



Be bold. Be great. Be State.

**NSHE Self-Evaluation for Academic Year 2018-2019:
President Bart Patterson | Nevada State College | May 2019**

Overview

It is such a rare privilege and opportunity to be able to build a college from the ground up to serve a largely first-generation and historically under-represented population. I am happy to report that the momentum of Nevada State College has reached epic proportions. It is an exhilarating time in the College's history. I am very proud of the progress we have made and eager to see the future unfold.

As I contemplate the anticipated last two years of my presidency, I am in the mindset of making strides on the most critical areas facing the College. These areas include, in priority:

- Student Success including retention and graduation rates of all students
- Identifying creative solutions to physical capacity constraints
- Building a more robust student life
- Addressing faculty and staff needs such as child care
- Continued focus on strategic planning and policy development
- Improving diversity in faculty recruitment
- More aggressively developing public-private partnerships on the 512 acres to develop training programs with business, work and internship opportunities for students, and revenue and infrastructure to the College
- Work with City of Henderson on development plans on adjacent parcels
- Continued incremental growth in degree programs with the potential of a “big ask” in the next legislative session to grow key academic areas
- Expand statewide mission to better serve the state

As I write, we are a little over a month from the conclusion of the 2019 Legislative Session. This session is undoubtedly the most historic session in College history. I am thrilled and grateful to have our greatly needed education building as the first capital priority of NSHE and included in the Governor budget. I am also quite hopeful that the joint Health Science Building we are working towards with CSN will also be funded. The buildings and operating budget increases are critical to the College.

I've continued to make strides in building a dynamic leadership team to execute the College's mission. I have hired a full-time General Counsel, Senior Advisor for Government Affairs and Community Relations, an AVP of Finance Operations and Controller, Senior Director of Advancement, Director of Annual Giving, and a new Director of Human Resources. Having a fully staffed, talented and dedicated team is a game changer. I'm proud of how the team is coalescing and how mission driven they are in their work. Of my direct reports, eight of the ten are women and 60% are from diverse backgrounds.

The meteoric growth has resulted in significant conversations regarding admissions standards as a means to better control growth. The College expects to propose a policy change to the Board of regents to increase admission standards. The growth has also put significant demands on physical capacity with the College lacking the necessary study space, offices, and student group and activity space that is needed. The College is looking at remodeling existing buildings and other less expansive pre-fab construction options to develop much needed space. I am also restructuring workload responsibilities among my leadership team including elevating an Associate Vice President to a Vice President position and expanding her roles and responsibilities.

As of this writing, we are nearing the conclusion of the most comprehensive strategic planning process in College history, covering all phases of the College development. At the conclusion of that process, a new strategic plan will be presented to the Board of Regents and my goals and objectives will undoubtedly be modified to incorporate these plans.

We also proudly announced that we have reached the \$9 million level of our \$12 million Teachers Now Campaign Goal.

Workforce Development: Renewed Focus on Student Success & Closing the Equity Gap

Key Goal 1: Continue to Increase Retention Rates of First-time, Full-time Students by 2% Each Year Over a Two-year Period to Reach 75%

Consistent with top NSHE goals, the College is committed to increasing student success of all student populations. Since 2013, first to second year retention has spanned from 68.1% in 2013 to 69.8% in 2017 with a high point of 71.5% in both 2015 and 2016. In general, Nevada State is experiencing an inverse of traditional equity gaps with the White/Caucasian population experiencing a dip over the four-year range. We are in the unusual position of having minority retention outpace this population.

African American and Asian retention and graduation has demonstrated substantial fluctuation in part due to smaller enrollments, and remains an area of emphasis for the College for both additional recruitment and retention.

Nevada State College: 5-year trends								
		1-yr Retention of First-time, Full-time	1-yr Retention of Minority First-time, Full-time	Difference	1-yr Retention of Hispanic First-time, Full-time	1-yr Retention of Asian First-time, Full-time	1-yr Retention of African American First-time, Full-time	1-yr Retention of White First-time, Full-time
	Fall							
	2013	68.1%	68.7%	0.6%	67.7%	92.3%	44.4%	66.1%
	2014	68.8%	69.2%	0.4%	70.2%	61.5%	68.2%	69.0%
	2015	71.5%	68.9%	-2.6%	67.0%	82.6%	35.7%	75.4%
	2016	71.5%	73.4%	1.9%	72.7%	81.8%	73.3%	66.7%
	2017	69.8%	71.4%	1.6%	72.0%	76.0%	68.8%	64.7%

** Some of the past ethnicity numbers might improve as the data for unknown category become available*

Programs:

- **The Nepantla Program** – The initial cohort in this program, consisting mainly of historically under-represented students, has already achieved a 5-year graduation rate of 43%, which is more than double the 6-year rate for other IPEDs students. This year, 100% of the Nepantla students identified as culturally diverse, with 85% coming from a Hispanic/Latinx background. 98% indicated that they are the first in their families to attend college and 51% noted that their parents had not completed high school.
- **The Gateways to Completion Project** – This comprehensive program has significantly promoted student success in critical gateway courses.
- **The TRiO Student Support Services Program** – Since its inception in 2014, this program that exclusively supports low income and/or first-generation students has achieved 1-year retention rates of 87% for the first-time, full-time students who started with this program in Fall 2015 and Fall 2016.
- **Academic Support Services Academic Support Services** – Utilization of our Academic Success Center and Writing Center has been associated with retention gains of 18% to 31% in the last three years, and like many of our interventions, has had a meaningful positive impact on under-represented and first-gen students.

Initiatives:

- **Academic Assessment & Monitoring** – We continue to evaluate factors that both inhibit and promote student success and rely on Institutional Research to produce timely and actionable information to improve student success. For example, nightly reports for advisors that indicate when students are not attending class. This effort is already in place in several areas, but it will be broadened through our strategic plan as we develop more robust E-alert and comprehensive support systems.
- **CARE Team and Counseling** – Students who are in any mental or emotional distress have access to our gradually expanding on-campus counseling services, and faculty and staff also can refer students to our CARE team (*Concern, Assessment, Referral, and Education*) for direct interventions that are designed to help students adjust mainly to non-academic challenges.
- **Advising** – The College has been a leader in mandatory advising and implementation of co-curricular remediation initiatives.

For retention and persistence our focus areas include:

- Address alternative degree pathways for our large pre-nursing population
- Improve financial aid literacy and monetary support
- Expanded academic support offerings
- Enable more intrusive advising
- Implement new peer mentorship program
- Consider Nepantla style programs for African American and Asian populations.

By using the newly acquired building adjacent to campus, the Raker Student Success Center, we created a one-stop experience for students. Advising, registration, admissions, financial aid and cashiering are located in the same building.

Key Goal 2: Continue to Increase Graduation Rates of First-time, Full-time Students to Exceed 20% in 1-2 Years

Since the 2009 cohort (2015 graduation), the six-year graduation rate has grown from 13.7% to 18.6%, an increase of over 35%. In the most recent 2012 cohort, minority graduation rates, including Hispanic, Asian and African American rates, exceed White/Caucasian rates.

It is also important to note that the eight-year persistence rates at the College, including students that transfer out for both first time full and part-time students are at 64%, suggesting that the challenges in improving graduation and retention rates are as much about the transfer out rate as it is about traditional graduation rates. One of the key reasons for this is that typically more than half of our first-time, full-time cohorts are made up of pre-nursing students some of whom enter the College with below a 2.5 high school GPA and ultimately may fail to gain admission to our highly competitive program.

The College is submitting a revised admissions policy for Regent consideration at the June 2019 meeting that includes a component to increase the GPA requirements to 2.5 to manage exceptional growth, improve student success, and better fit into NSHE as a middle-tier institution. There are other criteria provided in order for students between a 2.0 and 2.5 to be considered. A key component of the policy is to better manage enrollment by major.

	6-yr Graduation rate of						
	Fall	First-time, Full-time	Minority	Difference	% Hispanic	% African American	% White
Graduation	2009	13.7%	17.1%	3.4%	18%	13%	9%
	2010	15.3%	13.7%	-1.6%	17%	6%	19%
	2011	15.8%	13.4%	-2.4%	14%	8%	19%
	2012	18.6%	19.8%	1.2%	21%	25%	17%

Focus on Outreach: We have established new initiatives for targeted recruitment and retention specifically of African American and Asian populations.

- **Minority Male Movement (M3) Program:** This idea stemmed from California State University Northridge (CSUN), "Minority Male Mentoring" program. M3 is a team made of faculty, graduate students and research assistants committed to the success of Latino, African-American/Black, Native American Southeast Asian and other prioritized students.
- **M3** aims to serve as the umbrella program encompassing all men of color programming that will take place at Nevada State College. Its main focus is to promote and maintain the "Recruitment, Retention and Graduation of all minority men at NSC". Currently, the M3 Program has:
 - A subcommittee that meets once a month
 - "I am King" Summer Collegiate Retreat for CSN, UNLV and NSC students
 - Partnership with the "Man Enough Project" which focuses on toxic masculinity
 - Year round programming coming in 2019-2020 that will focus on creating monthly or quarterly events that will align with the M3 overall mission of "Recruitment, Retention and Graduation" of minority males

End Goals: Garner institutionalized support to:

- Create a recruitment pipeline for minority males throughout the Las Vegas valley
 - Ensure that minority males have a network and support system while they are here
 - Close the achievement gap in graduation rates for African Americans and Latino men on our campus
- **Creation of the OBODO Task Force:** OBODO is the Nigerian Igbo word for Village. The OBODO Task Force is devoted to building successful academic pathways and career connections for Black/African American students.
 - **End Goals:** African American students and staff have identified the lack of transportation as a major barrier to entering/completing college; thus, it is a priority for the task force.
 - Secured twenty-seven additional DREAM.US scholarship for a total of 67 DREAMER scholars to attend Nevada State in the fall.

On the Horizon

- **Peer Mentorship Program** – A planned peer mentorship program under Advising will help foster a greater sense of community, inclusion, and success among students, beginning with community-building activities at New Student Orientation. Each mentor will guide a cohort of 30-40 students – covering the majority of our incoming freshman class – and will conduct outreach to their students at least once every three weeks, hold open “office hours” in the café, and encourage students to attend social events organized by Student Life. The mentorship program also will serve as a “farm system” of sorts; after guiding students for one year, mentors will be expected to continue along the student support path into other, specialized areas, including the Writing Center, the Academic Success Center, and the Course Assistant program.
- Under consideration is a proposal to develop a Nepantla style program for African-American students.

Key Goal 3: Improve the Freshmen Experience

With a rapidly expanding 18-25-year-old freshman population, there is a stronger need for more engaged campus activities. We will need to add full-time recreational and cultural opportunities:

- **Residential Housing:** Our initiative to build residential facilities is moving forward as planned. We are scheduled to break ground on the 342 bed facility this year and projected for a soft opening in Fall of 2020.
- The College hired a Student Activities Coordinator which has been instrumental to growing the number of on campus and off campus student participation events.

Initiatives:

- **Advising & Student Outreach Plan:** Advising and student outreach have been integral to several institutional achievements, including the successful implementation of system-wide goals (e.g., 15-to-Finish; Gateway Math & English completion) as well as retention and enrollment increases. Most of our existing communication campaigns are run through the centralized Academic Advising Center (AAC), and over the last several years advisors have met with growing numbers of students through mandatory and walk-in appointments. Several improvements and expansions in these areas are expected to further enhance student success, including:
 - **Mandatory Advising:** We have progressively shifted from voluntary advising, to mandatory first semester advising, to mandatory advising across the first two years for first-time students. Accordingly, each semester every student is required to meet with their assigned advisor in the AAC, and the advisor helps guide them through key milestones in a successful college experience (e.g., proper course selection). The mandatory advising is enforced via registration holds – applied every October and March 1st – that are lifted once a student has consulted with an advisor. In addition to scheduled appointments, “walk-in weeks” occur for several weeks prior to registration to ensure that students can access advisors at a time of critical need. To help accommodate this strategy, in recent years we have added an advising director position and have grown the advising staff from four advisors to nine (with one being funded by our Title V, HSI grant). Several additional changes are being considered, including the expansion of advising center hours.
 - **Expanded New Student Orientation:** Expand student orientation to foster a strong sense of campus community and inclusion while also better preparing students for the path ahead.
 - **Retention Outreach Campaigns:** Each semester the Academic Advising Center conducts outreach campaigns (via text, email, and, as needed, phone calls), to students who are not enrolled in the upcoming semester. This messaging begins following finals week and continues in an escalating timeframe from one message every two weeks to two messages a week as we approach the start of the semester. These campaigns encourage good choices and assess student challenges, and have been associated with significant increases in enrollment and retention.
 - **Advisor and Campus-wide Training:** All advisors are required to complete a 3-part training based on the informational, relational, and conceptual components of academic advising, as designed by the National Academic Advising Association (NACADA). Within the informational component of this training, all advisors are trained on NSC policies, curriculum, academic standing, and financial aid eligibility to ensure they can serve as a one-stop point of contact for fundamental student needs. Additionally, advisors are trained about “non-cognitive” and “relational” considerations with first-generation and mission-specific populations and given guidance on how to effectively support our students. Covered populations include: 1st generation, foster youth, generation Z, LGBTQ, under-represented (e.g., Latin/x), and academically underprepared students.
 - **Training of All Faculty & Staff:** All campus faculty and staff members are invited each semester to complete a condensed version of the advisor training. At completion they receive a Master Advisor Certificate for their file. In addition to mandatory training,

all advisors shadow senior advisors from within their advising team for a period of 3-6 weeks based on a Director assessment of skills, and they also cross-train in all majors to ensure a baseline understanding of the entire NSC curriculum. All advisors are provided with the NACADA Advising Handbook and the opportunity to attend regional/annual advising professional development conferences to keep up on changing trends within the field.

- **Advisor Adherence:** Expectations are set for schedule structure, response time, and documentation, including appointments and email etiquette. Advisors are evaluated based on these items in the annual performance evaluation, and corrective actions are taken throughout the year.

Addressing Key State Workforce Demands

Key Goal 4: Build New Academic Programs to Meet Critical State Needs

- **Building Our School of Education to Address the Teaching Shortage:** Nevada State College is committed to rapidly growing its teacher education preparation both in size and quality. This issue is being addressed in numerous ways including critical new degree programs such as a Masters in Speech Pathology scheduled to kick off this fall, a new degree in Early Childhood focused on special education, increased focus on STEM teachers, expanding statewide education degree offerings in partnership with community colleges and early identification and cultivation of high school students interested in teaching through teaching academies. Specifically, there is a focus on critical endorsements including English Language Acquisition, Technology and Special Education. This objective pairs nicely with Nevada State's budget enhancement request for funds to build these programs as well as the \$2.7 million Hispanic Serving Institution grant emphasizing expanding the number of Latinos pursuing education degrees and the Foundation campaign to raise funds for an education building, education programs and scholarships.
- As part of the approval process to obtain funding in the 2019 Session for a new Education building, we commenced a new fundraising campaign, chaired by Commissioner Jim Gibson, to raise \$12 million, including \$6 million as part of the match for a \$57 million contribution from the State. ***I am very pleased to report that we met the \$6 million goal prior to the start of the 2019 Legislative Session and have now reached the \$9 million level.*** This initiative was a critical emphasis of the College (and for me personally). I was over the moon to watch the Board of the Regents and the community rally behind this critical need and our terrific first-generation student population to make this a reality. Now it is time to bring home a win for our students from Carson City. Again, I tremendously appreciate the support from NSHE in this endeavor. I'm proud of the coordinated legislative efforts the College was able to put forth to educate our community and business partners about our work as well as build a solid base of advocates. We held our first Legislative Advocacy Day this year in Carson City and it was a big success. It was wonderful to see students, faculty and leadership work together for the common good of the College.

Education Related Degree Build Out:

- The Board of Regents approved to move forward with seeking accreditation for Nevada State's first Master's Degree in Speech and Language Pathology. We applied for accreditation to ASHA, the American Speech-Language-Hearing Association and have been granted candidacy status. The site visit this spring went exceptionally well. We received over 100 applications to date and will admit our first class of 40 students in fall 2019.
- Additional partnerships with high schools have been secured to expand our Teacher Academy model. Nevada State will now be working with a total of six high schools: Liberty High School, Mojave High School, East Career and Technical Academy and Southeast Career and Technical Academy, Foothill High School and Coronado High School. These students receive dual credit while taking an education-based curriculum.
- **Health Sciences:** The College has built the largest bachelors nursing program in the State. Now the College is looking to expand the program even further. In response to the State's support of planning money, Nevada State has partnered with CSN to raise private funds for a new Health Sciences Building. The building will be on the CSN Henderson campus and will host classrooms and training simulations for nurses and skilled healthcare technicians.
- **The RN-BSN Online Program** continues to make remarkable strides with over 700 students admitted into the program in just a year. This program will have a significant impact in meeting healthcare employment needs.
- **Data Sciences:** Part of the College budget enhancement request is to begin building computer science related coursework, including a proposed new degree in Data Sciences/Informatics. When paired with training in software applications, this new degree pathway will immediately assist the State in meeting key workforce needs in an ever-changing economy.

Key Goal 5: Expanding Our Statewide Mission

- Nevada State's statewide mission continues to grow. Expanding partnerships with TMCC and WNC in Northern Nevada, together with new academic programs with CSN in Las Vegas, have paved the way for more expansive delivery of four-year degrees on two-year college campuses. This model was successfully adopted by Northern Arizona University and one that Nevada State faculty and staff have studied. This type of partnership bears much promise in delivering value to students who wish to finish an education where they start without realignment in the respective institution's faculty. I expect us to continue to study the critical need pathways where this collaboration can occur, including exploring a shared campus with CSN in the southwest valley and potentially creating a modest physical site in Northern Nevada.
- Our new partnership was recently established with Touro University Nevada (TUN). Among other benefits, it will give qualified students the opportunity to complete an NSC Bachelor of Science (B.S.) degree and a TUN Master of Medical Health Sciences (M.H.S.) degree within four years. Nevada State will also continue to look at building graduate pathways to our sister institutions UNLV and UNR. Nevada State also has an ongoing research partnership with DRI.

Achievements:

- Built out our RN – BSN enrollment online program.
- Developed a TMCC partnership for an online visual media degree.
- Graduated our 100th student in education in partnership with WNC.
- My team has worked to forge stronger relationships and improve the CSN transfer pipeline. These efforts include measures to strengthen relationships with the advising and counseling team at CSN, the development of new materials such as a dedicated Transfer Guide, new transfer events, and refined articulation agreements for all our academic programs. On June 15th, Nevada State and CSN will hold a Transfer Day event on the Nevada State campus where students can take a tour, and hear from a student panel of former CSN alum who are current Nevada State students. We have also invested in a Transfer Specialist position to make the experience better for students.

On the Horizon

- The College continues to work on developing fully online programs.

Key Goal 6: Policy Development & Strategic Planning

This year's work includes a renewed focus on building key policies on campus that will increase transparency and equity. We are also initiating broad scale strategic planning to focus on both our academic mission and organizational structure and undergoing a review to establish new core values. I am very pleased to report that we have finalized our Core Values!

Initiatives:

Policy:

- We have formalized and fine-tuned a procedure to develop policy over the last six months. My Chief of Staff and the Associate Vice Provost of Academic Initiatives have worked to move policies through the appropriate steps to include relevant stakeholders including Faculty Senate, as well as work to ensure the legal vetting and pertinent discussions take place. We are positioned to do more work over the summer to make sure our policies are available online.

Strategic Planning:

- As we continue to see record numbers of growth in enrollment, we are committed to investing the time and effort to ensure we are clear on our priorities and that they are in



alignment with our mission, vision, and values. We kicked off a strategic planning process last April. We hired a consultant to help guide the team to develop the 2020-2025 strategic plan. After working with administrators and faculty leaders over the summer, we will reach out to the entire faculty and campus community to be involved in the process. I'm very proud of the campus culture we have built at Nevada State. As the College grows, it is very important to me that we preserve and foster that atmosphere.

Moving forward, we are working on a comprehensive institutional strategic plan that will address challenges by expanding/improving existing successful efforts and by adding entirely new personnel, resources, and programs that enhance student outcomes. Our strategic plan is projected for completion soon, with a planned presentation to the Board of Regents at the September 2019 meeting. In its present stage, the strategic plan is guided by the theme "*Delivering on the Promise*" and aims to demonstrate how Nevada State College is fulfilling the mission for which it was founded. The plan addresses over-arching goals related to the following five themes:

- **Students:** Promote the success of all aspiring students by offering an excellent and affordable education complemented by superb academic support, engaging student life opportunities, and reliable pathways to degree attainment.
 - **Organizational Culture:** Cultivate a workplace culture defined by empowerment, support, recognition, and collegiality. Develop and implement policies that guide the key functions of the institution.
 - **Curriculum & Instruction:** Develop academic programs that provide knowledge, skills, and values with the potential to transform students' lives and enrich the surrounding community.
 - **Growth & Capacity:** Grow the college through strategic enrollment management, expansion of the physical campus, and robust institutional advancement campaigns that guide the key functions of the institution.
 - **Community Engagement & Economic Development:** Expand community partnerships, improve alumni relations, and forge stronger relationships with critical area businesses and organizations.
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- We are also working to develop more public-private partnerships to be located on our 512 acres as we look for businesses interested in locating near a college campus. Specifically, we are interested in business projects that provide synergy with our academic programs and training and employment opportunities for our students. I recently had the opportunity to walk the entire perimeter of the property (six miles) and was amazed at the size of the parcel and opportunities on the varied terrain.
 - We are also working with the City of Henderson on development plans on adjacent parcels.

Personal Goals

1. Ensure that we prioritize pathways to increasing student success and reducing equity gaps. Specifically, work to increase recruitment and retention of African American and Asian students, and reducing transfer outs.
2. Devote significant attention to build out physical facilities and infrastructure, identify additional public-private partnerships, and work with the City of Henderson on its development plans of adjacent parcels.
3. Continue to work on building the diversity of our faculty, staff and leadership.
4. Provide key leadership in meeting fundraising campaigns to raise the remaining \$3 million of a total of \$12 million for the School of Education, and also raise additional funds to support CSN Health Sciences Campaign.
5. Be a vocal advocate for addressing critical issues facing our DREAMer students including working nationally with my higher education colleagues to develop a permanent solution for DACA students.
6. Continue and expand direct collaboration with sister institutions around the state for transfer students as well as new pathways for students going into graduate studies.
7. Expand communication with faculty and staff.
8. Continue to cultivate a high-functioning leadership team.
9. Continue to work on conflict resolution skills, policy development, and leadership development.
10. Continue regular meetings and events with students.
11. Continue to further build community and board relationships.

Challenges & Opportunities

1. Capacity to meet growth demands.
2. Preserving campus culture as the campus grows.
3. Preserving and enhancing our diversity standards with an incredible number of new hires.
4. Develop improved onboarding for newly hired staff of key positions.
5. Creative solutions to lack of adequate capital for facilities.
6. Increase visibility. While improving, the College remains relatively unknown across the State.