

2015-2020 Strategic Plan
Progress toward Goals & Initiatives

Goal	Initiative	Result	Score (out of 2)
Opportunity	1.1 – Pursue limited, incremental tuition growth while orchestrating marginal increases – or even decreases – in non-tuition expenses	NSC has maintained the lowest costs of any public, baccalaureate institution in NSHE (roughly 30% lower than UNLV and UNR) and continued to explore cost-saving measures, such as open-source textbooks.	2
	1.2 – Significantly expand need-based financial aid	Though it remains roughly commensurate with our enrollment growth, the number of aid packages awarded by the College increased by 24 percentage points from 2014 to 2018 .	2
	1.3 – Develop highly integrated and efficient administrative structures that leverage data and technology to make informed decisions and keep institutional costs low	Implementation and assessment of this initiative is still ongoing, but data – including those available on our comprehensive IR dashboards – are used extensively in decisions ranging from budgetary investments to student support initiatives; many of these decisions begin from the premise of limiting institutional expenditures.	2
	1.4 - Develop innovative, cost-effective ways of delivering educational programs	The RN-to-BSN program – our only fully online degree – was revamped to serve more students at a manageable cost using lead instructors and class facilitators; however, other concrete efforts to address this initiative have not yet emerged.	1
	1.5 - Financially incentivize timely degree progression and full-time status	Both full-time status and timely progression are encouraged, but not yet through financial incentives.	0
	1.6 - Eliminate institutional barriers and facilitate students' progress towards degree completion (e.g., develop two-year schedules of courses, expand year-round and accelerated course offerings)	Work on this initiative is beginning in earnest during the latter stages of this strategic plan through the Metro Momentum Pathways Project with Complete College America (launched in Fall 2018).	1
	1.7 - Establish campus policies and procedures that will maximize the	A number of policies and procedures have been introduced to promote student success, including 15-to-Finish, mandatory advising for	2

	likelihood of student success	incoming students, and continuous math and English enrollment (which has greatly increased gateway math completion in the first year).	
	1.8 - Integrate tools that provide real-time success-oriented feedback to faculty and students (e.g., predictive analytics)	The College piloted predictive analytics extensively with Blue Canary (since purchased by Blackboard), but ultimately determined that the resource was not yet a worthwhile investment for an institution of this kind.	1
	1.9 - Implement block scheduling for 1st- and 2nd-year students	Block scheduling has been introduced for the first semester of incoming first-year students, but has not been extended into the second semester or year.	1
	1.10 - Direct students along ideal degree-completion pathways with prescribed curricular sequences and automated scheduling guidance	The pursuit of this initiative is ongoing, with expected facilitation from the CCA Metro Momentum project and the implementation of the Starfish platform, which will soft launch in Fall 2019.	2
	1.11 - Expand virtual and on-demand academic assistance opportunities	The Academic Success Center has significantly expanded their online tutoring offerings (and utilization); however, other areas, while providing remote support (e.g., advising), have more work to do in this regard.	1
	1.12 - Forge stronger partnerships with transfer stakeholders and decision-makers at the community colleges	The College has established “the cleanest articulation agreements in the entire System,” according to NSHE’s vice chancellor, and continues to forge new partnerships with our transfer center and initiatives such as the development of new 2+2 and 3+1 degrees.	2
	1.13 - Expand use of dual and concurrent enrollment with the community colleges	NSC will work with the College of Southern Nevada to establish our first dual admissions/enrollment policy in the 2019-20 academic year, with expected implementation for Fall 2020.	2
	1.14 - Expand BAS programs with the community colleges and expand our statewide mission	NSC has added BAS programs in Allied Health Sciences, Visual Media, and Engineering Technology with the College of Southern Nevada.	2
	1.15 - Expand advising outreach to community college students wishing to transfer	The College has established a physical transfer center on CSN’s campuses and hired an additional transfer specialist to work in the center 4 days a week; NSC also began conducting a CSN advisor day where every advisor at the community college is brought to campus for presentations and tours that improve their understanding of the College.	2

	1.16 - Develop robust policy for prior learning assessment	We have not yet updated our existing policy (which generally does not provide credit for prior learning without a corresponding exam such as CLEP). However, we did systematically evaluate military training/positions and articulated them with specific courses at NSC.	1
	2.1 - Redesign placement procedures – including preparedness for online instruction and technology utilization – through enhanced predictive models and the examination of alternative methods	NSC largely abandoned Accuplacer because of its weak predictive utility and is piloting self-directed placement in English and the use of a self-paced competency platform (EdReady) to let students improve their placements for gateway math.	2
	2.2 - Develop co-remediation model for mathematics that integrates as-needed remediation with college-level courses	Co-remedial model has been implemented and constitutes about 25-30% of our gateway math offerings, with further expansion planned.	2
	2.3 - Develop college writing center and expand “writing across the curriculum” efforts	College Writing Center was formally established and assists faculty with writing-intensive courses.	2
	2.4 - Implement proactive outreach advising	Advisors conduct outreach campaigns using email (Hobsons Radius) and texting platforms (Mongoose); more intensive proactive outreach will be implemented with CCA project.	2
	2.5 - Expand student participation in intensive summer preparatory programs that foster learning	Nepantla program – which begins with a summer bridge – has been expanded from 22 students to 40 each year; the Teacher Academy Pipeline Project introduced a 3-day summer bridge in Summer 2019. The College worked with donors to develop an intensive summer bridge for students with learning disabilities, but the program has not been implemented due to low application numbers.	1
	2.6 - Improve collaborative efforts involving learning support services and teaching faculty (e.g., in-class tutors, course assistants, technology support)	Course assistants have been introduced to a range of gateway courses and learning support centers have increased collaboration with faculty, but additional collaboration and communication is required.	1
	2.7 - Expand the use of supplemental instruction	Use of supplemental instruction has expanded in upper-division Liberal Arts & Sciences courses,	1

	and structured learning assistance	and the Academic Success Center is planning additional expansion; however, structured learning assistance has not been incorporated (and is no longer planned at this time).	
	2.8 - Improve the integration of library services and information literacy initiatives into the curriculum	The NSC library developed an information literacy module that was incorporated into the Canvas shell for our college success course, and information literacy is a planned component of our revamped Core Curriculum	1
	2.9 - Capitalize on the value of peer support (e.g., a peer mentorship program; in-class course assistants)	The “Scorpion Rise” peer mentorship program was launched – at a small scale – in summer 2019, and the Course Assistant program has been facilitating increased retention rates and lower DFWI rates since its inception.	2
	2.10 - Establish on-the-spot assessment of student satisfaction of experiences with academic assistance personnel	On-the-spot assessment was incorporated by the Academic Advising Center and the Academic Success Center; however, the consistency of administration needs improvement, and the assessment has not extended to all academic assistance divisions.	1
	2.11 - Develop mechanisms that allow advisors to provide feedback collected from students to department chairs, deans, admissions & records, and other important stakeholders	The introduction of systematic, two-way communication – including the feedback mechanism described in this initiative – is being led by the Dean of Students in 2019-20.	1
		Opportunity total	40/54
Enrichment	3.1 - Impart adaptive knowledge, values, and skills that facilitate the ability to engage in critical inquiry, solve challenging problems, communicate persuasively, and contribute to the community in a meaningful way	The College has made numerous efforts to achieve this goal. Faculty have introduced flipped classrooms and project-based learning in an effort to improve students’ problem-solving skills and critical thinking abilities. In 2019, Communication faculty held the first campus-wide public speaking competition to provide a venue for students from any major to exhibit their communication skills. Nonetheless, additional progress can be made toward meeting this goal.	1
	3.2 - Structure courses and curricula to imbue students with functional and marketable skills that promote opportunities for career, graduate school, and personal success	In our assessment mapping and planning workshops, faculty were encouraged to review program outcomes and consider any revisions needed to update degrees and prepare students for post-graduation success. The Department of Humanities also introduced minors in pre-law and professional writing, both intended to help	2

		students master skills and knowledge that will apply in the workplace and when applying to graduate programs. STEM disciplines emphasize lab skills, while the School of Nursing revised its program around caritas and a philosophy of caring to ensure students are prepared to be effective, empathetic nurses after graduation. The RN-to-BSN program was structured to allow students to take 7-week accelerated courses that build on one another. And the School of Education developed Praxis preparation courses and added a passing score on the Praxis Core exam as a requirement for students to progress into advanced courses in SOE majors. Faculty in all areas are focused on the post-graduation success of students and are attentive to need to prepare students for careers and graduate programs.	
	3.3 - Provide students with meaningful mentorship from dedicated faculty who will assist them in achieving their educational goals and becoming leaders in their local communities	Faculty serve as the advisors for all students accepted into the Schools of Education and Nursing, as well as students with 60+ credits in LAS. However, this advising often revolves around degree planning rather than discussion of long-term goals regarding their careers or graduate education. While some students receive high-quality mentorship that goes beyond degree planning, this is an area the campus is continuing to work on.	1
	3.4 - Improve the quality and consistency of instruction in courses and degrees by enhancing instructor development and resources, strengthening assessment methods, and standardizing learning outcomes	The College re-established the Center for Teaching and Learning Excellence, including hiring a full-time director, an instructional designer, and an instructional technologist, in order to provide faculty with support for improving their courses; LAS hired a full-time adjunct faculty coordinator to offer outreach and support for adjuncts. In 2016 the Provost's Office lead a summer workshop to overhaul the assessment process and ensure program curricula align with course-level outcomes. However, more work is needed to ensure adjunct faculty, in particular, have the support needed to provide consistently high-quality instruction.	1
	3.5 - Significantly expand co-curricular opportunities on campus, including those in arts, culture, and literature, to	The College appointed a Director of Arts, Culture, & Advancement, who organizes programming in those areas. We also introduced an annual common read program, now in its 3 rd year. The Provost established the Provost's	2

	<p>complement our academic programs and initiatives</p>	<p>Speaker Series, which brings accomplished scholars in a range of fields to speak to the campus community.</p>	
	<p>3.6 - Foster the development of highly interdisciplinary, technology-rich curricula that promote the examination of complex issues from multiple perspectives and encourage collaborative approaches to problem solving</p>	<p>The College has invested in technologies that enrich the learning environment in virtually every discipline. Examples include the high-quality recording and editing equipment available to Visual Media students, the laboratory equipment STEM students may use, 3D printers used in art and math courses, smart technologies installed in every classroom, our lecture-capture system, the laptops and other items available for check-out from the library, and the finance lab software used in the business program. We have made less progress at ensuring that curricula across campus reflect highly interdisciplinary approaches, as this may require revising some programs or courses.</p>	<p>1</p>
	<p>3.7 - Promote the application of course knowledge, values, and skills, particularly toward the resolution of complex and relevant problems and questions</p>	<p>NSC faculty emphasize the practical applications of course knowledge. For example, Dr. Benson (Psychology) had students in PSY 450 (Organizational Psychology) evaluate the results of NSC's Campus Climate survey and present possible solutions or improvements to a group of senior campus administrators, drawing on psychological research. Similarly, English composition courses were revised to help students understand how to address different audiences and see how writing functions as a skill they can use in various arenas. In Biology, Dr. Bieser introduced a case study research-based model in her Genetics that has students actively engage in research throughout the semester and helps them see how biology research attempts to solve mysteries related to disease. Though it is not a direct measure, student course evaluation items relating to real-world knowledge and skills have exhibited a mean score of roughly 4.5 out of 5 across the entire college, which corresponds to a rating of "excellent" in our Standards of Academe. While full-time faculty have made major improvements in this area, part-time faculty are in some cases less sure of how to emphasize applications, and more faculty development is needed.</p>	<p>1</p>

	<p>3.8 - Develop learning experiences that have real-world significance</p>	<p>Many programs have made sustained efforts in this area, and the campus has emphasized this via Convocation speakers and other forms of faculty development that focus on real-world applications. In many classes, students grapple with real-world problems using the tools, knowledge, and skills they will use to address them in their future careers. However, there is always room for additional improvement.</p>	<p>1</p>
	<p>3.9 - Establish relationships that allow students to engage with the community and develop fresh solutions to practical problems</p>	<p>We have greatly expanded internship opportunities for students in all disciplines. Individual faculty have partnered with community groups through course assignments, and some student clubs have been involved in volunteer activities. However, this goal was given lower priority than some others, and there is still significant room for improvement.</p>	<p>1</p>
	<p>3.10 - Establish learning communities that forge stronger student relationships and success-seeking behaviors</p>	<p>The College hired three First-Year Experience Lecturers in Fall 2017 and has begun re-establishing a full FYE program, including 2 sets of linked courses for first-year students in Fall 2019. Expansion of learning communities will continue once residential housing opens in Fall 2020.</p>	<p>1</p>
	<p>3.11 - Bolster interactions between incoming students and successful, experienced students and alumni</p>	<p>Establishment of the Course Assistant program has provided an avenue for successful students to interact with incoming students. In Fall 2019, the College will pilot a new peer mentorship program.</p>	<p>1</p>
	<p>3.12 - Infuse the curriculum and the campus culture with activities that reinforce NSC's commitment to diversity in a meaningful way</p>	<p>The College adopted a statement on diversity and tolerance, which is widely posted across campus and included in all job ads. The annual Tunnel of Awareness is a well-attended campus event, and in 2018, the campus hosted the annual Southern Nevada Diversity Summit. The 2018 common read, <i>The Immortal Life of Henrietta Lacks</i>, was integrated into course activities across a wide variety of disciplines. The campus also achieved Hispanic-Serving Institution (HSI) status and received a Title V grant aimed at encouraging more Latinx students to pursue education degrees.</p>	<p>2</p>
	<p>3.13 - Create an educational experience that resonates with the life concerns of students, affords an opportunity to</p>	<p>NSC introduced the first Intro to LGBTQ Studies course in NSHE, as well as a Social Justice minor. Faculty strive to connect the curricula in every program with students' lives. Student clubs provide volunteer opportunities and other ways</p>	<p>1</p>

	enact change, and reflects principles of equity and inclusion	to engage with the campus and larger community to enact change. Courses also focus on real-world applications. While efforts in this arena are never completed, we have made significant progress toward this objective.	
	3.14 - Share the history, mission, and vision of the College in an effort to bolster pride in the institution	We have yet to find a consistent, meaningful way to share the College's larger history with incoming students. However, faculty, staff, and students are widely aware of our vision and mission, which are referenced frequently and incorporated into initiatives such as Be the Difference.	1
Enrichment total			17/28
Impact	4.1 - Increase student exposure to career paths through speaker series, expanded activities of the Career Services Center, and through introductory-level curricula	The CSC has significantly increased its programming, including career fairs (on- and off-campus), mock interviews, resumé review, and career exploration resources, and is working toward additional improvements. Select programs, such as ERS, have established colloquiums for students to learn about careers in their field, but these need to be expanded to all areas.	1
	4.2 - Provide faculty development opportunities for the creation of course assignments with career relevance and an emphasis on civic engagement	The CTLE provides support for assignment creation, and the Writing Center assists with written assignments. However, more emphasis could be placed on career relevance and civic engagement, specifically.	1
	4.3 - Increase access to undergraduate research opportunities, capstone experiences, and co-curricular activities that allow students to synthesize their knowledge and skills and demonstrate mastery of student learning outcomes	Capstone experiences were introduced or expanded in several disciplines; INBRE grants have supported student research in STEM fields each summer and throughout the year. The Undergrad Research and Creative Works Conference (URCWC) is held each spring and allows students to present their research projects. These efforts still reach a relatively small proportion of all students, however, and could be more clearly tied to SLOs.	1
	4.4 - Provide enhanced pathways for students to enter graduate study at UNLV and UNR, with particular emphasis on	NSC participates in UNR's GradFit program, an annual week-long grad school preparation program for underrepresented students. We have also experimented with offering a for-credit grad prep course. However, we have not begun to establish specific pathways (e.g., 3+2	1

	underrepresented student populations	programs) with graduate programs at UNLV or UNR.	
	4.5 - Expand internship and externship opportunities coordinated with select programs	Internship opportunities have been expanded in LAS, with an internship in the catalog for every discipline. Some internships have led to job offers. However, a relatively small number of students currently enroll, and more placement sites are needed.	1
	4.6 - Utilize Career Services Center for seniors and alumni to place NSC graduates in employment	The CSC has greatly expanded its services to help place NSC students and graduates into high-quality jobs; they organize career fairs and offer job placement services such as mock interviews. The next step in this process is to consider how to integrate this programming in a structured way for students in their last year.	1
	4.7 - Align program development with the broader economic diversification efforts of the state and data on local employment trends	The College conducts market research before proposing any program and considers the state's economic needs and larger trends. NSHE has also identified high-demand fields that are priorities. Our analysis of these needs have led to development of a MEd in Speech-Language Pathology, plans to develop a Data Science degree, and the Deaf Studies major, all of which help diversify our economy and fill important needs in the community.	2
	4.8 - Increase "outbound" community partnerships that take our students off campus and into the community at large	Our main efforts in this area have been the creation of internships in a number of disciplines. We have also encouraged students to serve the community through events such as the United Way's volunteer day. Thus far, a relatively small proportion of students have been involved in these activities.	1
	4.9 - Establish field courses, internships, and project-based courses that focus on community issues and facilitate meaningful interaction and engagement with community organizations and families.	Internship courses were added to the catalog in each discipline, and have been offered in a number of areas. Students also complete community-based projects in independent research courses. However, these efforts should be expanded to a larger number of programs and include more students.	1
	4.10 - Increase student opportunities to engage in volunteer work and other civic partnerships with the community; Strengthen relationships with alumni	The College has participated in the United Way's annual volunteer day, and individual student clubs (e.g., the Criminal Justice Club) emphasize volunteer activities. In 2018-19, the Office of Advancement expanded outreach to alumni, holding the first-ever alumni social event on	1

	by actively engaging them in campus activities and community events	campus in Spring 2019. However, more efforts are needed in both of these areas.	
	4.11 - Increase “inbound” community partnerships that bring the community to campus	Individual faculty and some student clubs have developed partnerships to bring guest speakers to campus. Some campus units have sponsored events that bring community groups to campus. Most notably, Career Services has substantially increased the number and size of events that bring employers to campus. The Director of Arts, Culture, and Advancement has received grants that allowed the campus to host a number of cultural events that bring community groups and artists to campus as well.	2
	4.12 - Expand opportunities for community members to share their knowledge and experience with students, including contributions as guest speakers, Executives in Residence, and evaluators of undergraduate research	Our accomplishments in this area stem largely from faculty and student clubs inviting guest speakers; we have also asked community members to serve as external evaluators for program reviews. We have explored but not yet developed an Executive in Residence program or other more structured methods of integrating community members.	1
	4.13 - Host cultural events such as art exhibits, visiting speakers, and performances	The Director of Arts, Culture, and Advancement plans regular events, performances, and art exhibits, and has led the development of a substantial permanent art collection. In addition, the Office of Community Engagement and Diversity Initiatives has hosted events such as a Día de los Muertos altar competition and Ballet Folklórico performance.	2
Impact total			16/26