

# 2010 Diversity in Nevada Public Higher Education

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*NEVADA SYSTEM OF HIGHER EDUCATION*

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*Prepared by the  
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# Introduction

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Improving the participation and performance of Black, Latino/Hispanic, American Indian, Asian, Native Hawaiian and other Pacific Islander students, faculty and staff in Nevada's higher education system represents a pivotal element of the Nevada System of Higher Education (NSHE) strategic master plan. Nevada higher education leaders recognize the importance of increasing participation and completion for all students, in particular for those student populations who continue to be underrepresented in NSHE colleges and universities.

Diversity in higher education includes differences in role and mission, coursework and degree programs, graduate and undergraduate study, numbers of students, and a mix of community colleges and four-year schools. These differences are the foundation of Nevada's public higher education system, and are a significant reason why colleges and universities are places of academic excellence and opportunity. Diversity among students, faculty and staff is a cornerstone of the Nevada System of Higher Education.

Capturing this commitment to diversity and its importance is the American Council on Education statement, "On the Importance of Diversity in Higher Education," which states that:

## *Diversity...*

**Enriches the educational experience.** We learn from those whose experiences, beliefs, and perspectives that are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.

**Promotes personal growth – and a healthy society.** Diversity challenges stereotyped preconceptions; it encourages critical thinking and it helps students learn to communicate effectively with people of varied backgrounds.

**Strengthens communities and the workplace.** Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.

**Enhances America's economic competitiveness.** Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.

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# About this Report

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The Nevada System of Higher Education is responsible for monitoring and reporting on the academic success of Black, Latino/Hispanic, American Indian, Asian, Native Hawaiian and other Pacific Islander students in Nevada's statewide system of higher education. Pursuant to Board of Regents policy, the Chancellor's office prepares a diversity report intended to provide an overview of the current status of enrollment and employment of members of diverse groups across the System. Title 4, Chapter 8, Section 7 (in part) of the Board of Regents' Handbook provides the following:

The Chancellor's Office shall collect and maintain information on (1) the number of minorities, women, and members of other protected classes employed in professional and classified positions; (2) the number of minorities, women, and members of other protected classes enrolled as students; and (3) any additional information necessary to determine the impact of policy changes on the number of minorities, women, and members of other protected classes enrolled or employed in an NSHE institution. Annually this information shall be reported to the Board of Regents.

This report includes information on NSHE student enrollments for fall 2009 in the context of Nevada's changing demographics. In addition, the report provides data on enrollment and completion of NSHE students within defined ethnic/racial categories. The report also provides data on the enrollment of women across NSHE institutions.

Previous NSHE reports showed that individuals from Black, Latino/Hispanic, and American Indian backgrounds were not participating – nor were they graduating – at rates comparable to White and Asian averages. This report presents data showing that despite numerous efforts undertaken by the state's colleges and universities, disparities still remain.

In the past few years, as the state's public colleges and universities addressed the issue of increasing diversity and assuring student academic success, they have had the added challenge presented by the economic downturn the country has experienced and the subsequent and significant budget cuts Nevada public postsecondary institutions have faced. Despite these challenges, the state's colleges and universities remain committed to increasing diversity and improving student academic achievement. A major part of this effort involves diversifying faculty, creating inclusive policies and practices, and promoting campus cultures that value diversity at curricular and non-curricular levels.

As Nevada college and university leaders continue to implement the *2005 Building Nevada's Future: A Master Plan for Higher Education in Nevada*, taking steps toward eliminating education attainment gaps is critical to reaching the plan's goals, specifically to: create a welcoming, respectful and friendly environment where all students have the opportunity to participate and succeed at every level of higher education; increase the overall participation and success of Nevadans enrolling at all levels of higher education and from all ethnic groups; address the unique educational needs of a highly diverse and non-traditional population; and develop and sustain a strong, dynamic, knowledge-based economy for Nevada.

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This report presents evidence of differences that remain among racial and ethnic groups in indicators of participation and achievement, despite the many institutional efforts to enhance campus diversity. The report is structured in five sections: (1) The Nevada Education Pipeline, (2) Student Enrollment at Nevada's Public Colleges & Universities, (3) Student Graduation at Nevada's Public Colleges & Universities, (4) Understanding Nevada's Low Minority Enrollment & Graduation Rates, and (5) Faculty and Staff Diversity & Inclusion Efforts at Public Colleges & Universities in Nevada.

### *The Challenge*

Unfortunately, despite the commitment and individual efforts of the state's colleges and universities, Nevada is facing a critical need to address real imbalances in the system, imbalances that will be exacerbated by impending demographic changes.

Diversity within the state's higher education system does not reflect diversity in the state. As a result, even maintaining the status quo (while societal demographics change) would produce formidable challenges to issues of social justice, social and economic health, and educational excellence.

### *The Opportunity*

There is no shortage of research regarding the importance of racial diversity in the college environment. Inclusive education helps students from all racial and ethnic backgrounds learn, increases college retention, and better prepares graduates to become active participants in society. In addition, more closely aligning college demographics with societal demographics would have a significant positive impact on the economy. This report will highlight initiatives and programs that aim to diversify our Nevada campuses and reflect our national and state demographics.

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# The Nevada Education Pipeline

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In the [2007-2008 NSHE Diversity Report](#) the *Nevada's Changing Demographics* section highlighted that "Nevada's minority population grew from 482,826 in 1997 to over one million in 2007, a 122.7 percent increase in ten years." Despite the 2007 economic downturn, the minority population continues to comprise a significant portion of the total state population. In a 2006 report by the Nevada State Demographer's office, minorities accounted for 40.8 percent of the Nevada total population, with Latinos making up the largest minority group in 2009.

**Table A**  
Total Nevada Population: 2009

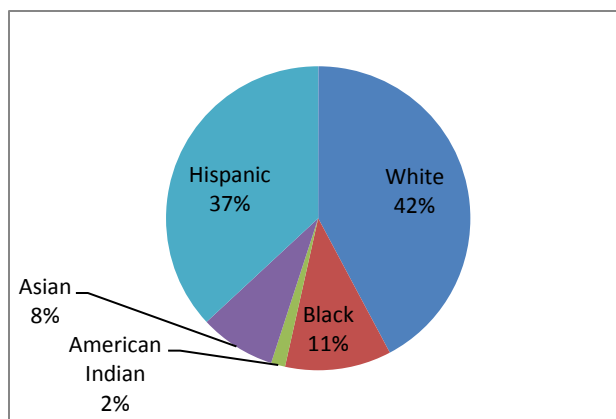
| Race/Ethnicity                   | Estimate         | Percent    |
|----------------------------------|------------------|------------|
| White                            | 1,752,122        | 59.2       |
| Black                            | 205,151          | 6.9        |
| American Indian or Alaska Native | 38,397           | 1.3        |
| Asian or Pacific Islander        | 203,636          | 6.9        |
| Hispanic/Latino (of any race)    | 761,835          | 25.7       |
| <b>Total Population</b>          | <b>2,961,141</b> | <b>100</b> |

**Source:** Nevada State Demographer's Office, 2006.

## *Nevada Student Population*

The Nevada K-12 student demographic profile for the 2008-2009 school year reflects a similarly diverse population. Collectively, students of non-white race or ethnicity comprise over half of the Nevada's student population (57.8%). Hispanic/Latino students comprise 36.9 percent of the student population and are the largest minority ethnic population in Nevada public schools.

**Figure 1**  
Nevada K-12 Student Demographic Profile by Race/Ethnicity: 2008-2009



**Source:** Nevada Annual Reports of Accountability, Nevada Department of Education.

In the 2008-2009 school year, Clark and Washoe counties accounted for 86 percent of the state's K-12 student population. Throughout this report, Clark and Washoe counties will be presented and discussed to contextualize and localize minority participation in Nevada education. Information by

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specific counties can be found in the Appendix of this report. In Clark County, Latinos were the largest student group (40.5%) followed by Whites (35.3%). In Washoe County, the largest student group was Whites (53.8%) followed by Latinos (33.4%).

**Table B**  
K-12 Student Demographic Profile by Race/Ethnicity and County: 2008-2009

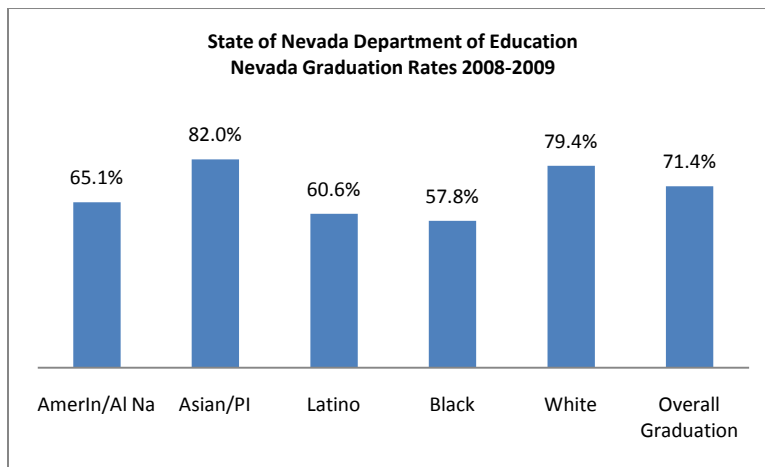
| Race/Ethnicity  | Clark          | Percent | Washoe        | Percent |
|---|----------------|---------|---------------|---------|
| White   | 109,726        | 35.3    | 34,059        | 53.8    |
| Black   | 43,682         | 14.0    | 2,383         | 3.8     |
| American Indian/Alaska Native                           | 2,413          | .8      | 1,566         | 2.5     |
| Asian (includes Native Hawaiian/Other Pacific Islander) | 29,401         | 9.5     | 4,123         | 6.5     |
| Two or more races                                       | N/A            | N/A     | N/A           | N/A     |
| Hispanic/Latino   | 125,817        | 40.5    | 21,151        | 33.4    |
| <b>Total Student Population</b>                         | <b>311,039</b> |         | <b>63,282</b> |         |

**Source:** Nevada Annual Reports of Accountability, Nevada Department of Education.

### *Nevada High School Graduation Rates*

According to the Nevada Department of Education Nevada Annual Reports of Accountability, the high school graduation rate for all students in 2009 was 71.4 percent.<sup>1</sup> Asian students had the highest graduation rates across all groups (82%) followed by White students (79.4%). The wide achievement gap of Black and Latino students continues to prevail, with graduation rates at 57.8 percent and 60.6 percent respectively.

**Figure 2**  
High School Graduation Rates by Race/Ethnicity: Class of 2009



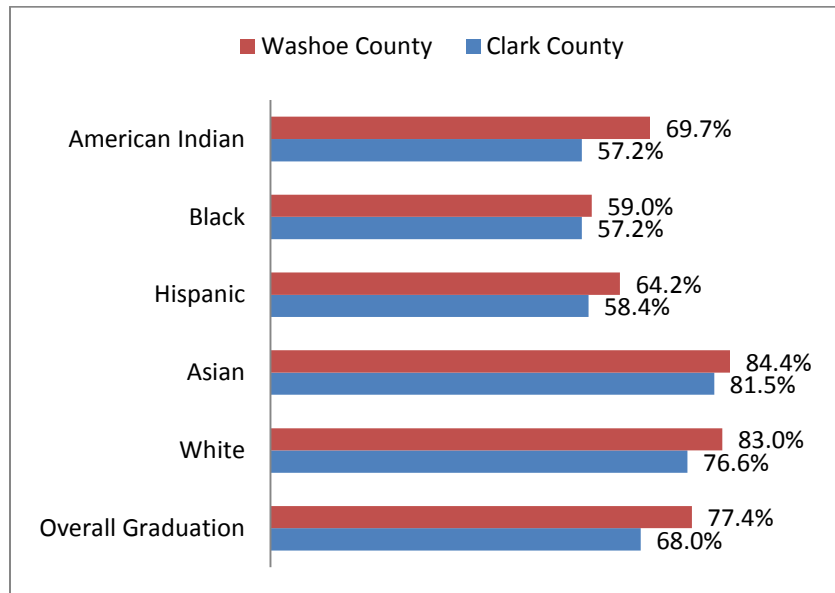
**Source:** Nevada Annual Reports of Accountability, Nevada Department of Education.

High school graduation rates in Clark and Washoe counties reflect state trends (Figure 3). Asian students had the highest graduation rates, followed by White students. In Clark County, American Indian and Black students had the lowest graduation rates (57.2%) followed by Latino students

<sup>1</sup> Nevada graduation rates vary by method of calculation. The Nevada Department of Education reflects one of the most optimistic rates. For instance, for 2008, the National Center for Education Statistics reported a Nevada graduation rate of 51.3 compared to 68.7 as reported by the Nevada Annual Reports of Accountability for the same year. For a discussion of calculating graduation rates, see Luna (2009) *Understanding Graduation & Dropout Rate Calculations*, UNR Cooperative Extension (<http://www.unce.unr.edu/publications/files/cy/2009/sp0903.pdf>).

(58.4%). In Washoe County, Black students had the lowest graduation rates (59.0%) followed by Latino students (64.2%).

**Figure 3**  
High School Graduation Rates by Race/Ethnicity and County: Class of 2009

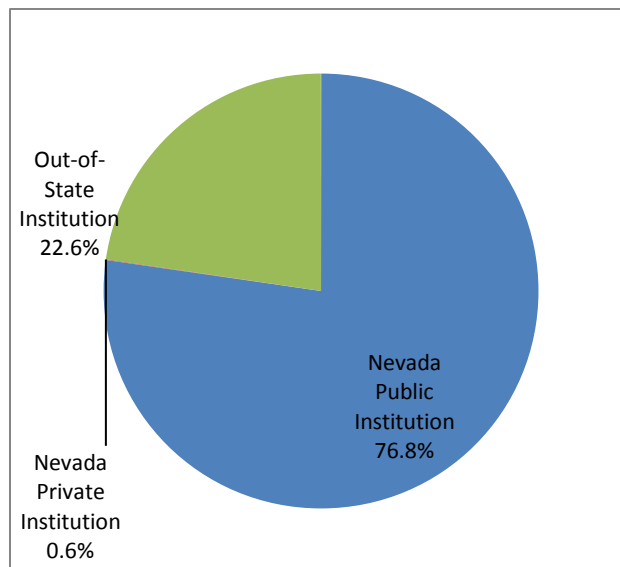


**Source:** Nevada Annual Reports of Accountability, Nevada Department of Education.

### *Nevada Continuation to Postsecondary Institution after High School Graduation*

Over half (57.3%) of Nevada students who graduated with a standard, advanced, or honors diploma in 2009 continued on to some form of postsecondary education.

**Figure 4**  
Distribution of Students who Continue on to Higher Education and Where They Attend.



**Source:** Nevada Department of Education & NSHE Warehouse Data.

Of those who continued, 77 percent attended a Nevada public college or university (Figure 4). Less than 1 percent attended a Nevada private college and 23 percent attended an out-of-state college or university. As illustrated in Table C, over half (54.9%) of the students who graduated in 2009 from Clark County attended some form of college or university by fall 2009. In Washoe County 68.2 percent of the students continued on to a college or university by fall 2009. For other counties, see appendix of this report.

In Clark County, 67.1 percent of Asian students who graduated with a standard, advanced or honors diploma continued on to some form of postsecondary education immediately after high school. Latino students had the lowest rate (42.4%) of continuation to some form of postsecondary education, while American Indian and Black students had continuation rates of 51.1 and 52.4 percent. Black students also had the highest percent who continued to an out-of-state college or university.

**Table C**

Clark County Percentage Continuation to Postsecondary Institution by Race/Ethnicity: Fall 2009

|                     | Percent Continued Postsecondary Education | <i>Nevada Public Institution</i> | <i>Nevada Private Institution</i> | <i>Out-of-State Institution</i> |
|---------------------|---|----------------------------------|-----------------------------------|---------------------------------|
| <b>Clark County</b> | 54.9                                      | 41.8                             | .4                                | 12.6                            |
| American Indian     | 51.1                                      | 36.4                             | 0                                 | 14.8                            |
| Asian/PI            | 67.1                                      | 56.0                             | .2                                | 10.8                            |
| Black               | 52.4                                      | 34.0                             | .2                                | 18.2                            |
| Hispanic/Latino     | 42.4                                      | 36.9                             | .8                                | 4.8                             |
| White               | 60.0                                      | 43.2                             | .3                                | 16.5                            |

**Source:** Nevada Department of Education and Nevada System of Higher Education Data Warehouse.

In Washoe County, 77.6 percent of Asian students continued on to some form of postsecondary education. American Indian and Latino students had the lowest rates of continuation to some form of postsecondary education (58.5% and 56.1%, respectively).

**Table D**

Washoe County Percentage Continuation to Postsecondary Institution by Race/Ethnicity: Fall 2009

|                      | Percent Continued to Postsecondary Education | <i>Nevada Public Institution</i> | <i>Nevada Private Institution</i> | <i>Out-of-State Institution</i> |
|----------------------|--|----------------------------------|-----------------------------------|---------------------------------|
| <b>Washoe County</b> | 68.2   | 55.1                             | .1                                | 13.0                            |
| American Indian      | 58.5   | 49.1                             | 0                                 | 9.4                             |
| Asian/PI             | 77.6   | 63.2                             | 0                                 | 14.5                            |
| Black                | 72.8   | 54.3                             | 0                                 | 18.5                            |
| Hispanic/Latino      | 56.1   | 49.3                             | 0                                 | 6.8                             |
| White                | 70.7   | 56.1                             | .2                                | 14.4                            |

**Source:** Nevada Department of Education and Nevada System of Higher Education Data Warehouse.

Overall, high school graduates from Washoe County were more likely to continue to some form of higher education immediately after graduation when compared to Clark County graduates (68.2%

versus 54.9%). This outcome needs to be within the context that the Clark County School District is the fifth largest school district in the nation, and as such faces many financial and human resource challenges, as is the case for very large urban districts across the nation.

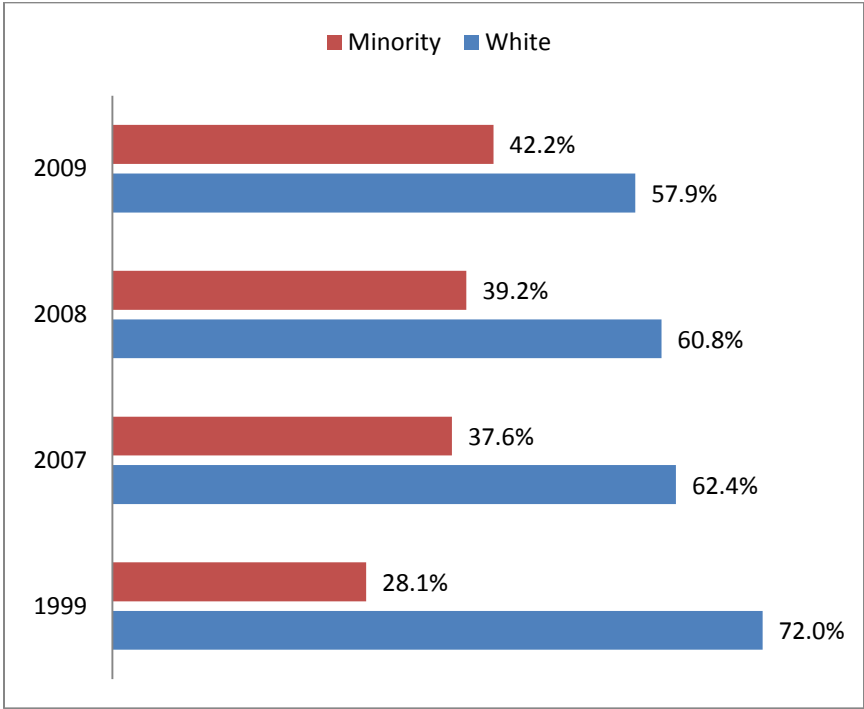
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# Student Enrollment at Nevada's Public Colleges & Universities

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Over the last ten-year period the percentage of minority student enrollment within NSHE institutions has increased (Figure 5). In 2009 total minority enrollment at all NSHE institutions was 42.2 percent compared to 28.1 percent in 1999.

**Figure 5**  
Percent Minority Student Enrollment for all NSHE Institutions: Fall 1999 and Fall 2007 to Fall 2009

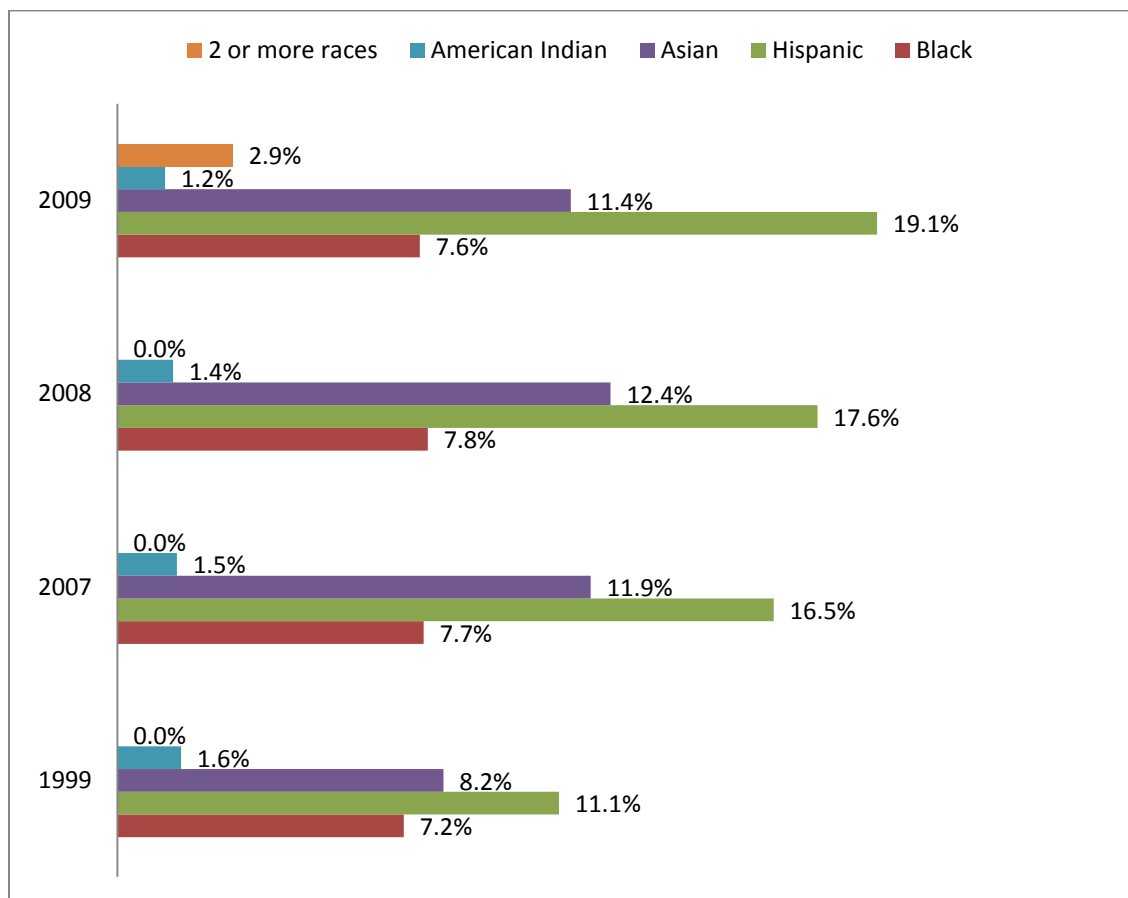


**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

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With the exception of American Indian and Black students, the most dramatic increase has occurred among Hispanic/Latino students (Figure 6). In 1999, Latinos comprised 11 percent of the NSHE student enrollment, compared to 19 percent of the 2009 total student enrollment.

**Figure 6**  
Percent Student Enrollment by Race/Ethnicity for all NSHE Institutions: Fall 1999 and Fall 2007 to Fall 2009



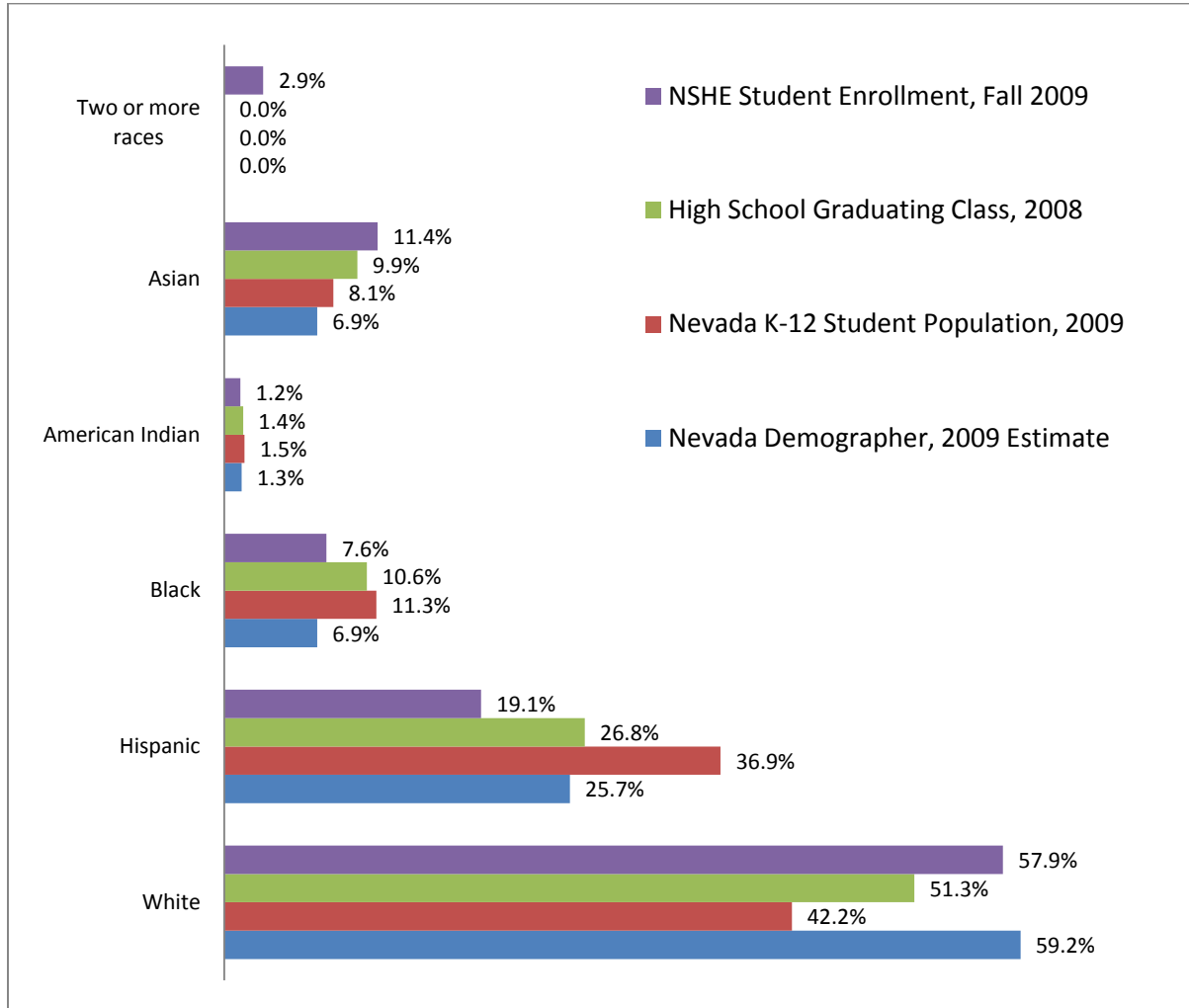
**Note:** Two or more races does not appear as a category prior to 2009.

**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

When compared to overall state population, Nevada K-12 student population, and Nevada’s high school graduating class, Black and Hispanic/Latino students are underrepresented at NSHE colleges and universities (Figure 7). In Nevada, Blacks make up 11 percent of the K-12 school students, accounted for 10.6 of high school graduates in 2008, but make up only seven percent of the students attending NSHE colleges and universities. A larger gap exists with Latinos who make up close to 37 percent of the K-12 school population and accounted for 26.8 percent of high school graduates in 2008, but only 19 percent of the public college and university student population in Fall 2009. “Two or more races” is a new category, and information from sources cited here were not available for comparative purposes.



**Figure 7**  
 NSHE Enrollment by Race/Ethnicity Compared to State and K-12 Population



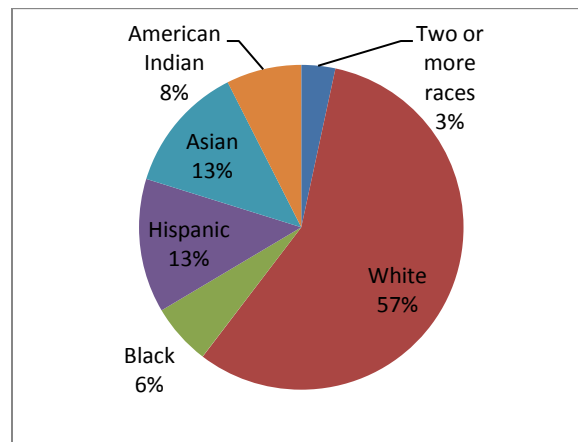
**Note:** Two or more races does not appear as a category prior to 2009.

**Source:** Nevada State Demographer's Office (2006), Nevada Annual Reports of Accountability (2008, 2009), Nevada Department of Education U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS) (Fall 2009).

## Enrollment by Institution Type

In fall 2009, over half (57%) of all students who attended an NSHE institution were enrolled at a community college. Black, Hispanic/Latino, and American Indian students were disproportionately attending two-year colleges and make up 27% of total student enrollments at community colleges. (Figure 8) Sixty-eight percent of all NSHE Hispanic and American Indian students were enrolled in a community college and 64 percent of NSHE Black students were enrolled in a community college, compared to 55 percent for White and 49 percent for Asian students.

**Figure 8**  
Student Headcount Distribution by Race/Ethnicity at Two Year Institutions: Fall 2009



**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

## Enrollment by Postsecondary Institution

For fall 2009, the University of Nevada, Las Vegas was the largest serving, four-year NSHE institution in the state and 47 percent of its student body was minority (Table E). As a percentage of the total student population for any four-year institution, Nevada State College served the highest percentage of Hispanic and Black students (10% and 20%, respectively) during the same period.

**Table E**  
Student Headcount by Race/Ethnicity and NSHE Four-Year Institutions: Fall 2009

| Four-Year Institution          | Student White | Percent | Black        | Percent | Hispanic     | Percent | Asian/PI     | Percent | American Indian | Percent | Two/ More Races | Percent | Total         |
|--------------------------------|---------------|---------|--------------|---------|--------------|---------|--------------|---------|-----------------|---------|-----------------|---------|---------------|
| University of Nevada Las Vegas | 14,297        | 53      | 2,272        | 8       | 4,272        | 16      | 4,766        | 18      | 216             | 1       | 1,021           | 4       | 26,844        |
| University of Nevada Reno      | 12,064        | 75      | 424          | 3       | 1,737        | 11      | 1,094        | 7       | 152             | 1       | 517             | 3       | 15,988        |
| Nevada State College           | 1,246         | 52      | 235          | 10      | 475          | 20      | 313          | 13      | 25              | 1       | 87              | 4       | 2,381         |
| <b>Total</b>                   | <b>27,607</b> |         | <b>2,931</b> |         | <b>6,484</b> |         | <b>6,173</b> |         | <b>393</b>      |         | <b>1,625</b>    |         | <b>45,213</b> |

**Note:** Excludes non-resident aliens and race/ethnicity unknown

**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

In fall 2009, the College of Southern Nevada was the largest community college in Nevada, and 53 percent of its student body was minority (Table F). As a percentage of the total student population for any community college, the College of Southern Nevada also served the highest percentage of Black, Hispanic/Latino and Asian students followed by Truckee Meadows Community College and Great Basin College. Western Nevada College and Great Basin College served the highest percentage of American Indian students.

**Table F**  
Student Headcount by Race/Ethnicity and NSHE Community Colleges, Fall 2009

| Two-Year Institution              | Student White | Percent   | Black        | Percent   | Hispanic      | Percent   | Asian/PI     | Percent   | American Indian/AN | Percent  | Two/More Races | Percent  | Total         |
|-----------------------------------|---------------|-----------|--------------|-----------|---------------|-----------|--------------|-----------|--------------------|----------|----------------|----------|---------------|
| College of Southern Nevada        | 18,291        | <b>46</b> | 4,626        | <b>12</b> | 10,412        | <b>26</b> | 4,815        | <b>12</b> | 360                | <b>1</b> | 850            | <b>2</b> | 39,354        |
| Great Basin College               | 2,712         | <b>80</b> | 62           | <b>2</b>  | 328           | <b>10</b> | 56           | <b>2</b>  | 108                | <b>3</b> | 131            | <b>4</b> | 3,397         |
| Truckee Meadows Community College | 8,728         | <b>69</b> | 357          | <b>3</b>  | 2,204         | <b>17</b> | 833          | <b>7</b>  | 229                | <b>2</b> | 312            | <b>2</b> | 12,663        |
| Western Nevada College            | 3,921         | <b>76</b> | 80           | <b>2</b>  | 732           | <b>14</b> | 154          | <b>3</b>  | 139                | <b>3</b> | 110            | <b>2</b> | 5,136         |
| <b>Total</b>                      | <b>33,652</b> |           | <b>5,125</b> |           | <b>13,676</b> |           | <b>5,858</b> |           | <b>836</b>         |          | <b>1,403</b>   |          | <b>60,550</b> |

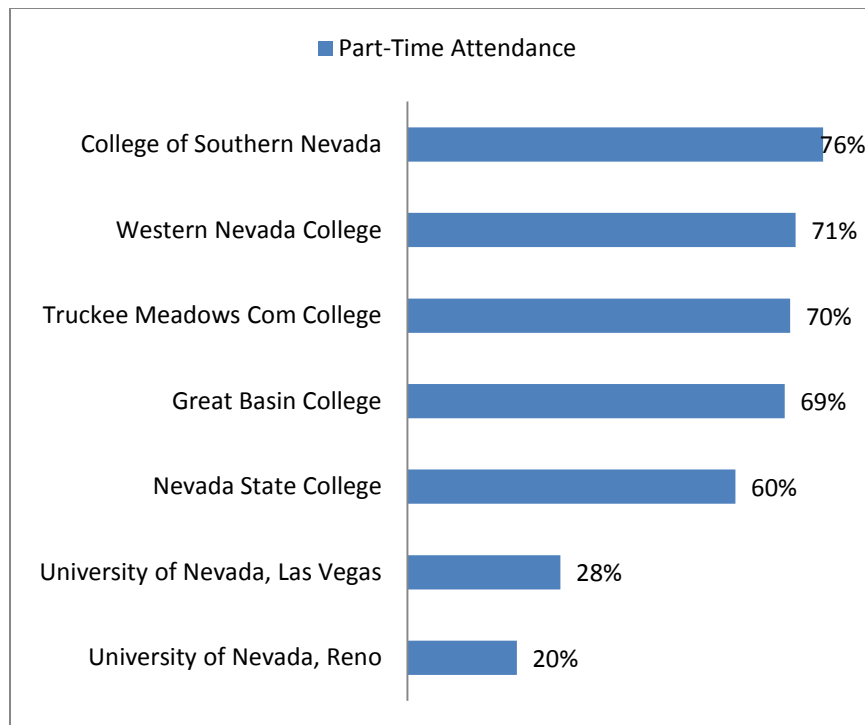
**Note:** Excludes non-resident aliens and race/ethnicity unknown

**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

## Enrollment Patterns: Full-and Part-Time Students

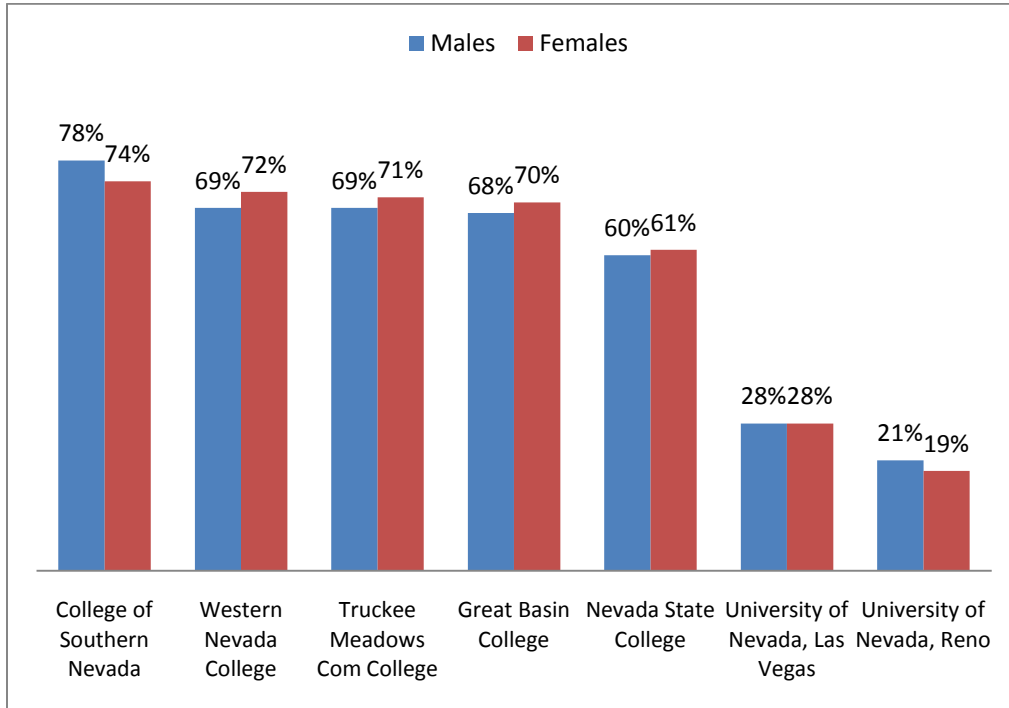
College enrollment patterns are closely related to student outcomes. Part-time attendance is defined as a student who enrolls in less than 12 semester credits. Studies confirm that part-time attendance increases time to degree, time to transfer for students attending community colleges, and decreases the probability of degree completion. For fall 2009, at least half of all students enrolled at a community college were part-time (Figure 9). The College of Southern Nevada had the largest percentage (76%) of students enrolled part-time followed by Western Nevada College (71%), Truckee Meadows Community College (70%), and Great Basin College (69%). Of the four-year institutions, Nevada State College had the highest part-time enrollment at 60 percent. For fall 2009, there was a similar enrollment trend with males and females by institution (Figure 10). Data by race and ethnicity for part-time attendance were not available for this report. Future analysis of attendance patterns disaggregated by race and ethnicity would provide a richer and more complete profile of minority students in Nevada public higher education. Since more minority students attend community colleges, it is likely that more minority students are part-time.

**Figure 9**  
Part-Time Student Attendance by Institution: Fall 2009



**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

**Figure 10**  
Percentage of Male and Female Students Enrolled Part-Time by Institution: Fall 2009

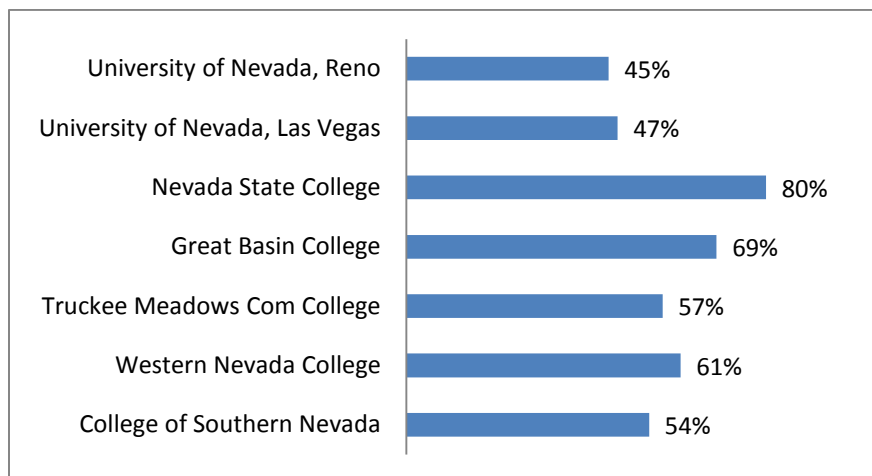


**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

### *Enrollment by Gender*

Nationally, women make up at least half of all college enrollments. At NSHE institutions, enrollment of females ranged from 45 percent at the University of Nevada, Reno to 80 percent at Nevada State College (Figure 11). Although not available for this current report, a future analysis of gender disaggregated by race and ethnicity can highlight if there are gender disparities among certain groups of students, such as Black and Latino males.

**Figure 11**  
Percent of Female Enrollment by Institution: Fall 2009



**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

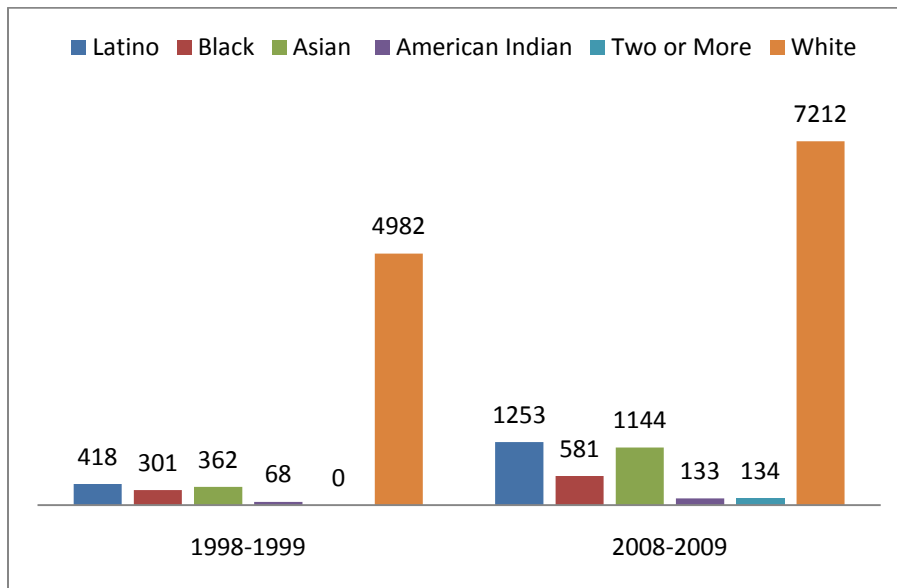
*Student Graduation at NSHE Colleges & Universities*

For 2008-09, minority students accounted for 31.1 percent of all awards conferred, compared to 18.7 percent in 1998-1999 (Figure 12). Awards conferred to Latino and Asian/Pacific Islander students tripled during the same period. Awards conferred to Blacks and American Indians also grew but at a much more modest rate (Figure 13).

**Figure 12**  
Percent Distribution for all Awards Conferred for Minority Students at NSHE institutions: 1998-99 and 2008-09



**Figure 13**  
Awards Conferred for Minority Students at NSHE Institutions: 1998-99 and 2008-09



**Note for Figures 12 and 13:** Includes all awards conferred, including certificates and bachelor's degrees awarded at the community colleges - first major only for bachelor's, master's, doctoral, first-professional, and certificates above/below the baccalaureate levels.

**Source for Figures 12 and 13:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

Table G illustrates the percentage distribution of all awards conferred for 1998-1999, 2006-2007, 2007-2008, and 2008-2009. In ten years, Hispanic/Latino and Asian students doubled the percent of degrees awarded; 12 percent of all degrees were awarded to Latinos compared to 6.8 percent ten

years earlier; and 10.9 percent were awarded to Asians compared to 5.9 percent in 1999. The percent of degrees conferred to Black and American Indian students has increased minimally since 1999 and remained flat or decreased slightly, as is the case for Black students.

Hispanic/Latino students were awarded 12 percent of all degrees conferred in 2008-2009 and were awarded the largest percentage of degrees after White students. The next racial minority group was Asian (10.9%), followed by Black (5.6%), American Indian (1.3%), and students who identify with two or more races (1.3%). While the increase in degree attainment is positive over a ten-year period, particularly for Latino students and to a lesser degree, Black students, the growth is not large enough to reach the NSHE goal of matching the Nevada population for Latino and Black students. Despite the fact that more racial minority students are entering Nevada public colleges and universities, they do not graduate at high enough rates, regardless of time to degree.

**Table G**  
Percent of all Awards Conferred by Race/Ethnicity at all NSHE institutions: 1999, 2007-2009

|           | White | Black | Hispanic/Latino | Asian or Pacific Islander | American Indian or Alaska Native | Two or More Races |
|-----------|-------|-------|-----------------|---------------------------|----------------------------------|-------------------|
| 2008-2009 | 68.9% | 5.6%  | 12%             | 10.9%                     | 1.3%                             | 1.3%              |
| 2007-2008 | 70.7% | 5.9%  | 10.4%           | 11.8%                     | 1.2%                             | -----             |
| 2006-2007 | 71.6% | 5.8%  | 10%             | 11.4%                     | 1.2%                             | -----             |
| 1998-1999 | 81.3% | 4.9%  | 6.8%            | 5.9%                      | 1.1%                             | -----             |

**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

### *NSHE Degrees Awarded by Institution Type and Institution*

In 2008-09, four-year institutions conferred 70 percent of all awards granted in NSHE. Close to 31 percent of all degrees at four-year institutions were awarded to students from racial minority groups (Table H). At community college institutions, 32 percent of awards or degrees were granted to minority students. Table I illustrates that the largest percentage of degrees awarded at community colleges (after White students) was to Latino students (14.1%) followed by Asian (10.6%), Black (5.4%), American Indian (1.5%) and students who identified with two or more races (>1%).

**Table H**  
 Number of Total Awards Conferred by Race/Ethnicity and Percentage Distribution for  
 NSHE Four-Year Institutions: 2008-09

| Institution                     | White        | Black      | Hispanic/<br>Latino | Asian/PI    | American<br>Indian/<br>Alaska<br>Native | Two or<br>More Races | Total        |
|---------------------------------|--------------|------------|---------------------|-------------|---|----------------------|--------------|
| University of Nevada, Las Vegas | 2,775        | 357        | 572                 | 631         | 61                                      | 43                   | 4,439        |
| University of Nevada, Reno      | 2,209        | 49         | 228                 | 167         | 24                                      | 76                   | 2,753        |
| Nevada State College            | 135          | 10         | 19                  | 19          | 2                                       | 3                    | 188          |
| <b>Total</b>                    | <b>5,119</b> | <b>416</b> | <b>819</b>          | <b>817</b>  | <b>87</b>                               | <b>122</b>           | <b>7,380</b> |
| <i>Percent Distribution</i>     | <i>69.4</i>  | <i>5.6</i> | <i>11.1</i>         | <i>11.1</i> | <i>1.2</i>                              | <i>1.6</i>           |              |
|                                 |              | 30.6       |                     |             |   |                      |              |

**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

**Table I**  
 Number of Total Awards Conferred by Race/Ethnicity and Percentage Distribution for  
 NSHE Two-Year Institutions: 2008-09

| Institution                       | White        | Black      | Hispanic/<br>Latino | Asian/PI    | American<br>Indian/<br>Alaska<br>Native | Two or<br>More<br>Races | Total        |
|-----------------------------------|--------------|------------|---------------------|-------------|---|-------------------------|--------------|
| College of Southern Nevada        | 978          | 148        | 272                 | 259         | 14                                      | 12                      | 1,683        |
| Great Basin College               | 228          | 1          | 49                  | 3           | 8                                       | 0                       | 289          |
| Truckee Meadows Community College | 597          | 13         | 87                  | 51          | 19                                      | 0                       | 767          |
| Western Nevada College            | 290          | 3          | 26                  | 14          | 5                                       | 0                       | 338          |
| <b>Total</b>                      | <b>2,093</b> | <b>165</b> | <b>434</b>          | <b>327</b>  | <b>46</b>                               | <b>12</b>               | <b>3,077</b> |
| <i>Percent Distribution</i>       | <i>68.0</i>  | <i>5.4</i> | <i>14.1</i>         | <i>10.6</i> | <i>1.5</i>                              | <i>0.4</i>              |              |
|                                   |              | 32         |                     |             |   |                         |              |

**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

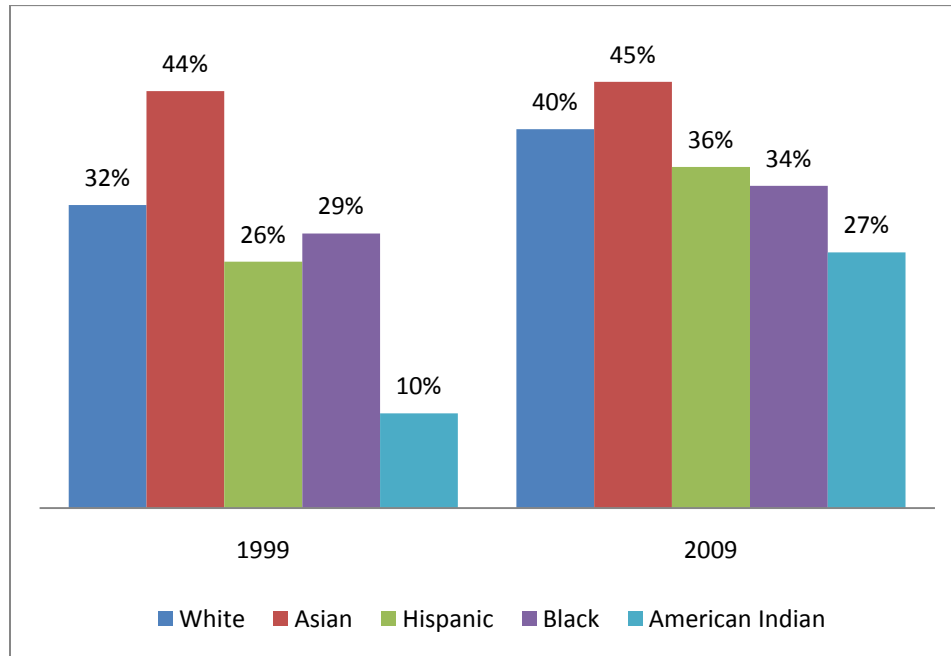


### Graduation Rates over a Ten-Year Period by Institution

In 2009, the six-year graduation rates at the University of Nevada, Las Vegas for first-time, full-time, degree-seeking students increased over a ten-year period across all student groups (Figure 14). The largest increase was for American Indians, followed by Latino, White, and Black students.

**Figure 14**

Graduation Rates by Race/Ethnicity for the University of Nevada, Las Vegas: 1999 & 2009



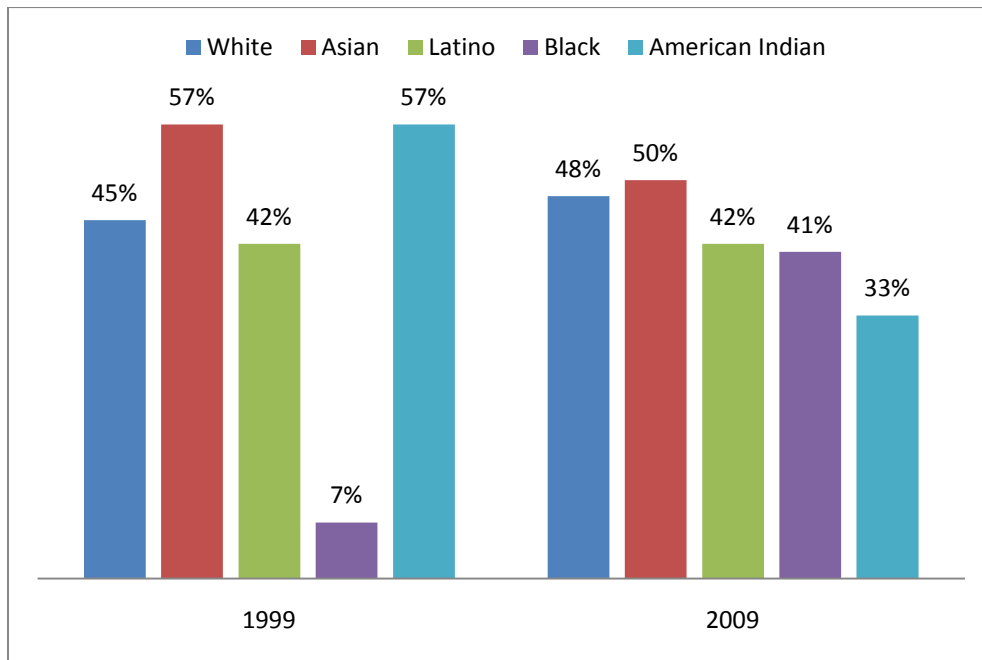
**Note:** First-time, full-time, degree-seeking students graduating with a bachelor's degree within 6 years  
**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

For the same period, Blacks at the University of Nevada, Reno saw a significant increase in graduation rates (34 point increase) followed by Whites (Figure 15). The graduation rate for Hispanic/Latino students stayed the same. For Asian and American Indian students, the graduation rates over a ten-year period decreased (7 points and 24 points, respectively). For 2009, the University of Nevada, Reno had higher graduation rates across all student groups when compared to the University of Nevada, Las Vegas. However, the University of Nevada, Las Vegas, over the same period, saw a positive increase across all groups where Reno saw a decrease in graduation rates for Asian and American Indian students.

These increases or decreases should be interpreted carefully for at least two reasons. First, the large increase or decrease among American Indian students (and perhaps to some degree Black students) at the University of Nevada, Reno may be partially a function of the relatively few students in this group; as a result, any change in real numbers may appear as significant in terms of percentages. Second, the graduation rates for four-year institutions cover a six-year period and represent a snapshot of full-time students, excluding students who begin college part-time. But, 28 percent of students at UNLV and 20 percent at UNR are part-time. The success of the part-time student population is not known, including any information on ethnicity, due to the data source.

A ten-year comparison is not available for Nevada State College because it did not exist in 1999. For 2009, Nevada State College had a graduation rate of 13.9 percent for White students. Nevada State College graduation rates for 2009 were zero across all minority groups.

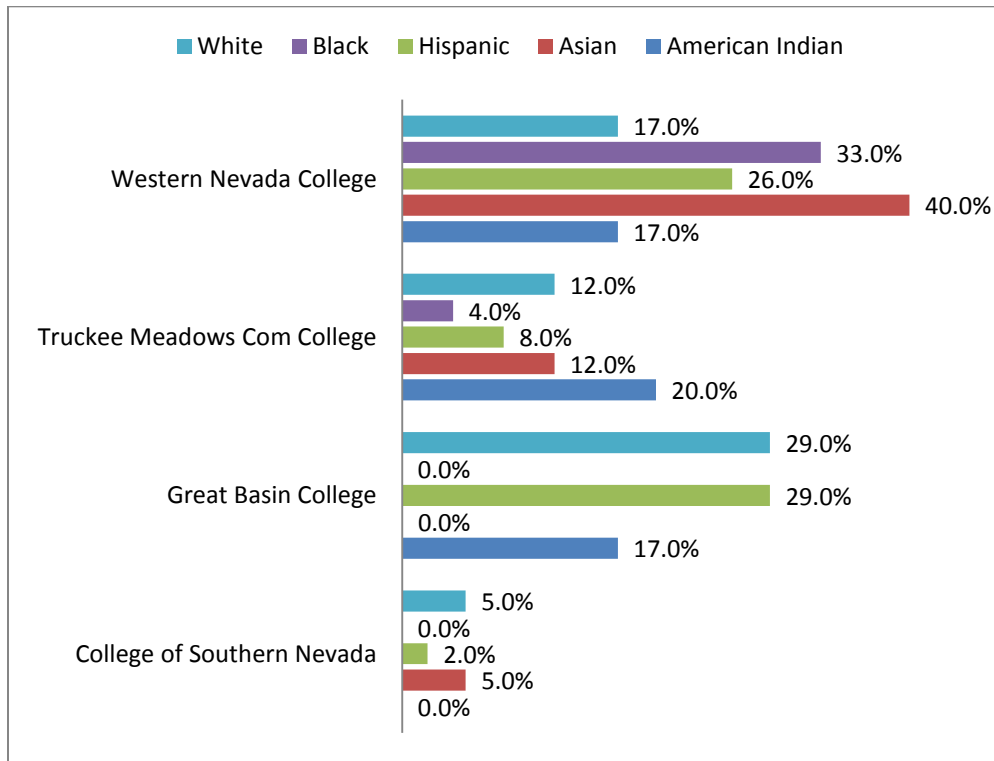
**Figure 15**  
Graduation Rates by Race/Ethnicity for University of Nevada, Reno: 1999 & 2009



**Note:** First-time, full-time, degree-seeking students graduating with a bachelor's degree within 6 years  
**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

Nationally, graduation rates at public two-year colleges are very low. Nevada is no exception, and as discussed in the *Data Sources* section of the report, IPEDS provides a very limited picture of the function of community colleges when calculating graduation rates. However, a renewed national interest in the role of community colleges in workforce development and degree completion may result in significant changes in how data from community colleges are collected and reported by the federal government.

**Figure 16**  
 Graduation Rates by Race/Ethnicity for NSHE Two-Year Institutions: 2009

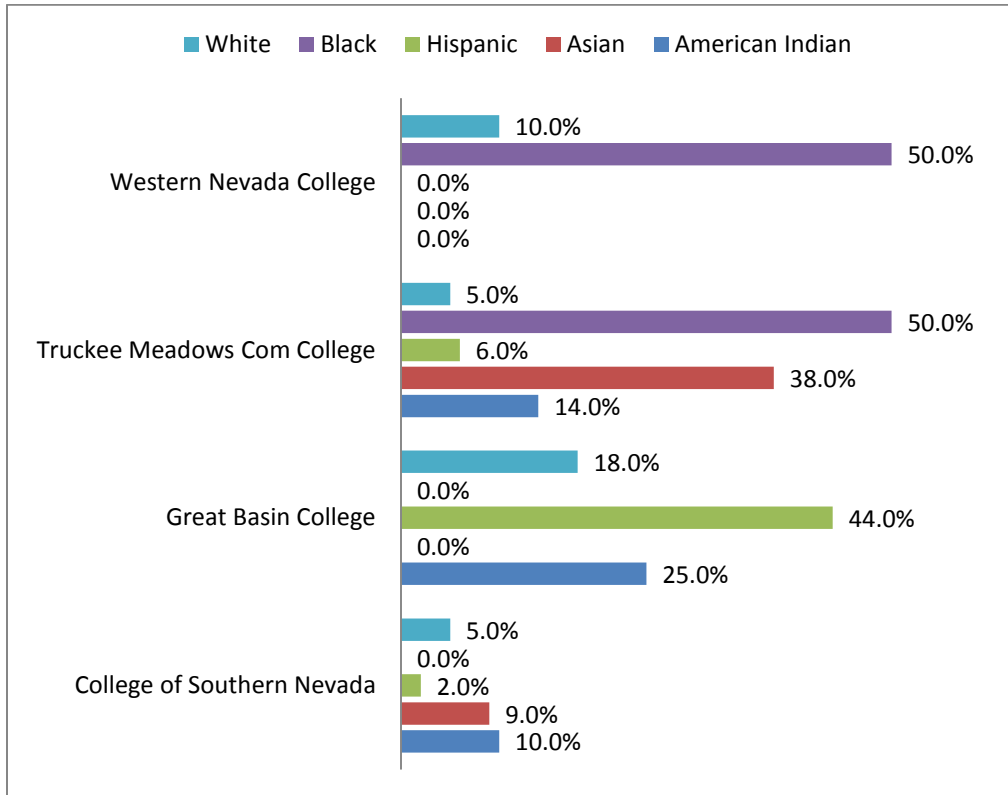


**Note:** First-time, full-time, degree-seeking students earning an associate degree within 3 years or a certificate within 1.5 years

**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

Figures 16 and 17 illustrate graduation rates in 1999 and 2009 for all first-time full-time freshmen by two-year institution. These rates recognize the awarding of a certificate or a degree for community colleges. It is worth noting, that in 1999, two institutions, Truckee Meadows Community College and Western Nevada College, had graduation rates of 50 percent for Black students (Figure 17), although that was not the case for 2009 (Figure 16). The 1999 higher rate may have been due, in part, to the small number of Black students. Rates for Hispanic/Latino students increased only at Western Nevada College and Truckee Meadows Community College from 1999 to 2009. In general, there are few indicators of significant improvement in graduation success for any group of students at the community colleges, including minority students.

**Figure 17**  
 Graduation Rates by Race/Ethnicity for NSHE Two-Year Institutions: 1999



**Note:** First-time, full-time, degree-seeking students earning an associate degree within 3 years or a certificate within 1.5 years  
**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS).

The lower enrollment and graduation rates at all levels for minority students, unfortunately, are not unique to Nevada. The U.S. as a whole and particularly states with large percentages of Latino and Black students are currently facing a crisis throughout the educational pipeline.

While research on minority education has existed for at least four decades, much of the early research (and subsequent policy and practice) was focused or grounded in models and theories which centered the burden of educational success squarely and exclusively on the student and family. These approaches to understanding low educational attainment have yielded little in the way of promising policy or practices.

Recent research in higher education, while acknowledging the role of student and family, also focuses on the role of state, system and institutional policy and practice on minority student enrollment and graduation. The following section, *Understanding Nevada's Low Minority Enrollment and Graduation Rates*, provides an overview of some of the most timely and relevant research as it relates to minority students in higher education. It is provided in this report as a way to stimulate further discussion, reflection, and policy development that can result in the improvement of enrollment and graduation rates for Nevada's most underrepresented student populations.

# Understanding Nevada's Low Minority Enrollment & Graduation Rates

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For Nevada policymakers and postsecondary practitioners, research on minorities in higher education provides the opportunity to create data-driven and evidence-based policies and practices that can result in significant increases in college enrollment and graduation. The IPEDS data presented in this report provide a snapshot at a particular time, and although valuable to be able to assess increases (or decreases) in terms of enrollment and graduation rates, it provides a limited perspective on the potential factors that impact minority enrollment and graduation. This section discusses some of the findings in this report and additional research that may help explain Nevada's low minority enrollment and graduation rates. Specifically, the following areas are discussed: (1) The Education Pipeline; (2) Perceived and Actual Costs of Public Higher Education; and (3) Institutional Climate and Culture.

## *The Education Pipeline*

For students to be college ready, a high school diploma is a common prerequisite. Nevada's graduation rate varies by method of calculation. Regardless of the methods that are employed, Nevada's high school graduation rates for minority students leave much room for improvement. For instance, the 2009 state high school graduation rate for Blacks was 58 percent, for Latinos it was 61 percent, and 65 percent for American Indian students. There is at least a 17-point gap between Black, Latino, and American Indian students when compared to the high school graduation rate for Asian students (82%)-for the same period. While much of the burden of high school graduation is placed on local and state school boards, there are models that strengthen educational partnerships between school districts and postsecondary institutions in order to improve high school graduation rates. **Some of these models include: Project Step and Long Beach Partnership Program, both in California; Maryland K-16 Partnership Development Center; University of Austin K-16 Education Center; and Office of the Vice President for Education Partnerships at Arizona State University.** Brief descriptions of these programs are provided in the appendices of this report.

A secondary area of potential improvement in the education pipeline is to increase the percent of students who enroll in college immediately after high school graduation. For instance, for the Nevada high school graduating class of 2009, only 57 percent of those who successfully graduated from high school continued to some postsecondary institution. Further disaggregated data by Clark County (the most diverse and largest county in the State) and racial/ethnic student groups shows that of those Latino students who successfully graduated from high school in 2009, less than half (43%) continued on to some form of higher education. For Black and American Indian students who successfully graduated from high school, 52 and 51 percent, respectively, continued on to some form of higher education immediately after high school in Clark County.

While many students enroll in college several years after high school graduation, there is compelling evidence that demonstrates delaying college enrollment decreases the probability of degree completion. These low continuation rates immediately after high school graduation have typically been attributed to a lack of "*college-going culture*" in the State and local communities. While any effort to promote a college-going culture are welcomed by all alike, national surveys

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confirm that high school students and families, including those in Nevada, have postsecondary aspirations and goals immediately after high school. The reality, however, is that for many first-generation college students and their families understanding the web of higher education is difficult and often prevents them from enrolling in college. **To gain a greater understanding of the Nevada education pipeline there is a need in the state to create and sustain a research community that studies minorities in higher education so that pipeline policies are driven and based on local data and evidence.**

### *Perceived & Actual Costs of Public Higher Education*

For many first-generation college students and their families, the perceived costs of college are sufficient to delay college enrollment, prompt them to attend part-time, or forgo college all together. A 2010 brief by the Pathways to College Network and the National College Access Network on *Cost Perceptions and College-Going for Low Income Students* highlights the following trends:

- Low-income students are more apt to delay postsecondary entry immediately following high school (Engle and Tinto, 2008).
- Low-income students are more likely than any other income group to work at least 30 hours per week while maintaining a full course load (ACE, 2006).
- Low-income students are at greater risk for assuming higher levels of post-graduation debt (Price, 2004).
- Low-income students have the greatest tendency for interrupted and part-time enrollment due to cost concerns (Goldrick-Rab, 2006).

Nevada's public colleges and universities are some of the most affordable nationally, yet the perceived and actual cost of attending a Nevada college or university for low-income, particularly minority students, is a real barrier. Despite the fact many students are eligible for federal financial aid in Nevada the percentage of students who apply for or receive such aid in the form of Pell grants is low, particularly at NSHE community colleges.

A 2005 report by *Excelencia* in Education and the Institute for Higher Education Policy found Latinos receive the lowest average federal aid awards of any racial or ethnic group. According to the report, *How Latino Students Pay for College*, Latino students received an average financial aid award of \$6,250 in 2003-04. Asian students received the highest average award of \$7,260, and the national average award was \$6,890. The study, the first of its kind to disaggregate participation rates for minority students in financial aid programs, found that while Latino participation has increased in the last decade, the disparity in average amounts received has remained unchanged since 1995-96. **Disaggregated financial aid data in Nevada can help determine what policies and practices can most benefit minority students in the state.**

### *Institutional Climate & Culture*

Researchers have found student perceptions of institutional climate and culture shape first-year experiences and subsequent adjustment to college. Without question, a level of stress is expected for all first-year college students; however for minority students who are the first to attend college, these experiences are intensified as they encounter unfamiliar and at times unwelcoming environments. Researchers have found minority students' sense of belonging and transition is closely connected to institutional climate and culture (for instance, see Hurtado, 1994; Hurtado &

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Carter, 1997). Structural diversity is necessary but not sufficient to create campuses that are welcoming and inclusive.

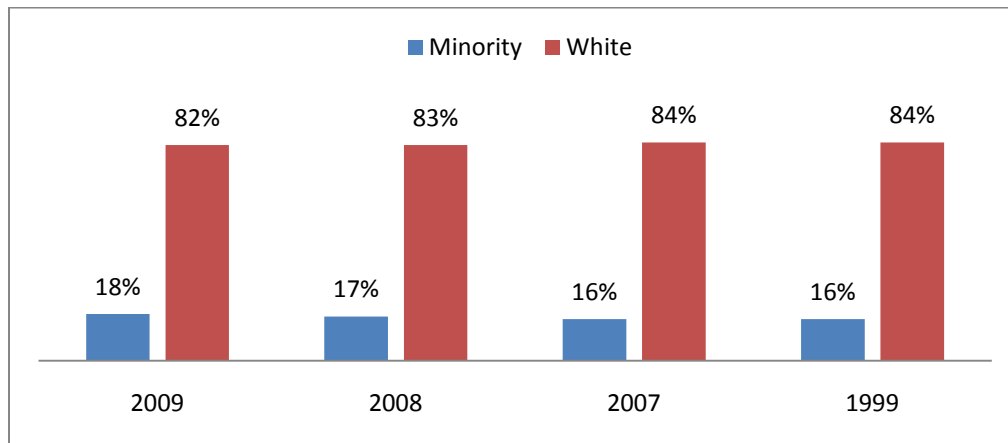
Nevada public college and university leaders have embraced diversity and inclusive values and have created policies and practices to create diverse campuses. Notable policies and practices are highlighted in the section *Diversity and Inclusive Efforts at Public Colleges and Universities in Nevada*. **To clearly understand the long-term outcomes of these efforts and the relationship between minority student enrollment and graduation, more research that is localized and specific to Nevada is needed.**

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# Faculty & Staff Diversity in Public Colleges & Universities in Nevada

Full-time minority faculty at all NSHE colleges and universities comprised 18 percent of faculty for fall 2009. This was a two percent increase from fall 1999.

**Figure 18**  
Minority Faculty at NSHE Institutions: Fall 1999, Fall 2007-2009



**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS), Staff Surveys.

Disaggregated data by institution show that the University of Nevada, Las Vegas had the largest increase in minority faculty (6 percentage points) over a ten-year period (Table J). The College of Southern Nevada had a two percentage decrease for the same period. For 2009, Nevada State College had the highest percentage of minority population (30%), followed by UNLV at 22 percent and CSN at 20 percent, while Western Nevada Community College had the lowest (5%).

**Table J**  
Minority Faculty by Institution: Fall 1999, Fall 2007-2009

|                                   | 1999 | 2007 | 2008 | 2009 |
|-----------------------------------|------|------|------|------|
| University of Nevada, Las Vegas   | 16%  | 20%  | 21%  | 22%  |
| University of Nevada, Reno        | 17%  | 15%  | 17%  | 17%  |
| Nevada State College              | NA   | 25%  | 22%  | 30%  |
| College of Southern Nevada        | 22%  | 19%  | 19%  | 20%  |
| Great Basin College               | 4%   | 7%   | 7%   | 7%   |
| Truckee Meadows Community College | 9%   | 11%  | 11%  | 10%  |
| Western Nevada College            | 3%   | 3%   | 3%   | 5%   |
| Desert Research Institute         | 6%   | 11%  | 13%  | 11%  |

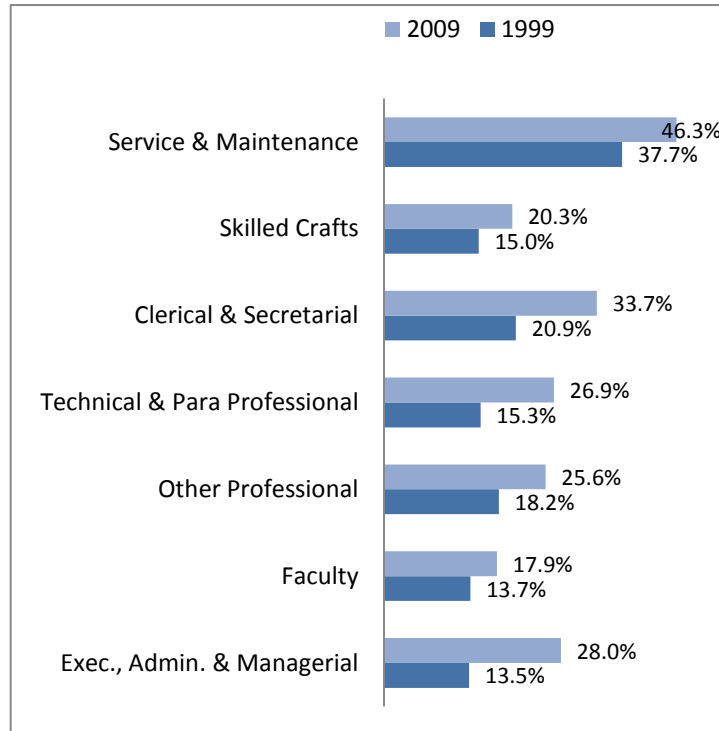
**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS), Staff Surveys.



Minorities continue to be overrepresented in service and maintenance fields and underrepresented in faculty ranks at NSHE colleges and universities. The largest percentage increase (14.5) occurred in Executive, Administration and Managerial positions with minorities comprising 28 percent in fall 2009 compared to 13.5 percent in fall 1999. The percentage of minority employees across NSHE has increased in all categories over the past ten years. In spite of this progress, more is needed, and institutional diversity plans to increase faculty diversity are still of critical importance.

**Figure 19**

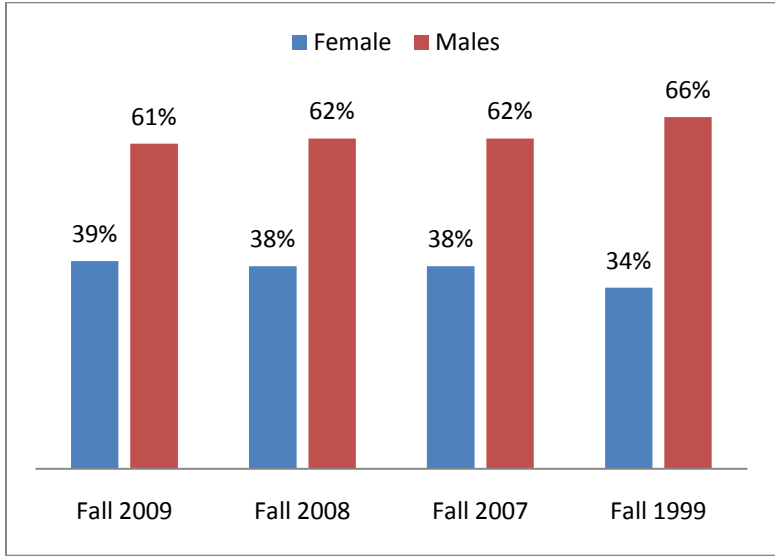
NSHE Minority Employees by Employment Type: Fall 1999, 2009



**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS), Staff Surveys.

Full-time, female faculty (regardless of race/ethnicity) comprised 39 percent of faculty at NSHE institutions for fall 2009. This was a five percentage gain over a ten year period (Figure 20). Although promising, females continue to be underrepresented in faculty ranks.

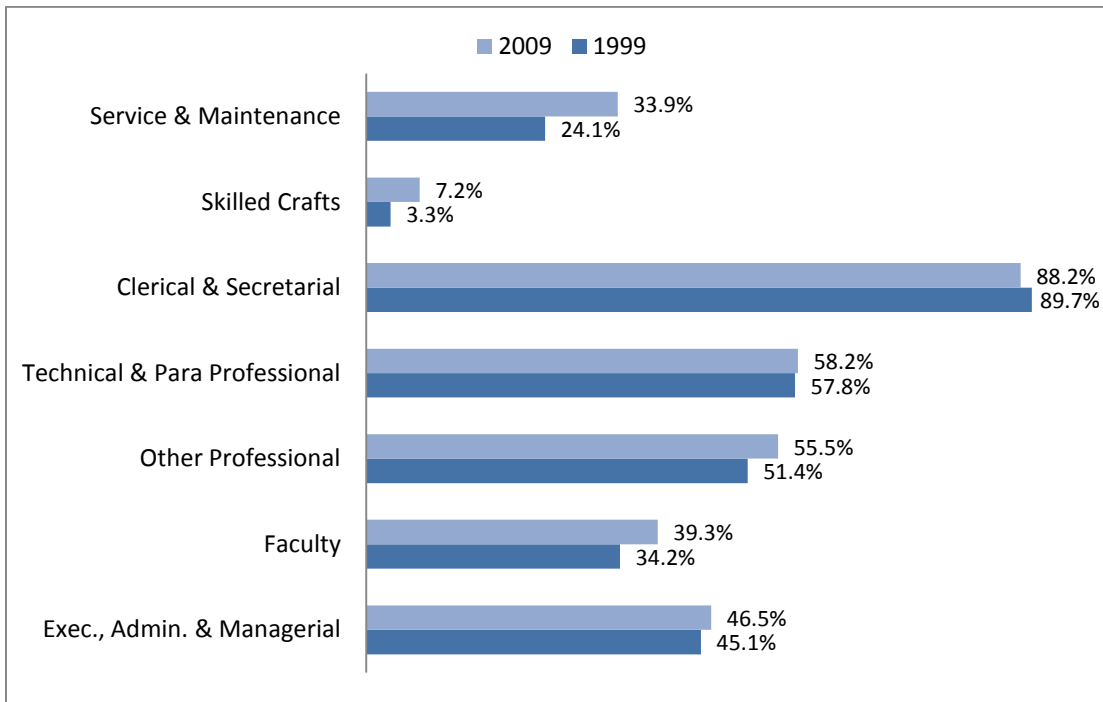
**Figure 20**  
Female Faculty at NSHE Institutions: Fall 1999, Fall 2007-2009



**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS), Staff Surveys.

Females are overrepresented in the clerical and secretarial fields and underrepresented in the skilled crafts. However, females comprised close to 47 percent of executive, administration, and managerial positions for fall 2009.

**Figure 21**  
Female Employees by Employment Type: Fall 1999, 2009



**Source:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS), Staff Surveys.

# Diversity & Inclusive Efforts at NSHE Colleges & Universities in Nevada

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Nevada is home to seven public colleges and universities, and one research institute. What follows is a summary of the most notable practices over the last 24 months for the higher education system, colleges, universities, and the research institute.

## *Nevada System of Higher Education*

The Nevada System of Higher Education Board of Regents is responsible for the governance of all Nevada public colleges and universities. The NSHE System office is committed to supporting policies and practices that assist institutions in becoming reflective of the state demographics to meet the current and future social, economic and workforce needs of a highly diverse state. The following is a summary of the most notable initiatives that System leadership is engaged in to help create diverse and inclusive policies and practices.

**Board of Regents Cultural Diversity Committee:** This committee studies issues and recommends policies to the Board in an effort to promote cultural and ethnic diversity throughout the System in order to ensure access and equity for all students. The Committee reviews and examines issues, information, and activities that promote diversity among the students, staff and faculty of the System; examines information and indicators of student access and equity; makes recommendations to the Board intended to create, enhance, promote, and support an educational environment that welcomes all cultural and ethnic minorities; and takes appropriate actions to increase awareness, visibility, and emphasis of campus diversity programs. Presidents from NSHE institutions are asked to present institutional diversity plans and updates on these plans on a regular basis. (Board of Regents Handbook, By-Laws, Title 1, Article 4, Section 3.d)

**College Access Challenge Grant (CACG):** The Nevada System of Higher Education was awarded a U.S. Department of Education grant to focus on increasing the number of low-income and underrepresented students who attend college. For 2010-2011, Nevada CACG is focusing on four goals:

1. Create a college-going culture in Nevada through a strategic statewide media campaign,
2. Increase college knowledge to encourage all high school graduates to enroll and complete a quality postsecondary certificate and/or degree,
3. Increase college-going, financial literacy and career readiness at high schools with significant numbers of low-income or high-need students, and
4. Pilot accelerated associate degree programs (12-15 months) that target first-time college students who are low-income and underrepresented in current postsecondary completion rates at two-year NSHE community colleges.

Through a competitive process, Nevada public colleges and universities were awarded nearly one million dollars to carry out activities that will provide information to students and families on the benefits of a college education.

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**Educational Equity and Postsecondary Student Success: A CUE and WICHE Partnership for Policy Research and Analysis:** In 2010, the Nevada System of Higher Education was selected to participate in a Western Interstate Commission on Higher Education (WICHE) and University of Southern California (USC) Center for Urban Education (CUE) initiative funded by the Ford Foundation. This project will provide NSHE and its institutions data-driven models and benchmarks to measure and better plan for student success, particularly for underrepresented populations. Nevada was the first state selected for this national project and with its partners, will be analyzing data and using the results to positively transform educational outcomes. One important goal of this project is to make racial equity a priority for Nevada.

**Inclusive Excellence Advisory Board:** In 2010, Chancellor Daniel Klaich created an Inclusive Excellence Advisory Board. The purpose of the Advisory Board is to provide meaningful insights, suggestions and recommendations on how the Nevada System of Higher Education can significantly increase college participation and completion amongst our most vulnerable and underrepresented student populations. The Advisory Board is composed of approximately 15 community and business members who represent ethnically diverse communities, industries, and perspectives. The Advisory Board meets with the Chancellor on a quarterly basis to discuss relevant issues and concerns and to provide recommendations.

**Equity, Diversity, and Inclusion Council:** Reporting to the Chancellor, this Council provides statewide leadership in best practices; proposes policies and practices for the improvement of equity, diversity and inclusion issues; and supports and monitors the Board of Regents' Master Plan diversity-related goals and strategies. The Council encourages regular collaboration among employees and institutions on matters related to equity, diversity, and inclusion and makes regular reports, supported by current research and related data, on the work of the Council. Each NSHE President appoints a representative to serve on this council. (Board of Regents Handbook, Title 4, Chapter 8, Section 5)

**Complete College Nevada:** Nevada is one of 24 states who has committed, through a pact with Complete College America, to increase the number of students who complete college with a certificate or degree. Nevada was among the first group of states to join the Alliance in February 2010. Under this pact, Nevada agreed to: 1) Establish annual state and campus-specific degree and credential completion goals through 2020; 2) Develop and implement aggressive state and campus level action plans for meeting the state's college completion goals; and 3) Collect and report common measures of progress. Furthermore, Complete College America aligns directly with The National Governors' Association Initiative, *Complete to Compete*.

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## *College of Southern Nevada*

The College of Southern Nevada Office of Diversity/Cultural Affairs and Community Initiatives works closely with other offices and groups across the institution, including the Affirmative Action Office, Office of the Vice President for Student Affairs, and Faculty Senate to promote, encourage and work with underrepresented students, faculty and community members.

In addition, CSN created advisory boards to the President and Chief of Diversity/Cultural Affairs and Community Initiatives made up of community leaders, CSN faculty, staff and parents to address diversity issues related to student recruitment, faculty, and academic programs. Each board is intended to advise on matters specific to various underrepresented groups, including a African American (*12 member*), Asian Americans (*13 member*), Hispanic/Latino(a)s (*11 member*) and Native Americans (*12 member*).

CSN's diversity efforts are also represented with the following groups and organizations:

- Asian Chamber of Commerce,
- Urban Chamber of Commerce,
- Urban League,
- Latin Chamber of Commerce,
- Hispanic Association of Colleges and Universities,
- HBCU: Historically Black Colleges and Universities,
- Women's Chamber of Commerce,
- Las Vegas Indian Center,
- Southern Nevada Diversity Roundtable,
- Equity, Diversity, Inclusion Council

CSN faculty, staff, and students help organize a number of cultural events for faculty, staff, students, and the community during the school year for various heritage months including African American, Asian/Pacific Islander, Hispanic, Native American, Women's History Month, International Education Week, and Stop the Violence exhibit. These cultural events provide an opportunity to reach out to the community, faculty, staff, students and Clark County School District.

The Office of Diversity/Cultural Affairs and Community Initiatives have created a library of Diversity Literature for faculty, staff, and students to use. In addition, CSN maintains a website dedicated to Diversity/Cultural Affairs and Community Initiatives. The office also maintains a Facebook page. The office is in the process of developing:

- Disability Awareness Initiative,
- GLBT Awareness Week Initiative and,
- Faith Based Religious Groups Initiative.

### **Affirmative Action Plan**

Annually, CSN produces an Affirmative Action Plan for the college. The plan spells out the college's commitment to Affirmative Action. The following is an excerpt from the plan:

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*The College of Southern Nevada is committed to affirmative action and equal opportunity in employment and access to its programs and activities. It is the policy of CSN through responsible managers to provide equal employment opportunities to all qualified applicants in employment, hiring, training, recruitment, development, promotion, salaries, benefits, and other terms and conditions of employment for all persons without regard to race, color, religion, national origin, sex, age, disability, or sexual orientation. CSN will actively seek out qualified underrepresented applicants and maintain an effective liaison with public and private agencies and organizations which are involved in equal employment opportunity programs. A workforce analysis will be maintained by the Office of Affirmative Action to determine underrepresented classifications for employment in order to comply with reports to federal and state compliance departments. All employees, students, and applicants are protected from intimidation and discrimination and may use the grievance procedure if they believe they have a complaint. CSN sustains a diverse institutional climate, representative of the ideals and equality goals of people who work and study in our college community.*

**Training:** Pursuant to Board policy and state law, CSN provides training in the following areas: sexual harassment prevention training, sensitivity & employment law training, specialized training in compliance issues, and race discrimination.

**Recruitment:** The CSN Office of Student Affairs is dedicated to recruiting underrepresented students through the following efforts:

- Developing and implementing recruitment initiatives in Clark County high schools targeted at large underrepresented student populations. Developing and distributing marketing publications for the recruitment of underrepresented students.
  - Expanding visits to high schools that are predominantly populated by underrepresented students (African American and Latino) and vigorously promoting college attendance, financial aid, and scholarships to those students;
  - Developing an annual calendar of visitations to Clark County high schools, with goals for the recruitment of underrepresented students;
  - Maintaining a CSN presence in cultural events throughout the year including the Juneteenth, Martin Luther King Day Parade, Hispanic Day Parade, Heritage Months, Chinese New Year, Henderson parade, etc.;
  - Participating in cultural high school graduations organized by Clark County School District and community leaders;
  - Utilizing CSN cultural clubs such as BSA and Latino Alliance for outreach to local high schools;
  - Disseminating information on intake process, orientation and financial aid to underrepresented students in the Clark County School District;
  - Establishing college access workshops for Hispanic families to include (financing college, preparing for college, tips for first-generation college students, peer support opportunities, career exploration, etc.);
  - Recruiting students from CSN's ESL program completers;
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- Maintaining a list of pastors at faith based organizations that work with specific ethnic youth and their families;
- Promoting CSN through advertisements in church programs and publications in Las Vegas communities;
- Promoting marketing materials (Students First, Financial Aid Checklists, Scholarships, and Support Services in Spanish) in heavily populated Latino communities;
- Serving as guest speakers at meetings for predominantly underrepresented groups, such as, African American, Asian, Latino, and Native American Community agencies; and education affiliated organizations, such as Black Greek lettered sororities and fraternities.

## *Great Basin College*

Great Basin College is committed to its dynamic and diverse communities. There are several reservations of the Western Shoshone and Northern Paiute peoples within GBC's six-county, 62,000 square mile service area. In serving the rural communities, it look-at college academic credit courses, Adult Basic Education, English as a Second Language, continuing education, and community outreach courses. It finds that it is serving a significant percentage of people of specific ethnic origins: Hispanic and Native American. Great Basin College continues to promote diversity in Integrative General Education Curriculum, which includes personal and cultural awareness, sense of the individual in society, a sense of the past, and a sense of accountability. *Diversity is each and every one of our responsibilities at Great Basin College:*

**Mark H. Dawson Child & Family Center:** The Center uses a multi-cultural curriculum that includes activities sent home for parents to complete with their children, and all completed activities are posted on the bulletin board in the classroom demonstrating appreciation and respect for all. The children are given a "day to shine" where the day is about them, their family, and their traditions. There is diversity programming with options available for all, including a program for children who speak a primary language in their home other than English. Careful consideration is given to materials placed in the centers to ensure that they contain multi-cultural materials for the children to use...additional software that provides pictures with labels in any language is utilized to ensure that all children are appropriately supported. Nine of the thirty-five teachers are bilingual. The Director, Connie Zeller, partners with Elko County School District to assist in recruiting non-traditional, tech-prep students so that future child center staff members will be diversified.

**Adult Basic Education/English as a Second Language (ABE/ESL):** ABE/ESL programs are at nine different sites within the service area. In GBC's program, students speak Spanish (Mexico, Peru, Venezuela), Chinese (Mandarin and Cantonese), Ukrainian, Russian (Uzbek), Indian (Pashto) and Ghanian (English and various tribal languages). GBC has served 500 plus (2009-2010) ABE/ESL students out of the 10,000 plus students served statewide. One hundred percent (100%) of ABE/ESL students, whose goal was to go to college, matriculated to GBC. Many of these students are non-traditional (with the largest number being Hispanic for Latina females, followed by Hispanic or Latino males, both genders being between 25-44 years old) and they are earning degrees in AAS Business Administration, BA-Secondary Education, Certified Nursing Assistant, AAS Diesel Technology to BAS Management Technology, or taking computer courses for job skills. Director Meachell LaSalle Walsh stated: "We work with school districts and use a lot of school

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district space to hold our ESL classes in the evenings, so we have a lot of students who are sitting in the same chairs that their children are sitting in during the day.”

**Recruitment and Tech Prep:** The Recruitment Coordinator, Adriana Mendez, and the Admission Recruiter/Advisor, Jeff Peters, maintain a GBC presence in all communities that we serve; and, they are joined by the Tech Prep Coordinator, Heather Steel, at all of our high schools including Owyhee and McDermitt. There are many activities on campus that are offered to all schools via Interactive Video. One program is *Career Launch*, where high school students hear a lunchtime presentation about different careers and educational opportunities. Tech Prep sponsored Andy Masters “*highschool2college*” talk that reminded students that they can be anything they want! All they have to do is set a goal and go for it. A number of activities are for underrepresented gender groups in specific careers (male nurses or female welders). Non-traditional student peer mentors work with non-traditional students in underrepresented gender groups. As recruitment and tech prep travel around to the 19 high schools in our service area, some of which are on reservations or have high populations of English as a Second Language learner(s), they spend additional time with these two groups of students, so that they know about educational and financial opportunities. We also offer early placement testing. We continue to provide presentations to predominately Native American high schools (Duckwater, McDermitt, Owyhee, etc.) as well as provide tours on campus for student groups such as GEAR UP and Boys & Girls Club. We also present to schools with predominately Hispanic populations, at West Wendover and Jackpot High Schools. We continue to have a booth at the American Indian/Alaskan Native Education Summit(s) at University of Nevada, Reno. Student Financial Services attends many recruitment/College Nights to provide financial aid information. There are presentations at the Elko Senior Center, the Elko Bands Senior Center, Owyhee Vocational Rehabilitation; and, we will have a booth at the 1<sup>st</sup> Annual Owyhee Vocational Rehabilitation Career Fair. Campus tours have been given for participants of the *Bootstraps Program*, a program giving rural youth the chance to succeed.

**Other Student and Staff Support Services:** The Director of Student Financial Services, Scott Nielsen, is bilingual; and we have bilingual employees in Admissions & Records and the Controller’s Office. With the assistance of GBC bilingual personnel, the Vice President of Student Services, Lynn Mahlberg, offers publicized Sexual Harassment, Unlawful Harassment & Hate Crime awareness training at least once a semester in Spanish. The Budget and Human Resources Officer, Sonja Sibert, indicated that Great Basin College had a Civil Rights Review conducted by the Department of Education, during the Fall of 2010. There were no significant findings. During the fall of 2010, all positions were reviewed for proper classification in the EEO 6 category. Two Human Resources staff members participate in the Nevada System of Higher Education (NSHE) Employment Consortium which meets about once a quarter and discusses topics on recruitment and ways to reach minority applicant pools. GBC presented its Faculty Recruitment Plan to the Board of Regents at their September 2010 meeting. GBC has begun to recruit for vacancies at colleges and universities with a known minority student population and has received some applicants from those institutions. A new recruitment flyer was designed and is distributed to our mailing list of colleges, universities and other agencies. During the spring 2010 semester, GBC’s Faculty Senate Personnel Committee worked with Human Resources to establish search committee guidelines. GBC completed a formal Affirmative Action Plan in 2008 and in 2009 with assistance from Biddle Consulting Group. GBC is currently working on the 2010 Affirmative Action Plan. The 2009 plan saw no significant changes from 2008. The VETS 100A report was completed for 2009 and 2010, with 2009 being the first year GBC was required to report. Several GBC faculty and staff members participated in the NSHE Supply Chain Inclusion program during its initial phases; Controller

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Wayne Olmstead is a member of the NSHE Supply Chain Inclusive Task Force. The Office of Services for Students with Disabilities (OSSD) is adjusting to significant growth over the past few years. The director, Julie Byrnes, facilitated a partnership with the Academic Skills Center (ASC) for testing accommodations and this was moved into the ASC. An added benefit in moving testing to the ASC was the students' exposure to tutoring services. GBC's legal counsel, John Albrecht, Esq., offered a presentation on providing accommodation within the classroom. This presentation provided faculty with a legal and practical approach to accommodating students with disabilities within the classroom and provided a valuable resource to faculty directly serving students with disabilities.

**Intellectual and Cultural Enrichment (ICE) Committee:** In 2010, (ICE) sponsored:

- Chanrithy Him, author of *When Broken Glass Floats: Growing Up Under the Khmer Rouge*, spoke of the many challenges she faced while growing up in Cambodia in the 1960's-'70's.
- Barbara Martinez Jitner, human rights activist, writer, and director, spoke to GBC students about the film, *Bordertown* which was inspired by her posing as a factory worker on the U.S./Mexico border in order to uncover a dark world of terrible poverty and sexual abuse. The film deals with the murders of over 400 women in Juarez, Mexico. Martinez-Jitner's presentation sparked conversation on controversial U.S. immigration issues.
- 2010 GBC Film Festival, which included three domestic films as well as three foreign works which were German (*The Lives of Others*), Danish (*After the Wedding*), and Hebrew/Arabic (*Lemon Tree*).
- Cowboy Poetry Speakers: Henry Real Bird, Montana's Poet Laureate gave a free drawing and writing workshop January 28, 2010. Dr. Nick Spitzer, Professor of American Studies and Communication lectured on the Cajun Zydeco cowboy culture.
- Nevada Humanities Speaker and author of the book, *Bombast*, Michon Mackedon led conversations on November 4<sup>th</sup> in Elko and November 9<sup>th</sup> in Ely entitled, "Spinning Atoms in the Desert" about how the atomic energy industry manipulated language to sell Nevada as the appropriate site for nuclear testing. Mackedon enlightened the audience with information on the ramifications of nuclear testing and fallout.

**Continuing Education:** Angie DeBraga, Continuing Education Director, reported that in 2010, Dr. Lijuan Zhai and Cynthia Delaney, MA, led a trip to China to study ancient art and culture as well as the emerging economic and cultural power of China. Participants gained increased awareness of how members of a different society live and what influences their value system and government. The students were taught by Chinese professors and interacted with students at Heze University.

Also, the Youth Career and College Camp for at-risk, economically disadvantaged, minority and special population students was offered through Tech Prep and Continuing Education with a theme of "*Learn to Serve*" and emphasis on public service and health occupations. Students from Elko, Eureka, Spring Creek, Lee, and Pahrump lived in the Great Basin College dorms and learned about careers in nursing, radiology, fire fighting, law enforcement, and emergency medicine. Students participated in hands-on workshops and were CPR certified. They experienced college and dorm life first-hand and learned how to apply for college admission and financial aid. *Kids College* gave K-12 students opportunities to dissect animals, perform in plays, design jewelry, build robots, and try their hands at creative writing, foreign languages and more! The *Father Daughter Ball* was a special event organized by Continuing Education to promote quality time between fathers and their daughters ages 5 – 17. Over 150 tickets were sold, and plans for next year are already underway for a bigger community event!

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**Student Organizations & Groups:** Through the Student Government Association (SGA) and sanctioned clubs and organizations, there is diversity. For instance, the SGA president is Pacific Islander and a first-generation college student. One of the Senators is Hispanic. One student group, Latinas Unidas' focus is to act as a bridge to college for promising female Latinas high school students and college freshmen. To date, 22 students have been involved with Latina Unidas and three college students have received scholarships of \$1,000 or more and six additional students have received aid up to \$500 directly. Two students in 2009 were chosen as delegates to New Leadership Nevada at UNLV.

Great Basin College's diversity programming and efforts are for faculty, staff, students, and the communities it serves, utilizing video technology where feasible.

### *Truckee Meadows Community College*

Truckee Meadows Community College represents a diverse community of administrators, faculty, staff and students and provides a welcoming place for those who want to learn, work, prosper and make a contribution to society. This contribution is manifested through a variety of initiatives in Academic Affairs, Student Services, and the administrative structure. Within this report, the following represents a very small sampling of diversity initiatives throughout the college during 2009-10.

#### **Academic Affairs**

**Building Women Career Exploration Fair:** This one-day workshop is held annually and focuses on recruiting women into non-traditional areas.

**Technology Expo and Summer Metals Camp:** A focus on recruiting girls into non-traditional areas.

**Offerings at Job Corps Center:** The AIT Department offered evening classes at the Sierra Nevada Job Corps Center in fall 2010. The courses served the predominantly Hispanic populations at Job Corps and residents of the North Valleys.

**High School Outreach:** Hug High School enrollment is over 50 percent Hispanic. A member of the President's Cabinet volunteers as a mentor for young Hispanic students.

**Community Involvement:** Several members of the college are active in the Nevada Hispanic Services, the local NAACP, and the Native American Higher Education Advisory and in the Indian Education Advisory Committee, and the NNHRA Diversity Committee.

**Lecture Series:** The College hosts speakers from around the world as well as its own Native American community as part of its lecture series. These gatherings often generate major interest in the community.

**E.L. Cord Child Care Center:** The center serves as a major hub for diversity initiatives. It is the lead college employer of international students and provides opportunities for these students to assist in the globalization of its curriculum through the inclusion of the various cultures. The Center also provides employment in a nontraditional field for male students. The Child Care Center remains active in the community through its work with the Nevada Early Intervention Services

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(NEIS) serving special needs children birth to three years and with the intergenerational Foster Grandparents program.

**Workforce Development and Continuing Education (WDCE) Offerings:** WDCE offers public courses on computer topics which are taught in Spanish. WDCE also offers courses and customized training geared toward bilingual speakers such as court interpreting, translating and office skills.

### **Diversity Campus Affairs Committee**

**Equity and Diversity Display Window:** The committee maintains a display case on the second floor of the Red Mountain Building (Dandini Campus) that is used to highlight key diversity issues throughout the year.

**Northern Nevada Human Resources Association:** The committee has been active in the work of this organization for many years. During 2009-10 many members of the committee served as organizers, hosts, and presenters at the annual conference.

**International Women's Day:** The committee supported activities surrounding the annual AAUW International Women's Day Dinner Scholarship Fundraiser Dinner. TMCC's participation in the event raised \$1,705 for the TMCC foundation in support of women's programs.

**Diversity Essay Contest:** TMCC again sponsored the Diversity Essay Contest that is open to Washoe County High School seniors and TMCC students.

**Faculty Recruitment:** Dr. Maria Sheehan met with the TMCC Diversity Action Committee on September 24, 2010, and charged it with the development of a faculty recruitment plan to be presented at the September Board of Regents' meeting.

### **Human Resources**

**Affirmative Action and AA/EEO Non-Discrimination:** The Affirmative Action plan was reviewed and updated. An internal reporting program is in development designed to report gender, ethnic, and racial diversity statistics by department to better identify problem areas needing attention. The AA/EEO Non-Discrimination Statements were reviewed and posters were updated and distributed throughout the TMCC sites.

**Recruitment of Diverse Faculty:** Recruitment of Diverse Faculty continued to be a collaborative effort between faculty, human resources, the TMCC diversity committee and others.

**Professional Development:** The Human Resources department assists the Professional Development office in providing speakers and conducting workshops on employer-employee relationships, sexual harassment and discrimination prevention.

**Equity, Diversity and Inclusion Council:** The Human Resources Director and the President serve on the EDIC.

**Gay, Lesbian, Bisexual, Transgender, and Questioning Community:** The Human Resources Director serves as a member of the Allies group for the GLBTQ community of TMCC and has been a presenter for the Safe Zone trainings.

### **Student Services**

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**College Achievement Program (CAP):** The College Achievement Program (CAP), now in its fourth and final year, specializes in helping first-generation, low-income and/or foster youth students who want to pursue higher education and achieve their goals.

**FAFSA Workshop:** In February 2010, TMCC hosted a FAFSA workshop to help prospective and continuing students learn how to fill out the free application for federal student aid. The workshop targeted first generation students and their families.

**Success First Grant Initiative:** This grant program specializes in helping first time, full and part-time students pursue higher education and achieve their goals. The program targeted students whose parents or guardians have not graduated with a bachelor's degree, are Pell eligible, and have a minimum placement of ENG 098R and MATH 095.

**Hispanic Youth Leadership Summit:** TMCC Student Services co-sponsored the Hispanic Youth Leadership Summit with WCSD and UNR. The event brought 500 Latino high school seniors and juniors to UNR. Students participated in workshops on how to access higher education, higher education opportunities in Nevada.

**Middle School Day on the Hill:** TMCC and Washoe County Diversity Office held a second Middle School Day on the Hill event for 200 low-income and/or underrepresented 7<sup>th</sup> grade students on March 19, 2010.

**Native American Outreach:** TMCC is an active partner with its Native American community and participated in the Native American Youth Summit at UNR on November 13, 2009. TMCC presented information to the students on how to enroll at TMCC and programs offered.

**Hispanic Parent Outreach:** TMCC offered sessions in Spanish during the Spring Open House and the Financial Aid workshops offered in January, 2010. TMCC produced a web page in Spanish and a brochure in Spanish by June, 2010.

**Heritage Achievement Summit:** In its tenth year, the 2010 Heritage Achievement Summit focused on providing first generation Washoe County School District high school juniors the opportunity to learn that "College is Possible."

**Youth Guardian Scholar Day:** TMCC sponsored this outreach event for 50 high school seniors and juniors who presently are or have been in foster care.

In addition to the initiatives cited above, TMCC offers a comprehensive range of services to meet the needs of its students and the community it serves. Greater detail regarding these services and other initiatives will be provided upon request.

### *Western Nevada College*

Western Nevada College sponsors numerous outreach events and activities that have greatly increased the access and success of a diverse student body. These include the following:

**Bridge to Success:** This will be the sixth year Western has provided an intrusive outreach effort which involves sending a team of student services professionals out to each of the high schools in our service area to meet individually with high school seniors to prepare them for college in the fall.

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The team travels to all fifteen high schools within our seven-county service area several times each spring semester. The first year, the team served 84 students and that number has steadily grown. Last year, over 600 high school students participated in the Bridge program and 554 of those students enrolled at WNC this fall semester. Using this model, our high school to college transition rate increased from 22.5% in 2005 to 29% in 2009. In addition, our first-time, full-time degree seekers jumped from 15% in 2005 to 24% in 2009.

**Tech Prep Bridge to Success:** Tech Prep is an outreach effort by the Tech Prep Coordinator to all Career and Technical Education classes at every high school in our service area. This program provides similar guidance and direction as the Bridge to Success program, only aimed at Career and Technical Education students.

**Rural Path to Success:** This is an outreach effort aimed at non-traditional (adult) students in Lyon, Mineral, and Pershing counties.

**POW WOW:** This outreach effort is directed to area Native American families and includes food, fun, campus tours and college presentations.

**Tech Prep College Day:** This is a college event for those students interested in or who are taking Tech Prep courses.

**Women in Non-Traditional Careers Day:** WNC hosts an event targeting only service-area 9th grade girls who have expressed an interest in careers in Career and Technical Education and other non-traditional careers.

**WNC Latino Diversity Efforts:** The College has developed a highly effective, multi-pronged approach to reaching Latino students and their parents in our service area. This approach hinges on having one highly visible Latina professional who serves as the main point of contact and bilingual liaison between the college and our Latino population. She actively promotes college as an option for Latino students by networking at the church, talking with parents in the community and by facilitating the initiatives which are strongly supported by all departments in Student Services. The effectiveness of these initiatives is shown through the marked increase in Latino students. The percentage of Latino students attending WNC nearly doubled between 2005 (9%) and 2010 (15%) resulting in the college having a slightly higher representation of Latinos (16%) than our service area (13%).

**Parenting Workshops for Latinos:** We offer a series of seven workshops for the Latino communities on both our Carson and Fallon campuses. In addition to effective parenting skills, these workshops promote the college, covering all major departments in Academic and Student Affairs.

**Financial Aid Night:** In cooperation with Carson High School, the college offered a Financial Aid Night, promoted to the Latino community through church announcement and through the Latino Parent Liaison at the high school. Students and their parents were given assistance in completing both their FAFSA and WNC scholarship applications.

**Presentations in the Classrooms:** Information has been provided to the advanced students in the English Language Transition class. These students were introduced to the basic steps on how to become a college student to encourage students to transition into college level classes.

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**Parent Involvement:** In December, we brought the parents of the members of the Latino Student Club to the campus. Parents were given dinner, cooked by members of the club, and shown a PowerPoint highlighting their yearly club activities.

**Visits to the High Schools and Middle Schools:** The members of the Latino Student Club visited Dayton High School, Douglas High School, Carson Middle School and Eagle Valley Middle School to motivate other Latino Students to continue their education after high school. The students volunteer their time to attend these events.

**Student Ambassadors:** Latino students are working on campus as student ambassadors. They go out to the high schools with Bridge to Success, they help with athletics events, they assist in the computer lab for the computer classes for Latinos, and they go out into the community with Latino Outreach to promote the college.

### **Initiative to Support Latino Student Success**

**Latino Cohort Pilot Program:** Using national best practices as a model, the college has instituted a Latino Cohort Program to increase the rate at which these students complete their classes, re-enroll in a subsequent semester, and complete their associate degrees.

Elements of the program:

- Students in the Cohort attend the Bridge to Success Program.
  - Take a placement test
  - Meet with a college counselor to develop a degree plan
  - Apply to the college
  - Register for the Fall semester
  - Apply for financial aid
  - Sign up for a college orientation
- Interested students and their parents meet with the Latino Cohort Coordinator.
  - Review and obtain commitment to the elements of the Cohort Program
- Cohort students attend a “College Success” class prior to the start of the semester.
- Cohort students and their parents attend a culminating activity which stresses commitment to completion.
- Cohort students work with coaches in English and Mathematics. Coaches provide supplemental instruction, support and encouragement.
- Cohort students circulate two progress reports and review the progress reports with the Latino Cohort Coordinator.
- Cohort members take the Myers-Briggs and Strong Interest Inventories and attend a session with a college counselor to discuss their career and degree plan.

The Latino Cohort program began in fall 2010 with 33 students. As the semester draws to a close, all 33 students are still actively participating in the program.

### **Faculty Diversity Efforts**

WNC initiated searches leading to two faculty tenure track hires in the 2009-2010 fiscal year. One of the faculty is Hispanic. Due to ongoing budgetary uncertainty there are no current searches

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underway. The college currently has filled four critical positions with temporary appointments. Over the past year, WNC efforts related to faculty diversity included:

**Affirmative Action Plan:** WNC contracted with Biddle Company to review and update the WNC Affirmative Action Plan for 2010 and is in the process of conducting the 2011 review and update. This includes an in-depth analysis of the workforce by gender and race/ethnicity within each job title, development of action-oriented programs, identification of under-represented groups, and establishment of placement goals for under-represented groups.

**Affirmative Action/EEO/Non-discrimination Statement:** The College includes the Affirmative Action/EEO/Non-discrimination Statement on its website, in publications, and in position announcements.

**Affirmative Action/EEO Mailing List:** WNC Human Resources sends position announcement brochures for all faculty positions to a list of identified affirmative action/EEO agencies.

**Position Announcement Brochure:** A hard-copy position announcement brochure is created for each search. As stated above, the brochure is sent to the list of affirmative action/EEO agencies. It is also provided to search committee members for additional outreach.

**Faculty Search Committee Orientation/Training and Process:** WNC Human Resources conducts search committee orientation with each search committee. The orientation discusses the college's affirmative action plan and goals and diversity. Additional affirmative action review is completed throughout the search process to aid in meeting plans and diversity goals.

**Faculty Search Outreach:** WNC Human Resources increased outreach efforts. In addition to several local and national publications (for example, the college website, local newspapers, the Chronicle of Higher Education, HigherEdJobs and Hispanic Outlook or the Hispanic Association of Colleges and Universities), the college targeted newspapers in Las Vegas, Sacramento, and the Bay Area and other online recruitment sources such as Monster.com and Craigslist. The college collected and analyzed data on the response from each of the targeted areas to determine the effectiveness of the outreach.

**Diversity Awareness/Education:** WNC Human Resources has purchased employee diversity training programs to educate faculty and staff on diversity, and WNC Human Resources staff members regularly participate in related training. WNC Human Resources staff members participate in college-wide and system-wide diversity efforts (i.e., staff members serve on the WNC Latino Outreach Committee and the NSHE Equity, Diversity and Inclusion Council).

### *Nevada State College*

As an institution founded on the ideal of broad access to baccalaureate degrees, Nevada State College has championed a commitment to diversity from the beginning. We honor this commitment as the only means of properly addressing the needs and interests for our largely first-generation, under-represented student population. We see this commitment in our unique mission and core "iTeach" values, which promote heritage and "embrace the unique qualities and characteristics that make us who we are as individuals and as a community." We realize this commitment through the teaching philosophies and scholarly pursuits of our faculty, and through the design of our curriculum, which establishes Cultural Diversity as a cornerstone of our general education. And we bolster this commitment for years to come through our hiring practices, which have yielded a

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talented and diverse team of faculty and staff. Ultimately, this commitment to diversity means valuing the full spectrum of social, cultural, and intellectual identities of our population. It also means the fulfillment of a singular ideal – that all students deserve an opportunity to succeed in higher education.

**The Nevada State College Diversity Coalition** (NSC-DC) is a representative body of faculty and staff that advocates for multiculturalism and a college-wide culture of diversity, inclusion, and access. The members of the Diversity Coalition champion initiatives that seek to educate, employ, and serve under-represented populations in society and that are specifically aimed at creating a campus culture that reflects the varied composition of the greater community. The NSC-DC's greatest endeavor is to promote diversity in student recruitment and hiring practices, as well as diversity in student life, campus activities, scholarship, service, and teaching practices. As such, its members work with the college administration advocating for the fair and equitable treatment of each member of the NSC community, no matter what sphere he or she inhabits on campus. The NSC-DC Vision Statement is: The only way to ensure equality is to promote diversity. Its Core Values are:

- Promote diversity awareness within the institution and in the greater community
- Advocate for equitable treatment, inclusion, and access in all spheres of college life
- Encourage multiculturalism on campus and in the community
- Strive for the preservation of human dignity

**The Diversity Coalition** is NSC's internal diversity advisory group and was formed in 2005. The Coalition has been very active in planning and implementing faculty development programs focused on incorporating diversity across faculty disciplines, and provides faculty of color and faculty committed to diversity and social justice the opportunity to work together to make NSC a diverse and welcoming institution that is committed to access and inclusive excellence.

NSC has made significant strides in obtaining and maintaining a diverse faculty. For example, 29% of NSC's tenured and tenure-track academic faculty members represent ethnically/racially diverse populations and 45% of NSC's tenured and tenure-track academic faculty members are female. In addition to recruiting a diverse faculty, NSC has had success promoting a diverse faculty. NSC has never denied an application for tenure and/or promotion from a minority candidate. In addition, of the faculty members who will apply for promotion and/or tenure in FY2011, 75% represent ethnic/racial minorities.

Furthermore, 36% of NSC's professional staff members represent ethnically/racially diverse populations and 56% of the professional staff members are women. These numbers closely approximate the demographics of our student population. As well, 33% of NSC's administration represents ethnic/racial minorities and 56% are women, and 67% of the diverse administrators have been promoted to their current positions from within the campus and 50% are women. On the whole, the data indicate that NSC is doing an admirable job of recruiting and retaining a diverse faculty and staff, and we are striving to enhance this diversity in all areas.

NSC has placed a key emphasis on recruiting underrepresented students and we have had success in this regard. For example the percentage of students who belong to an ethnic or racial minority group has grown every year since our inception, from 26% in 2002 to over 50% in spring 2010. Outreach efforts to the community include two Upward Bound Projects that serve Basic and Eldorado High Schools in preparing low income and first generation students to succeed in college.

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The Crossroads Project is a dropout prevention program that provides mentorship and academic support to approximately 200 “at risk” (i.e., over age and academic credit deficient) 7<sup>th</sup> and 8<sup>th</sup> grade students in Clark County Area 2 region.

**The School of Education (SOE)** faculty is extremely active in inclusion and diversity initiatives, both in the curriculum and in the community. Each methods course in the school includes objectives and key performance indicators that involve differentiating instruction for students with language and learning disabilities or difference. Several faculty members of the SOE are involved in Nevada Partners in Inclusion. This advisory group helps to ensure that inclusive education is being practiced in K-12 schools across the state and that teachers are being prepared in ways to adapt and accommodate diverse learners across a continuum of services and with the use of co-teaching and assistive technology. The SOE collaborates each year with the Clark County School District (CCSD) Student Services Division to offer professional development classes on inclusive practices to CCSD teachers and staff through the Inclusive Schools Practices (ISP) Program. These classes are offered in clusters where representatives from elementary, middle, and high schools in the same area attend in groups in order to sustain like-practices. The SOE is in its fourth year of working collaboratively with the Southern Nevada Housing Authority to offer tutoring programs to elementary students in low-income communities. NSC education students work as paid or volunteer tutors and the curriculum is developed by students in the SOE elementary literacy courses. The project has been funded through RAP funds and the Rose Foundation.

**The Student Teacher Enrichment Project-Undergraduate Program (STEP UP)** is in its sixth year with over 300 students in-progress either at the high school, community college, or 4-year college level. These students are recruited and begin coursework in the 11th grade and matriculate through coursework at the College of Southern Nevada (CSN) or directly at NSC where they are required to meet teacher education program and licensure requirements before graduating with an elementary and/or secondary degree. Over 70% of the STEP UP students are from traditionally underrepresented and diverse backgrounds. The SOE continues to prepare hundreds of teachers across the state in Teaching English As a Second Language (TESL) methods and assessment through the TESL 4-in-1 program with CCSD as well as through required coursework in the SOE elementary degree that leads to both an elementary license and a TESL endorsement in Nevada. SOE leadership has also participated in a variety of national initiatives, including panels sponsored by National Science Foundation, aimed at increasing the number of high school graduates who are female, have disabilities, and/or who represent traditionally underrepresented populations to pursue STEM and STEM education degrees.

**The Ethnic Studies (ETS)** program at Nevada State College is grounded in the social justice struggles and activist roots from which Ethnic Studies programs nationwide historically emerged. The interdisciplinary courses offered through ETS focus on a variety of themes in United States history relevant to understanding the historical and contemporary experiences of culturally and ethnically diverse groups (e.g. Asian-Americans, African-Americans, Native Americans, and U.S. Latinas/os- Chicanas/os). ETS provides students with the methodological tools to critically examine the political, cultural, social and historical structures that have shaped the identity of underrepresented racial and ethnic communities in the United States. ETS courses emphasize comparative analysis and encourage students to engage in critical thinking by questioning established disciplinary frameworks and canons. The Ethnic Studies program requires a sequence of two courses ETS 101 and ETS 302 that introduces students to the major theories, debates, and issues concerning the study of social structures and cultures of American ethnic groups. The

mission of ETS is to also provide students a space in which they engage in community based learning where they incorporate the knowledge they have acquired in ETS and elsewhere and apply it to service/internships with organizations in the surrounding communities of Henderson and Las Vegas.

**The Nevada State College Foundation** continues to express its commitment to diversity through Board membership, organization affiliations, and fundraising efforts. The Board membership is diverse through the Committee on Trusteeship's leadership, which is a fundamental component of Foundation policies. The Foundation also works with diversity initiatives in collaboration with the Association of Fundraising Professionals (AFP/Alexandria, VA), the Association of Healthcare Philanthropy (AHP/Falls Church, VA), and the Council for Advancement and Support of Education (CASE/Washington, DC). The Foundation abides by the Code of Ethics and the Donor Bill of Rights adopted by the above organizations. The Foundation has increased its emphasis on providing more students with opportunities for college, through the continued expansion and creation of new funding initiatives from private sources in support of scholarships and other education programs that enhance opportunities for our diverse student community. The Crossroads Program, founded in 2007 in cooperation between the College and Foundation, continues to be a major funding emphasis for helping underserved and underrepresented students work toward admission to college and succeed in their studies.

An indispensable factor in Nevada State College's pursuit of academic excellence is its commitment to diversity and therefore affirms that excellence cannot be achieved without diversity. NSC has created a remarkable intellectual higher education experience by bringing together faculty, staff and students of diverse backgrounds and experiences.

The aforementioned initiatives reflect the significant role diversity plays in our institution and demonstrates our commitment to ensure that a broad range of perspectives is represented in the college's decision making process, the faculty and staff are representative of the community we serve, and the campus community is sensitized to the needs of our students and renders equitable service to all members of the student body.

### *University of Nevada, Las Vegas*

The University of Nevada, Las Vegas is the largest four-year institution in the state and one of the most diverse four year campuses. Established in 2007 through campus- and community-based advocacy, the Office of the Vice President for Diversity and Inclusion (ODI) is responsible for the oversight of campus-wide diversity efforts for students, faculty, and staff at all levels of education and employment. These efforts extend off-campus into the greater Las Vegas area for the broad array of community-based university stakeholders. The following is a sampling of recent and current initiatives.

**Identity Month Programs** that include Hispanic, Native American, African American, Women's History, Asian Pacific American, National Coming Out Day, and Pride (LGBTQ) Month are supported by the ODI. These endeavors celebrate the diversity of culture that exists on campus as well as serving as a public commitment from UNLV to honor and celebrate the richness of these communities and promote their contribution to the overall experience on campus.

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**Diversity Leadership Forums** bringing national leaders to UNLV were initiated. Currently these forums include the Dr. Martin Luther King, Jr. Forum and the Dolores Huerta Forum. Keynote speakers over the past two years include Chief Wilma Mankiller, Harvard Professor Lani Guinier, Governor Bill Richardson, and Secretary of Labor Hilda Solis.

**The Asian-Pacific Islander Youth Leadership Conference** was supported by UNLV in collaboration with ROAR (Raising Our Asian Rights) and the OCA (formally the Organization for Chinese Americans) and leadership from the Asian Chamber of Commerce.

**UNLV Multicultural Center** since its opening in February 2009 has served over 5,000 students, staff, faculty, and community members who have utilized and participated in its services and programs. Included in this effort are community partnerships that include the Las Vegas Interfaith Council, LUZ Community Development Coalition, and the AmeriCorps Program, just to name a few.

**Expanding Pathways For Access and Success of Diverse Faculty** is a faculty diversity action plan developed in collaboration with the UNLV Office of the President and the Office of the Executive Vice President and Provost. This diversity action plan provides direction for increasing and sustaining diversity among faculty.

**Latino Youth Leadership Conference 2010** was organized under the auspices of the Latin Chamber of Commerce Community Foundation in collaboration with the University of Nevada, Las Vegas and marked the 17<sup>th</sup> anniversary of the program with over 800 students having completed the program during that time. This empowering conference invites high school juniors and seniors to attend a week-long, full immersion college program in success skills, leadership training, professional development workshops, and social networking, and begins the process for forming critical connections to campus student leaders and their organizations.

**Science Extravaganza** was co-sponsored with the national leadership of the Mexican American Engineering Society and the Clark County School District to focus middle school students on Science, Technology, Engineering, and Mathematics (STEM) disciplines. We have now completed two programs bringing over 200 middle school students onto campus to learn about STEM opportunities.

**Vice Presidential Commission on Diversity** is a collaboration between Diversity and Inclusion and Student Affairs providing advocacy and leadership on diversity issues on campus, with a membership of students, faculty, and staff.

**Institute for Diversity and Social Justice** is an interdisciplinary collaboration among multiple entities on campus that provides opportunities for all faculty to pursue their interests in diversity and social justice issues.

**Student-Focused Initiatives:** UNLV strives to recruit students who will further enrich diversity and to support their academic and personal success while they are a part of our campus community. The university actively encourages applicants whose racial and ethnic backgrounds are underrepresented in higher education in Nevada, who are first-generation college students, and who have demonstrated financial need.

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**ENROLLMENT AND STUDENT SERVICES: Admissions and Financial Aid Offices** provide bilingual web advising using the on-line “Virtual Advisor”, employ bilingual staff, provide Spanish language translators at admissions and financial aid workshops, partner with school districts to reach diverse populations, and distribute printed view books to diverse communities in the immediate region, in addition to the on-line version available to all students.

**Registrar’s Office** employs bilingual staff, provides staff with diversity customer service training, and schedules classrooms with consideration given to courses in which students with disabilities are registered.

**Disability Resource Center (DRC)** facilitates events and workshops throughout the year for faculty, staff, and students which provide information and training for working with students with disabilities, awareness and sensitivity to their issues. Training examples include Learning Disabilities – Exploring the Diversity of Disabilities, Disability Awareness, and Disability within Diversity. Additionally, the DRC is focused on veterans’ initiatives and has provided training to support student veterans who are reentering civilian life and resuming their educations at UNLV.

**CAMPUS LIFE:** The Campus Life area spearheads and organizes a multitude of diversity efforts that reach students, staff, the Las Vegas community, and beyond. Staff demonstrate commitment to diversity by emphasis on making diverse hires, assessment, and provision of diversity training for support staff. Based on a recent assessment, students perceive the Student Union as a place where their understanding of different backgrounds is expanded. Campus Life participated in the Multi-institutional Study of Leadership which provided key theoretical data from which a minor in Leadership and Civic Engagement was created.

**STUDENT WELLNESS: Counseling and Psychological Services** offers a variety of group counseling sessions that are specifically programmed for the needs of underrepresented student groups including:

**Sexual Orientation Support Group** - This is a support group that will explore issues of sexual orientation. In particular, this group may address identity issues related to coming out, dealing with family and friends, struggles with intimacy, and managing relationships. The group welcomes participants who are questioning or exploring their sexual orientation or who are at various stages of the coming out process.

**ALANA Support Group** - This group invites ALANA (African American, Latino/a, Asian American, and Native American) men and women who are seeking consult around issues of race, identity, biculturalism, and/or discrimination. Group discussions may involve issues such as stress due to racism, interracial dating conflicts, acculturation, and immigration stress. This group will focus on providing support, developing new insights, and building skills to help address the issues that are unique to these populations.

**CENTER FOR ACADEMIC ENRICHMENT AND OUTREACH (CAEO):** CAEO’s mission is to provide traditional and innovative educational opportunities to a diverse community through targeted services and research that promote personal success. With that in mind, all activities conducted by CAEO promote diversity in education and professional workforce. CAEO sponsors a number of cultural enrichment trips, events and activities, including Upward Bound cultural enrichment trip, TRiO and GEAR UP campus tours, Back-to-School events, Martin Luther King Jr. Parade, Hispanic

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Day Parade, partnering activities with the Moapa Indian Reservation, along with individual programs' field trips to college campuses and local attractions.

**TRiO Student Support Services** - Student Support Services (SSS) is a federally funded program that helps low-income, first-generation-college, and disabled undergraduates persist through post-secondary education and earn degrees. The U.S. Department of Education selected three CAEO TRiO SSS grant proposals for five years of funding, beginning September 2010. As a result, the number of SSS projects at UNLV will increase from one to three; the number of UNLV students served annually by SSS will increase from 265 to 505; and SSS resources coming to UNLV annually will increase from \$332,272 to \$762,237 (\$4.3m over 5 years).

**POLICE SERVICES: Police Services' Elementary School Mentoring Program** - Police Services has established a partnership with Diaz Elementary School, Neal Elementary School, and Elizondo Elementary School in which several of our police officers have volunteered to become mentors to "at risk" students. This program has been a huge success with many officers donating their personal time to students in order to teach them how to avoid dangers and crime in the community, while showing them the benefits of good citizenship

#### **Notable Programs for UNLV students sponsored by Office of Civic Engagement and Diversity**

- Cultural Leadership Retreat - Fall 2009: 54 Participants; Spring 2010: 57 Participants
- Latino/a Heritage Month Celebration: 320 participants
- GLBT Awareness Month Program: 111 participants
- Disability Awareness Month Programs: 102 participants
- Diversity Receptions: 132 participants
- Native American Heritage Month Pageant: 106 participants
- Native American Unbroken Code Presentation: 116 participants
- Black History Month Programs: 919 participants
- Women's History Month Program: 129 participants
- Asian American Pacific Islander Heritage Month Program (TBA)
- Seven International Coffee Hours with an average of 45 participants
- UNLV Around the World: 213 participants
- Filipino Night: 200 participants
- Jazzitudes 2010: 500 participants
- India Night- Fall 2009: 250 participants; Spring: 2010 175 participants
- Thanksgiving Dinner for International Students: 60 participants
- International Students fall Graduation Ceremony: 37 participants
- Chinese New Year: 360 participants
- Festival of Communities 2009: 3,000 participants

### *University of Nevada, Reno*

The University of Nevada, Reno maintains a strong belief in access. The number of students of color is at its highest point in the University's history comprising 24.6% of total enrollment (4,356 of 17,679) and 30% of the incoming freshmen class. With this in mind, UNR will continue its commitment to students of color with specific targeted outreach and support services that assist in enrollment, persistence and graduation from the University.

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## New and Notable Initiatives in Creating an Inclusive Campus for Students:

**The Center for Student Cultural Diversity** is the focal point for all students engaged in a multicultural campus environment. A place for hanging out, studying, attending programs and taking advantage of professional staff in dealing with student issues, the Center is a hub of student life. Professionals in the Center met 11,327 requests for retention-based services from fall 2009 to fall 2010 including academic advising, financial aid advising, personal counseling, study hall, educational programs and social activities. The Center conducted outreach to 3,832 prospective students from fall 2009 to fall 2010 and hosted co-curricular programs for 8,093 UNR participants.

**The University's Intercultural Month** of April expanded to include the first week of May. One or more events was held daily ranging from Salsabration to a speaker series on issues of race to the Black Student Organization Ball and Asian/Pacific Islander Week.

**Cross Cultural Summit** : More than 20 students attended the University's Cross Cultural Summit at Lake Tahoe in March 2010. Designed for dialogue and understanding, the overnight event focused on expanding the increasing national dialogue on race and ethnicity in America.

**The Annual Spring Powwow** held in May, 2010 brought over 1,800 people to campus and served as the single largest recruitment event for American Indian students. Now in its sixth year, the spring powwow serves as a "front door" to the University allowing families both structured and open access to UNR, while maintaining the sacred and honorable assembly of Great Basin tribes and visitors from surrounding regions.

**The Black Culture Cooperative (BCC)** is designed to promote outreach, recruitment, and retention of Black students. In March of 2010, a full-time BCC coordinator was hired. This position focuses on outreach at Damonte Ranch and Spanish Springs High Schools in our Adopt-a-School program, works to establish Black Greek letter organizations on campus, advises the Black Student Organization, and the Black Graduate Student Association and is working to form the Black Alumni Association. The BCC hosted a Black Youth Leadership Summit in fall 2010 with over 200 Washoe County School District Black juniors and seniors in attendance.

**Yes! You Can Attend College:** The University was awarded a \$60,000 grant from the *Nevada College Access Challenge Grant Program*, to implement the *Yes! You Can Attend College* program. The program will partner UNR with Hug high school. Hug has the highest number of low-income first generation students and students of color in the county.

**Navigation 101:** Hug High School was awarded the *Navigation 101* grant by the *Nevada College Access Challenge Grant Program*. The amount of \$5,000 will allow for the implementation of the *Navigation 101* curriculum into Hug high school. This curriculum will be effective in assisting students in understanding their career and college path.

## New and Notable Initiatives in Recruiting Students of Color:

- Early outreach programs were presented to over 3,000 diverse 5th graders in southern Nevada through UNR's "Oh the Places You'll Go" and to 700 diverse students in the Clark County PAYBAC program.
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- In fall 2010, 708 Northern Nevada 7th grade students of color visited campus to “Start Thinking about College.”
- Over 350 students of color in the Washoe County School District are enrolled in the Dean’s Future Scholars program where they receive mentoring and academic support year round.
- The Department of Educational Leadership has been involved with the development and implementation of 2 Nevada State GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) since 2001. This federally-funded project provides academic and financial support for first generation, college-going students from across the state. Of the 45 scholars participating, 27 are students of color.
- Upward Bound provides 175 diverse high school students with the academic and personal guidance toward college achieving over a 90% success rate in high school graduation and college attendance.
- More than 40 Hug high school students (predominantly low income, students of color) were mentored toward UNR admission by staff and faculty through the ASCENT program (All Students College Educated in Nevada Today).
- Cooperative Extension provided developmental programs for youth of Nevada, including the Family Storyteller literacy program reaching more than 3,900 English and Spanish-speaking children and 3,800 parents. This program won a national extension award.

#### Faculty and Staff Diversity:

- 20.07% of UNR staff (582) identified as underrepresented ethnicities. Of those, 188 are academic faculty, 118 are administrative faculty and 276 are classified staff.
- The Provost continued his work as liaison for the president to the campus diversity committees. These committees include the Intercultural Council, Advocates and Allies for LGBTQ Issues, Disabilities Resource Coalition, Multiethnic Coalition, Committee on the Status of Women, Veterans Coalition, and Work and Family Task Force.
- The President, Provost and Faculty Senate chair developed a 10 point plan that outlines strategies for increasing faculty diversity. This was presented to the Regents’ Cultural Diversity Committee in 2010. It includes appointing a committee of minority business leaders to help recruit and attract minority candidates, bringing distinguished minority scholars to campus as speakers on short term appointments and connecting departments and colleges with the Historically Black Colleges and Universities and Hispanic Serving Institutions. The plan includes establishing an “opportunity hire program” with funds to hire faculty who further key strategic initiatives and incorporates opportunities to hire faculty of color.
- The proposal to combine the various ethnic programs operating in the College of Liberal Arts under the Gender, Race and Identity Studies program was approved by the NSHE Academic Affairs Council on March 2, 2009. This reorganization occurred in 2010 and has resulted in a number of curricular enhancements. It has also facilitated faculty collaboration in designing activities for the benefit of students and the community.
- Diversity targeted advertising occurs on every faculty and staff search and diversity must be represented on all search committees. The Provost must now approve the candidate pool prior to closing an academic search.

#### New Initiatives in Community Partnerships:

- The President met with more than 20 community of color leaders in March 2010 to report on the recruitment and retention of students of color and to discuss outreach partnerships.
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- The annual Latino Convocation March for graduates from UNR, TMCC and Washoe County high schools was held April 30<sup>th</sup> at the University of Nevada's Lawlor Events Center. 135 graduates were honored with more than 500 faculty, family and community leaders in attendance. This ceremony is a cornerstone for year-round partnerships on such things as work force development, college mentorship, scholarships, and cultural celebrations.
- The third Annual American Indian Youth Summit was held at the University in August 2010 to bring together 70 students, educators and agencies from across the state to promote education within the tribal communities.
- The University is an active member of the Indian Education Advisory Council (IEAC) which provides a communication network between all professionals who have a goal of providing the best education to American Indian youth.
- The College of Education will conclude a 5-year federal Hispanic Head Start-Higher Education grant for 8 Hispanic Head Start teachers this December (2005-2010).
- In the past year, Cooperative Extension staff had nearly 800,000 face-to-face contacts with community members through its many programs offered in Nevada. These include:
  1. Cocinando Delicioso y Saludable, a Spanish adaptation of the Food for Health and Soul, shows participants how to modify recipes to improve the nutritional value of a dish.
  2. The Healthy Hearts Project presents heart wellness programs through African American churches.
  3. The Federally Recognized Tribal Extension Program works with American Indian farmers and ranchers to manage their agricultural enterprises.
  4. Best Management Practices in Spanish provides free water-quality improvement classes for Spanish-speaker landscapers in the Tahoe Basin.
  5. Plaza Comunitaria partners with the Mexican government in Las Vegas to help Hispanic immigrants earn their high school degree in Spanish while they continue to develop their skills in English.
  6. 99 Spanish language publications are available on the Cooperative Extension website.

## *Desert Research Institute*

Diversity is integral to the stated mission, culture, and strategic goals of Desert Research Institute. The Desert Research Institute values its faculty, staff, and graduate students and cultivates an environment of inclusion and respect. DRI ensures that managing diversity has both executive support and is a reality throughout the organization.

### **Goal I: Foster a campus environment that respects differences and encourages inclusiveness.**

**Objective 1:** Demonstrate the diversity of campuses through programs that develop core values of diversity, respect, and inclusion.

**Outcome Achieved:** Cabinet, Executive Staff, Administration, Faculty Senate, and Technologist Advisory Committee participated in the diversity development process. DRI reviewed "best practices" in diversity from other higher education institutions to identify appropriate initiatives for our institution.

**Objective 2:** Enhance the awareness of diversity on DRI's campuses by creating programs that promote diversity, respect, and inclusion among faculty and staff.

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**Outcome Achieved:** An established responsibility for diversity was created at the executive level to manage diversity related activities and initiatives for DRI. New employee orientation and online training provide faculty, staff, and graduate students with information to prevent discrimination and harassment.

**Objective 3:** Develop and implement measures to evaluate the progress and institutional effectiveness for programs that aim to enhance diversity and create a more respectful climate.

**Outcome Achieved:** The Campus Environment Committee provides the President with oversight over the Diversity Plan, Affirmative Action Plan, and assessment of campus climate. Accountability for the results of the diversity programs is determined through the use of metrics, surveys, focus groups, manager and employee evaluations, and training and communication. Assessments of practices and policies are used to identify impediments to achieving goals.

**Goal II: Increase the recruitment, retention, and representation of the underrepresented groups.**

**Objective 1:** Implement recruitment plan/procedures designed to increase diversity in the faculty and staff where deemed underrepresented from the available demographics.

**Outcome Achieved:** Improved recruitment practices are in place to increase the diversity of applicant pools. Executive Division Directors are responsible for strategic recruiting and retention of their diverse faculty. DRI-wide initiatives have been established to become more attractive to potential faculty. Campus visits by American Association of Blacks in Higher Education and Minority Serving Institutions Research Partnerships Consortium have yielded commitments to DRI faculty and postdoctoral positions at major minority serving campuses through their Vice President for Research and Human Resource Departments. Institutes who are part of this DRI outreach consortium through their own diversity and outreach programs include Rice University, Notre Dame, Clark Atlanta, University of Texas-Pan American, Murray State University, University of Arkansas, and Columbia College in Chicago. DRI is sending out position announcements to HBCUs and Hispanic colleges. DRI recruits postdoctoral candidates through the National Postdoctoral Association to address the need for underrepresented postdoctoral candidates in applicant pools.

**Objective 2:** Identify and increase programs for underrepresented faculty and staff retention.

**Outcome Achieved:** AAAS Science and Technology Policy Fellowships program has agreed to work with DRI in its search for highly qualified underrepresented postdoctoral student and faculty through its nationwide network. Mandatory mentoring for underrepresented faculty is provided to create continued opportunities for the success of incoming and early career faculty.

**Objective 3:** Provide career development for promotion/reclassification and secession planning.

**Outcome Achieved:** Promotion guidelines, mentoring assignments, and professional development are established and communicated through the MBO and promotion process.

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**Objective 4:** Increase the diversity of graduate students.

**Outcome Achieved:** Six graduate student scholarships and fellowships are awarded each year. DRI is focusing the investment of donations raised to support outstanding graduate students from underrepresented groups.

**Objective 5:** Develop and implement assessment measures to evaluate the progress and institutional effectiveness of programs that work to enhance recruitment and retention of underrepresented faculty and staff.

**Outcome Achieved:** Human Resources provided to Executive Staff an annual summary report on AAP metrics and goals which reports on the number of hires and terminations by race, ethnicity, and gender.

**Goal III: Build and strengthen partnerships with diverse communities, education and business, civic and community organizations.**

**Objective 1:** Develop partnerships and collaborative opportunities that are designed to build capacity throughout the Institute and in the broader community affiliated with and served by DRI.

**Outcome Achieved:** DRI participated in NSHE diversity committees such as EDIC and Southern Nevada Diversity RoundTable. The Institute has conducted events for Hispanic heritage month with comprehensive community K-16 participation. DRI has increased participation in the Green Power Program to support and promote educating Nevada's K-12 students in renewable energy. The number of schools participating in the Green Power Program has increased from 17 to 71 and professional development for teachers is offered four times a year. DRI Storm Peak Laboratory Geoscience Research at Storm Peak (GRASP) continues its program for scientific support for a diverse group of graduate students. Nevada Geobiology Summer Short Course was conducted this summer for graduate and undergraduate students for state teachers and students. Atmospheric Science Collaborations and Enriching Networks (ASCENT) workshop was conducted this summer at Storm Peak to promote positive career development for female faculty. The Institute has participated in national conferences this year and highlighted opportunities at DRI for underrepresented groups in higher education.

**Objective 2:** Coordinate DRI campus visits with minority colleges and organizations: participate in minority chamber meetings.

**Outcome Achieved:** DRI participated in Las Vegas and Reno chamber events and attended the Women of Color conference. DRI is a strong supporter of the Minority Serving Institutions Research Partnership Consortium (MSIRPC). In community and organizational outreach with minority serving institutes, DRI is a member of local and national minority serving institute organizational boards and conference steering committees. In addition to visits to DRI by the minority serving institutes, this year DRI produced new diversity community outreach programs.

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#### **Goal IV: Develop and execute a comprehensive Diversity Communication Plan**

**Objective 1:** Brand diversity as a DRI value across the campuses with a marketing effort including statements/posters/internal web page/external brochures.

**Outcome Achieved:** DRI Diversity web site communicates the President's message, community outreach efforts, the goals of the Campus Environment Committee, and links to other NSHE institutions in promoting diversity events. A consulting firm, Simpson Scarborough, was hired to assess DRI's brand and marketing strategy.

**Objective 2:** Share DRI diversity demographics information with all faculty and staff.

**Outcome Achieved:** Diversity related information is communicated to divisions and faculty and staff. Effective communication on the progress of diversity initiatives is communicated to the Executive Staff, Faculty Senate, Technologist Advisory Committee, and admin and research divisions through meetings, the diversity web site, and President's messages. Annually DRI produces an Affirmative Action Plan for the Institute which outlines DRI's commitment to Affirmative Action. DRI utilizes workforce data and demographics to compare statistics to determine underutilization, and Affirmative Action goals are constructed to reduce underutilization in identified job groups.

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# Appendices

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# Data Sources: Definitions & Limitations

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Colleges and universities in the United States receiving any form of federal funding are required to provide data to the federal government each year as part of what is called the Integrated Postsecondary Education Data System (IPEDS). The Integrated Postsecondary Education Data System, part of the Department of Education, is the most comprehensive source of national data on postsecondary institutions available. The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the US.

## *Definitions*

All institutions that participate in federal student financial assistance programs authorized by Title IV of the Higher Education Act are required to complete a series of surveys on a broad range of institutional data. The Nevada System of Higher Education, *2010 Diversity in Public Higher Education Report*, uses IPEDS to access historical and current ethnicity data for all institutions. The following are the ethnic groups as defined by National Center for Education Statistics:

*American Indian or Alaska Native:* A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

*Asian or Pacific Islander:* A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, and Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

*Black or African American:* A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

*Hispanic or Latino:* A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

*White:* A person having origins in any of the original peoples of Europe, the Middle East, or North Africa (except those of Hispanic origin).

Changes to the IPEDS forms for 2008-2009 data also include the following categories:

*Native Hawaiian or Other Pacific Islander:* A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

*Two or More Races:* A person who identifies with two or more races from the following list: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White.

Within this report, some of the category names have been shortened. American Indian or Alaska Native is denoted as American Indian/Alaska Native; Black or African American is shortened to Black; and Hispanic or Latino is shortened to Latino. When discussed separately, Native Hawaiian or Other Pacific Islander is not shortened in the text, but is shortened in Tables and figures to

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Native Hawaiian/Pacific Islander. In some cases disaggregated data is not available for Native Hawaiians or Other Pacific Islander. In these instances, they are included under Asians.

### *Limitations*

It is sound research practice to include data limitations in any report. This allows for further data interpretations to be framed within such limitations. Despite the comprehensive participation of postsecondary institutions, the IPEDS data have several limitations, particularly for answering questions about student outcomes. In particular, because of the complexity and diversity of community colleges and their students, the limitations of the student outcomes data are greater for answering questions about community colleges and their students than for four-year institutions.

In a 2009 report by the Institute for Higher Education Leadership and Policy, authors Offenstien and Shulock identify the following reasons why IPEDS data are problematic for assessing community college outcomes.

- (1) *Unclear student goals complicate the assessment of meaningful outcomes for students:* It is difficult for colleges to determine student purposes for attending community college. In contrast to four-year institutions where it is reasonable to assume that all students enroll with the intention of earning a bachelor's degree, community college students attend for a variety of purposes.
  - (2) *Many students are excluded:* Graduation and transfer-out rates only include students who attend full time and begin in the summer or fall term. This restriction was intended to level the playing field across colleges since some colleges serve much higher proportions of part-time, low-income students. Limiting graduation and transfer-out rates to "like" students across colleges was felt to lead to more meaningful comparisons. But this choice has made graduation rate data virtually meaningless because fewer than half of community college students fit these criteria.
  - (3) *Time allowed for completion is unrealistic and problematic for certificates:* Currently, graduation and transfer-out rates are reported for 150% of the "normal" time to completion. However, beginning in 2008-2009, graduation rates will be reported for 100%, 150%, and 200% of normal time to completion. For the majority of community colleges this is a maximum of four years of tracking students (based on a normal completion time of two years for an associate degree).
  - (4) *Student mobility complicates tracking completion and identifying first-time students:* Community college students are highly mobile – with nearly half attending multiple institutions. Because students tracked in the graduation and retention rates are not tracked across institutions, completion is often undercounted when students switch to another community college and complete there.
  - (5) *The concept of "transfer" in IPEDS is flawed.* Another source of inaccuracy in the calculation of completion rates is the flawed methodology for counting students who transfer. Currently, transfers to any institution, including from one two-year school to another two-year school, are factored into the calculation of transfer-out rates. This method is problematic because the important transfer function that community colleges serve is transfer from the community college to a four-year institution, not transfer to another two-year institution.
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In spite of these limitations, IPEDS information is presented in this report because these data are the only nationally available and comparable data for enrollment and graduation rates.

# Examples of Partnerships

| State/Initiative   | Program Summary  |
|--|--|
| <p>California</p> <p>PROJECT STEP: Santa Ana Partnership</p> | <p>The roots of what is known today as the Santa Ana Partnership reach back to the 1983-84 program year when the region's first inter-segmental partnership formed with leadership from Manuel Gomez of the University of California, Irvine (UCI) under the auspices of Project STEP (the Student/Teacher Educational Partnership). Project STEP included the Santa Ana Unified School District (SAUSD), Santa Ana College, UCI, California State University, Fullerton, and Chapman University. The coalition was initially formed in response to the rapidly changing demographics of the SAUSD, which was growing exponentially and equally rapidly becoming an overwhelmingly Latino, English language learning student body.</p> <p>The focus of Project STEP was to identify areas of academic vulnerability among SAUSD students and bring all entities together to address them. This initial analysis resulted in the establishment of a four-pronged structure, which has endured through the evolution of the partnership. The core components of Project STEP and of our current partnership are 1) research and evaluation, 2) direct academic and co-curricular work with students, 3) professional development for teachers at all levels, and 4) establishment of an organizing framework that insures parent and community involvement is not left to chance, maintains communication among all partners, helps to delineate specific roles and functions, and facilitates cross-pollination among related reform efforts.</p> <p><a href="http://www.diversityweb.org/Digest/sp01/santaana.html">http://www.diversityweb.org/Digest/sp01/santaana.html</a></p>  |
| <p>California</p> <p>Alliance for PreK - 18 Partnerships</p> | <p>The California Alliance spent two years examining the role of school-university partnerships in supporting the achievement of California's students. This project was carried out in collaboration with seven active education partnerships and a statewide board of experts. The chief aim of the Alliance project was to develop policy recommendations to strengthen education partnerships.</p> <p>The participating partnerships were diverse: urban and rural, young and mature, northern and southern, with varied goals. Despite their diversity, all were employing eight key principles of successful partnering: shared vision, effective communication, respect for differences, ongoing evaluation, adequate resources, ongoing processes to stay relevant, an appropriate organizational model, and committed leaders.</p> <p>The Alliance project found evidence that partnerships are playing an important role in supporting the academic achievement of California's school children and in closing socioeconomic and racial achievement gaps. The Alliance project identified policy recommendations to support partnerships, each aimed at preparing all students for success in college and careers and closing socioeconomic and racial achievement gaps. These recommendations are directed at system and campus leaders of California's public and private higher education institutions, school district boards and superintendents, the California Department of Education, the California State Board of Education, and county boards of education. These recommendations will also be of interest to policy makers, superintendents, scholars and others throughout California and the nation.</p> <p><a href="http://www.calstate.edu/CAPP/projects/ed_partnerships.shtml">http://www.calstate.edu/CAPP/projects/ed_partnerships.shtml</a></p> |
| <p>Long Beach Education Partnership</p>                      | <p>To create a world-class seamless education system, kindergarten through masters level where all students are prepared for higher education and the world of work without the need for remediation. Causes: Economic and education downturns. Navy Base and Shipyard closure, McDonnell Douglas's massive job cuts had a devastating effect on the local economy. Property values were tumbling and crime and gang activity had reached crisis level. Demographic shifts in population. Unprepared teachers for urban classrooms with high language minority population. Test scores in K-12 steadily sinking. Shrinking State and</p>   |



|  |   |
|--|---|
|  | <p>Federal education budgets. The Long Beach Education Partnership brought all three education systems in Long Beach together with additional local, state, and national partners to create a seamless (preK-18) approach to education. This unprecedented cooperation has led to significant gains in teacher performance and student achievement for the school district.</p> <p><a href="http://www.ced.csulb.edu/california-alliance/partnerships/longbeach.html">http://www.ced.csulb.edu/california-alliance/partnerships/longbeach.html</a></p>  |
| <p>Maryland</p> <p>K-16 Partnership Development Center</p> | <p>The K-16 Partnership Development Center (K-16 PDC), a division of the Maryland Institute of Minority Achievement and Urban Education (MIMAUE), is a collaborative effort between the University of Maryland, College of Education and several participating school systems. Currently, the primary partners are the Prince George's County and Anne Arundel County Public School Systems.</p> <p>K-16 Partnership Development Center</p> <p>The K-16 Partnership Development Center (K-16 PDC), a division of the Maryland Institute of Minority Achievement and Urban Education (MIMAUE), is a collaborative effort between the University of Maryland, College of Education and several participating school systems. Currently, the primary partners are the Prince George's County and Anne Arundel County Public School Systems. The Center, directed by Dr. James D. Greenberg, was created in 2000 to help make the expertise and research work of the College of Education more relevant to the needs of the school system. Specific efforts focus on jointly constructed projects designed to support the larger goals of the partnerships and to bring together faculty, administrators, and others from our two institutions.</p> <p><a href="http://www.education.umd.edu/institutesandcenters/k16pdc/">http://www.education.umd.edu/institutesandcenters/k16pdc/</a></p>  |
| <p>Texas</p> <p>University of Texas at Austin</p>          | <p>The K-16 Education Center is an outgrowth of the former Distance Education Center. These past two years, the K-16 Center, a Division of Continuing Education, has focused its efforts on providing students, parents, and school districts with quality services and courses that meet the demand for greater knowledge and accountability.</p> <p>The staff at the K-16 Education Center understand that not everyone learns at the same pace or with the same rigor; they know that some learners need prerequisite skills prior to gaining additional knowledge. Our challenge is to continue to provide cutting edge learning solutions that allow students the flexibility to work outside the traditional physical and temporal educational environments. We also know that whether a learner is part-time, full time, night or day, everyone is welcomed, however he or she chooses to learn. Each of us has the potential, given appropriate choices, to follow our dreams. We welcome everyone to join us in pursuit of educational advancement.</p> <p>LUCHA program at UT Austin Program purpose LUCHA is an innovative K-16 Education Center initiative designed to help secondary Spanish-speaking English language learners transition into public schools, thereby helping them to achieve success in school, college, and life. Children immigrating to Texas from Mexico and other Spanish-speaking countries face many challenges. These students face academic failure not only because of a language barrier but also because most schools do not have the resources to determine appropriate grade placement, diagnose content-area mastery, or train personnel to recognize and address the challenges faced by immigrant students.</p> <p><a href="http://www.utexas.edu/ce/k16/">http://www.utexas.edu/ce/k16/</a></p> |

|  |  |
|--|--|
| <p>Arizona</p> <p>Arizona State University<br/>The Office of the Vice President for<br/>Education Partnerships</p> | <p>The Office of the Vice President for Education Partnerships engages deliberately and strategically with preK-12, public, and private sector partners to enhance the academic performance of Arizona's students, focusing on educational innovation throughout the home-to-school education continuum.</p> <p>Mission: The Office of the Vice President for Education Partnerships improves the academic performance of students in Arizona from early childhood through high school completion and promotes the attainment of a college degree.</p> <p>Goals</p> <ul style="list-style-type: none"><li>• Enhanced academic performance for all students</li><li>• Improved high school completion rates</li><li>• Increased numbers of students adequately prepared and admitted to college</li><li>• Increased numbers of students enrolled, retained and successfully completing undergraduate degrees</li><li>• All students competent in areas of science, technology and math as new technological developments require these competencies and other 21st century skills in the workplace</li><li>• Realize educational innovation opportunities in alliance with research and development.</li></ul> <p>Design Principles</p> <ul style="list-style-type: none"><li>• Action-oriented effort with a focus on impact and both short-term and longitudinal results.</li><li>• Focus on innovations that are proven or supported by empirical evidence.</li><li>• Establishment and maintenance of true partnerships through leveraged participation and shared resources across the university and community.</li><li>• Assessment of all efforts (research, programs, interventions) through systematic evaluation.</li><li>• Dissemination of all results and impacts.</li></ul> <p><a href="http://educationpartnerships.asu.edu/">http://educationpartnerships.asu.edu/</a></p> |
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# Tables

Table 1: State of Nevada Student Demographic Profile: 2008-2009

|                             | Total Enrollment | American Indian / Alaskan Native |        | Asian/Pacific Islander |       | Hispanic |        | Black  |       | White   |        |
|-----------------------------|------------------|----------------------------------|--------|------------------------|-------|----------|--------|--------|-------|---------|--------|
|                             |                  | #                                | %      | #                      | %     | #        | %      | #      | %     | #       | %      |
| <u>State</u>                | 436,814          | 6,656                            | 1.5 %  | 35,248                 | 8.1 % | 161,131  | 36.9 % | 49,280 | 11.3% | 184,499 | 42.2 % |
| <u>Carson City</u>          | 7,929            | 242                              | 3.1 %  | 232                    | 2.9 % | 2,736    | 34.5 % | 109    | 1.4%  | 4,610   | 58.1 % |
| <u>Churchill</u>            | 4,352            | 317                              | 7.3 %  | 219                    | 5.0 % | 657      | 15.1 % | 112    | 2.6%  | 3,047   | 70.0 % |
| <u>Clark</u>                | 311,039          | 2,413                            | 0.8 %  | 29,401                 | 9.5 % | 125,817  | 40.5 % | 43,682 | 14.0% | 109,726 | 35.3 % |
| <u>Douglas</u>              | 6,528            | 248                              | 3.8 %  | 201                    | 3.1 % | 1,007    | 15.4 % | 87     | 1.3%  | 4,985   | 76.4 % |
| <u>Elko</u>                 | 9,601            | 618                              | 6.4 %  | 112                    | 1.2 % | 2,649    | 27.6 % | 90     | 0.9%  | 6,132   | 63.9 % |
| <u>Esmeralda</u>            | 68               | 3                                | 4.4 %  | 1                      | 1.5 % | 19       | 27.9 % | 1      | 1.5%  | 44      | 64.7 % |
| <u>Eureka</u>               | 257              | 13                               | 5.1 %  | 3                      | 1.2 % | 35       | 13.6 % | N/A    | N/A   | 206     | 80.2 % |
| <u>Humboldt</u>             | 3,330            | 153                              | 4.6 %  | 36                     | 1.1 % | 1,007    | 30.2 % | 19     | 0.6%  | 2,115   | 63.5 % |
| <u>Lander</u>               | 1,193            | 81                               | 6.8 %  | 6                      | 0.5 % | 288      | 24.1 % | 15     | 1.3%  | 803     | 67.3 % |
| <u>Lincoln</u>              | 991              | 24                               | 2.4 %  | 28                     | 2.8 % | 90       | 9.1 %  | 47     | 4.7%  | 802     | 80.9 % |
| <u>Lyon</u>                 | 8,933            | 383                              | 4.3 %  | 198                    | 2.2 % | 1,863    | 20.9 % | 190    | 2.1%  | 6,299   | 70.5 % |
| <u>Mineral</u>              | 574              | 105                              | 18.3 % | 6                      | 1.0 % | 49       | 8.5 %  | 61     | 10.6% | 353     | 61.5 % |
| <u>Nye</u>                  | 6,099            | 141                              | 2.3 %  | 163                    | 2.7 % | 1,393    | 22.8 % | 230    | 3.8%  | 4,172   | 68.4 % |
| <u>Pershing</u>             | 714              | 57                               | 8.0 %  | 18                     | 2.5 % | 205      | 28.7 % | 6      | 0.8%  | 428     | 59.9 % |
| <u>Storey</u>               | 435              | 5                                | 1.1 %  | 9                      | 2.1 % | 33       | 7.6 %  | 9      | 2.1%  | 379     | 87.1 % |
| <u>Washoe</u>               | 63,282           | 1,566                            | 2.5 %  | 4,123                  | 6.5 % | 21,151   | 33.4 % | 2,383  | 3.8%  | 34,059  | 53.8 % |
| <u>White Pine</u>           | 1,417            | 88                               | 6.2 %  | 19                     | 1.3 % | 172      | 12.1 % | 18     | 1.3%  | 1,120   | 79.0 % |
| <u>State Public Schools</u> | 3,543            | 99                               | 2.8 %  | 185                    | 5.2 % | 478      | 13.5 % | 418    | 11.8% | 2,363   | 66.7 % |

Data as of: Count Day District totals do not include state or district sponsored charter school data.

'N/A' indicates that this population was not present.

Source: Nevada Annual Reports of Accountability, Nevada Department of Education.

Table 2: Student Graduation by Race/Ethnicity and County: Class of 2009

|                             | All Students |        | American Indian/Alaskan Native |        | Asian |         | Hispanic |        | Black/African American |         | White  |        |
|-----------------------------|--------------|--------|--------------------------------|--------|-------|---------|----------|--------|------------------------|---------|--------|--------|
|                             | #            | %      | #                              | %      | #     | %       | #        | %      | #                      | %       | #      | %      |
| <u>State</u>                | 22,672       | 71.4 % | 316                            | 65.1%  | 2,240 | 82.0 %  | 6,081    | 60.6 % | 2,404                  | 57.8 %  | 11,631 | 79.4 % |
| <u>Carson City</u>          | 483          | 90.5%  | 7                              | 75.0%  | 23    | 91.7%   | 109      | 86.6 % | 4                      | 100.0 % | 340    | 91.9 % |
| <u>Churchill</u>            | 286          | 85.6%  | 17                             | 71.4%  | 25    | 88.5%   | 25       | 71.9 % | 6                      | 100.0 % | 213    | 88.1 % |
| <u>Clark</u>                | 15,396       | 68.0%  | 107                            | 57.2%  | 1,864 | 81.5%   | 4,689    | 58.4 % | 2,156                  | 57.2 %  | 6,580  | 76.6 % |
| <u>Douglas</u>              | 467          | 83.9%  | 14                             | 73.7%  | 15    | 78.9%   | 62       | 80.0 % | 4                      | 80.0 %  | 372    | 85.3 % |
| <u>Elko</u>                 | 650          | 86.9%  | 47                             | 66.7%  | 8     | 100.0%  | 120      | 80.6 % | 6                      | 83.3 %  | 469    | 90.8 % |
| <u>Eureka</u>               | 17           | 94.1%  | 1                              | 100.0% | 1     | 100.0%  | 1        | 100.0% | N/A                    | N/A     | 14     | 92.9 % |
| <u>Humboldt</u>             | 201          | 80.7%  | 9                              | 63.6%  | 1     | 100.0%  | 54       | 75.0 % | 1                      | 100.0 % | 136    | 84.0 % |
| <u>Lander</u>               | 105          | 94.5%  | 4                              | 100.0% | 1     | 100.0 % | 15       | 88.2 % | N/A                    | N/A     | 85     | 95.4 % |
| <u>Lincoln</u>              | 55           | 78.9%  | 0                              | 0.0%   | 2     | 100.0%  | 5        | 80.0 % | 0                      | 0.0 %   | 48     | 78.0 % |
| <u>Lyon</u>                 | 529          | 84.9%  | 27                             | 82.1%  | 2     | 100.0%  | 82       | 77.5 % | 11                     | 72.7 %  | 407    | 86.9 % |
| <u>Mineral</u>              | 29           | 77.1%  | 1                              | 100.0% | 1     | 100.0%  | 0        | 0.0 %  | 1                      | 50.0 %  | 26     | 77.4 % |
| <u>Nye</u>                  | 364          | 78.6%  | 8                              | 75.0%  | 11    | 72.7%   | 68       | 84.5 % | 12                     | 66.7 %  | 265    | 77.9 % |
| <u>Pershing</u>             | 55           | 87.5%  | 3                              | 100.0% | 0     | 0.0%    | 13       | 64.3 % | 0                      | 0.0 %   | 39     | 94.9 % |
| <u>Storey</u>               | 31           | 87.9%  | NA                             | N/A    | 1     | 100.0%  | 2        | 100.0% | N/A                    | N/A     | 28     | 86.7 % |
| <u>Washoe</u>               | 3,415        | 77.4%  | 65                             | 69.7%  | 254   | 84.4%   | 746      | 64.2 % | 131                    | 59.0 %  | 2,219  | 83.0 % |
| <u>White Pine</u>           | 91           | 79.8%  | 2                              | 66.7%  | 1     | 100.0%  | 13       | 85.7 % | N/A                    | N/A     | 75     | 79.0 % |
| <u>State Public Schools</u> | 203          | 98.0%  | 1                              | 100.0% | 18    | 100.0%  | 25       | 92.0 % | 13                     | 100.0 % | 146    | 98.6 % |

Source: Nevada Annual Reports of Accountability, Nevada Department of Education.

Table 3: Continuation Rates to Postsecondary Institution by Location: Fall 2009

**Source:** Nevada System of Higher Education Warehouse Data

Table 4: NSHE Student Headcount by Ethnic/Racial Minority Status: Fall 1999

| <b>Institution</b> | <b>White,<br/>non-<br/>Hispanic</b> | <b>Black,<br/>non-<br/>Hispanic</b> | <b>Hispanic</b> | <b>Asian or<br/>Pacific<br/>Islander</b> | <b>American<br/>Indian or<br/>Alaska<br/>Native</b> | <b>Total</b>  |
|--------------------|-------------------------------------|-------------------------------------|-----------------|--|---|---------------|
| UNLV               | 13,872                              | 1,446                               | 1,669           | 2,147                                    | 186   | 19,320        |
| UNR                | 9,468                               | 226                                 | 640             | 742                                      | 171   | 11,247        |
| NSC                | -                                   | -                                   | -               | -  | -   | -             |
| CSN                | 18,697                              | 3,603                               | 4,994           | 2,795                                    | 358   | 30,447        |
| GBC                | 1,963                               | 10                                  | 176             | 33                                       | 100   | 2,282         |
| TMCC               | 7,305                               | 193                                 | 756             | 473                                      | 249   | 8,976         |
| WNC                | 4,114                               | 69                                  | 276             | 88                                       | 146   | 4,693         |
| <b>Total</b>       | <b>55,419</b>                       | <b>5,547</b>                        | <b>8,511</b>    | <b>6,278</b>                             | <b>1,210</b>  | <b>76,965</b> |

Note: Excludes non-resident aliens, such as international students, and race/ethnicity unknown.

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 5: NSHE Student Headcount by Ethnic/Racial Minority Status: Fall 2007

| <b>Institution</b> | <b>White,<br/>non-<br/>Hispanic</b> | <b>Black,<br/>non-<br/>Hispanic</b> | <b>Hispanic</b> | <b>Asian or<br/>Pacific<br/>Islander</b> | <b>American<br/>Indian or<br/>Alaska<br/>Native</b> | <b>Total</b>  |
|--------------------|-------------------------------------|-------------------------------------|-----------------|--|---|---------------|
| UNLV               | 13,509                              | 2,223                               | 3,232           | 4,096                                    | 272   | 23,332        |
| UNR                | 11,314                              | 405                                 | 1,207           | 1,141                                    | 169   | 14,236        |
| NSC                | 1,063                               | 194                                 | 344             | 278                                      | 20  | 1,899         |
| CSN                | 16,783                              | 3,785                               | 7,897           | 4,304                                    | 351   | 33,120        |
| GBC                | 2,490                               | 38                                  | 317             | 40                                       | 121   | 3,006         |
| TMCC               | 8,312                               | 321                                 | 1,627           | 805                                      | 245   | 11,310        |
| WNC                | 3,406                               | 75                                  | 432             | 153                                      | 161   | 4,227         |
| <b>Total</b>       | <b>56,877</b>                       | <b>7,041</b>                        | <b>15,056</b>   | <b>10,817</b>                            | <b>1,339</b>  | <b>91,130</b> |

Note: Excludes non-resident aliens, such as international students, and race/ethnicity unknown.

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 6: NSHE Student Headcount by Ethnic/Racial Minority Status: Fall 2008

| <b>Institution</b> | <b>White,<br/>non-<br/>Hispanic</b> | <b>Black,<br/>non-<br/>Hispanic</b> | <b>Hispanic</b> | <b>Asian or<br/>Pacific<br/>Islander</b> | <b>American<br/>Indian or<br/>Alaska<br/>Native</b> | <b>Total</b>  |
|--------------------|-------------------------------------|-------------------------------------|-----------------|--|---|---------------|
| UNLV               | 13,535                              | 2,277                               | 3,469           | 4,487                                    | 247   | 24,015        |
| UNR                | 11,357                              | 422                                 | 1,323           | 1,174                                    | 182   | 14,458        |
| NSC                | 1,066                               | 170                                 | 324             | 273                                      | 15  | 1,848         |
| CSN                | 17,590                              | 4,072                               | 9,079           | 4,845                                    | 392   | 35,978        |
| GBC                | 2,572                               | 56                                  | 356             | 47                                       | 127   | 3,158         |
| TMCC               | 8,429                               | 338                                 | 1,729           | 874                                      | 250   | 11,620        |
| WNC                | 3,305                               | 52                                  | 487             | 138                                      | 158   | 4,140         |
| <b>Total</b>       | <b>57,854</b>                       | <b>7,387</b>                        | <b>16,767</b>   | <b>11,838</b>                            | <b>1,371</b>  | <b>95,217</b> |

Note: Excludes non-resident aliens, such as international students, and race/ethnicity unknown.

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 7: NSHE Student Headcount by Ethnic/Racial Minority Status: Fall 2009

| <b>Institution</b> | <b>White,<br/>non-<br/>Hispanic</b> | <b>Black,<br/>non-<br/>Hispanic</b> | <b>Hispanic</b> | <b>Asian or<br/>Pacific<br/>Islander</b> | <b>American<br/>Indian or<br/>Alaska<br/>Native</b> | <b>Two or More<br/>Races</b> | <b>Total</b>   |
|--------------------|-------------------------------------|-------------------------------------|-----------------|--|---|------------------------------|----------------|
| UNLV               | 14,297                              | 2,272                               | 4,272           | 4,766                                    | 216   | 1,021                        | 26,844         |
| UNR                | 12,064                              | 424                                 | 1,737           | 1,094                                    | 152   | 517                          | 15,988         |
| NSC                | 1,246                               | 235                                 | 475             | 313                                      | 25  | 87                           | 2,381          |
| CSN                | 18,291                              | 4,626                               | 10,412          | 4,815                                    | 360   | 850                          | 39,354         |
| GBC                | 2,712                               | 62                                  | 328             | 56                                       | 108   | 131                          | 3,397          |
| TMCC               | 8,728                               | 357                                 | 2,204           | 833                                      | 229   | 312                          | 12,663         |
| WNC                | 3,921                               | 80                                  | 732             | 154                                      | 139   | 110                          | 5,136          |
| <b>Total</b>       | <b>61,259</b>                       | <b>8,056</b>                        | <b>20,160</b>   | <b>12,031</b>                            | <b>1,229</b>  | <b>3,028</b>                 | <b>105,763</b> |

Note: Excludes non-resident aliens, such as international students, and race/ethnicity unknown.

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 8: NSHE Student Headcount by Gender: Fall 1999

| <b>Institution</b> | <b>Men</b>    | <b>Women</b>  | <b>Total</b>  |
|--------------------|---------------|---------------|---------------|
| UNLV               | 9,669         | 12,151        | 21,820        |
| UNR                | 5,588         | 6,944         | 12,532        |
| NSC                | -             | -             | -             |
| CSN                | 15,639        | 17,763        | 33,402        |
| GBC                | 859           | 1,648         | 2,507         |
| TMCC               | 4,462         | 5,525         | 9,987         |
| WNC                | 1,963         | 3,059         | 5,022         |
| <b>Total</b>       | <b>38,180</b> | <b>47,090</b> | <b>85,270</b> |

Note: Excludes non-resident aliens, such as international students, and race/ethnicity unknown.  
 Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 9: NSHE Student Headcount by Gender: Fall 2007

| <b>Institution</b> | <b>Men</b>    | <b>Women</b>  | <b>Total</b>   |
|--------------------|---------------|---------------|----------------|
| UNLV               | 12,246        | 15,714        | 27,960         |
| UNR                | 7,637         | 9,044         | 16,681         |
| NSC                | 592           | 1,604         | 2,196          |
| CSN                | 18,235        | 19,523        | 37,758         |
| GBC                | 1,187         | 2,029         | 3,216          |
| TMCC               | 5,483         | 6,683         | 12,166         |
| WNC                | 2,057         | 2,763         | 4,820          |
| <b>Total</b>       | <b>47,437</b> | <b>57,360</b> | <b>104,797</b> |

Note: Excludes non-resident aliens, such as international students, and race/ethnicity unknown.  
 Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)



Table 10: NSHE Student Headcount by Gender: Fall 2008

| <b>Institution</b> | <b>Men</b>    | <b>Women</b>  | <b>Total</b>   |
|--------------------|---------------|---------------|----------------|
| UNLV               | 12,554        | 16,046        | 28,600         |
| UNR                | 7,798         | 9,069         | 16,867         |
| NSC                | 539           | 1,587         | 2,126          |
| CSN                | 20,171        | 20,139        | 40,310         |
| GBC                | 1,225         | 2,211         | 3,436          |
| TMCC               | 5,514         | 6,978         | 12,492         |
| WNC                | 1,853         | 2,875         | 4,728          |
| <b>Total</b>       | <b>49,654</b> | <b>58,905</b> | <b>108,559</b> |

Note: Excludes non-resident aliens, such as international students, and race/ethnicity unknown.  
 Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 11: NSHE Student Headcount by Gender: Fall 2009

| <b>Institution</b> | <b>Men</b>    | <b>Women</b>  | <b>Total</b>   |
|--------------------|---------------|---------------|----------------|
| UNLV               | 12,907        | 16,173        | 29,080         |
| UNR                | 7,789         | 9,086         | 16,875         |
| NSC                | 619           | 1,897         | 2,516          |
| CSN                | 20,867        | 21,241        | 42,108         |
| GBC                | 1,292         | 2,355         | 3,647          |
| TMCC               | 5,688         | 7,254         | 12,942         |
| WNC                | 2,091         | 3,138         | 5,229          |
| <b>Total</b>       | <b>51,253</b> | <b>61,144</b> | <b>112,397</b> |

Note: Excludes non-resident aliens, such as international students, and race/ethnicity unknown.  
 Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 12: Number of Awards Conferred by Race/Ethnicity: 1998-99

| <b>Institution</b> | <b>White non-Hispanic</b> | <b>Black non-Hispanic</b> | <b>Hispanic</b> | <b>Asian or Pacific Islander</b> | <b>American Indian or Alaska Native</b> | <b>Total</b> |
|--------------------|---------------------------|---------------------------|-----------------|----------------------------------|---|--------------|
| UNLV               | 2052                      | 201                       | 193             | 162                              | 18                                      | 2,626        |
| UNR                | 1602                      | 27                        | 94              | 85                               | 11                                      | 1,819        |
| NSC                | -                         | -                         | -               | -                                | -                                       | -            |
| CSN                | 575                       | 63                        | 79              | 76                               | 10                                      | 803          |
| GBC                | 124                       | 0                         | 11              | 1                                | 1                                       | 137          |
| TMCC               | 329                       | 6                         | 22              | 36                               | 12                                      | 405          |
| WNC                | 300                       | 4                         | 19              | 2                                | 16                                      | 341          |
| <b>Total</b>       | <b>4,982</b>              | <b>301</b>                | <b>418</b>      | <b>362</b>                       | <b>68</b>                               | <b>6,131</b> |

Note: Includes all awards conferred, including certificates and bachelor's degrees awarded at the community colleges - first major only for bachelor's, master's, doctoral, first-professional, and certificates above/below the baccalaureate levels  
 Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 13: Number of Awards Conferred by Race/Ethnicity: 2006-07

| <b>Institution</b> | <b>White non-Hispanic</b> | <b>Black non-Hispanic</b> | <b>Hispanic</b> | <b>Asian or Pacific Islander</b> | <b>American Indian or Alaska Native</b> | <b>Total</b> |
|--------------------|---------------------------|---------------------------|-----------------|----------------------------------|---|--------------|
| UNLV               | 2699                      | 308                       | 421             | 542                              | 40                                      | 4,010        |
| UNR                | 1876                      | 50                        | 149             | 157                              | 24                                      | 2,256        |
| NSC                | 94                        | 16                        | 13              | 20                               | 3                                       | 146          |
| CSN                | 993                       | 141                       | 223             | 281                              | 14                                      | 1,652        |
| GBC                | 194                       | 4                         | 27              | 3                                | 6                                       | 234          |
| TMCC               | 477                       | 16                        | 66              | 41                               | 13                                      | 613          |
| WNC                | 311                       | 4                         | 28              | 18                               | 12                                      | 373          |
| <b>Total</b>       | <b>6,644</b>              | <b>539</b>                | <b>927</b>      | <b>1,062</b>                     | <b>112</b>                              | <b>9,284</b> |

Note: Includes all awards conferred, including certificates and bachelor's degrees awarded at the community colleges - first major only for bachelor's, master's, doctoral, first-professional, and certificates above/below the baccalaureate levels  
 Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 14: Number of Awards Conferred by Race/Ethnicity: 2007-08

| <b>Institution</b> | <b>White non-Hispanic</b> | <b>Black non-Hispanic</b> | <b>Hispanic</b> | <b>Asian or Pacific Islander</b> | <b>American Indian or Alaska Native</b> | <b>Total</b>  |
|--------------------|---------------------------|---------------------------|-----------------|----------------------------------|---|---------------|
| UNLV               | 2,911                     | 357                       | 445             | 623                              | 43                                      | 4,379         |
| UNR                | 2,010                     | 64                        | 165             | 185                              | 19                                      | 2,443         |
| NSC                | 100                       | 11                        | 19              | 21                               | 1                                       | 152           |
| CSN                | 978                       | 142                       | 269             | 308                              | 16                                      | 1,713         |
| GBC                | 230                       | 1                         | 29              | 3                                | 14                                      | 277           |
| TMCC               | 514                       | 12                        | 77              | 27                               | 10                                      | 640           |
| WNC                | 338                       | 5                         | 33              | 14                               | 15                                      | 405           |
| <b>Total</b>       | <b>7,081</b>              | <b>592</b>                | <b>1,037</b>    | <b>1,181</b>                     | <b>118</b>                              | <b>10,009</b> |

Note: Includes all awards conferred, including certificates and bachelor's degrees awarded at the community colleges - first major only for bachelor's, master's, doctoral, first-professional, and certificates above/below the baccalaureate levels  
Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 15: Number of Awards Conferred by Race/Ethnicity: 2008-09

| <b>Institution</b> | <b>White non-Hispanic</b> | <b>Black non-Hispanic</b> | <b>Hispanic</b> | <b>Asian or Pacific Islander</b> | <b>American Indian or Alaska Native</b> | <b>Two or More Races</b> | <b>Total</b>  |
|--------------------|---------------------------|---------------------------|-----------------|----------------------------------|---|--------------------------|---------------|
| UNLV               | 2,775                     | 357                       | 572             | 631                              | 61                                      | 43                       | 4,439         |
| UNR                | 2,209                     | 49                        | 228             | 167                              | 24                                      | 76                       | 2,753         |
| NSC                | 135                       | 10                        | 19              | 19                               | 2                                       | 3                        | 188           |
| CSN                | 978                       | 148                       | 272             | 259                              | 14                                      | 12                       | 1,683         |
| GBC                | 228                       | 1                         | 49              | 3                                | 8                                       | --                       | 289           |
| TMCC               | 597                       | 13                        | 87              | 51                               | 19                                      | --                       | 767           |
| WNC                | 290                       | 3                         | 26              | 14                               | 5                                       | --                       | 338           |
| <b>Total</b>       | <b>7,212</b>              | <b>581</b>                | <b>1,253</b>    | <b>1,144</b>                     | <b>133</b>                              | <b>134</b>               | <b>10,457</b> |

Note: Includes all awards conferred, including certificates and bachelor's degrees awarded at the community colleges - first major only for bachelor's, master's, doctoral, first-professional, and certificates above/below the baccalaureate levels  
Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 16: Graduation Rates by Race/Ethnicity for NSHE 4-Year Institutions, Percent of first-time, full-time, degree-seeking students graduating with a bachelor's degree within 6 years: 1999

| <b>Institution</b> | <b>White non-Hispanic</b> | <b>Black non-Hispanic</b> | <b>Hispanic</b> | <b>Asian or Pacific Islander</b> | <b>American Indian or Alaska Native</b> |
|--------------------|---------------------------|---------------------------|-----------------|----------------------------------|---|
| UNLV               | 31.5%                     | 28.9%                     | 25.6%           | 44.2%                            | 10.0%                                   |
| UNR                | 44.6%                     | 6.7%                      | 41.9%           | 56.9%                            | 57.1%                                   |

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 17: Graduation Rates by Race/Ethnicity for NSHE 4-Year Institutions, Percent of first-time, full-time, degree-seeking students graduating with a bachelor's degree within 6 years: 2007

| <b>Institution</b> | <b>White non-Hispanic</b> | <b>Black non-Hispanic</b> | <b>Hispanic</b> | <b>Asian or Pacific Islander</b> | <b>American Indian or Alaska Native</b> |
|--------------------|---------------------------|---------------------------|-----------------|----------------------------------|---|
| UNLV               | 41.5%                     | 32.4%                     | 36.4%           | 45.7%                            | 31.3%                                   |
| UNR                | 46.5%                     | 33.3%                     | 41.4%           | 60.0%                            | 17.4%                                   |
| NSC                | -                         | -                         | -               | -                                | -                                       |

Table 18: Graduation Rates by Race/Ethnicity for NSHE 4-Year Institutions, Percent of first-time, full-time, degree-seeking students graduating with a bachelor's degree within 6 years: 2008

| <b>Institution</b> | <b>White non-Hispanic</b> | <b>Black non-Hispanic</b> | <b>Hispanic</b> | <b>Asian or Pacific Islander</b> | <b>American Indian or Alaska Native</b> |
|--------------------|---------------------------|---------------------------|-----------------|----------------------------------|---|
| UNLV               | 41.2%                     | 32.2%                     | 37.3%           | 43.1%                            | 29.2%                                   |
| UNR                | 49.2%                     | 47.7%                     | 39.4%           | 59.1%                            | 17.2%                                   |
| NSC                | 15.6%                     | 0.0%                      | 0.0%            | 50.0%                            | 0.0%                                    |

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 19: Graduation Rates by Race/Ethnicity for NSHE 4-Year Institutions, Percent of first-time, full-time, degree-seeking students graduating with a bachelor's degree within 6 years: 2009

| <b>Institution</b> | <b>White non-Hispanic</b> | <b>Black non-Hispanic</b> | <b>Hispanic</b> | <b>Asian or Pacific Islander</b> | <b>American Indian or Alaska Native</b> |
|--------------------|---------------------------|---------------------------|-----------------|----------------------------------|---|
| UNLV               | 39.8%                     | 34.4%                     | 35.9%           | 44.9%                            | 26.9%                                   |
| UNR                | 47.9%                     | 41.2%                     | 42.4%           | 50.0%                            | 33.3%                                   |
| NSC                | 0.0%                      | 0.0%                      | 0.0%            | 0.0%                             | 13.9%                                   |

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 20: Graduation Rates by Race/Ethnicity for NSHE 2-Year Institutions, Percent of first-time, full-time, degree-seeking students earning an associate degree within 3 years or a certificate within 1.5 years: 1999

| <b>Institution</b> | <b>White non-Hispanic</b> | <b>Black non-Hispanic</b> | <b>Hispanic</b> | <b>Asian or Pacific Islander</b> | <b>American Indian or Alaska Native</b> |
|--------------------|---------------------------|---------------------------|-----------------|----------------------------------|---|
| CSN                | 4.8%                      | 0.0%                      | 1.7%            | 8.6%                             | 10.0%                                   |
| GBC                | 17.5%                     | --                        | 43.8%           | --                               | 25.0%                                   |
| TMCC               | 4.9%                      | 50.0%                     | 5.9%            | 37.5%                            | 14.3%                                   |
| WNC                | 9.5%                      | 50.0%                     | 0.0%            | 0.0%                             | 0.0%                                    |

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 21: Graduation Rates by Race/Ethnicity for NSHE 2-Year Institutions, Percent of first-time, full-time, degree-seeking students earning an associate degree within 3 years or a certificate within 1.5 years: 2007

| <b>Institution</b> | <b>White non-Hispanic</b> | <b>Black non-Hispanic</b> | <b>Hispanic</b> | <b>Asian or Pacific Islander</b> | <b>American Indian or Alaska Native</b> |
|--------------------|---------------------------|---------------------------|-----------------|----------------------------------|---|
| CSN                | 7.7%                      | 1.4%                      | 11.8%           | 16.9%                            | 16.7%                                   |
| GBC                | 20.7%                     | --                        | 23.1%           | 0.0%                             | 7.7%                                    |
| TMCC               | 8.0%                      | 0.0%                      | 6.9%            | 7.1%                             | 0.0%                                    |
| WNC                | 20.1%                     | 0.0%                      | 45.5%           | --                               | 10.0%                                   |

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 22: Graduation Rates by Race/Ethnicity for NSHE 2-Year Institutions, Percent of first-time, full-time, degree-seeking students earning an associate degree within 3 years or a certificate within 1.5 years: 2008

| <b>Institution</b> | <b>White non-Hispanic</b> | <b>Black non-Hispanic</b> | <b>Hispanic</b> | <b>Asian or Pacific Islander</b> | <b>American Indian or Alaska Native</b> |
|--------------------|---------------------------|---------------------------|-----------------|----------------------------------|---|
| CSN                | 3.9%                      | 1.9%                      | 2.0%            | 1.9%                             | 0.0%                                    |
| GBC                | 20.7%                     | 0.0%                      | 31.8%           | 33.3%                            | 20.0%                                   |
| TMCC               | 8.4%                      | 15.0%                     | 13.6%           | 14.0%                            | 6.3%                                    |
| WNC                | 20.7%                     | 33.3%                     | 5.6%            | 12.5%                            | 20.0%                                   |

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 23: Graduation Rates by Race/Ethnicity for NSHE 2-Year Institutions, Percent of first-time, full-time, degree-seeking students earning an associate degree within 3 years or a certificate within 1.5 years: 2009

| <b>Institution</b> | <b>White non-Hispanic</b> | <b>Black non-Hispanic</b> | <b>Hispanic</b> | <b>Asian or Pacific Islander</b> | <b>American Indian or Alaska Native</b> |
|--------------------|---------------------------|---------------------------|-----------------|----------------------------------|---|
| CSN                | 4.8%                      | 0.0%                      | 2.1%            | 4.9%                             | 0.0%                                    |
| GBC                | 28.7%                     | 0.0%                      | 38.5%           | 0.0%                             | 16.7%                                   |
| TMCC               | 12.0%                     | 3.7%                      | 7.9%            | 11.5%                            | 20.0%                                   |
| WNC                | 17.4%                     | 33.3%                     | 26.3%           | 40.0%                            | 16.7%                                   |

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table24: Minority faculty by institution: Fall 1999 and Fall 2007-2009

|                                   | Fall 1999 |                  | Fall 2007 |                  | Fall 2008 |                  | Fall 2009 |                  |
|-----------------------------------|-----------|------------------|-----------|------------------|-----------|------------------|-----------|------------------|
|                                   | Faculty   | Minority Faculty | Faculty   | Minority Faculty | Faculty   | Minority Faculty | Faculty   | Minority Faculty |
| University of Nevada, Las Vegas   | 689       | 105              | 960       | 177              | 904       | 181              | 897       | 186              |
| University of Nevada, Reno        | 726       | 139              | 926       | 139              | 916       | 139              | 873       | 139              |
| Nevada State College              | ---       | ---              | 59        | 15               | 58        | 13               | 44        | 13               |
| College of Southern Nevada        | 361       | 78               | 488       | 94               | 477       | 89               | 492       | 97               |
| Great Basin College               | 46        | 2                | 72        | 5                | 70        | 5                | 68        | 5                |
| Truckee Meadows Community College | 157       | 12               | 183       | 19               | 181       | 19               | 172       | 17               |
| Western Nevada College            | 80        | 2                | 75        | 2                | 66        | 2                | 61        | 3                |
| Desert Research Institute         | 90        | 5                | 160       | 18               | 165       | 21               | 140       | 16               |
| <b>Totals</b>                     | 2149      | 343              | 2923      | 469              | 2837      | 469              | 2747      | 476              |
| <b>Percent</b>                    |           | 16%              |           | 16%              |           | 17%              |           | 17%              |

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 25: Female faculty by Institution: Fall 1999 and Fall 2007-2009

|                                   | Fall 1999 |                | Fall 2007 |                | Fall 2008 |                | Fall 2009 |                |
|-----------------------------------|-----------|----------------|-----------|----------------|-----------|----------------|-----------|----------------|
|                                   | Faculty   | Female Faculty | Faculty   | Female Faculty | Faculty   | Female Faculty | Faculty   | Female Faculty |
| University of Nevada, Las Vegas   | 689       | 219            | 960       | 337            | 904       | 312            | 897       | 320            |
| University of Nevada, Reno        | 726       | 231            | 926       | 350            | 916       | 345            | 873       | 336            |
| Nevada State College              | ---       | ---            | 59        | 36             | 58        | 35             | 44        | 24             |
| College of Southern Nevada        | 361       | 157            | 488       | 216            | 477       | 215            | 492       | 227            |
| Great Basin College               | 46        | 17             | 72        | 34             | 70        | 33             | 68        | 30             |
| Truckee Meadows Community College | 157       | 64             | 183       | 87             | 181       | 85             | 172       | 83             |
| Western Nevada College            | 80        | 37             | 75        | 33             | 66        | 31             | 61        | 30             |
| Desert Research Institute         | 90        | 11             | 160       | 35             | 165       | 38             | 140       | 29             |
| <b>Totals</b>                     | 2149      | 736            | 2923      | 1128           | 2837      | 1094           | 2747      | 1079           |
| <b>Percent</b>                    |           | 34%            |           | 38%            |           | 38%            |           | 39%            |

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)



Sally from this point on refer to the excel sheet attached to the email. These needed to be inserted and change page set up from this point on to "horizontal" so the tables can fit, it should be 9 tables in total, thanks so much

Table 26: University of Nevada, Las Vegas staff report disaggregated by race/ethnicity, gender, employment type, and part- and full-time status: 1999 and 2007-2009

Insert table here

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 27: University of Nevada, Reno staff report disaggregated by race/ethnicity, gender, employment type, and part- and full-time status: 1999 and 2007-2009

Insert table here

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 28: Nevada State College staff report disaggregated by race/ethnicity, gender, employment type, and part- and full-time status: 1999 and 2007-2009

Insert table here

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 29: College of Southern Nevada staff report disaggregated by race/ethnicity, gender, employment type, and part- and full-time status: 1999 and 2007-2009

Insert table here

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 30: Great Basin College staff report disaggregated by race/ethnicity, gender, employment type, and part- and full-time status: 1999 and 2007-2009

Insert table here

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 31: Truckee Meadows Community College staff report disaggregated by race/ethnicity, gender, employment type, and part- and full-time status: 1999 and 2007-2009

Insert table here

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 32: Western Nevada College staff report disaggregated by race/ethnicity, gender, employment type, and part- and full-time status: 1999 and 2007-2009

Insert table here

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 33: Desert Research Institute staff report disaggregated by race/ethnicity, gender, employment type, and part- and full-time status: 1999 and 2007-2009

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**Insert table here**

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

Table 34: System Administration staff report disaggregated by race/ethnicity, gender, employment type, and part- and full-time status: 1999 and 2007-2009

**Insert table here**

Source: National Center for Education Statistics, Integrated Postsecondary Education Survey (IPEDS)

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