation Rate

The college continuation rate is the percent of Nevada high school graduates enrolling in the NSHE in the fall semester immediately following graduation

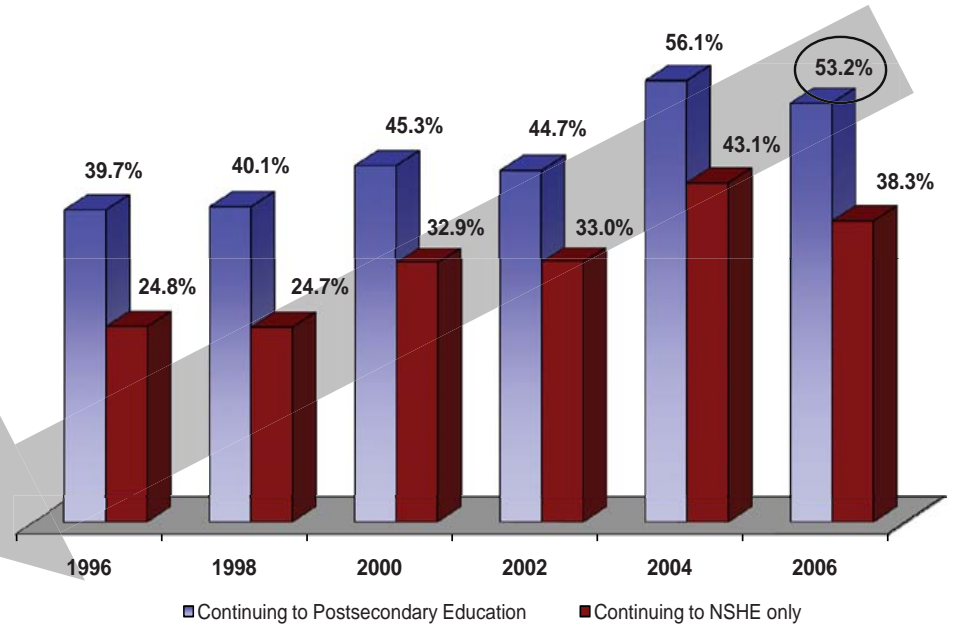
### Opportunity & Accessible Education For All

☀ From 1996 to 2004, the college continuation rate of recent Nevada high school graduates steadily increased, reaching an all-time high of **56.1** percent in 2004.

🔍 While the overall college continuation rate declined to **53.2** percent in 2006, the percent of Nevada high school students attending an NSHE institution declined at a greater rate to **38.3** percent, due to a number of factors including the higher criteria for university admissions and Millennium Scholarship eligibility.

⚡ The U.S. continuation rate for 2006 is **65.8** percent (*Postsecondary Education Opportunity*), a marked difference from NSHE's continuation rate of **53.2** percent.

**Nevada College Continuation Rate**  
% of NV high school graduates enrolled as first-time, degree-seeking college students in the fall semester immediately following high school graduation



Source: NSHE College Continuation Report

## THE IMPACT OF THE GOVERNOR GUINN MILLENNIUM SCHOLARSHIP

☀ Immediately following the implementation of the Millennium Scholarship program, the college continuation rate for Nevada high school graduates jumped to **45.3** percent. In the first year of the program, **76.8** percent of eligible students activated their scholarship and attended an NSHE institution.

### The Millennium Scholarship Program 2000-01 to 2006-07 Comparison

	Class of 2000	Class of 2001	Class of 2006	Class of 2007
Nevada public high school graduates	12,953	13,467	16,367	17,080
Millennium eligible graduates	7,362	7,947	8,727	8,160
% of graduates who are eligible	56.8%	59.0%	53.3%	47.8%
Activated scholarships	5,651	6,038	5,745	4,856
% of eligible scholars who activate the scholarship	76.8%	76.0%	65.8%	59.5%

Source: Nevada State Treasurer's Office 9/5/2008; Nevada Department of Education

⚡ Increased eligibility requirements, the limit on the number of credit hours covered (12 credits per semester) and the declining value of the scholarship, are resulting in fewer activated Millennium scholarships.

⚡ During the 2006-07 academic year, **2,982** students did not activate their scholarship, **3,796** students lost their eligibility at least once, and **334** students received a second strike and are no longer eligible (*Nevada State Treasurer's Office 9/2/2008*).



## PERFORMANCE INDICATOR No. 2: Student Financial Aid

Percent of first-time, full-time, degree-seeking students receiving financial aid

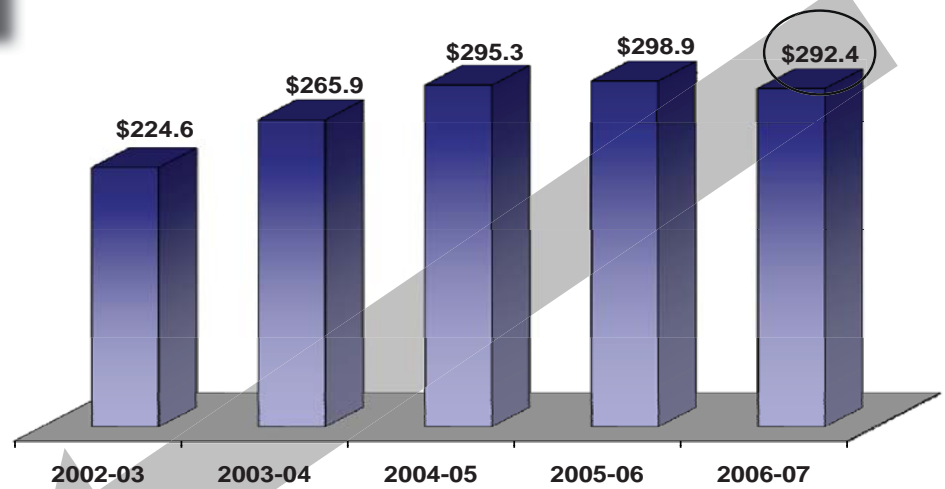
### Opportunity and Accessible Education for All

⚡ Nevada financial aid grew **30** percent from 2002-03 to 2006-07, but it did not keep pace with national growth. Nationally, the total aid for the same time period grew **45** percent (*Trends in Student Aid 2007, The College Board*).

⚡ While NSHE financial aid awarded grew over the past five years, 2006-07 marks the first year the System experienced a decrease in the actual dollars awarded from **\$298.9** million dollars to **\$292.4** million dollars, a **-2.2** percent drop.

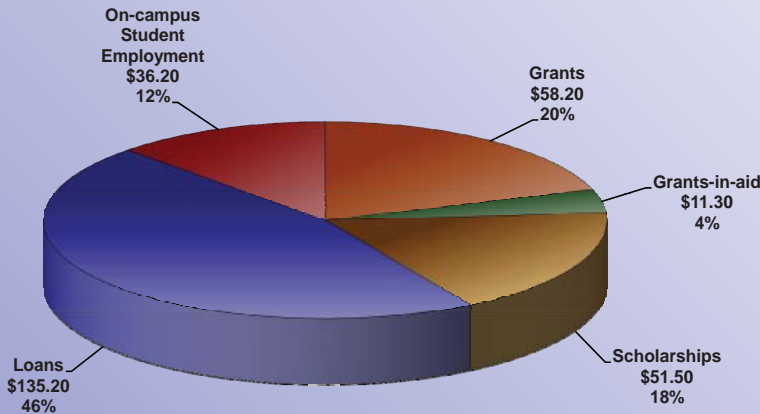


NSHE Total Amount of Financial Aid Awarded  
2002-03 to 2006-07 (in millions)



Source: NSHE Financial Aid Report

NSHE Financial Aid Awarded By Type  
2006-07



Source: NSHE Financial Aid Report

⚡ Loans make up the largest portion of financial aid to students, as seen above. This is true nationwide as well as in Nevada. In 2006-07, students across the nation funded their education with mostly loans and grants, at **52** percent and **43** percent, respectively (*Trends in Student Aid 2007, The College Board*).

### UNMET STUDENT NEED — IN PERSPECTIVE

⚡ Eligibility for need-based financial aid is based on the Expected Family Contribution and the cost of attendance. In many cases, a student's financial need goes unmet. For 2006-07, the total unmet need for the NSHE was **\$92.20** million dollars. This figure represents the gap in financial aid funding and need at all NSHE institutions.

⚡ According to *Measuring Up 2008*, in Nevada, poor and working-class families must devote **37** percent of their income, even after aid, to pay for costs at public-four year colleges (*The National Center for Public Policy and Higher Education*).

### Need-based Financial Aid Allocations

\$\$ in Millions

	2002-03	2003-04	2004-05	2005-06	2006-07
Total Awards	\$225	\$266	\$297	\$300	\$292
Need-based Awards	\$129	\$158	\$157	\$155	\$138
Percent Need-based	57.3%	59.4%	52.9%	51.7%	47.3%

Source: NSHE Financial Aid Report

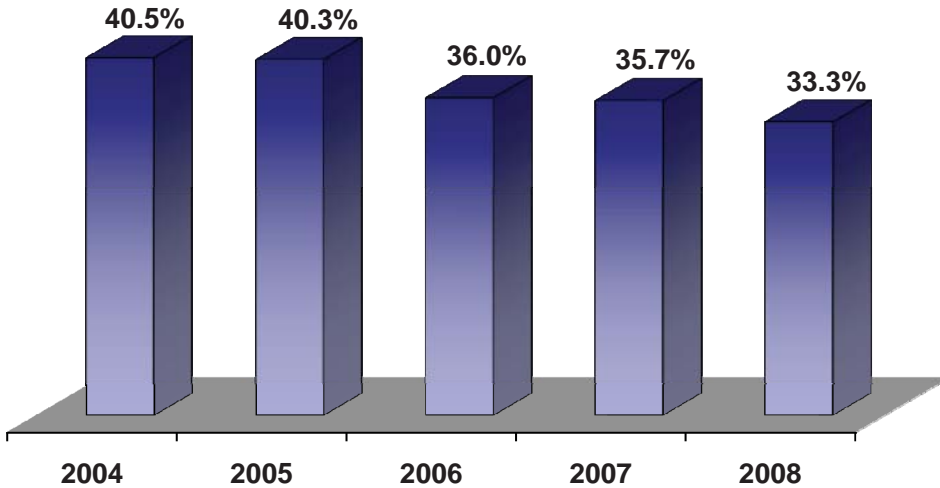


## PERFORMANCE INDICATOR No. 3: Remediation

Remediation rate — percent of recent Nevada high school graduates enrolling in remedial math or English

### NSHE

Recent Nevada High School Graduates Enrolled in Remediation Immediately Following Graduation (2004-2008)



Source: NSHE Remedial Report

### P-16 Education

Systemwide, **33.3** percent of all recent Nevada high school graduates who attended NSHE were enrolled in at least one remedial course in Summer or Fall 2008. Of the **2,898** recent Nevada high school graduates enrolled in remedial courses, **882** or **30.4** percent took both remedial mathematics and remedial English. Thus, most remedial students, **69.6** percent, needed remediation in only one subject area. The overall percentage of recent high school graduates enrolled in remedial courses (**33.3 percent**) decreased from **35.7** percent from the prior year (*NSHE Remedial Report*).

In Fall 2000, nationally, **42** percent of entering freshmen at degree-granting public 2-year institutions enrolled in remedial courses and **20** percent at public 4-year institutions, which puts NSHE remedial enrollment slightly higher than the national rate at the community colleges with **45.9** percent and slightly lower than the national rate at the universities with **18.6** percent (*NSHE Remedial Report*).



### Persistence Rates

(Recent Nevada High School Graduates)

Remedial Cohorts	First-time College Students Requiring Remediation in Math – Summer or Fall 2007	First-time College Students Requiring Remediation in English– Summer or Fall 2007	First-time College Students Requiring Remediation in BOTH– Summer or Fall 2007	First-time College Students NOT Requiring Remediation – Summer or Fall 2007
Number of students enrolling in at least one remedial course immediately following graduation <sup>1</sup>	1141	806	832	5002
Number of students enrolling in the Spring semester following remedial enrollment	921	674	666	4121
Percent of students enrolling in the Spring semester following remedial enrollment	81%	84%	80%	82%

<sup>1</sup>The total for recent high school graduates enrolled across the system is reduced for duplicate enrollments (students who are enrolled in more than one institution are counted only once in the total).

Source: NSHE Remedial Report, System Data Warehouse

There is a slight increase in persistence rates from the previous year. The persistence rate for students enrolled in a remedial course in mathematics rose three percentage points from the previous year's rate of **78** percent. The persistence rate for students enrolled in a remedial English course has risen one percentage point from **83** percent the previous year. Overall, persistence rates are increasing for students enrolled in remedial courses at the NSHE (*NSHE Remedial Report*).



## PERFORMANCE INDICATOR No. 4: Persistence and Transfer Rates

Percent of first-time, full-time freshman returning for a second year of enrollment (i.e. freshmen to sophomore persistence) at an NSHE institution.

Percent of students earning an associate's degree who transfer to an NSHE 4-year institution immediately following graduation.

### Student-Focused System

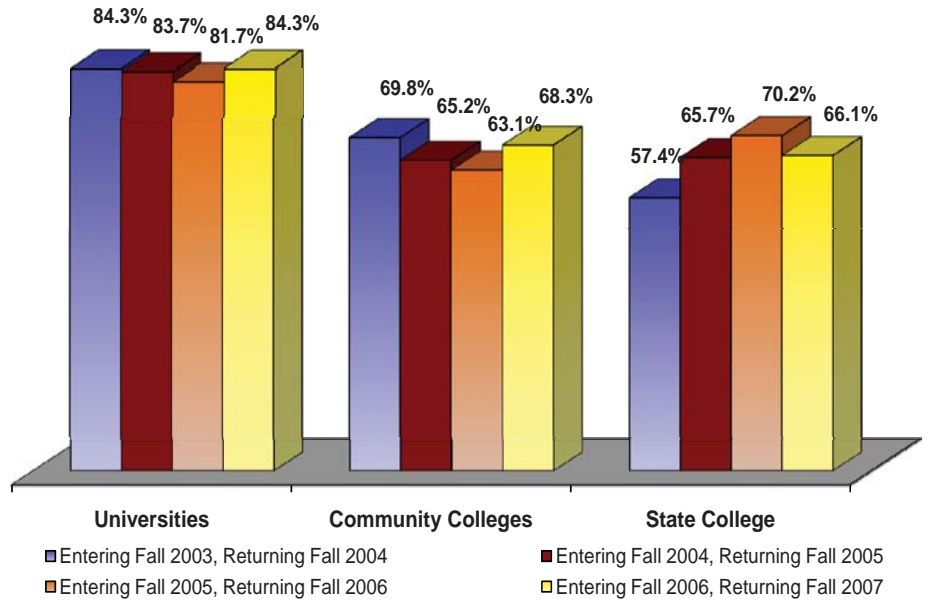
Persistence rates are an indicator of student success and gauge the advancement of students toward a degree.

☀ Something to be proud of — NSHE persistence rates consistently exceed national averages.

☀ Persistence in the NSHE is highest at the universities where **84.3** percent of first-time, full-time freshmen returned to any NSHE institution in Fall 2007 compared to the national average of **77.5** percent (*ACT 2008 National Collegiate Retention and Persistence rates*).

☀ The community college persistence rate of **68.3** percent significantly exceeds the national average of **53.7** percent (*ACT 2008 National Collegiate Retention and Persistence rates*).

**NSHE Persistence Rates by Institutional Type**  
% of First-time, Full-time, Degree-seeking Freshmen Returning to any NSHE Institution for a Second Year of Enrollment



Source: NSHE Data Warehouse

### Student-Focused System Opportunity & Accessible Education for All

Community colleges are an important stepping stone for students wishing to pursue a bachelor's degree.

☀ In a recent national study on community colleges, two-thirds of 2004 high school seniors who enrolled immediately in a community college intended to pursue a bachelor's degree. Of the remaining one-third, by 2006, almost **47** percent of this group raised their educational aspirations to pursue a bachelor's degree (*Community Colleges: Special Supplement to The Condition of Education 2008, NCES*).

### NSHE Transfer Rate of Associate Degree Recipients (AA, AS, AB)

% of Graduates Transferring to an NSHE 4-year Institution in the Fall Semester Immediately Following Graduation (2007-08 Graduates)

Graduating Institution	# of Graduates (unduplicated)	% CONTINUING IN NSHE - FALL 2008		
		Continuing at CC's	Transferring to 4-year	Total
CSN	831	15%	46%	61%
GBC	78	51%	12%	63%
TMCC	313	28%	45%	73%
WNC	163	24%	37%	61%
<b>TOTAL</b>	<b>1,385</b>	<b>21%</b>	<b>43%</b>	<b>64%</b>

Source: NSHE Data Warehouse

☀ Overall, the transfer rate of associate degree recipients is **43** percent. CSN and TMCC have the highest transfer rates of associate degree recipients at **46** percent and **45** percent, respectively, which is a large increase for TMCC from the previous year's transfer rate of **38** percent.



## PERFORMANCE INDICATOR No. 5: Participation Rates

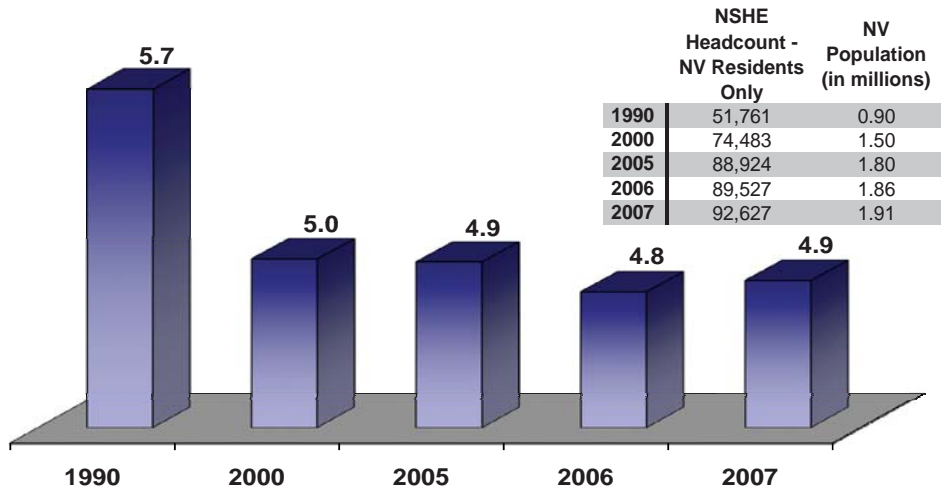
Increase percentage of Nevada's general population who participate in some form of higher education

### Student-Focused System

⚡ Since 1990, the number of enrolled students per 100 Nevada residents has steadily declined to **4.9** in 2007 - significantly lower than the **5.7** enrolled students per 100 Nevada residents in 1990.

⚙️ While the number of Nevada residents enrolled at a NSHE institution increased **79.0** percent since 1990, the system has not kept pace with the state's overall growth in population.

### NSHE Headcount per 100 Nevada Residents (NV residents only, 18 years and older)

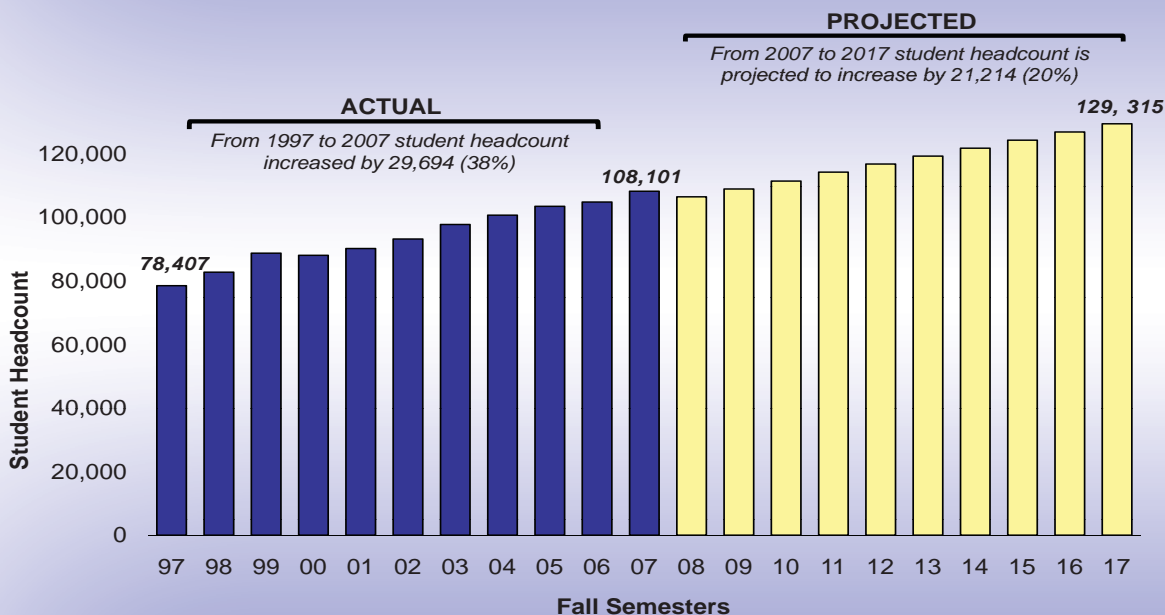


Source: US Census 12/10/2008; NSHE Data Warehouse

### COLLEGE FRESHMEN IN NEVADA...

☀️ Most college freshmen attend postsecondary institutions in the same states where they graduate from high school, but many freshmen, specifically those attending 4-year institutions, attend out-of-state postsecondary institutions. From 1996 to 2006, Nevada's percentage of freshmen attending college at a NSHE institution grew from **61.2** percent to **75.3** percent. This exceeds the national trend for the same time period that grew from **74.0** percent to **74.6** percent (*Condition of Education 2008*).

### NSHE Student Headcount



Source: NSHE Enrollment Planning Report

☀️ Nevada is one of the fastest growing states in the nation for the last 19 out of 21 years (*US Census*).

☀️ Nevada has the fastest growing number of high school graduates and is the **third** fastest growing public system of higher education in the nation (*NCES*).

⚡ Over the next ten years, growth in student headcount is expected to slow to **20** percent, despite the continued growth in the population and the number of high school graduates.

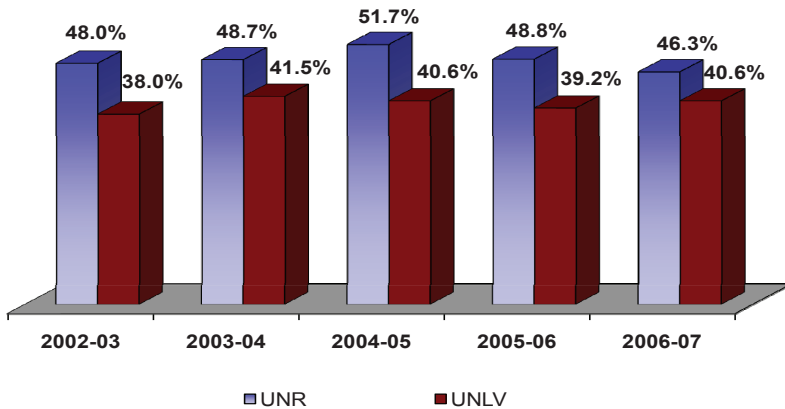


# PERFORMANCE INDICATOR No. 6: Graduation Rates

Percent of first-time, full-time, degree-seeking students graduating within 150 percent of expected completion time

## University Graduation Rates

% of first-time, full-time, degree-seeking students graduating with a bachelor's degree within 150% of expected time (6 years)



Source: IPEDS Peer Analysis System

## Opportunity and Accessible Education for All

Graduation rates are indicators of student persistence and are used as a federally-defined measure of time-to-degree for students.

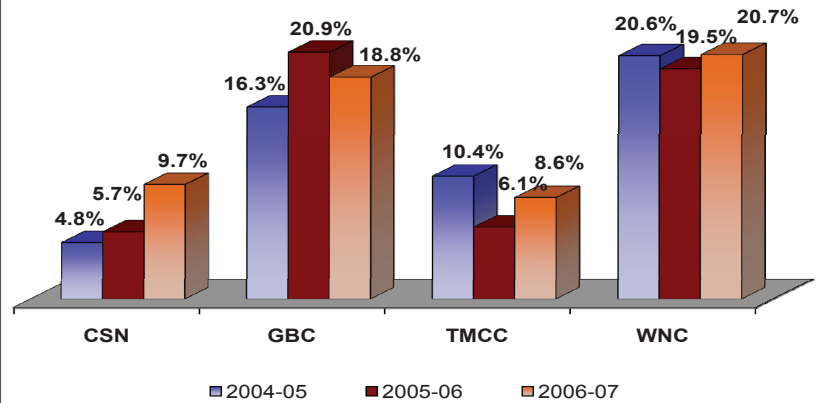
For 2005-06, the graduation rates for degree-seeking students at NSHE institutions are significantly lower than the national graduation rate of 57.5 percent for 4-year institutions and 32.3 percent for 2-year institutions (NCES,

Report No. 2008-173).



## Community College Graduation Rates

% of first-time, full-time, degree-seeking students earning a degree or certificate within 150% of expected time (3 years for an associate degree, 1.5 years for a certificate)



Source: IPEDS Peer Analysis System

## INTERNATIONAL PERSPECTIVE

In 2006, the United States was among the top five nations in the proportion of young adults, ages 18 to 24, who attended college. However, it slipped to 7<sup>th</sup> place in 2008. Further, the U.S. ranks 15<sup>th</sup> out of 29 countries in the proportion of students who actually finish, according to the National Center on Public Policy and Higher Education's *Measuring Up 2008* report. While estimates vary, American universities award about 18 degrees for every 100 full-time students (*Measuring Up 2008*). As a state and a nation, we are failing to graduate students in sufficient numbers.

## Awards Conferred by Type

# and year-to-year percent change

	2002-03	2003-04	2004-05	2005-06	2006-07	Cumulative Change 2002-03 to 2006-07
Certificates	301	371	310	437	507	206
	—	23.3%	-16.4%	41.0%	16.0%	68.4%
Associate Degrees	2,075	2,296	2,365	2,595	2,593	518
	—	10.7%	3.0%	9.7%	-0.1%	25.0%
Bachelor's Degrees	4,605	4,772	5,087	6,010	5,766	1,161
	0.0%	3.6%	6.6%	18.1%	-4.1%	25.2%
Master's Degrees	1,244	1,347	1,562	1,653	1,501	257
	—	8.3%	16.0%	5.8%	-9.2%	20.7%
Doctoral Degrees	132	121	126	157	157	25
	0.0%	-8.3%	4.1%	24.6%	0.0%	18.9%
First-Professional Degrees	178	169	180	265	276	98
	—	-5.1%	6.5%	47.2%	4.2%	55.1%
TOTAL	8,535	9,076	9,630	11,117	10,800	2,265
	—	6.3%	6.1%	15.4%	-2.9%	26.5%

Source: IPEDS Peer Analysis System

From 2002-03 to 2006-07, the award category of certificates experienced the most growth at 68.4 percent while associate's degrees and bachelor's degrees remain the highest in number of degrees awarded.

According to *Measuring Up 2008*, since the early 1990s, Nevada is among the fastest-improving states in the proportion of students completing certificates and degrees relative to the number enrolled. However, Nevada's current performance on this measure remains very low when compared with other states, earning Nevada a "F" in completion.



## PERFORMANCE INDICATOR No. 7: Workforce Development

Increase enrollment and graduates in nursing and teaching to fill the increasing demand for those positions in Nevada

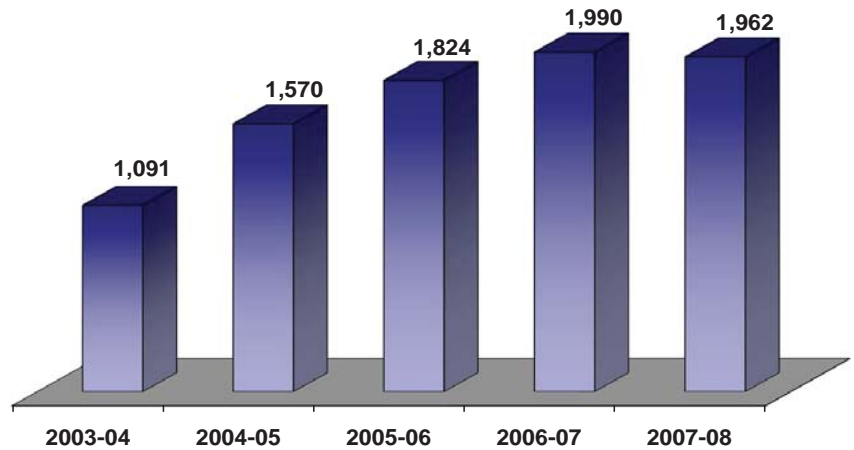
### Qualified Workforce Nursing

NSHE plays an important role in addressing the nursing shortage in Nevada.

☀ Enrollment in nursing programs at NSHE institutions continuously grew over the past five years, with a **79.8** percent change from 2003-04 to 2007-08.

⚡ Recently, enrollment in nursing programs dipped, **-1.4** percent from 2006-07 to 2007-08.

NSHE Enrollment in Nursing Programs\*  
(Unduplicated Headcount)



Source: NSHE Nursing Enrollment Report

\*Figures from 2005-06 to present include enrollment of students in graduate level nursing programs.

### NURSING IN THE FUTURE

⚡ Nevada is the **second** lowest ranking state in the number of employed nurses per 100,000 population (**604** nurses) with California being the lowest ranking state (*The National Sample Survey of Registered Nurses, March 2004*).

⚡ According to the U.S. Department of Health and Human Services, the RN shortage will continue to grow if current trends persist, including a growing and aging U.S. population that is living longer, increasing demand for high quality care, an RN workforce at or approaching retirement age, and difficulties attracting new nurses and retaining the existing workforce (*What is Behind HRSA's Projected Supply, Demand, and Shortage of Registered Nurses, September 2004*).

### Number of NSHE Nursing Graduates

Program	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
PHD-UNLV	—	—	—	—	—	—	2
MSN-UNLV	5	3	7	16	10	25	38
MSN-UNR	8	9	14	7	9	20	17
BSN-NSC	—	—	—	32	103	92	98
BSN-UNLV	57	70	67	121	131	127	136
BSN-UNR	46	55	60	90	120	102	107
BSN-GBC	—	—	—	—	—	5	3
AAS-CSN	82	88	105	115	223	189	170
AAS-GBC	17	15	13	21	12	17	26
AAS-TMCC	35	34	43	37	52	73	79
AAS-WNC	29	25	30	42	43	45	49
LPN-CSN	21	21	21	23	21	20	26
LPN-WNC	19	16	—	1	10	1	1
<b>TOTAL</b>	<b>319</b>	<b>336</b>	<b>360</b>	<b>505</b>	<b>734</b>	<b>716</b>	<b>752</b>

⚡ NSHE institutions struggle to keep pace with the demand for registered nurses in Nevada. Occupational Employment Statistics (OES) from the Nevada Department of Employment, Training, and Rehabilitation project **5,491** new registered nurses (a **36.8** percent increase) will be employed in Nevada between 2006 and 2016. Further, the OES projects that there will be **862** job openings, annually, as a result of growth and replacements, a noticeable difference from the **752** nursing graduates at the NSHE in 2007-08.

## PERFORMANCE INDICATOR No. 7: Workforce Development, cont.

### Qualified Workforce Teaching

⚡ Undergraduate enrollment in teacher education programs grew by only **4.1** percent from Fall 2000 to Fall 2004 at NSHE institutions. This puts Nevada behind the national trend. Nationally, undergraduate enrollment in education programs grew by **18.6** percent from 1999-00 to 2003-04 (*Digest for Education Statistics 2004 & 2007*).

⚡ Recently, undergraduate enrollment in teacher education programs at NSHE institutions decreased by **-12.9** percent from Fall 2004 to Fall 2006. This appears to be due to a drop in undergraduate enrollment at the universities.

### Teacher Education — Undergraduate Enrollment

	Fall 00	Fall 02	Fall 04	Fall 06
UNLV	1,923	1,981	1,778	1,370
UNR	1,215	1,173	1,133	919
NSC	—	44	166	274
GBC	—	118	191	285
<b>TOTAL</b>	<b>3,138</b>	<b>3,316</b>	<b>3,268</b>	<b>2,848</b>

Source: IPEDS

### A GROWING CONCERN...

⚡ According to the American Association of State Colleges and Universities, teacher shortages are most prevalent in high demand fields, such as mathematics and science; certain areas of the country, largely western, southwestern and southeastern states; and urban, low-income, minority schools and remote rural schools. Nevada, as a western state, ranked **8<sup>th</sup>** in the United States by late-fill rate (persons hired after school-year began) as an indicator of high teacher shortages (*Policy Matters: The Facts and Fictions About Teacher Shortages, May 2005*).

### Teacher Education — Completions

#### BACHELOR'S DEGREES AWARDED

	2002-03	2003-04	2004-05	2005-06	2006-07
UNLV	486	450	399	426	347
UNR	202	183	209	197	167
NSC	—	2	9	28	39
GBC	21	19	24	32	21
<b>TOTAL</b>	<b>709</b>	<b>654</b>	<b>641</b>	<b>683</b>	<b>574</b>

#### PROGRAM COMPLETERS<sup>1</sup>

	2003-04	2004-05	2005-06	2006-07	2007-08
UNLV	547	486	496	499	412
UNR	211	270	225	203	204
NSC	—	2	2	3	1
GBC	20	25	31	20	19
<b>TOTAL</b>	<b>778</b>	<b>783</b>	<b>754</b>	<b>725</b>	<b>636</b>

<sup>1</sup>Program Completers are students who have already obtained a bachelor's degree and returned to obtain teacher licensure. These figures include some duplication of the bachelor's degrees awarded (as noted above).

Source: IPEDS; Title II HEA Report (via NSHE institutions)

⚡ As with nursing, NSHE institutions struggle to meet the demand for teachers in Nevada. Occupational Employment Statistics (OES) from the Nevada Department of Employment, Training, and Rehabilitation project **10,519** new primary, secondary, and special education school teachers (a **34.9** percent increase) will be employed in Nevada between 2006 and 2016. Further, the OES projects that there will be **1,715** job openings, annually, as a result of growth and replacements, a marked difference from the **636** licensure program completers at the NSHE in 2007-08.



## PERFORMANCE INDICATOR No. 8: Distance Education

*Growth in enrollment of students receiving instruction via distance education*

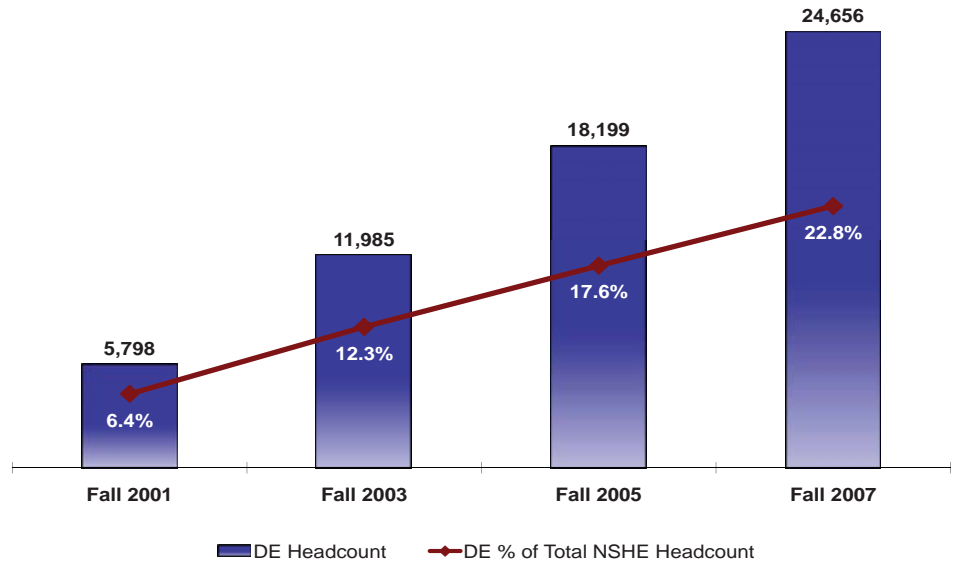
### Student-Focused System Opportunity & Accessible Education for All

⚙ For Fall 2007, enrollment in distance education courses rose to **24,656** students, a **35.5** percent increase over two years. NSHE enrollment in distance education courses exceeds the national rate of **19.7** percent in Fall 2006 (*Online Nation: Five Years of Growth in Online Learning, The Sloan Consortium, 2007*).

⚙ The number of NSHE students enrolled in at least one distance education course increased **325.3** percent from Fall 2001 to Fall 2007. The growth rate of distance education enrollment at the NSHE surpassed the national rate. Nationally, from Fall 2002 to Fall 2006, student enrollment in distance education courses grew **117.6** percent at degree-granting postsecondary institutions (*Online Nation: Five Years of Growth in Online Learning, The Sloan Consortium, 2007*).

⚙ More than **two-thirds** of all higher education institutions across the nation now have some form of online offerings, with the majority of these providing programs that are fully online (*Online Nation: Five Years of Growth in Online Learning, The Sloan Consortium, 2007*).

NSHE Enrollment in Distance Education Courses



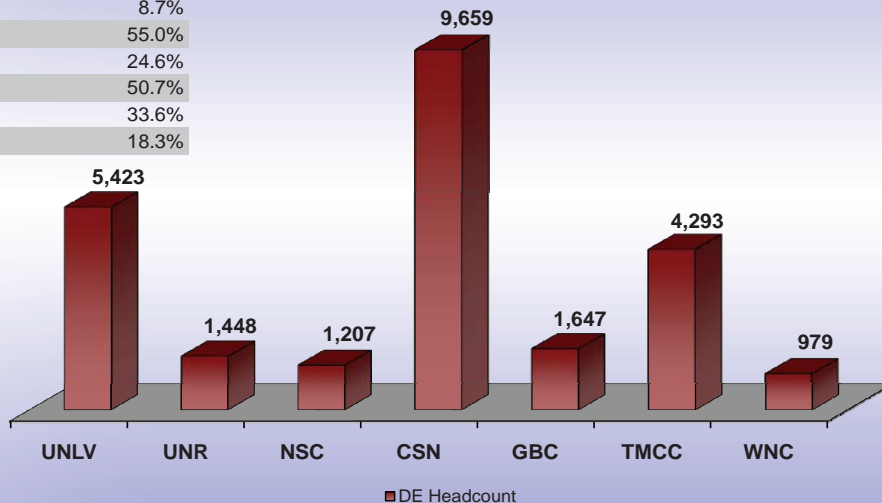
Source: NSHE Course Taxonomy Database

### AT A GLANCE: COMPLETION RATES

⚙ The completion rate is the percent of students completing a course with a grade "D" or better. The completion rate for distance education students in the NSHE is **66.3** percent, which is less than the completion rate of **79.5** percent for all NSHE students (*NSHE Course Taxonomy File; NSHE Data Warehouse*).

Fall 2007 NSHE Enrollment in Distance Education Courses  
by Institution

Institution	DE Enrollment as % of Total Institutional Headcount
UNLV	19.0%
UNR	8.7%
NSC	55.0%
CSN	24.6%
GBC	50.7%
TMCC	33.6%
WNC	18.3%



Source: NSHE Course Taxonomy Database

⚙ For Fall 2007, NSC and GBC had the highest percentage of students enrolled in distance education at **55.0** percent and **50.7** percent, respectively.

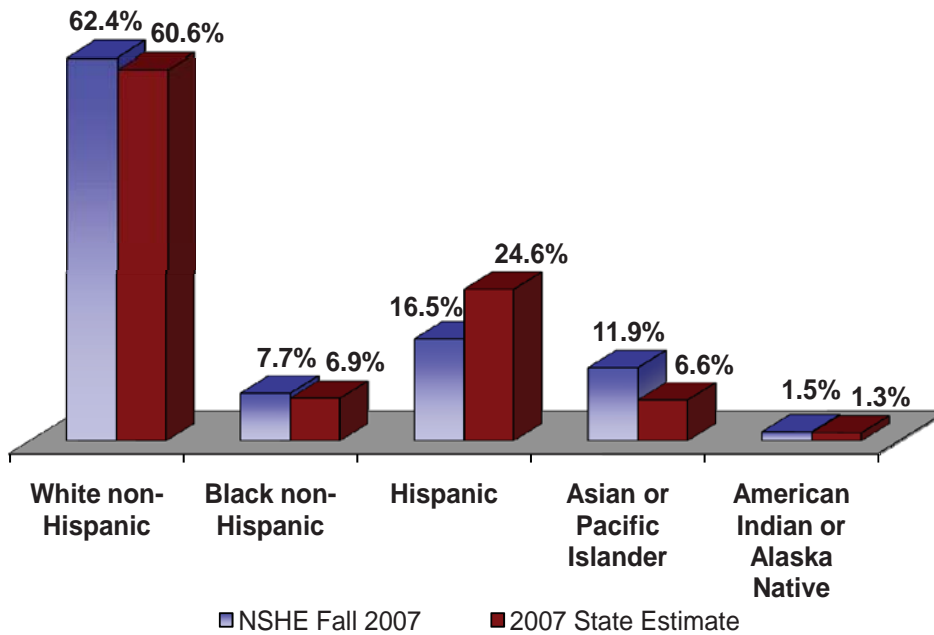
⚙ The large number of distance education students enrolled in a distance education course demonstrates the value of distance education to students. The utilization of current technologies to meet the needs of today's students is critical, particularly for rural institutions, like GBC, where distance education enables the institution to reach students across a wide geographic area that would not otherwise be possible.



## PERFORMANCE INDICATOR No. 9: Student Diversity

*Ethnic/racial distribution of the NSHE student population as compared to the ethnic/racial population distribution within Nevada*

### Ethnic/Racial Distribution of NSHE Enrollment Compared to Nevada Population - Fall 2007



Source: IPEDS Fall Enrollment  
2007 State Estimate by the Nevada State Demographer based on 2000 Census Data

### Opportunity and Accessible Education for All

☀ In Fall 2007, the ethnic distribution of NSHE students' enrollment met or surpassed the minority population distributions of the state, except for Hispanics.

☀ Minority enrollment continues to rise at NSHE institutions, hitting **37.6** percent in Fall 2007. This exceeds minority enrollment at degree-granting institutions nationally, which rose to **30.9** percent in Fall 2005 (*Digest of Education Statistics 2007*).

☀ From 1997 to 2007, enrollment of Hispanic students at NSHE institutions increased by **135.2** percent exceeding that of all other ethnic/racial groups.

### AN EYE ON THE FUTURE...

☀ For the Class of 2007, the high school graduation rate for minority students is lower than that of white students at **43.7** percent versus **76.1** percent (*Nevada Department of Education Annual Reports of Accountability*). If the high school graduation rate for minority students continues to lag behind other students, it will impact the ability of NSHE institutions to enroll minority students in the future.

### NSHE Student Enrollment by Ethnic/Racial Group

	FALL			PERCENT CHANGE	
	1997	2006	2007	1997 to 2007	2006 to 2007
White non-Hispanic	50,117	56,929	56,877	13.5%	-0.1%
Black non-Hispanic	3,826	6,473	7,041	84.0%	8.8%
Hispanic	6,402	13,797	15,056	135.2%	9.1%
American Indian or Alaska Native	1,172	1,321	1,339	14.2%	1.4%
Asian or Pacific Islander	4,801	10,649	10,817	125.3%	1.6%
<b>TOTAL*</b>	<b>66,318</b>	<b>89,169</b>	<b>91,130</b>	<b>37.4%</b>	<b>2.2%</b>

\*Non-resident alien and unknown race/ethnicity excluded.  
Source: IPEDS Fall Enrollment Survey



# PERFORMANCE INDICATOR No. 10: Faculty Characteristics

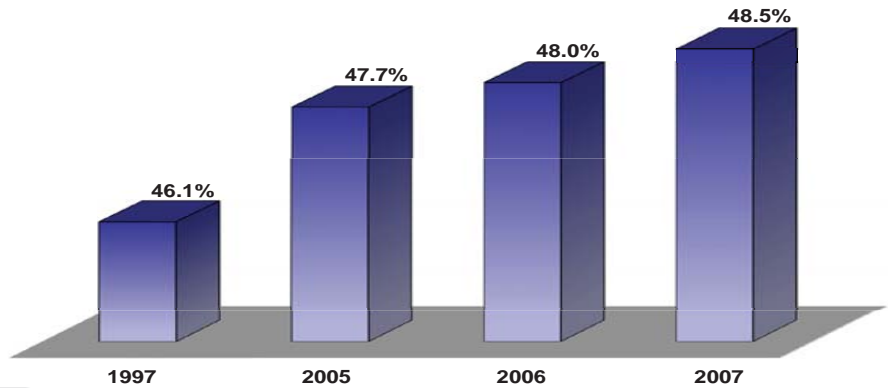
## Ethnic/racial minority distributions of NSHE faculty

### Quality Education

☀ For Fall 2007, the percentage of full-time faculty hit an all-time high of **48.5** percent. Further, **16.4** percent of full-time faculty are minorities, increasing steadily since 1997 (*IPEDS*).

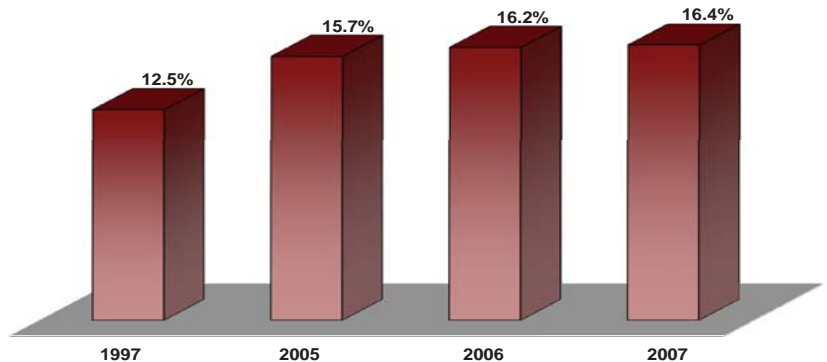
☀ Nationally, the percentage of full-time faculty decreased from **59.1** percent in 1995 to **52.4** percent in 2005, opposite the trend at the NSHE (*IPEDS*).

**NSHE Full-time Faculty**  
% of Total NSHE Faculty that are Full-time



Source: IPEDS Fall Staff Survey

**Ethnic/Racial Minority Distribution of NSHE Faculty**  
% of Total NSHE Full-time Faculty that are Ethnic/Racial Minorities



Source: IPEDS Fall Staff Survey

### AT-A-GLANCE: FEMALE FACULTY

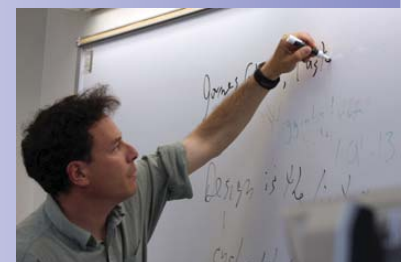
☀ In 2006, the percentage of full-time faculty who were women at NSHE institutions was **38.1** percent, which grew from **32.4** percent in 1996 (*NSHE Diversity Report*). This mirrors the national trend where **39** percent of full-time faculty were women in 2005-06, an increase from **32** percent, ten years ago (*AAUP Faculty Gender Equity Indicators 2006*).

☀ For Fall 2006, the percentage of women who were full-time faculty at NSHE universities was **50.9** percent and the percentage at NSHE community colleges was **55.6** percent (*IPEDS*). This puts the NSHE ahead of the national rate of **34** percent at doctoral institutions and **51** percent at public community colleges in 2005-06 (*AAUP Faculty Gender Equity Indicators 2006*).

### Number and Percentage of Total Full-time NSHE Faculty who are Ethnic/Racial Minorities by Institution

	1997		2005		2006		2007	
	#	%	#	%	#	%	#	%
UNLV	86	14.2%	153	19.2%	178	19.8%	177	18.4%
UNR	81	11.0%	120	13.9%	133	15.0%	149	16.1%
NSC	—	0.0%	13	34.2%	12	25.5%	15	25.4%
CSN	59	19.7%	82	18.4%	88	18.4%	94	19.3%
GBC	2	5.1%	5	8.8%	5	8.1%	5	6.8%
TMCC	9	7.9%	13	7.6%	17	9.5%	19	10.4%
WNC	2	2.4%	2	2.6%	2	2.6%	2	2.7%
DRI	9	9.5%	15	12.8%	10	8.9%	18	11.3%
NSHE	248	12.5%	403	15.7%	445	16.2%	479	16.4%

Source: IPEDS Fall Staff Survey



☀ Nationally, the percentage of full-time faculty at postsecondary institutions from minority groups grew from **12.9** percent 1995 to **17.2** percent in 2005 (*IPEDS*); the growth of minority faculty at NSHE institutions mirrors this increase but at a slower rate.



# PERFORMANCE INDICATOR No. 11: Research & Development

Total NSHE expenditures for research and development

## A Prosperous Economy

A critical component of the mission of both universities and the Desert Research Institute is to engage in comprehensive research to further scientific discovery.

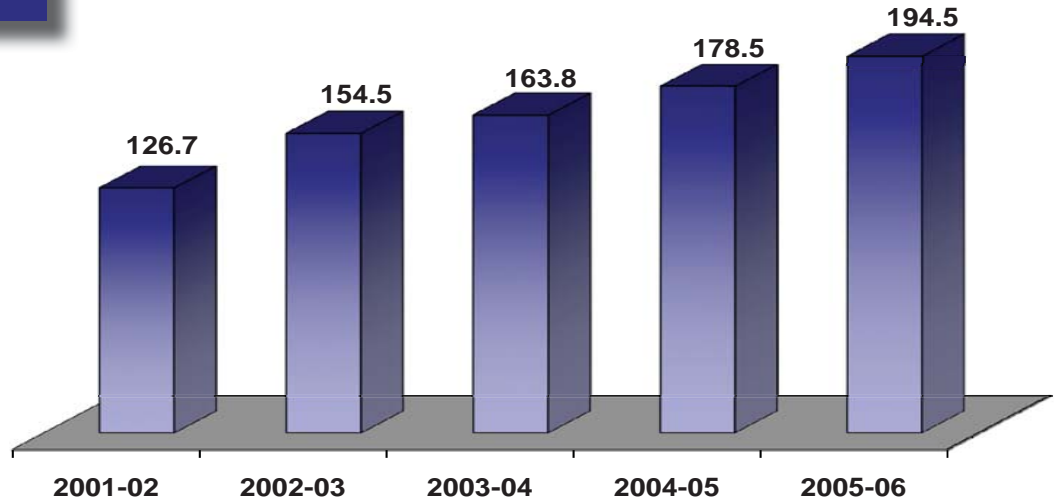
The NSHE had a **53.5** percent growth in research and development expenditures from 2001-02 to 2005-06. This is a noticeable increase compared to the United States, as a whole, whose



growth in expenditures was only **31.5** percent from 2001-02 to 2005-06  
(National Science Foundation).

## NSHE Research & Development Expenditures

(\$ in millions)



Source: National Science Foundation, Survey of Research and Development Expenditures

## NSHE Research & Development Expenditures by Institution

\$ in millions

	2001-02	2002-03	2003-04	2004-05	2005-06	% Change 01-02 to 05-06
UNR	66.7	80.6	83.6	95.6	98.9	48.3%
UNLV	30.5	42.2	45.4	48.3	57.0	86.9%
DRI	29.5	31.8	34.8	34.6	38.5	30.5%
<b>TOTAL</b>	<b>126.7</b>	<b>154.5</b>	<b>163.8</b>	<b>178.5</b>	<b>194.5</b>	<b>53.5%</b>

Source: National Science Foundation, Survey of Research and Development Expenditures

For Fiscal Year 2006, federal funding comprised **70.8** percent of total research and development expenditures for the NSHE. This is ahead of the national trend where federal funding consisted of **62.9** percent of total research and development expenditures (National Science Foundation).

## STATE & LOCAL RESEARCH FUNDING IN PERSPECTIVE

For Fiscal Year 2006, state and local funding made up **4.0** percent of total research and development expenditures at the NSHE but, nationally, state and local funding comprised **6.3** percent of total expenditures. Other funding sources made up **25.3** percent of total research and development expenditures in FY06 at the NSHE but, nationally, all other funding comprised **30.8** percent of total expenditures (National Science Foundation).

## NSHE Research & Development Expenditures by Sponsor

\$ in millions

Sponsor	2001-02	2002-03	2003-04	2004-05	2005-06	% Change 01-02 to 05-06
Federal	85.1	103.5	105.0	124.9	137.7	61.8%
State & Local	5.9	8.0	11.8	4.3	7.7	30.5%
Private/Inst./Other	35.7	43.0	47.0	49.3	49.1	37.5%
<b>TOTAL</b>	<b>126.7</b>	<b>154.5</b>	<b>163.8</b>	<b>178.5</b>	<b>194.5</b>	<b>53.5%</b>

Source: National Science Foundation, Survey of Research and Development Expenditures