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MEMORANDUM

TO: Members, Committee to Conduct an Interim Study Concerning Community Colleges (Senate Bill 391, Chapter 494, *Statutes of Nevada 2013*)

FROM: Daniel J. Klaich, Chancellor

CC: Board of Regents
Dr. Michael D. Richards, President, CSN
Dr. Mark A. Curtis, President, GBC
Dr. Maria C. Sheehan, President, TMCC
Mr. Chet Burton, President, WNC
Kelly S. Richard, Senior Research Analyst, LCB

DATE: February 28, 2014

SUBJECT: Request for Information from the Committee (February 7, 2014)

This memorandum and its attachments respond to a request for information from Kelly S. Richard, Senior Research Analyst, on behalf of the Committee to Conduct an Interim Study Concerning Community Colleges (S.B. 391). As noted in the February 7, 2014, letter from Ms. Richard, members requested more information on certain topics during their first meeting on January 28, 2014. In addition to the information requested in the letter, I am also providing background material related to certificates awarded by the community colleges, as this topic was discussed several times during the meeting, even though no specific questions were identified.

Following is a list of the attachments:

- Attachment A – Letter from Kelly S. Richard
- Attachment B – Cost of Attendance
- Attachment C – Graduation Rates
- Attachment D – Complete College America
- Attachment E – Advisory Boards
- Attachment F – Funding Formula
- Attachment G – Textbook Policies
- Attachment H – Certificates

ATTACHMENT A

**LETTER FROM KELLY S. RICHARD
SENIOR RESEARCH ANALYST
RESEARCH DIVISION**

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February 7, 2014

Daniel J. Klaich, J.D., Chancellor
Nevada System of Higher Education
2601 Enterprise Road
Reno, Nevada 89512

Dear Chancellor Klaich:

Thank you very much for taking the time to testify at the first meeting of the Committee to Conduct an Interim Study Concerning Community Colleges (S.B. 391, 2013) on Tuesday, January 28, 2014. Your insightful presentation provided the members with an understanding of the opportunities and challenges encountered by Nevada's community colleges.

During the meeting, various Committee members requested the following information concerning the Nevada System of Higher Education (NSHE). Although the full Committee membership has yet to set a date for its next meeting, it would be helpful to obtain the information requested within the next month. This would provide the members with the opportunity to review the information while they engage in the work of the two Subcommittees. A response would be appreciated by Tuesday, March 4, 2014. Please direct the response to my attention, and I will make sure it is made available to the members and the public on the Committee's website.

Cost of Education. The members are interested in obtaining a comparison of the cost of education for each of Nevada's institutions, as well as like institutions in nearby states. Please provide general information concerning tuition and fees for NSHE institutions and any additional information you may have concerning the access to and affordability of higher education for Nevada students.

Graduation Rates. Several members also inquired about graduation rates. Please provide data concerning graduation rates for each institution; any supplemental information you have concerning trends in graduation rates would be helpful as well.

Complete College America. Chair Woodhouse mentioned NSHE's participation in the Complete College America alliance and requested information you may have regarding

Daniel J. Klaich, J.D, Chancellor

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that initiative that would be of assistance, specifically to the Subcommittee on Academics and Workforce Alignment. Please provide background information on any policies or goals NSHE has adopted to support the initiative and the outcomes of those efforts to date.

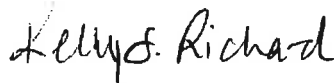
Advisory Boards. Members requested information on the number of advisory boards that NSHE works with to create various policies. Please provide information concerning the advisory boards currently providing guidance to NSHE, including an assessment of the effectiveness of each board.

Funding Formula. As was mentioned in the Chair's invitation to testify at the meeting, please provide a high-level overview of funding for higher education, specifically focusing on community colleges. Details on the new funding formula and how the adoption of the formula has affected both the system as a whole and the community colleges specifically, including a mention of the performance pool and mitigation funding, would be useful to the members.

Textbooks. Each of the Committee members expressed concern with the cost of textbooks. Please provide information on the Board of Regents' policy on textbooks, as well as the policies of the individual institutions. Include any initiatives NSHE or the institutions have undertaken to reduce the cost of textbooks for students.

Thank you in advance for your response. If you have any questions or concerns regarding any of the information contained in this letter, please contact me directly at (775) 684-6825 or via email at krichard@lcb.state.nv.us.

Sincerely,



Kelly S. Richard
Senior Research Analyst
Research Division

KR/st:L10,CommColleges (W140931)

cc: Senator Joyce Woodhouse, Chair

Crystal Abba, Vice Chancellor for Academic and Student Affairs

Constance J. Brooks, Ph.D., Assistant Vice Chancellor for Government and Community Affairs

Allison Combs, Assistant Vice Chancellor and Director of Public Policy for Academic and Student Affairs

Vic Redding, Vice Chancellor for Finance and Administration

ATTACHMENT B

**NEVADA SYSTEM OF HIGHER EDUCATION
COST OF ATTENDANCE**

**Provided in response to request from the Committee to Conduct an
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February 28, 2014

COST OF ATTENDANCE

Institutional cost of attendance is determined based on a methodology defined by the U.S. Department of Education for financial aid purposes and is calculated independently by each institution. As a result of the varied assumptions made at each institution, the cost of each category can vary, even for institutions in the same service area. The following table denotes the total cost of attendance (as calculated by the institution) for a student living off campus. Overall, more NSHE students have an off campus cost of attendance assigned to them in the financial aid process than either of the other categories (on campus or with family).

FEDERAL COST OF ATTENDANCE (COA), 2013-14 FULL-TIME, FULL YEAR OFF-CAMPUS

Undergraduate Nevada Residents - Community Colleges Only

	Tuition & Fees	Books & Supplies	Room & Board	Personal	Transportation	Total COA
CSN	\$2,907	\$1,020	\$7,464	\$1,836	\$3,261	\$16,488
GBC	\$2,700	\$1,670	\$10,450	\$1,500	\$2,400	\$18,720
TMCC	\$2,700	\$1,524	\$8,404	\$2,259	\$3,040	\$17,927
WNC	\$2,700	\$1,400	\$9,220	\$2,160	\$2,000	\$17,480

Source: NSHE Institutions

The 2013-14 base registration fee for the community colleges is \$84.50 per credit. In addition, students pay other mandatory fees, including the technology fee of \$5.50 per credit. The following table provides a comparison of the base registration fee to tuition and fees charged in neighboring western states.

RESIDENT Tuition and Fees at Public Two-Year Institutions in the WICHE Region, State Averages Tuition and State Ranking¹

State	2013-14	Rank
CALIFORNIA	\$1,104	1
NEW MEXICO	\$1,572	2
ARIZONA	\$2,355	3
WYOMING	\$2,539	4
NEVADA²	\$2,700	5
IDAHO	\$2,876	6
HAWAII	\$3,259	7
UTAH	\$3,261	8
MONTANA	\$3,384	9
COLORADO	\$3,699	10
NORTH DAKOTA	\$4,086	11
WASHINGTON	\$4,274	12
OREGON	\$4,535	13
ALASKA	\$4,690	14
SOUTH DAKOTA	\$5,937	15
Median	\$3,261	

¹ Ranking of 1 = lowest avg. tuition; 15 = highest avg. tuition.

² Nevada: \$2,700 = (\$84.50 x 30) + tech fee. No change in rank from 2012-13.

Source: Table 7a, *Tuition & Fees In Public Higher Education in the West*, 2013-14, WICHE.

In 2011 the Chancellor created the ad hoc Access and Affordability Committee that was charged with examining the access and affordability of NSHE institutions in the context of encouraging full-time enrollment and degree completion. The Committee concluded its work in June 2012 and its report includes various policy recommendations that the Board has since adopted, including the excess credit fee policy. The report stresses the need for a state-supported financial aid program, particularly in the context of students from the lowest income quintile who must expend on average 53.4 percent of family income to pay for one year at a community college after financial aid (Source: National Center for Education Statistics [NCES], Integrated Postsecondary Education Data System [IPEDS], 2009). The report of the NSHE Access and Affordability Committee is available electronically through the NSHE website at <http://www.nevada.edu/ir/Documents/Access%20&%20Affordability%20Report%20-%20FINAL%20v.8.6.12%20.pdf>.

ATTACHMENT C

**NEVADA SYSTEM OF HIGHER EDUCATION
GRADUATION RATES**

**Provided in response to request from the Committee to Conduct an
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February 28, 2014

GRADUATION RATES

The following table provides historical graduation rates by institution for first-time, full-time, degree-seeking freshmen completing within 150 percent of expected time to degree (e.g. three years for an associate's degree, six years for a bachelor's degree).

Community College - Graduation Rates					
Percent of first-time, full-time, degree-seeking students graduating within 150 percent of expected					
YEAR	CSN	GBC	TMCC	WNC	Community College Rates
2000-01	1.20%	26.00%	7.10%	5.70%	5.90%
2001-02	2.20%	27.10%	7.50%	12.70%	7.00%
2002-03	3.90%	27.40%	5.30%	20.00%	8.50%
2003-04	4.90%	29.20%	6.30%	19.50%	9.90%
2004-05	4.80%	16.30%	10.40%	20.60%	10.00%
2005-06	5.70%	20.90%	6.10%	19.50%	9.20%
2006-07	9.70%	18.80%	8.60%	20.70%	11.20%
2007-08	4.00%	20.50%	11.10%	20.20%	10.20%
2008-09	4.50%	25.50%	13.00%	19.50%	12.30%
2009-10	9.00%	24.60%	16.70%	11.80%	13.20%
2010-11	10.60%	22.90%	16.70%	19.30%	14.90%
2011-12	9.00%	26.80%	18.80%	15.00%	13.40%

NOTE: Rates for the community colleges include certificate, associate and bachelor's awards where applicable.

Source: IPEDS

As discussed before the Committee during its January 28, 2014, meeting, the standard graduation rate as reported to the National Center for Education Statistics is extremely limiting because it does not capture all students who are degree-seeking. The cohort is defined for IPEDS as first-time, full-time students only and therefore does not include in its base part-time or transfer students who make up a significant portion of NSHE's overall student population, particularly at community colleges.

The aggregate number of degrees and certificates awarded provides a more accurate picture of the growth in in total awards conferred in recent years.

Certificates (at least 30 credits) Awarded						
	2007-08	2008-09	2009-10	2010-11	2011-12	5-Year % Change
CSN	164	194	229	221	236	44%
GBC	51	40	49	192	131	157%
TMCC	40	62	47	171	135	238%
WNC	43	20	23	33	30	-30%
TOTAL	298	316	348	617	532	79%

Source: IPEDS (excludes skills certificates that are less than 30 credits)

Associate's Degrees Awarded						
	2007-08	2008-09	2009-10	2010-11	2011-12	5-Year % Change
CSN	1,663	1,676	1,801	2,030	2,098	26%
GBC	194	228	238	249	260	34%
TMCC	661	785	893	1,082	1,035	57%
WNC	418	365	445	450	460	10%
TOTAL	2,936	3,054	3,377	3,811	3,853	31%

Source: IPEDS

Bachelor's Degrees Awarded						
	2007-08	2008-09	2009-10	2010-11	2011-12	5-Year % Change
CSN	9	9	6	20	14	56%
GBC	47	46	48	55	61	30%
TMCC	N/A	N/A	N/A	N/A	N/A	--
WNC		3	6	11	5	67%*
TOTAL	56	58	60	86	80	43%

*4-Year % Change

Source: IPEDS

ATTACHMENT D

**NEVADA SYSTEM OF HIGHER EDUCATION
COMPLETE COLLEGE AMERICA**

**Provided in response to request from the Committee to Conduct an
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COMPLETE COLLEGE AMERICA

Established in 2009, Complete College America (CCA) is a national nonprofit with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations. Under the leadership of Governor Brian Sandoval, Nevada joined the Complete College America alliance in 2010.

In joining the alliance, CCA recommended an annual (compounding) increase of 1,064 additional completers of certificates (30+ credits), associate’s degrees, and bachelor’s degrees for Nevada. The compounding goal of 1,064 awards per year is shared between NSHE institutions and private institutions in the state. NSHE’s original share of the compounding goal was 888 awards per year. (Note, NSHE is currently in the process of recalibrating its goal as more private institutions have entered the state since the goals were originally adopted and the System has recently begun counting skills certificates (of less than 30 credits) that will now be counted towards the goal.) The following table indicates the institution level goals for the first three years of the initiative and the actual awards conferred. Nevada exceeded its CCA goals for the first two years.

CCA Goals and Actual Awards Conferred

NSHE GOAL: Compounding increase of 888 completers per year at NSHE institutions

	2010	2011			2012			2013		
	Base Yr	Goal	Actual	Difference	Goal	Actual	Difference	Goal	Actual	Difference
Annual Goal	12,008	13,072	13,574	502	14,136	14,710	574	15,200	<i>pending</i>	
Private	1,981	2,157	2,833	676	2,332	3,794	1,462	2,508	<i>pending</i>	
NSHE	10,027	10,915	10,741	-174	11,804	10,916	-888	12,692	11,622	-1,070
CSN	2,036	2,217	2,271	54	2,397	2,348	-49	2,578	2,741	163
GBC	344	374	383	9	405	428	23	435	420	-15
TMCC	940	1,023	1,142	119	1,107	1,086	-21	1,189	1,020	-169
WNC	474	516	494	-22	558	495	-63	600	522	-78
NSC	245	266	262	-4	288	272	-16	310	302	-8
UNLV	3,669	3,994	3,777	-217	4,319	3,684	-635	4,644	3,858	-786
UNR	2,319	2,525	2,412	-113	2,730	2,603	-127	2,936	2,759	-177

NOTE: Awards include certificates of at least 30 credits, associate’s degrees and bachelor’s degrees
Source: IPEDS

In meeting the CCA goals, the Board of Regents adopted a number of policies and initiatives in recent years aimed at creating a culture of completion in Nevada.

- ❖ **60/120 Credit Policy** – Placing caps on bachelor’s degree programs at 120 credits and associate’s degrees at 60 credits, except when accreditation or licensure requirements demand more. These caps provide the necessary framework under which a student who attends full-time can complete a bachelor’s degree program in four years or an associate’s degree program in two years. This policy is a critical component of the “15 to Finish” Campaign outlined below.
- ❖ **Low Yield Policy** – Requiring institutions to review academic programs on a regular basis in the context of degree productivity. Institutions must develop a plan for increasing degree productivity for or eliminate those programs that are identified as low yield. The review

process requires faculty participation and is important to ensuring that critical resources – including faculty – are not misdirected toward programs that no longer have value to students. Certain exceptions apply that may allow a program to continue, including programs that meet a demonstrated workforce or service need of the state or geographical region.

- ❖ **Excess Credit Policy** – Charging students a 50 percent surcharge if they accumulate more than 150 percent of the credits required for their degree program. The fee will be charged, for example, after 90 credits have been attempted towards a 60-credit associates degree or 180 credits towards a 120-credit bachelor’s degree. Exceptions may apply on a case-by-case basis. To allow time for institutions to identify and notify students who may be close to or have already exceeded the 150 percent benchmark, the policy is not effective until Fall 2014.

This policy has been adopted in other states and mirrors existing requirements for students to receive federal financial aid: students may only receive federal aid for a period no longer than 150 percent of the published length of the program. The benefits of the policy include more awareness and guidance for students to ensure they are on track for graduation and not spending valuable time taking courses that will not count toward their chosen degrees, as well as the creation of a standard policy that applies to the majority of aid offered at Nevada public institutions, thus making it simpler for financial aid offices to communicate such information to students. Finally, the policy supports current efforts underway at all NSHE institutions to encourage timely degree completion in an environment of limited resources and sends a strong message about the seriousness of such efforts.

Early reports from institutions in the process of notifying students who are approaching the 150 percent threshold, as required by the policy, indicate that many students are now meeting with advisors and planning to graduate before the fee applies. Some of these students are even discovering that they are able to graduate sooner than they realized.

- ❖ **“15 to Finish” Campaign** – Encouraging students to enroll full-time (15 not 12 credits) and graduate on time. “15 to Finish” is a publicity and advising campaign that encourages students to enroll full-time. The campaign stresses academics and completion through state and national data¹ that shows students who enroll in 15 or more credits graduate at significantly higher rates and have higher grade point averages. Importantly, NSHE and national data demonstrate that regardless of academic preparedness or preparation, work schedules, race, gender, or socioeconomic categories, students are more likely to complete with a real full-time load.

The benefits of taking 15 credits a semester are not only intuitive, but compelling: Students who take 15 credits a semester (or 30 credits a year) are more likely to graduate, pay less in tuition and living expenses, accumulate less debt, and gain additional years of earnings. For institutions, the benefits include not only higher graduation rates and demonstrated student success, but also freeing up limited classroom space for other students. Recognizing that there may be compelling reasons for some students – particularly older students – to attend part-time, the Nevada “15 to Finish” campaign initially is focusing on students between the

¹ See *Signature Report 6, Competing College: A National View of Student Attainment Rates – Fall 2007 Cohort* published in December 2013, by the National Student Clearinghouse Research Center. The report is available electronically at <http://nscresearchcenter.org/signaturereport6/>.

ages of 18 and 24 years who are already taking 12 to 14 credits – a substantial number at many institutions.

- ❖ **Performance Funding** – Incentivizing institutions to graduate students through funding. (See the additional information provided detailing the new NSHE funding formula.)
- ❖ **The Remedial Transformation and Co-Requisite Projects** – Shifting the focus from completing a remedial course to completing the gateway college-level course and authorizing the institutions to consider factors outside of placement tests when placing students, including high school grade point average and course taking patterns.

Between 2010 and 2012, NSHE institutions participated in the Remedial Transformation Project.² Through this work, two NSHE task forces were created: the Remedial Mathematics Steering Committee and the Remedial English Steering Committee. These committees were supported by the Education Commission of the States, Complete College America, and the College Board. With the help of national experts, institutions reviewed, reevaluated and redesigned their remedial programs in mathematics and English in progressive ways designed to promote not only more accurate student placement, but also student success in those placements. As detailed in the Remedial Transformation Project's report, across the institutions, there are many different approaches. However, there are a number of shared themes:

- Course redesign to enable students to complete remedial instruction and an entry-level course within two semesters;
- Curricular alignment between remedial courses and entry-level courses;
- Inclusion of reading instruction for students for whom reading is a barrier in mathematics and English;
- More accurate student placement through multiple criteria;
- Different pathways defined for students based on their level of deficiency and major or course of study;
- Conversion of remedial courses at the lowest levels to self-funded skills-based laboratories; and
- Partnerships with school districts to offer early testing and to improve college readiness of high school graduates.

Based on the work and recommendations from the Remedial Transformation Project, the Board revised its remedial placement policy not only to update the benchmark test scores used for placement, but also to emphasize that placement test scores serve as a foundation for decisions about the appropriate first college-level course, not the sole factor. Institutions were given specific authorization to rely on other factors as well such as high school courses and grade point average, demonstrable competencies, and work experience to predict student success and recommend placement.

² The November 2012 report of the NSHE Remedial Transformation Project is available electronically at: [http://www.nevada.edu/ir/Documents/RemedialEnrollment/Remedial%20Transformation%20Project%20Report%20-%20FINAL%2010_30_12%20\(1\).pdf](http://www.nevada.edu/ir/Documents/RemedialEnrollment/Remedial%20Transformation%20Project%20Report%20-%20FINAL%2010_30_12%20(1).pdf)

Institutions are continuing the reforms initiated under the Remedial Transformation Project, and initial data evaluating these efforts is being collected and analyzed to determine approaches that are successful and where additional work is required.

Building on the reforms initiated under the Remedial Transformation Project, NSHE is in the early stages of evaluating a shift in focus from completing a remedial course to completing a gateway college-level course. Under the co-requisite model advocated by Complete College America, students enroll in remedial and college-level courses in the same subject at the same time and receive targeted support. Complete College America is leading similar discussions nationally to find approaches that will work for individual states.³

³ Complete College America: *Transform Remediation: The Co-Requisite Course Model*, available electronically at www.completecollege.org.

ATTACHMENT E

**NEVADA SYSTEM OF HIGHER EDUCATION
ADVISORY BOARDS**

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February 28, 2014

ADVISORY BOARDS

For NSHE's community colleges, advisory boards ensure that there is a recognized opportunity through formal processes to regularly receive input from community leaders, workforce industry experts and local government. By serving as a communication bridge between the colleges and the community, advisory boards provide an opportunity for representatives to serve as informed advocates for their constituencies, assisting community college leadership and staff in heightening their focus on serving the needs of the community.

College of Southern Nevada

CSN North Las Vegas Community Advisory Board

This advisory board, which held its first meeting January 28, serves to provide the CSN President with input from the North Las Vegas community about the college and ways that it can focus on serving the needs of the community. The 11 members of the CSN North Las Vegas Community Advisory Board will fill that crucial role by becoming informed advocates for their fellow residents and by serving as a bridge of communication between the North Las Vegas community, including businesses, government and community leaders, and CSN.

A similar advisory board is under development for the city of Henderson.

CSN Academic Program Advisory Committees

CSN has 46 advisory committees that are specific to academic programs and comprised of more than 300 volunteers that are experts in their fields.

The advisory committees for Career and Technical Education (CTE) programs meet approximately once a semester and serve several purposes:

- Evaluate and recommend program curricula, facility, and equipment needs
- Provide the public with an added assurance that community interests in education are being protected
- Provide program assistance about new technologies, careers, employability skills, and work-based learning opportunities
- Collaborate with educational institutions to promote school-to-work transition
- Develop and review program articulation
- Serve as an organized base for three-way communication between the Clark County School District, the College of Southern Nevada, and representatives from business, industry, and the community
- Recommend resources for program support such as guest speakers, facilities, equipment and materials, etc.

The advisory committee will provide guidance and promote the development of CTE programs to meet the needs of instructors, students, and the community. This continuing forum allows the instructors and committee members to discuss their mutual interests and concerns regarding the instructional program.

Great Basin College

GBC has a total of 17 advisory boards; one advisory board for each of the 13 distinct Associate of Applied Science Degrees, one each for our Bachelor of Applied Science, Bachelor of Integrative Studies, and Bachelor of Science in Teacher Education, as well as an Institutional Advisory Board.

Each degree-level advisory board adds value by helping the college and its faculty to keep our curricula up-to-date and relevant. Furthermore, the members of each advisory board ultimately become program ambassadors. Additionally, the boards often find other ways to support the college and its students through scholarships, summer and permanent employment, and equipment donations. The GBC Institutional Advisory Board advises the president and senior staff on a variety of matters related to the wellbeing and growth of the college.

Each program-level advisory board has between 7 and 15 members from a variety of areas, companies, employers and agencies related to the discipline/program they are advising for. The members are often practitioners, supervisors and managers in the program area they advise. Each committee meets at least annually and more often if necessary due to faculty openings, a rapidly changing discipline or related events and opportunities.

The Institutional Advisory Board is made up of 23 members, including founders, district superintendents, and people from business, industry and government. They meet every other month.

Truckee Meadows Community College

Advisory committees (boards) consisting of local industry professionals monitor each college program designed to place students directly into the workforce and provide curriculum guidance to ensure the skills being taught meet employer expectations. TMCC includes advisory boards in the college Strategic Master Plan as a measure of mission fulfillment. The college is constantly monitoring feedback from committee members and faculty to implement improvements as needed. Minutes of all advisory board meetings are posted in a timely manner. The college is working to incorporate best practices for advisory boards as recommended by the National Governor's Association (NGA) and plans a professional development workshop for faculty on effective work with industry through our boards. A list of the advisory board members' organizations is included herein. Other members for allied health and law come from a variety of fields, including professional organizations and licensing boards.

Career and Technical Education

TMCC's Career and Technical Education (CTE) Advisory Committees meet at least two times each year and cover 25 programs. They include more than 250 members from more than 100 businesses and organizations and are key to our keeping our curriculum up to date to meet industry standards. Advisory board members serve an important role in hiring our graduates and assessing future workforce needs. They also provide critical input about national and industry certifications that are valued by employers as third-party validation of the training programs.

Business Studies

TMCC's Division of Business Advisory Committees meet one time in the fall semester and one time in the spring semester for approximately two hours. Advisory board members bring a business and industry perspective that help TMCC to tailor programs, classes, workshops and other offerings to meet the needs of the business community. Advisory board members, in collaboration with the Division of Business and the college's department of Workforce Development and Continuing Education, work toward developing a highly skilled workforce and creating new employment opportunities or filling current jobs.

Allied Health

TMCC Division of Sciences Advisory Committees are in place in the following disciplines: Dental Assisting, Dental Hygiene, Dietetic Nutrition, Medical Imaging, Mental Health Services, Nursing and Radiologic Technology. In addition, the college partners with local health care providers and medical facilities for the use of clinical space for classes. These committees are essential to the continuing accreditation of these programs.

Other

To support TMCC's American Bar Association (ABA) approved Paralegal program (Associate of Applied Science degree) an advisory board provides critical industry-related input from lawyers and practicing paralegals about curriculum, program focus and evolving trends in the field. Advisory Committees for Public Safety Programs, such as Criminal Justice and Emergency Medical Services include community leaders from multiple public agencies to provide guidance as legal, security, and environmental issues evolve. They frequently provide the opportunity for officials from multiple agencies to collaborate on shared goals for the region. They are also necessary for accreditation of the Paramedic program.

TMCC Advisory Board Industry and Business Participants

A and B Precision Metals
Advanced Precision
American Truck & Trailer Repair
APICS
Ardagh, General Manager
Arnold Machinery Company
Averill Consulting Group
Bally Technologies
Buick, GMC, Cadillac of Reno
Builders Association of Northern Nevada
C&C Refrigeration
Carson-Tahoe Regional Medical Center
Cashman Equipment
Centerline Machine Works
Circus Circus
Cisco Systems, Inc.
Clark & Associates
CLM Design
Collins Engineering
Cummins International
Current Software USA
Custom Glass
Damon Foods
East Fork Fire and Paramedic District
Ebara International
ELP Capital
The Energy Circuit
ENGS Motor Truck Co.
Erickson, Thorpe and Swainston, Ltd
First Independent Bank
French Gourmet
G3 Energy
Geothermal Development Associates
Global Studio
Greg Erny Architecture
Greg Mason Advertising
Greg's Garage
Grove Madsen
Gyford Productions, LLC
Hamilton Company
Harco Trucking
Harley Davidson
Harris, Rebar & Mosdi
Hawkins and Associates
Hershenow and Klippenstein
Hire Dynamics
Hood Machine
Hooft Architecture
Industrial Properties Group, NAI Alliance
International Game Technology
Interplex International
Intuit Inc.
IQ Systems Inc.
ithink.net
Jeff Frame Architecture
JFG Systems Inc.
JLM Industrial Supply, Inc.
JM & Co.
John Ascuaga's Nugget
Jones West Ford
Keller Williams Real Estate
Kimmie Candies
Larry Henry Architecture
Leonard's Machine Shop, Inc.
Lionel, sawyer & Collins
Magma Energy
MBA Architects
Microsoft Licensing
Mountain Computers
MSM Sheet Metal
Natures Bakery
Nevada Auto Diagnostics
Nevada Blue
Nevada Manufacturer's Association
Nevada Sea Food Co.
No. Nevada Dental Society, Dir.
North Lake Tahoe Fire Protection District
Northern Nevada Medical Center
Radiology
NOW Foods
NVEnergy
One to One Interactive
O'Reilly Auto Parts
Organic Herb Trade
ORMAT

Pacific Cheese
Pape Machinery
PC-Doctor, Inc.
Peppermill Casinos
Performance Diesel
Pinnacle Heating & Air Conditioning
Pioneer Nut Company
ProNet
Proto Fab
Q&D Construction
Ralston Foods
Red Dog Consulting
Registered Ink
Reno Dodge
Reno Iron Works
Reno Toyota
Reno Typographers
Renown Regional Medical Center
Retired
RHP
Robert A Wheeler Construction
Ron Cook's, VP of Business
RR Donnelley
RSD Total Control
Saint Mary's Regional Medical Center
Schein, Sales Representative
Securitron Magnalock Corp.
SFD
Sierra Electronics
Sierra Freightliner
Sierra Meat
Sierra Sanitation
Sierra Veterinary Hospital
Silver State International
SK Food Group
Solar Independence
Source Refrigeration
St. Mary's Regional Medical Center
Stan Can
Star Logistics
Starbucks
Stationary Engineers
Steele Enterprises
Summit Racing
T&A Performance
T.E.A.C.H. Early Childhood Nevada

Tactical Networks
Tahoe Forest Hospital
Tahoe Technologies, LLC
Tanamera Development
Tate, Snyder and Kimsey Architects
TEC Reno
Torchmate
TRI Inc.
Triad Technologies
Truck Parts & Equipment
True Vista Case Manager
Twelve Horses
Tyco Values
U.S. Ordinance
Urban Outfitters
US Foodservice
Van Woert Bigotti Architecture
Veteran's Administration Medical Center
Washoe Imaging
Washoe Legal Services
Wayne's Automotive
WCS Networks
Wells Gaming
Western Nevada Supply
Wild River Grill
WIS: DOM Information Systems, Inc.,
President
Xpedx

Western Nevada College

President's Advisory Boards

The Western Nevada College advisory boards act in an advisory capacity to the President regarding programs and activities in the college in accordance with the rules and regulations established in the Board of Regents Code. The advisory boards may make recommendations to the Regents, through the President, concerning specific action that should be taken to enhance the development and operation of the college.

The purposes, responsibilities, and duties of the Western Nevada College advisory boards are to advise the President concerning the following.

- Review the college's annual operating budget and budget requests and make recommendations to the President as appropriate.
- Make recommendations and proposals regarding occupational and other curricula, student services and public service activities.
- Review campus development plans and program plans for individual buildings and make recommendations to the President as appropriate.
- Serve generally to be a liaison between the college and the region/service area it serves.
- Interpret to the public the unique role and function of the college in the total education structure of Nevada.

The following is a listing of President's Advisory Boards membership and meeting logistics.

Carson City Campus Advisory Board

- 16 members: Business/community members, school district leadership, city leadership
- Meets once each semester

Douglas Campus Advisory Board

- 22 members: Business/community members, school district leadership, county leadership
- Meets once each semester

Rural Advisory Board

- 21 members representing Lyon and Churchill Counties: Business/community members, school district leadership, county, city and state leadership
- Meets once each semester

Foundation Board

The Western Nevada College Foundation partners with private entities and individuals to raise awareness, financial resources, and other assets in support of Western Nevada College's mission, goals and funding priorities. The Foundation Board membership and meeting logistics are as follows.

- 15 Foundation Board of Directors with growth up to 20 total
- Includes a representative from each community WNC serves
- Board members are required to give \$2,500 annually
- Four quarterly meetings per year including a full-day retreat in August each year
- Each board member must serve on one Foundation committee that meets four times per year including Executive, Advancement, Scholarship, or Finance

Strategic Goals for the Foundation Board include:

- Ensure stakeholders are engaged to support student success at Western Nevada College
- Engage stakeholder leadership to further cultivate community partnerships
- Ensure effective performance and evaluation measures to improve accountability and strategic decision making.
- Increase the fundraising capacity of the Foundation by ensuring appropriate campus resources are available to the Foundation, and improvement of the Foundation's communication through the enhancement of outreach tools and board of directors' capacity to connect through community partnerships and fundraising initiatives.

Nursing Division Advisory Board

The Nursing Division Advisory Board provides feedback and information from the practice environment to improve the educational process of the nursing program. Board membership and meeting logistics are as follows.

- 9 community members from the clinical sites, former nursing students
- All nursing faculty and staff serve on the advisory board
- Meets once each semester

Career and Technology Division Advisory Boards

The committees function is to advise and assist in program planning, not to establish or direct policy. Within the area of its educational, occupational/technical area, the committee may identify present and future occupational needs within the College's practices; specific certification and licensure requirements; job entry educational levels required by business, industry, government, and the professions. The committee members promote understanding and support of WNC and its programs by disseminating information about the College and its programs. The committee participates in the evaluation of WNC's programs as they relate to the educational and occupational needs of the region.

Each member is expected to:

- Attend meetings regularly, participate in the committee discussions, and serve on sub-committees when requested
- Study carefully any issues that come before the advisory committee
- Keep the college administration and faculty informed of new developments in business and industry
- Committee members meet at least twice each year.

Types of Advisory Boards and membership are as follows:

Automotive

14 members total; 9 members from the community

Business (Fallon)

12 members total; 7 members from the community

Business (Carson City)

11 members total; 6 members from the community

Construction Management

11 members total; 4 members from the community

Graphic Communications

8 members total; 4 members from the community

Information Technology

10 members total; 8 members from the community

Machine Tool

12 members total; 7 members from the community

Welding

14 members total, 9 members from the community

Criminal Justice

7 members total; 4 members from the community

ATTACHMENT F

**NEVADA SYSTEM OF HIGHER EDUCATION
FUNDING FORMULA**

**Provided in response to request from the Committee to Conduct an
Interim Study Concerning Community Colleges
(Senate Bill 391, Chapter 494, *Statutes of Nevada 2013*)**

February 28, 2014



Higher Education Funding Formula Summary

The Legislative Committee to Study the Funding of Higher Education (Chapter 375, *Statutes of Nevada 2011*) provided the Legislature with a recommendation for a new funding formula that fairly and equitably distributes State funding among Nevada's public higher education institutions. Taking into account the comments from the interim committee, the public testimony, the reports of SRI International and the National Governors' Association (NGA), the NSHE believes the new formula, as recommended by Governor Sandoval and approved by the 2013 Legislature fully captures the deliberations and final decisions of the interim committee, and strongly supports the new formula that incorporates these concepts.

The new model is based upon the belief that state funding must be equitable to all institutions, simpler and more transparent than the old formula, aligned with the goals of the State, and based upon national best practices in higher education financing and the commitment of Nevada to the goals of Complete College America.

The new funding model as adopted consists of two basic components – a base formula driven primarily by course completions and a performance pool driven by performance metrics that align with the goals of the State. Each is summarized below.

The Base Formula. The base formula allocates state resources (general fund dollars) to teaching institutions based upon completed courses as measured by student credit hours. Student credit hours are weighted by discipline cluster in an expanded matrix that is cost informed and was independently developed by the National Center for Higher Education Management Systems (NCHEMS). As a result of Committee and Legislative deliberations, the working definition of completion evolved to exclude F grades that result from non-attendance. This will be applied prospectively in Fall 2013 for future biennial budgets (this treatment is consistent with the treatment of completions for veterans by the U.S. Department of Veterans Affairs). Because all institutions did not have complete data on F's for non-attendance, the 2013-15 biennium budgets include all F grades. Similarly, as a result of the deliberations of the Committee, upper-division and graduate courses were given an additional weighting to support the research mission of UNR and UNLV.

Funding is determined by measuring work completed, with funding set-aside to support small community colleges and the operations and maintenance of dedicated research space at UNLV and UNR. A fundamental premise of the new formula remains the campus retention of fees and out of state tuition collected without offset to state general fund appropriations. Completions for nonresidents are therefore excluded from the tally of completed student credit hours and are not funded by the state.

The complex set of drivers from the old formula for administrative support, institutional support, libraries, operations and maintenance and the like are compressed into the single driver of work completed, measured by weighted student credit hours (WSCH). State support, when combined with student fee revenues generated by an institution, represents the total funding available to an institution in a given fiscal year. Each institutional President is responsible for recommending to the Board of Regents for approval the allocation of these resources to the various functional areas (instruction, academic support, student services, etc.) within the college or university budget. Institutional Presidents will have flexibility in establishing a budget plan and institutional priorities, but will also be held accountable for final performance outcomes as measured by student success, increased grant funding, alignment with state goals and the like.

See **Appendix A** for the weighting matrix based on the above principles.

Performance Pool. The adoption of the NSHE’s Performance Pool came about as part of the funding formula study. The interim committee was specifically charged with considering methods for rewarding institutions for graduating students, which ultimately resulted in this performance-driven initiative.

Throughout the funding formula study, it was understood that there would be no additional state funding allocated to NSHE institutions through the Performance Pool. Therefore, the Performance Pool is based on a carve-out of state funds over an initial four-year implementation period. In the first year (FY 2015) the carve-out from base state funding is 5 percent, 10 percent in the second year, 15 percent in the third year, and finally 20 percent in the fourth year (FY2018). The carve-out percentage will be set aside and depending on an institution’s performance in a prior year they can “earn back” the set aside funds.

Institutions compete against themselves in separate institutional pools, and an institution’s performance is measured based on seven metrics (two of which have sub-metrics for under-served populations). The majority of the metrics are based on the number of students graduating, including metrics for students graduating in defined populations (underserved populations, STEM, allied health, etc.). Each institution is allowed to select one field (based on a two digit Classification of Instructional Program (CIP) code) that supports economic development for which it may receive additional points.

A weight (percent) is applied to each metric. The individual weights for the metrics total 100 percent and are intended to signify importance or priority of the metrics. From the application of the weights, the Performance Pool sends a clear message that the top priority is graduating students. In addition, increasing sponsored project activity, transfer and articulation, and general efficiency are encouraged.

Institutions will earn the performance funds for any given fiscal year based on performance in a prior academic year. For all existing data outcomes the data for any given academic year is available in late November of the following fiscal year. The following table indicates the performance year of measure and the respective fiscal year when the earned performance pool funds will be distributed.

Base Year	Year of Measure	Distribution Year
2011-12	2012-13 (FY2013)	FY2015
	2013-14 (FY2014)	FY2016

The performance year of measure is prior to the distribution year to ensure that institutions know in advance of the fiscal year what performance funds will be available for their budget. Metrics and point targets will be revisited by the Board of Regents at the end of every two-year performance cycle.

Institutions that do not earn 100 percent of their performance funds in the first year of the performance cycle will be given the opportunity to earn back those funds in the second year of the cycle. For example, for an institution who fails to meet its point targets in the first year, the unearned performance funds would carry forward to the second year where the institution could earn those funds back if it over-performs in year two. In other words, the institution would have to exceed its year two target. In the event that there are performance funds that are unearned at the end of the second year of the performance cycle, unearned funds will be distributed to all institutions for need-based financial aid. Because there are many “working poor” in Nevada who do not qualify for Title IV Federal Student Aid the institutions may determine students of need independent of Title IV guidelines.

See **Appendix B** for the Performance Pool metrics by institution and a report of actual performance for FY 2012-13 & performance pool funding for FY 2014-15.

Formula Set-Asides. The new formula includes two areas of funding that are outside the primary WSCH calculation. First is the small institution factor. Recognizing that all institutions have certain fixed administrative costs regardless of size, the formula model includes a direct appropriation for small institutions to offset these fixed costs. The small institution factor phases out as WSCH grows between 50,000 and 100,000 WSCH, when it reaches zero and is eliminated completely.

The second set-aside is for university operation and maintenance (O&M) of research infrastructure space. While research infrastructure is a critical component of the universities' missions and related instructional activity, it does not directly generate WSCH in the same way traditional instruction does (which is reflected in the additional research mission weightings for university upper-division and graduate course WSCH). As such, the 2013 Legislature approved direct funding for research infrastructure O & M at both research universities, including a permanent augmentation of \$1.7 million for UNLV. For the 2013-15 biennium only, a portion of this set-aside was funded through a temporary reduction to state support at CSN and NSC.

Implementation. Implementation of a new formula, effective July 1, 2013, within existing appropriation levels necessarily triggered reallocation of resources. With the new model, the resource reallocation resulted in significant budget reductions to all northern institutions which could have impacted the viability of northern community colleges to continue to serve their respective service areas. As a result, the Committee recommended to the Governor, Board of Regents, and ultimately the 77th Session of the Nevada Legislature that general funds be appropriated to hold the institutions losing significant funding harmless for the 2013-15 biennium. These funds were made available and are reflected as mitigation funding.

See **Appendix C** for the updated distribution effective FY 2013-14.

Summary. This new model will effectively shift the focus of formula funding from inputs (enrollments) to outputs (course completions and performance). It is intended to motivate institutional behavior that will increase degree productivity and contribute to the State's economy, and encourage and reward entrepreneurial actions. Recognizing the public and private benefits of higher education, the proposed formula assumes that the State (in the form of appropriations) and the students (in the form of tuition and fees) each assume a reasonable portion of the total funding for public higher education in Nevada.

Importantly, the NSHE worked closely with the interim committee, Governor Sandoval's Office and the 2013 Legislature to achieve a formula that was equitable and simple. The new formula as summarized in the preceding pages clearly meets that goal.

Funding Model for the Desert Research Institute. During the Interim Study Committee meetings, there was considerable discussion of the difference in mission and operation of DRI and other System institutions. For that reason DRI was not included in the formula models which had generally dealt with the teaching institutions and been based on their teaching function. However, the interim committee did find that DRI's state supported operating budget should be funded, in part, through a funding formula. Thus, recognizing the important role that DRI plays in the economic development goals of the State and understanding that DRI leverages a portion of its budget to grow its research capacity, NSHE proposed a new formula model for the institutional support and research administration functions. The new model is a sliding scale calculation based on the level of grants and contracts activity and would replace current line item funding for these two functions. A summary of the model is included as **Appendix D**.

**NSHE Course Taxonomy
Weights by Discipline Clusters**

COMMUNITY COLLEGES AND STATE COLLEGE

Discipline Clusters	Lower Division	Upper Division	Masters	Doctoral
Liberal Arts, Math, Social Science, Languages, Other	1.0	2.0	4.0	5.0
05. Area, Ethnic, Cultural & Gender Studies	1.0	2.0	4.0	5.0
09. Communication, Journalism and related programs	1.0	2.0	4.0	5.0
16. Foreign Languages, Literature and Linguistics	1.0	2.0	4.0	5.0
19. Family and Consumer Sciences/Human Sciences	1.0	2.0	4.0	5.0
23. English Language & Literature/Letters	1.0	2.0	4.0	5.0
24. Liberal Arts & Sciences, General Studies and Humanities	1.0	2.0	4.0	5.0
25. Library Science	1.0	2.0	4.0	5.0
27. Mathematics & Statistics	1.0	2.0	4.0	5.0
28. Reserve Officer Training Corps	1.0	2.0	4.0	5.0
29. Military Technologies	1.0	2.0	4.0	5.0
30. Multi/Interdisciplinary Studies	1.0	2.0	4.0	5.0
38. Philosophy & Religious Studies	1.0	2.0	4.0	5.0
42. Psychology and Applied Psychology	1.0	2.0	4.0	5.0
45. Social Sciences	1.0	2.0	4.0	5.0
54. History	1.0	2.0	4.0	5.0
99. Honors Curriculum and Other	1.0	2.0	4.0	5.0
Basic Skills	1.5			
32. Basic Skills	1.5			
Business Cluster	1.0	2.0	4.0	6.0
44. Public Administration & Social Service Professions	1.0	2.0	4.0	6.0
52. Business Management, Marketing & related support services	1.0	2.0	4.0	6.0
Education Cluster	1.5	2.0	2.5	5.0
13. Education	1.5	2.0	2.5	5.0
Services Cluster	1.5	2.0	3.0	4.0
31. Parks, Recreation, Leisure & Fitness Studies	1.5	2.0	3.0	4.0
12. Personal & Culinary Services	1.5	2.0	3.0	4.0
43. Security and Protective Services	1.5	2.0	3.0	4.0
Visual and Performing Arts Cluster	1.5	2.5	5.0	5.0
50. Visual & Performing Arts	1.5	2.5	5.0	5.0
Trades/Tech Cluster	2.0	2.5		
46. Construction Trades	2.0	2.5		
47. Mechanic Repair Technologies/Technicians	2.0	2.5		
48. Precision Production	2.0	2.5		
49. Transportation & Materials Moving	2.0	2.5		
Sciences Cluster	2.0	3.0	5.0	8.0
01. Agricultural, Agriculture Operations & related sciences	2.0	3.0	5.0	8.0
03. Natural Resources & Conservation	2.0	3.0	5.0	8.0
11. Computer & Information Sciences & Support Services	2.0	3.0	5.0	8.0
26. Biological & Biomedical Sciences	2.0	3.0	5.0	8.0
40. Physical Sciences	2.0	3.0	5.0	8.0
Law Cluster	2.0	2.0	4.0	4.0
22. Legal Professions and Studies	2.0	2.0	4.0	4.0
Engineering/Architecture Cluster	2.0	3.0	5.0	8.0
04. Architecture	2.0	3.0	5.0	8.0
14. Engineering	2.0	3.0	5.0	8.0
15. Engineering Technologies/Technicians	2.0	3.0	5.0	8.0
Health Cluster	2.0	2.0	5.0	6.0
51. Nursing, Allied Health, Health Professions	2.0	2.5	5.0	6.0

**NSHE Course Taxonomy
Weights by Discipline Clusters**

UNIVERSITIES

Discipline Clusters	Lower Division	Upper Division	Masters	Doctoral
Liberal Arts, Math, Social Science, Languages, Other	1.0	2.2	4.4	5.5
05. Area, Ethnic, Cultural & Gender Studies	1.0	2.2	4.4	5.5
09. Communication, Journalism and related programs	1.0	2.2	4.4	5.5
16. Foreign Languages, Literature and Linguistics	1.0	2.2	4.4	5.5
19. Family and Consumer Sciences/Human Sciences	1.0	2.2	4.4	5.5
23. English Language & Literature/Letters	1.0	2.2	4.4	5.5
24. Liberal Arts & Sciences, General Studies and Humanities	1.0	2.2	4.4	5.5
25. Library Science	1.0	2.2	4.4	5.5
27. Mathematics & Statistics	1.0	2.2	4.4	5.5
28. Reserve Officer Training Corps	1.0	2.2	4.4	5.5
29. Military Technologies	1.0	2.2	4.4	5.5
30. Multi/Interdisciplinary Studies	1.0	2.2	4.4	5.5
38. Philosophy & Religious Studies	1.0	2.2	4.4	5.5
42. Psychology and Applied Psychology	1.0	2.2	4.4	5.5
45. Social Sciences	1.0	2.2	4.4	5.5
54. History	1.0	2.2	4.4	5.5
99. Honors Curriculum and Other	1.0	2.2	4.4	5.5
Basic Skills	1.5			
32. Basic Skills	1.5			
Business Cluster	1.0	2.2	4.4	6.6
44. Public Administration & Social Service Professions	1.0	2.2	4.4	6.6
52. Business Management, Marketing & related support services	1.0	2.2	4.4	6.6
Education Cluster	1.5	2.2	2.75	5.5
13. Education	1.5	2.2	2.75	5.5
Services Cluster	1.5	2.2	3.3	4.4
31. Parks, Recreation, Leisure & Fitness Studies	1.5	2.2	3.3	4.4
12. Personal & Culinary Services	1.5	2.2	3.3	4.4
43. Security and Protective Services	1.5	2.2	3.3	4.4
Visual and Performing Arts Cluster	1.5	2.75	5.5	5.5
50. Visual & Performing Arts	1.5	2.75	5.5	5.5
Trades/Tech Cluster	2.0	2.75		
46. Construction Trades	2.0	2.75		
47. Mechanic Repair Technologies/Technicians	2.0	2.75		
48. Precision Production	2.0	2.75		
49. Transportation & Materials Moving	2.0	2.75		
Sciences Cluster	2.0	3.3	5.5	8.8
01. Agricultural, Agriculture Operations & related sciences	2.0	3.3	5.5	8.8
03. Natural Resources & Conservation	2.0	3.3	5.5	8.8
11. Computer & Information Sciences & Support Services	2.0	3.3	5.5	8.8
26. Biological & Biomedical Sciences	2.0	3.3	5.5	8.8
40. Physical Sciences	2.0	3.3	5.5	8.8
Law Cluster	2.0	2.2	4.4	4.4
22. Legal Professions and Studies	2.0	2.2	4.4	4.4
Engineering/Architecture Cluster	2.0	3.3	5.5	8.8
04. Architecture	2.0	3.3	5.5	8.8
14. Engineering	2.0	3.3	5.5	8.8
15. Engineering Technologies/Technicians	2.0	3.3	5.5	8.8
Health Cluster	2.0	2.2	5.5	6.6
51. Nursing, Allied Health, Health Professions	2.0	2.2	5.5	6.6

The instructional matrix is divided into eleven discipline clusters that are assigned weights for various course levels (e.g. lower division, upper division, master's, doctoral) using relative cost data from studies conducted in Texas, Illinois, Ohio and Florida. These are states that have successfully used cost studies in formula funding. The matrix is then applied to completions using the NSHE course taxonomy. This matrix assigns weights based on a student's progression to degree completion (e.g. upper division is weighted more than lower division, etc.) and will further provide for funding based on the discipline cluster as recommended by NCHEMS (e.g. clinical and science, technology, engineering and math (STEM) fields will have greater weights than liberal arts).

The completed student credit hours are multiplied by the weight assigned in the instructional matrix to determine the weighted student credit hours for each institution. Weighted student credit hours (WSCH) for each institution will be multiplied by an average *price* that will initially be determined based on the current state appropriation less the cost of any adjustments for small institutions and O&M costs directly related to university research facilities. This average *price* is the amount the formula will generate for each weighted student credit hour – effectively establishing a system-wide price for course completions. The average *price* will be applied to the institutional WSCH to determine base funding for each institution.

NSHE PERFORMANCE POOL (2012-13 Actuals)

UNLV (2% Target)	Weights	2011-12 Baseline		2012-13 Actual/Target		2013-14 Target	
		Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
Bachelor's Degrees	30%	3,670	1,101.0	3,857	1,157.1		
At-Risk Bachelor's Graduates (Minority + Pell-Eligible x .4)	"	912	273.7	970	290.9		
Master's and Doctoral Degrees	10%	1,370	137.0	1,166	116.6		
At-Risk Master's and Doctoral Graduates (Minority + Pell-Eligible x .4)*	"	231	23.1	235	23.5		
Sponsored/External Research Expenditures in \$100,000's	15%	426.4	64.0	437.3	65.6		
Transfer Students w/a transferable associate's degree	5%	1,628	81.4	1,727	86.4		
Efficiency - Awards per 100 FTE	20%	27.2	5.4	27.2	5.4		
Economic Development (STEM and Allied Health) Graduates	20%	879	175.8	852	170.4		
Economic Development (business and management) Graduates	"	1,504	300.8	1,587	317.4		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	2,162.2	--	2,233.2	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	2,205.4	--	2,249.6
FY 2015 Performance Funding Curve-Out					\$6,521,597		
Percent of Target Achieved					101.3%		
FY2015 Performance Pool Funds Earned Back					\$6,521,597		
*2011-12 points corrected due to error in original institutional file submission							
UNR (2% Target)	Weights	Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
Bachelor's Degrees	30%	2,603	780.9	2,759	827.7		
At-Risk Bachelor's Graduates (Minority + Pell-Eligible x .4)	"	398	119.5	513	154.0		
Master's and Doctoral Degrees	10%	774	77.4	790	79.0		
At-Risk Master's and Doctoral Graduates (Minority + Pell-Eligible x .4)	"	93	9.3	120	12.0		
Sponsored/External Research Expenditures in \$100,000's	15%	888.3	133.2	1,017.3	152.6		
Transfer Students w/a transferable associate's degree	5%	1,260	63.0	1,234	61.7		
Efficiency - Awards per 100 FTE	20%	24.9	5.0	25.9	5.2		
Economic Development (STEM and Allied Health) Graduates	20%	1,133	226.6	1,217	243.4		
Economic Development (psychology) Graduates	"	165	33	189.0	37.8		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	1,447.9	--	1,573.3	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	1,476.9	--	1,506.4
FY 2015 Performance Funding Curve-Out					\$4,565,358		
Percent of Target Achieved					106.5%		
FY2015 Performance Pool Funds Earned Back					\$4,565,358		
NSC (4% Target)	Weights	Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
Bachelor's Degrees	50%	270	135.0	303	151.5		
At-Risk Bachelor's Graduates (Minority + Pell-Eligible x .4)	"	72	36.2	69	34.6		
Gateway Course Completers	5%	802	40.1	709	35.5		
Transfer Students w/a transferable associate's degree	5%	331	16.6	336	16.8		
Efficiency - Awards per 100 FTE	20%	13.1	2.6	14.4	2.9		
Economic Development (STEM and Allied Health) Graduates	20%	119	23.8	134	26.8		
Economic Development (business and management) Graduates	"	31	6.2	35	7.0		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	260.5	--	275.0	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	270.9	--	281.7
FY 2015 Performance Funding Curve-Out					\$628,433		
Percent of Target Achieved					101.5%		
FY2015 Performance Pool Funds Earned Back					\$628,433		
CSN (2% Target)	Weights	Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
1 to 2 Year Certificate	10%	236	23.6	235	23.5		
At-Risk Certificate Recipients (Minority + Pell-Eligible x .4)	"	56	5.6	69	6.9		
Associate's and Bachelor's Degrees	30%	2,112	633.6	2,506	751.8		
At-Risk Associate's and Bachelor's Graduates (Minority + Pell-Eligible x .4)	"	492	147.6	718	215.4		
Transfer Students w/24 credits or associate's degree	10%	2,876	287.6	3,254	325.4		
Efficiency - Awards per 100 FTE	20%	11.7	2.3	14.3	2.9		
Gateway Course Completers	10%	12,236	1,223.6	12,604	1,260.4		
Economic Development (STEM and Allied Health) Graduates	20%	736	147.2	780	156.0		
Economic Development (business and management) Graduates	"	454	90.8	520	104.0		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	2,561.9	--	2,846.2	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	2,613.1	--	2,665.4
FY 2015 Performance Funding Curve-Out					\$4,375,933		
Percent of Target Achieved					108.9%		
FY2015 Performance Pool Funds Earned Back					\$4,375,933		

NSHE PERFORMANCE POOL (2012-13 Actuals)

GBC (2% Target)	Weights	2011-12 Baseline		2012-13 Actual/Target		2013-14 Target	
		Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
1 to 2 Year Certificate	10%	107	10.7	135	13.5		
At-Risk Certificate Recipients (Minority + Pell-Eligible x .4)	"	23	2.3	25	2.5		
Associate's and Bachelor's Degrees	30%	321	96.3	285	85.5		
At-Risk Associate's and Bachelor's Graduates (Minority + Pell-Eligible x .4)	"	67	20.0	54	16.2		
Transfer Students w/24 credits or associate's degree	10%	48	4.8	63	6.3		
Efficiency - Awards per 100 FTE	20%	24.6	4.9	25.3	5.1		
Gateway Course Completers	10%	1,065	106.5	1,215	121.5		
Economic Development (STEM and Allied Health) Graduates	20%	174	34.8	138	27.6		
Economic Development (mechanic and repair technologies) Graduates	"	39	7.8	44	8.8		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	288.2	--	287.0	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	293.9	--	299.8
FY 2015 Performance Funding Curve-Out					\$636,694		
Percent of Target Achieved					97.6%		
FY2015 Performance Pool Funds Earned Back					\$621,611		

GBC's adjusted 2013-14 target is 306.7. It must over perform by 6.9 weighted points in 2013-14 in order to earn back the 2.4 percent of funding not earned in 2012-13.

TMCC (2% Target)	Weights	2011-12 Baseline		2012-13 Actual/Target		2013-14 Target	
		Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
1 to 2 Year Certificate*	10%	51	5.1	70	7.0		
At-Risk Certificate Recipients (Minority + Pell-Eligible x .4)*	"	21	2.1	18	1.8		
Associate's Degrees	30%	1,035	310.5	950	285.0		
At-Risk Associate's Graduates (Minority + Pell-Eligible x .4)	"	249	74.6	238	71.5		
Transfer Students w/24 credits or associate's degree	10%	989	98.9	1,281	128.1		
Efficiency - Awards per 100 FTE*	20%	17.1	3.4	16.1	3.2		
Gateway Course Completers	10%	4,230	423.0	4,350	435.0		
Economic Development (STEM and Allied Health) Graduates	20%	273	54.6	248	49.6		
Economic Development (precision production) Graduates	"	5	1.0	18	3.6		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	973.3	--	984.8	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	992.7	--	1,012.6
FY 2015 Performance Funding Curve-Out					\$1,518,361		
Percent of Target Achieved					99.2%		
FY2015 Performance Pool Funds Earned Back					\$1,506,270		

*revised 10/11/13 - certificate of general studies removed from base - targets adjusted accordingly

TMCC's adjusted 2013-14 target is 1,020.5. It must over perform by 7.9 weighted points in 2013-14 in order to earn back the 1 percent of funding not earned in 2012-13.

WNC (2% Target)	Weights	2011-12 Baseline		2012-13 Actual/Target		2013-14 Target	
		Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
1 to 2 Year Certificate	10%	30	3.0	20	2.0		
At-Risk Certificate Recipients (Minority + Pell-Eligible x .4)	"	8	0.8	4	0.4		
Associate's and Bachelor's Degrees	30%	465	139.5	502	150.6		
At-Risk Associate's and Bachelor's Graduates (Minority + Pell-Eligible x .4)	"	114	34.1	114	34.2		
Transfer Students w/24 credits or associate's degree	10%	213	21.3	354	35.4		
Efficiency - Awards per 100 FTE	20%	21.0	4.2	23.3	4.7		
Gateway Course Completers	10%	1,549	154.9	1,684	168.4		
Economic Development (STEM and Allied Health) Graduates	20%	122	24.4	138	27.6		
Economic Development (construction trades) Graduates	"	9	1.8	9	1.8		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	383.9	--	425.1	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	391.6	--	399.5
FY 2015 Performance Funding Curve-Out					\$679,820		
Percent of Target Achieved					108.5%		
FY2015 Performance Pool Funds Earned Back					\$679,820		

NOTE: For all data where the defined source is IPEDS, the 2012-13 data is from institutional IPEDS submissions - final data will be public through IPEDS in the spring.

Performance Pool Outcomes - Data Definitions

Outcome	Definitions
1 to 2 year Certificate	The total number of certificates requiring 30 or more credit hours granted during an academic year. Students earning multiple certificates in an academic year will have each earned certificate count as a separate outcome. An additional weight of .4 per certificate awarded to a minority or Pell eligible student is applied. (Source: IPEDS and institutional data to identify low income graduates)
Associate's Degrees	The total number of associate's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome. An additional weight of .4 per associate's degree awarded to a minority or Pell eligible student is applied. (Source: IPEDS and institutional data to identify low income graduates)
Bachelor's Degrees	The total number of bachelor's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome. An additional weight of .4 per bachelor's degree awarded to a minority or Pell eligible student is applied. (Source: IPEDS and institutional data to identify low income graduates)
Master's Degrees	The total number of master's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome. An additional weight of .4 per master's degree awarded to a minority student is applied. (Source: IPEDS and institutional data to identify low income graduates)
Doctoral Degrees	The total number of doctoral degrees conferred during an academic year. First-professional degrees (medical, dental, law) are not included. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome. An additional weight of .4 per doctoral degree awarded to a minority student is applied. (Source: IPEDS and institutional data to identify low income graduates)
Transfer Students w/a Transferable Associate's Degree	Total number of students transferred to a 4-year institution with a transferable associate's degree from an NSHE community college. (Source: NSHE Data Warehouse)
Transfer Students w/24 credits or Associate's Degree	The total number of students who enrolled at a four-year institution during the fall or spring semester of a given reporting year who had earned at least 24 credits or a transferable associate's degree at a community college prior to the reporting year. Students are excluded if they are co-enrolled at a 4-year institution and a 2-year institution during the term in which they otherwise would have been included as a transfer student. (Excludes courses from the 24 credit count if the grades are AU, AD, NR, ND, X, I, F, U, W.) (Source: NSHE Data Warehouse)
Efficiency - Awards per 100 FTE	The number of bachelor's, master's and doctoral awards per 100 FTE at 4-year institutions and the number of certificates, associate's and bachelor's (where applicable) per 100 FTE at the 2-year institutions. (Source: IPEDS and Official FTE)
Sponsored/External Research Expenditures	The total amount expended on sponsored programs/projects of research and other scholarly activities for the fiscal year. This amount includes federal, federal pass-through, State of Nevada, other state and local government, private for-profit, private non-profit. Other scholarly activity includes the instructional, public service, student services, and "other" functional grant categories, including workforce development. The figures exclude the scholarship/fellowship category. (Source: Sponsored Projects)
Gateway Course Completers	The total number of students (unduplicated) who successfully completed a college-level English or mathematics course (grad C- and above) in the reporting year. (Source: NSHE Data Warehouse)
Economic Development - STEM and Allied Health Graduates	Total number of certificates, associate's, bachelor's, master's, or doctoral degrees awarded (first professional awards are excluded) in an academic year based on CIP codes for STEM and health professionals as identified by NCHEMS for the NGA metrics. (CIPs: 4 - architecture and related services; 11 - computer and information sciences and support services; 14 - engineering; 15 - engineering technologies/technicians; 26 - biological and biomedical sciences; 27 - mathematics and statistics; 40 - physical sciences; 41 - science technologies/technicians; and 51 - health professions and related clinical sciences) (Source: IPEDS)
Economic Development - Institution Selected Discipline	Total number of certificates, associate's, bachelor's, master's, or doctoral degrees awarded (first professional awards are excluded) in an academic year based on CIP code selected by the institution which aligns with the state's economic development plan. (UNLV- 52 Business, Management, and Related Support Services; UNR- 42 Psychology; NSC- 52 Business, Management, and Related Support Services; CSN- 52 Business, Management, and Related Support Services; GBC - 47 Mechanic and Repair Technologies/Technician; TMCC- 48 Precision Production; WNC- 46 Construction Trades.) (Source: IPEDS)

**Nevada System of Higher Education
State Support Approved by Institution
Fiscal Year 2014 State Supported Operating Budget**

<u>Institution</u>	<u>UNLV</u>	<u>UNR</u>	<u>NSC</u>	<u>CSN</u>	<u>TMCC</u>	<u>WNC</u>	<u>GBC</u>	<u>Total</u>
FY 2012 Resident Weighted Student Credit Hours (WSCH)	886,813	619,941	92,826	626,677	214,603	74,414	60,769	2,576,043
Times amount approved per WSCH	<u>\$137.69</u>	<u>\$137.69</u>	<u>\$137.69</u>	<u>\$137.69</u>	<u>\$137.69</u>	<u>\$137.69</u>	<u>\$137.69</u>	<u>\$137.69</u>
State Support via WSCH (1)	\$122,104,753	\$85,359,306	\$12,781,157	\$86,286,782	\$29,548,559	\$10,246,019	\$8,367,247	\$354,693,823
<u>Funding Formula Amounts Approved Outside WSCH</u>								
Small Institution Factor (2)	\$0	\$0	\$0	\$0	\$0	\$767,580	\$1,176,930	\$1,944,510
Research O&M (3)	\$3,218,775	\$3,582,891	\$0	\$0	\$0	\$0	\$0	\$6,801,666
<u>Legislative Actions Outside the Funding Formula</u>								
Salary Restoration (4)	\$2,187,456	\$1,330,455	\$113,889	\$1,041,051	\$479,206	\$161,453	\$194,497	\$5,508,007
Mitigation (5)						\$2,305,787	\$2,737,776	\$5,043,563
Research O&M-One-time reallocation from CSN/NSC (6)	<u>\$1,725,398</u>	<u>\$0</u>	<u>(\$566,616)</u>	<u>(\$1,158,782)</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total State Support (7)	\$129,236,382	\$90,272,652	\$12,328,430	\$86,169,051	\$30,027,765	\$13,480,839	\$12,476,450	\$373,991,569
Total State Support per WSCH	\$145.73	\$145.61	\$132.81	\$137.50	\$139.92	\$181.16	\$205.31	\$145.18

(1) State support via WSCH at UNLV and UNR represents funding provided to each of the university's main instructional budget accounts. Does not include other budget accounts administered by each of the universities which do not utilize the higher education funding formula to determine state support.

(2) To account for increased costs due to economies of scale, the funding formula provides additional funding to institutions that generate under 100,000 weighted student credit hours.

(3) The funding formula provides research universities Operation and Maintenance (O&M) funding for space allocated exclusively for research purposes since these activities do not directly produce weighted student credit hours.

(4) The 2013 Legislature approved partial restoration of previous salary reductions. A portion of these funds were distributed to the Board of Examiners on an actual cost basis, not through the funding formula. These funds will be re-distributed through the funding formula on a WSCH basis in the NSHE 2015-17 biennial budget request.

(5) The 2013 Legislature approved mitigation funds for WNC and GBC to offset the loss of General Fund support due to the impact of implementing the new funding formula.

(6) The 2013 Legislature augmented amounts allocated for Research O&M at UNLV and temporarily financed the additional costs through reductions in state support for CSN and NSC.

(7) In addition to state support, the funding formula provides that institutions retain 100% of the student tuition and fees generated by that institution with no General Fund offset.

ATTACHMENT G

**NEVADA SYSTEM OF HIGHER EDUCATION
TEXTBOOK POLICIES**

**Provided in response to request from the Committee to Conduct an
Interim Study Concerning Community Colleges
(Senate Bill 391, Chapter 494, *Statutes of Nevada 2013*)**

February 28, 2014

TEXTBOOK POLICIES

The Nevada Board of Regents adopted the following policy under Title 4, Chapter 14, Section 26 of the *Handbook* governing instructional materials:

NSHE Policy on Instructional Materials

Textbook selection is the responsibility of faculty. Textbooks should contain current, relevant information for the course, as well as appropriate assignments and supplementary material when applicable. Textbooks should help faculty accomplish the educational objectives of a course. Faculty should exercise their expertise and professional judgment when selecting textbooks, and carefully consider the academic, professional, and ethical implications of criteria used in textbook selections.

To that end, each NSHE institution shall develop an approved statement of professional and ethical guidelines relative to the selection of textbooks or other instructional materials. Such guidelines shall address relationships with publishers or other providers, selection of one's authored text for instructional use, and shall address the desirability of minimizing costs to students when this can be accomplished without compromising academic standards and academic freedom.

In response to the Committee's request, the textbook policies for each of the community colleges, along with information on efforts to minimize costs to the students, follow.

College of Southern Nevada

Response to inquiry from the Committee to Conduct an Interim Study Concerning Community Colleges

Textbook Policies & Practices

Current CSN Textbook Policy¹

General Policy

1. Each full-time faculty member will select the title and number of required textbooks and supplements used in each of his/her course offerings within the time frame and procedures established by his/her department.
 - a. Each department/discipline will have the option of determining the titles and number of required and supplementary textbooks for adjuncts, last-minute faculty hires, and for faculty who have not submitted an adoption by the deadline.
 - b. Decisions related to standardization will be made at the department/discipline level with respect paid to faculty rights under academic freedom.
 - c. If a department/discipline committee is designated to select standard textbooks and/or supplements faculty members who are authors of materials being considered or who are related to an author as defined by the CCSN Nepotism policy may not serve on the committee.
2. Any dispute between a faculty member and the chair over textbook adoption will be resolved by the department/discipline.

Procedure

1. Instructors will select textbooks that are appropriate for the course of record.
2. Instructors should:
 - a. Take student cost into consideration when selecting from among different textbook/supplement options.
 - b. Make an effort to use the same textbook/supplements for at least two years.
 - c. Consider using the approved learning management system to deliver material electronically in compliance with fair use and copyright laws.

¹ As archived at:

<http://www.csn.edu/uploadedfiles/Administration/PoliciesAndProcedures/Textbooks%20Policy.pdf>

3. Departments should:

- a. Attempt to provide copies of faculty textbooks/supplements to the campus library where each class is taught to be placed on reserve for student use.

- b. Should attempt to provide copies of Distance Education faculty textbooks/supplements to all campus libraries to be placed on reserve for student use.

Practices in place with the campus bookstores intended to reduce the cost of textbooks to students

Bookstore Textbook Rental Program

Students have the option of renting their textbooks from the campus bookstores. The cost to rent a textbook is approximately 50% cheaper than the regular purchase price. Approximately 50% of the textbooks in the CSN bookstore are classified as “rentable.” Students have the option of either renting the printed version of the textbook or the digital version of the textbook.

Digital Textbook Options

For many required textbooks, digital textbooks are offered as an option for students to purchase (or rent) in lieu of purchasing (or renting) a printed copy. The digital version of the textbook is always less in cost than the printed version.

Used Textbook Options

The campus bookstores attempt to buy back as many used copies of the textbooks from students as they can in an effort to re-sell them back to students in future semester at a reduced “used book rate.” “Used” textbooks cost approximately 25% less than “new” unused textbooks.

Customized Textbooks

Faculty members have the option of working with the textbook publishers to “customize” their required textbooks in an effort to REDUCE the cost of the book to the student. In these customized textbooks, faculty will select only the content of the textbook that they intend to require of their students to read and the publishers will consequently print only this selected content. As a result, the cost of these customized textbooks is less than the regular versions.

Bookstore “Dynamic Pricing” Specials

At the beginning of each term (summer, fall and spring) the bookstores at CSN offer special “dynamic pricing” on certain “used book titles.” These textbook price cuts reduce the regular cost of the used book by and an additional 20% off. At the beginning of the Spring 2014 semester, there were over 200 textbook titles that were priced at 20% off the regular *used* book price.

ASCSN Book Scholarship Program

Each year, CSN’s Student Government designates a specific dollar amount to support this textbook scholarship program. Eligibility for recipients require a student to be full time with a

minimum cumulative GPA of 2.0 and an expected family contribution (EFC) between \$3,600-\$5,081, as determined by Financial Aid.

The Re-Entry Program

The Re-Entry Program at CSN provides assistance to students facing significant barriers to education and/or employment. The Re-Entry program assists individuals with financial need and significant barriers to education and/or employment, including: single parents, displaced homemakers, students with disabilities and individuals interested in nontraditional occupations (for their gender) in Career and Technical Education (CTE) fields. This support includes a free textbook loan program and scholarships for tuition and books.

Textbooks Available “On Reserve” in CSN Libraries

The CSN campus libraries have hundreds of textbooks available on an “on reserve” basis for students to “check out” and use free of charge within the library.

Visual Examples of Textbook Pricing Options

Snapshots of the actual bookstore pricing cards of the textbook options for some of our most common textbooks are available if interested. The examples show pricing comparisons for several textbook options to include the pricing of: new textbooks, used textbooks, rental textbooks, digital textbooks and textbooks that have dynamic pricing applied.

Great Basin College

GBC Textbook Policy

As per NSHE Regents' policy and in keeping with the essential principles of academic freedom textbook and instructional materials selection is the responsibility of the faculty. At GBC “faculty” is defined as the full-time faculty who have primary responsibility for maintaining the academic standards of the instructional programs. However, there are circumstances when selection of materials might need faculty peer review as outlined in this policy.

- Recognizing that many publishers do not make textbook price information available during the pre-publication review period, faculty shall research price as much as is practical and then take price into account when making the final selection of materials for their classes. Faculty should carefully consider the possibility that using inferior textbook materials may reduce the academic quality of the course, and should therefore use wisdom, practicality, and good judgment in making textbook selection choices.
- Adjunct faculty do not always have access to the resources needed to make informed materials selection decisions, therefore, the full-time faculty of each department should review the materials selected for these classes as part of the regular adjunct faculty mentoring and evaluation processes.
- Faculty have always been encouraged to write textbooks and create supplementary materials for their classes as part of their responsibility to make intellectual contributions in their fields of expertise. However, the use of those materials can be seen as a conflict of interest when a faculty member is receiving royalty income from materials required in their classes. Therefore, faculty are encouraged to use the best materials possible in their classes. To avoid any possible appearance and/or real conflict of interest when using self-authored materials a review shall be conducted by the Academic Standards Committee. This review shall in no way reduce a faculty member's rights and responsibilities concerning academic freedom.
- All published materials shall be available through GBC's bookstore, however, this should in no way restrict a faculty member from making materials available via alternative methods that are consistent with the intellectual property rights of their producers. These alternatives may include but are not limited to web pages, downloads, streaming media, photocopies, etc.

GREAT BASIN COLLEGE

Policies designed to mitigate the cost of textbooks for students:

The GBC book store is run by Follett and they offer similar programs throughout all the NSHE institutions that they manage. Follett offers alternate ways of purchasing textbooks that reduce the costs for students: A “Rent A Textbook” program where assorted textbooks may be rented instead of purchased which can save a student approximately 50 percent. Students may also purchase used textbooks at a 25 percent discount. They can also purchase or rent digital titles at up to a 60 percent discount over purchasing.

Rental books are only available if GBC can resell the book a minimum of three terms either nationally or locally, and GBC strives to make EVERY title possible rentable at the campus. Some things that restrict GBC’s ability to make every title rentable is one time usage (whether by access codes, binding, or workbooks), and also includes several custom books and books with access codes used on this campus.

Currently the average price per book is as follows:

- New = \$81
- Used = \$61
- Rental= \$46
- Digital = \$58

When a book is available as a rental, over 85 percent of the students choose to rent; and though digital sales do not account for a large percentage of sales at this point, sales in that area have been steadily increasing. One thing to remember is that some books are purchased through outside agencies that may not allow students to rent or purchase digital so their only option is to purchase. While renting may impact the number of used book sold, students are still provided the opportunity to save regardless of which option they choose. For example, the MGT 103 textbook costs \$298.00 new, \$223.50 used, and \$98.34 to rent, or can be purchased as a digital title for \$69.99; so by renting or purchasing digital, students have a HUGE opportunity to save money. Also, when taking into account that rental does not make financial sense for books used for more than one term, (for example, Foreign Language, Biol 223/224, Nursing or other trade classes), the number of rentals GBC offers is amazing.

To put things in perspective, some statistics for the Spring Semester are as follows:

- Of the 318 titles GBC carries, 110 of them are \$100 or more with the maximum price being \$269.50. Only 16 titles are over \$200. Of those 16 (not including the Radiology package), all are rentable titles which if the students chose to rent would save them approximately 50 percent off that price.
- Of the 318 titles, 237 can be rented, and of the 81 that cannot be rented most are workbooks, Loose Leaf Custom packages or one-time use access codes, with the majority falling below \$100.00.
- Of the 318 titles, 50 are either access codes or include access codes, which then inadvertently restricts buy back, used and rental options.

Truckee Meadows Community College's Response to the Request of the Legislative Committee on Textbook Policies.

TMCC Policy (Adopted by Faculty Senate 2009)

Truckee Meadows Community College has established the following policy for textbook and textbook materials for use and selection.

1. The selection of textbooks and other instructional materials is the responsibility of each individual instructor subject to the guidelines set forth here.
2. If a full-time instructor has not chosen textbooks or other instructional materials, the relevant department chair shall ensure that such materials are made available.
3. Each department is responsible for determining whether part-time instructors may choose their own textbooks and other instructional materials. If a part-time instructor is not permitted or otherwise does not choose textbooks and other instructional materials, the relevant department shall ensure that such materials are made available.
4. An apparent conflict of interest may be present when textbooks and other educational materials produced by an instructor are required for a section that the instructor teaches, and where the sale of such materials produces financial gain for the instructor. In such a circumstance, the instructor and the department must act as follows:
 - a. The instructor must inform the department chairperson about the selection and the chairperson must inform the dean.
 - b. The instructor must disclose this issue to students along with the efforts taken to address and mitigate the same.
 - c. The instructor should accommodate students who choose not to purchase the materials by placing copies on reserve in the library.
 - d. The instructor is encouraged to avoid personal financial gain by donating royalties to the TMCC Foundation or to another charitable organization.
5. An instructor shall not seek or accept any gift, service, favor, employment, engagement, emolument or economic opportunity which would influence in the selection of textbook or other instructional materials in contravention of Nevada State law or administrative code section. See Nevada Administrative Code §284.746
6. Without compromising academic standards or academic freedom, instructors and departments, when selecting textbooks and other instructional materials, should try to minimize the cost to students.

Reducing the Cost of Textbooks to Students

The on-campus bookstore at Truckee Meadows Community College (TMCC) is contracted and managed by Follett Higher Education Group. Under its leadership, a number of new initiatives have been put in place to assist students.

As an alternative to purchasing a new textbook, there are three ways a student can save money on textbooks. Students may buy used if available, buy a digital copy, or participate in the recently launched rental program. Currently the average price per book is \$93 (new), \$57 (used), \$47 (rental), and \$63 (digital).

When looking at sales of textbooks in dollars, 72% of the sales are new books, 12% are used books, 14% are rental and 2% are digital. These numbers are in dollars so the percent in digital, used and rental is higher because the prices are less.

In spring 2014 the campus bookstore carried 624 titles, of the 624 titles, 172 (25%) were either \$100 or more with the maximum price at (not including nursing bundle) \$280. There were 57 titles that were over \$200. Of the 624 titles, 390 were available as a rental, and 90 (14%) of the 624 were access codes or included access codes (restricting buy back, used, and rental options).

TMCC complies with Federal regulations and provides ISBN numbers for all required course materials to allow students to shop for the best price. TMCC meets this requirement by using a tool called BookLook that passes the relevant information to the college from Follett, and it is available to students through the MyTMCC portal in the textbook lookup link. To help students with the cost of textbooks, Follett offers a limited number of book scholarships that are awarded through the TMCC Foundation. This fund, established by Follett in the amount of \$10,000, mostly assists students who are just above Pell Grant eligibility and need assistance with textbooks.

Our experience indicates the following:

- Digital will be a way to have one time use through an access codes and saves, but is not a large percent of the sales.
- When a book is available as a rental, up to 87% of the students who are enrolled opt for the rental.
- Some books are paid for by outreach programs and not the students, which adds to the number of new books purchased.
- Used book sales have been impacted by the rental program, but Follett feels that if students are saving, this is beneficial.
- Rental does not make financial sense for students for books used for more than one term in more than one class.

The college library for years has requested a copy of each current text be put on reserve for students not able to afford to purchase textbooks. There is also a scholarship established by a private donor specifically for senior citizens to purchase textbooks.

TMCC challenges its divisions to review the cost of current textbooks and adopt more cost-effective solutions - and to justify the continued use of high-cost texts. Recently, TMCC's FastTrack program piloted e-books in its online program both to ensure students had texts on the first day of each 5-week class and to greatly reduce the cost of textbooks for students. Students saved approximately 60% from traditional hard copy costs. The pilot also evaluated student satisfaction with e-texts. Other professors on campus are using e-books in their classes with similar results.

TMCC has been a member of the Community College Consortium for Open Educational Resources (CCCOER) since its founding and recently elevated its membership to "associate institution" status. The change is based on the demonstration that TMCC is committed to specific projects designed to increase the number of adoptions of OER solutions (essentially free texts) and a commitment for faculty to participate in the development of OER course materials.

Western Nevada College

WNC Textbook Policy - Policy 3-2-10

Policy: According to the NSHE Board of Regents' Code Title 4, Chapter 14, Section 26, "each NSHE institution shall develop an approved statement of professional and ethical guidelines relative to the selection of textbooks or other instructional materials. Such guidelines shall address relationships with publishers or other providers, selection of one's authored text for instructional use, and shall address the desirability of minimizing costs to students when this can be accomplished without compromising academic standards and academic freedom."

Section 1: Textbook Selection

- A. Each full-time faculty member will select the title and number of required textbooks and supplements used in each of his/her course offerings within the time frame and procedures established by his/her department.
 - 1. Each department/discipline will have the option of determining the titles and number of required and supplementary textbooks for adjuncts, last-minute faculty hires, and for faculty who have not submitted an adoption by the deadline.
 - 2. Decisions related to standardization will be made at the department/discipline level with respect paid to faculty rights under academic freedom.
 - 3. If a department/discipline committee is designated to select standard textbooks and/or supplements faculty members who are authors of materials being considered or who are related to an author as defined by the WNC nepotism policy may not serve on the committee.

Section 2: Disputes

- A. Any dispute between a faculty member and the department head over textbook adoption will be resolved by the Vice President of Academic and Student Affairs.

Section 3: Procedure

- A. Instructors
 - 1. Will select textbooks that are appropriate for the course of record.
 - 2. Instructors should:
 - a. Take student cost into consideration when selecting from among different textbook/supplement options.
 - b. Make an effort to use the same textbook/supplements for at least two years.
 - c. Consider using the approved learning management system to deliver material electronically in compliance with fair use and copyright laws.
 - d. Coordinate selections with the bookstore to ensure availability and options such as rental texts.
- B. Departments
 - 1. Should attempt to provide copies of faculty textbooks/supplements to the campus library where each class is taught to be placed on reserve for student use.

2. Should attempt to provide copies of Distance Education faculty textbooks/supplements to the campus library to be placed on reserve for student use.

Western Nevada College Policies designed to mitigate the cost of textbooks for our students:

1. WNC has a contract with Follett Corporation to manage and operate the WNC bookstore. Follett is one of the nation's largest bookstore companies and provides economies of scale that WNC could not do if operating a small stand-alone bookstore. Some of the benefits provided by Follett:
 - a. Have access to a nationwide network of used text books that can be ordered and are offered for classes where possible.
 - b. Offer a textbook rental program which in many cases provides new or like new books at a 40-50% discount off new books.
 - c. Are rolling out an e-textbook program that will also offer savings similar or exceeding the textbook rental program.
 - d. Provide \$5,000 to \$7,000 per year under the operating contract for need based textbook scholarships for WNC students.
2. WNC has an endowment set up as a revolving fund to provide textbook loans for students that can't pay 100% of their textbook bill at the start of a semester. An interest free loan is provided at the start of the semester and students pay back the loan over the period of the term. This replenishes the account for future students. It is basically an installment plan for books.
3. WNC provides a payment plan for tuition payments that allows students to make payments over the semester for their tuition. By spreading out tuition payments it allows students to have additional funds at the beginning of the term to do essential purchases such as books and arranging suitable housing arrangements.
4. At least one copy of all textbooks required are purchased by WNC and made available to students in the main library in Carson City. These textbooks are available to students and are a benefit to students who for whatever reason cannot or elect not to purchase or otherwise acquire a textbook.
5. Training is being provided Academic Faculty to utilize on-line learning tools such as Canvas and post non-copywrited material on-line for students use. A number of instructors are going this route and relying less on textbooks.

ATTACHMENT H

**NEVADA SYSTEM OF HIGHER EDUCATION
CERTIFICATES**

**Provided in response to request from the Committee to Conduct an
Interim Study Concerning Community Colleges
(Senate Bill 391, Chapter 494, *Statutes of Nevada 2013*)**

February 28, 2014

CERTIFICATES

During the January 28, 2014, meeting, Committee members and presenters discussed NSHE certificates and related issues. While no follow-up material was specifically requested, we would like to address some possible misperceptions that may exist and provide more thorough background information as it relates to the work of the Committee.

NSHE Certificates - Definition

In addition to the many bachelor's degrees, associates degrees and graduate degrees, awards issued by NSHE institutions also include certificates. Two different types of certificates are recognized in NSHE policy:

- Certificates of at least 30 credit hours; and
- Certificates of less than 30 credit hours that provide preparation necessary to take state, national and/or industry recognized certification or licensing examinations (“Skills Certificates”).

To ensure quality and accountability, these certificates must be reviewed and approved by NSHE's Academic Affair Council (AAC) prior to offering institutions offering the program. The AAC is chaired by the NSHE Vice Chancellor for Academic and Student Affairs and its membership includes the provost from UNLV, UNR and NSC and the Vice Presidents for Academic Affairs from DRI and the four community colleges: CSN, GBC, TMCC and WNC. Under Board of Regents' policy, approved certificates must also be reported annually to the Board.

Certificate Programs Offered at NSHE Community Colleges

Programs that lead to certificates are an important part of the work of community colleges nationally and within NSHE. These types of programs are often developed in concert with local employers who approach community colleges to request assistance in developing an immediate training or credentialing for current and prospective employees. Thus, these programs – and the approval process – must be flexible, nimble, and capable of reacting quickly to the needs of the workforce. Examples of programs for which certificates of at least 30 credits may be awarded at NSHE community colleges include dental assisting, bookkeeping, business administration, culinary arts, diesel technology, food and beverage management, graphic communications, paramedics, and medical laboratory assistant. Over 150 such programs are offered at the community colleges.

Skills Certificates

While AAC approval of certificates of at least 30 credit hours has long been required, approval of skills certificates (less than 30 credit hours) is a more recent development in response to the need not only to recognize and count these certificates as part of the important work of the community colleges within their Complete College America (CCA) goals and accountability metrics and eventually in the Performance Pool, but also to ensure quality and accountability. It is important to recognize that skills certificates – in order to be approved by AAC and counted for these purposes – must provide preparation necessary to take state, national and/or industry recognized certification or licensing examinations. Such a requirement ensures that these skills certificates are “certificates of value” – typically both portable and stackable around the country.

Thus, as part of the approval process, community colleges must provide the name of the local, state, or national credential examination a student may take after earning the skills certificate.

Over the past year, the Vice Presidents for Academic Affairs at the four community colleges reviewed the certificates of less than 30 credits offered at their respective institutions to determine which certificates they all agree qualify as skills certificates. Currently, programs targeted for recognized, approved “skills certificate” include, but are not limited to, certified nursing assistants, emergency medical technicians, solar energy technicians, welding, certain laboratory technicians. Once approved, skills certificates awarded by the community colleges must also be reported to the IPEDS database maintained by the National Center for Education Statistics.

Additional Information – Academic Program Information System (APIS)

The NSHE Department of Academic and Student Affairs maintains an inventory of all approved programs, including programs leading to certificates. This inventory can be searched electronically through the NSHE website at http://www.nevada.edu/ir/APIS_Public.php.

Skills Certificates – National Movement

The reporting of skills certificates is an enormous issue nationally. NSHE is leading the country in how to determine which certificates of less than 30 credits should or should not be counted. States across the country are struggling with these issues, and Nevada is one of the first states to make real headway in our reporting efforts.

NSHE Certificates Awarded – 2012-13

The following table includes the number of 30+ credit certificates and skills certificates awarded in 2012-13 (the first year of reporting for skills certificates):

Institution	Certificates Awarded 2012-13 Academic Year	
	Certificates – 30 or More Credit Hours	Skills Certificates – Less than 30 Credit Hours
CSN	235	1,489
GBC	135	171
TMCC	70	534
WNC	20	293
TOTAL	460	2,487