

**MINUTES OF THE  
SENATE COMMITTEE ON HUMAN RESOURCES AND EDUCATION**

**Seventy-third Session  
March 9, 2005**

The Senate Committee on Human Resources and Education was called to order by Chair Maurice E. Washington at 1:33 p.m. on Wednesday, March 9, 2005, in Room 2135 of the Legislative Building, Carson City, Nevada. The meeting was videoconferenced to the Grant Sawyer State Office Building, Room 4412, 555 East Washington Avenue, Las Vegas, Nevada. [Exhibit A](#) is the Agenda. [Exhibit B](#) is the Attendance Roster. All exhibits are available and on file at the Research Library of the Legislative Counsel Bureau.

**COMMITTEE MEMBERS PRESENT:**

Senator Maurice E. Washington, Chair  
Senator Joe Heck  
Senator Bernice Mathews  
Senator Valerie Wiener  
Senator Steven Horsford

**COMMITTEE MEMBERS ABSENT:**

Senator Dennis Nolan (Excused)  
Senator Barbara K. Cegavske, Vice Chair (Excused)

**GUEST LEGISLATORS PRESENT:**

Senator Terry Care, Clark County Senatorial District No. 7

**STAFF MEMBERS PRESENT:**

Leslie K. Hamner, Committee Counsel  
Marshellah D. Lyons, Committee Policy Analyst  
Patricia Vardakis, Committee Secretary

**OTHERS PRESENT:**

David Perlman, Administrator, Commission on Postsecondary Education  
Giles E. Vanderhoof, Major General, The Adjutant General of Nevada, Office of the Military

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Andrea Acquafredda, Staff Sergeant, Nevada Air National Guard  
Barron Brooks, Senior Airman, Nevada Air National Guard  
Miles Celio, Administrative Services Officer, Carson City, Office of the Military  
Tammy Sparks, Officer Candidate, Nevada Army National Guard  
Daniel J. Klaich, Chief Counsel, System Administration Office, University and  
Community College System of Nevada  
Phillip Gingrich, Cadet, Nevada Army National Guard  
Tyler Trevor, Assistant Vice Chancellor, Academic and Student Affairs and  
Director of Institutional Research, System Administration Office,  
University and Community College System of Nevada  
Dr. Christine Chairsell, Interim Vice Chancellor, Academic and Student Affairs,  
System Administration Office, University and Community College System  
of Nevada

CHAIR WASHINGTON:

We will open the hearing on Senate Bill (S.B.) 133.

**SENATE BILL 133**: Revises provisions regarding refund policies and bonding requirements of private postsecondary educational institutions. (BDR 34-407)

DAVID PERLMAN (Administrator, Commission on Postsecondary Education):

I am here to speak in favor of S.B. 133. This bill affects two sections of the *Nevada Revised Statute* (NRS) 394.449 and NRS 394.4493. Senate Bill 133 simplifies the process for the postsecondary licensed schools by eliminating the need to include an example of their refund policy. The bill helps students by increasing the pro rata period from 40 to 60 percent to remain eligible for a full refund. It would require schools to make refunds within 15 calendar days rather than 60 calendar days. The most substantive change in S.B. 133 would require accredited schools to use this refund policy. Currently, accredited schools are required to use the policy published by their accrediting body or the U.S. Department of Education. The U.S. Department of Education favors the use of the Title IV Programs and not a refund policy. This results in students who attend school for a short time and then drop out owing 50 to 75 percent of the tuition.

Senate Bill 133 effects changes to the bonding requirements of NRS 394.480, which are mostly housekeeping changes. The bill removes the portion regarding the default threshold which is 25 percent for two years. Then the

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postsecondary educational institution is placed on reimbursement or a cash-flow monitoring. The Commission has the ability to set a bond at any time based on an institution's viability. The U.S. Department of Education will discharge any student loans should the school close.

SENATOR HECK:

Have the proposed changes been discussed with representatives of licensed institutions?

MR. PERLMAN:

On two occasions, I have explained the changes when I have sent a quarterly fee card where there is a section for comments, but have not received any feedback.

SENATOR HECK:

Were any public workshops held on the proposed changes?

MR. PERLMAN:

No.

CHAIR WASHINGTON:

What is the pleasure of the Committee?

SENATOR WIENER MOVED TO DO PASS S.B. 133.

SENATOR MATHEWS SECONDED THE MOTION.

SENATOR HORSFORD:

I am a chief executive officer of a private nonprofit institution that is postsecondary certified so I will abstain from this vote.

SENATOR HECK:

For the record, I will vote in favor of the S.B. 133 in Committee, but I reserve the right to change my vote after I have spoken to the representatives the bill will affect.

THE MOTION CARRIED. (SENATORS CEGAVSKE AND NOLAN WERE ABSENT FOR THE VOTE. SENATOR HORSFORD ABSTAINED FROM THE VOTE.)

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CHAIR WASHINGTON:  
I will now open the hearing on S.B. 78.

**SENATE BILL 78**: Makes permanent authority of Board of Regents of University of Nevada to grant waivers for registration and laboratory fees for active members of Nevada National Guard. (BDR S-89)

SENATOR TERRY CARE (Clark County Senatorial District No. 7):  
I was made aware that in New York the National Guard had a program where members of the Guard could further their education by attending New York institutions, tuition free. I was not aware of such a program in Nevada. I discovered there were minimal funds available. There was a procedure where some members of the Nevada National Guard could attend higher education programs, but the availability was limited. Last Legislative Session I introduced a bill that would allow members of the Guard, including young men and women who pledged to join the Guard after high school, to pursue higher education. At that time there were questions concerning whether the bill would apply to law school, medical school or postgraduate school for which we did not have the answers. The existing law will expire June 2005. The program allows members of the Guard to pursue higher education with certain Nevada institutions while they are in military service.

It is difficult to recruit young men and women who are graduating high school into any military service and to maintain reserve components, Guard levels and active duty personnel at the levels necessary. This program has proven to be a valuable recruitment tool. Senate Bill 78 will make the existing program permanent.

GILES E. VANDERHOOF (Major General, The Adjutant General of Nevada, Office of the Military):  
We did have an education-assistance bill that allowed up to 100-percent tuition, but were never budgeted to where 50 percent was reached; it was more in the 35-percent range. The program required the students to pay fees up front and

then they were reimbursed. The bill instituted a test period, which was extremely successful. The Nevada National Guard has had almost 1,000 people who have been on active duty, of which 500 have served overseas. There are over 100 Nevada National Guards who are driving the convoys from Kuwait up through Baghdad who are experiencing explosive devices on a daily basis. The Nevada National Guard has been fully engaged in this global war on terrorism. Other than combat, the Guards have experienced many sacrifices such as separation from their families and the reduction in salary from civilian to military wages.

I fully expected that when the Guards returned home and fulfilled their duty they would leave the Guard. The National Guard Bureau's goal for retention for the Army National Guard is 18 percent. In the last calendar year, we experienced in Nevada 13.59 percent, which is well below the national goal. The national average of the National Air Guard was 10 percent retention. In Nevada only 2.8 percent opted to leave the Guard, which made Nevada ahead of the national average. The tuition bill that was enacted two years ago was the most significant factor in those figures of retention. This is the single-most important program for the Nevada National Guard. We have almost doubled the number of students that are participating in the tuition program.

The Army and the Army National Guard are experiencing difficulty in recruitment. They are not making their strength, but we are in Nevada. It is because the Legislature has helped us with the tuition-waiver program.

ANDREA ACQUAFREDDA (Staff Sergeant, Nevada Air National Guard):

I have been in the U.S. Air Force for nine years and with the Nevada Air National Guard for five years. I have used the tuition assistance since I have been in the Nevada National Guard. The program is beneficial for students. The program helps us because we do not pay tuition up front and then wait for reimbursement. The program also pays for books and provides a recruitment tool. I am in my junior year of college. I am a single parent. I was in the Middle East for 75 days in the year 2003.

SENATOR MATHEWS:

If a student would drop out, what happens to the tuition funds?

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SERGEANT ACQUAFREDDA:

The student does not receive funds. We register, get a control number, turn the document into the admissions office of the school and then are given credit towards classes we have taken.

SENATOR MATHEWS:

What happens if you drop or fail a class?

SERGEANT ACQUAFREDDA:

We turn our grades into our Retention Officer.

GENERAL VANDERHOOF:

Before a person can obtain a waiver of tuition, they must have a signed statement from the Guard stating they are a member in good standing in the Nevada National Guard. If the person is not attending their meetings or fulfilling their obligations, then they would not be given a signed statement. The student must maintain a 2.0 average.

BARRON BROOKS (Senior Airman, Nevada Air National Guard):

I am a full-time student at the University of Nevada, Reno majoring in political science. I have been using the tuition program for two years. After graduating high school I had several options, but chose to join the Nevada National Guard because of the tuition program. This program has made it possible for me to fund my education. I have another year to complete my education and then I plan on getting a commission and stay in Nevada. The program targets a higher caliber of person for the military. It is important to maintain this program for recruitment purposes. The current global events have made it more difficult to retain and get recruits.

CHAIR WASHINGTON:

Have the current conditions in the Middle East been a deterrent in the recruitment of young people to the Nevada National Guard?

SERGEANT ACQUAFREDDA:

I volunteered to go overseas. When we recruit, we let the person know that many of our members have not been deployed to the Middle East. The person inquiring about the Guard has received negative feedback from television and is not aware that many of us have volunteered to go overseas. I had to leave my child, but I felt an obligation because of the benefit I received through the

tuition program. I plan on pursuing my career through the officer ranks after I obtain my degree.

CHAIR WASHINGTON:

Has the Nevada National Guard had any occurrences of persons refusing to go into active duty?

GENERAL VANDERHOOF:

We have not had problems of that nature. We ask for volunteers first and always have more volunteers than slots for overseas duty. Out of the 2,000 persons previously mentioned, every one has reported for duty.

CHAIR WASHINGTON:

What is the morale level of the Guard?

GENERAL VANDERHOOF:

The 72nd Company of Army Military Police was mobilized after the tragedy of September 11, 2001. This unit was sent to guard the Defense Language Institute at the Presidio of Monterey, California. After 13 months they were released from active duty and returned to their jobs and family. Two months later, they were mobilized again and sent to Iraq. The 72nd Company of Army Military Police were shot at and mortared every day they were in Iraq. Some were wounded. Their retention rate is good. That type of experience matures people and makes them think about their futures. Education is high on their list.

MILES CELIO (Administrative Services Officer, Carson City, Office of the Military): My office administers the tuition-assistance program. We pay as little as 35 percent to students. My office has administered the program that has been a test for the past two years and will be extended with S.B. 78. I echo the sentiments of General Vanderhoof and the other testifiers. The program has proven to be beneficial and we have seen an increase in participation. There has been a minimal number of complaints. With a waiver up front and no cost to the student the program has worked successfully.

SENATOR HECK:

I am commander of a reserve unit and can attest to the problem of retention. We saw it after Desert Storm. The importance of having great recruiting and retention tools is tantamount to maintaining our ability to respond to current threats in the global environment. The Guard's men and women should be

commended for their service in securing our homeland and national security, but they also play a vital role in our State security. Without those recruiting and retention tools, we hinder the safety of the United States, but we severely hinder the safety of our State. It is imperative we support S.B. 78.

TAMMY SPARKS (Officer Candidate, Nevada Army National Guard):

I am here to testify what the 100-percent tuition program has meant to me and my children. A divorce left me with little money, two children and no career. I took advantage of this program and continued my education, which allowed me to enroll in the officer candidate training program. I am six months away from graduating and becoming a second lieutenant. I could not have accomplished this feat without the 100-percent tuition program.

DANIEL J. KLAICH (Chief Counsel, System Administration Office, University and Community College System of Nevada):

I am here representing James E. Rogers, Interim Chancellor of the University and Community College System of Nevada. The members of the Board of Regents unanimously and enthusiastically support S.B. 78. We accommodate and support the students in every way possible. We encourage the Committee to make this program permanent.

PHILLIP GINGRICH (Cadet, Nevada Army National Guard):

I urge you to make this program permanent. I have witnessed firsthand how this program has benefited us in the Nevada Army National Guard. I benefited from this program on three levels. I am a student and have seen the effects working outside of school can have on one's academic success. Through scholarships and the tuition waiver program I serve as a soldier and do not need to have a second job. I am chemistry major and I minor in mathematics with a 3.955 grade point average (GPA). On the second level, I am a soldier. In February, we missed our recruiting goals by 27 percent. Also, I come to you as a leader. I serve in the capacity as a second lieutenant and am assigned to the 593rd Medium Transportation Company of the Army National Guard. Our sister company is in Iraq and in harm's way and a large majority of my unit went with them. The 100-percent tuition program needs to be made permanent because it is a valuable recruiting and retention tool. Without the program we face a greater challenge in meeting our recruiting goals and getting our units up to strength. My unit faces deployment within a year. This program gives me, as a leader, and my chain of command the ability to train soldiers, build unit cohesion and unit confidence before we deploy.



SENATOR HECK MOVED TO DO PASS S.B. 78.

SENATOR HORSFORD SECONDED THE MOTION.

THE MOTION CARRIED. (SENATORS CEGAVSKE AND NOLAN WERE ABSENT FOR THE VOTE.)

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CHAIR WASHINGTON:

We have a presentation by the University and Community College System of Nevada (UCCSN).

MR. KLAICH:

We have provided the Committee with an overview of the University and Community College System ([Exhibit C](#), original is on file at the Research Library). We serve approximately 100,000 young Nevadans who are working to better themselves and make Nevada better for all of us. The system of 8 institutions is governed by a 13 member elected Board of Regents. The system is composed of two research universities, the University of Nevada, Las Vegas (UNLV) and the University of Nevada, Reno (UNR). There is one state college and four community colleges throughout the State which are critical to the economic development and educational transition of students from high school through baccalaureate and postgraduate degrees. We have one research institute, the Desert Research Institute (DRI), which provides assistance to businesses in the State and increases the educational and intellectual power of Nevada.

TYLER TREVOR (Assistant Vice Chancellor, Academic and Student Affairs and Director of Institutional Research, System Administration Office, University and Community College System of Nevada):

We have statistics on Nevada population, how that population affects the UCCSN, some important measures and how they affect our students and their success, economic indicators, information on the Millennium Scholarship, data on economic programs and information on our master plan.

Page 6 of [Exhibit C](#), shows a ten-year growth pattern of the UCCSN. In 1994, there were 65,598 students in the system and in 2004, there were 100,547, which is a growth rate of 53 percent. The graph on page 7 of [Exhibit C](#) depicts

the growth in students by institutional types over the last ten years. The system grew at a 53-percent rate, the universities grew at 35 percent and the community colleges experienced growth at 67 percent. Page 8 of [Exhibit C](#) shows the student head count, which is composed of 55 percent at our community colleges, 16 percent at UNR and UNLV is 28 percent.

The student full-time equivalent (FTE) found on page 9 of [Exhibit C](#) measures the student workload. Fifteen credits, whether it is taken by one student or fifteen students, will equal one student FTE. The distribution of student FTE among the institutions is different than head count because students at the universities are more likely to enroll in full-time classes. The universities represent approximately 53 percent of our FTE. Our projected head count for the next ten years is driven by population trends, high school graduates and past participation rates. As shown by the graph on page 10 of [Exhibit C](#), we are predicting a 62-percent increase in students. We see the State College enrolling 9,500 students in the next 10 years.

On page 11 of [Exhibit C](#) are the Nevada population trends. The UCCSN grew at the same rate as Nevada's population in the past ten years. The Nevada high school graduates growth rate equals UCCSN growth rate. Nevada is the fastest growing state in the nation and has the fastest growing number of high school graduates in the nation. We are the third-fastest growing public system of higher education in the nation. Page 12 of [Exhibit C](#) shows the Nevada population trends for the next ten years. We have a huge task in the future for higher education, kindergarten through Grade 12 (K-12) system and all supporting systems.

One of the most important elements is the diversity in Nevada and the growth of ethnic minorities. On page 13 of [Exhibit C](#) is a percentage growth chart showing the increases by race and ethnicity. These facts have been mirrored in our student population. We have indicators on performance and diversity, which are not included in this presentation.

SENATOR HORSFORD:

Can you provide the Committee with the raw numbers?

MR. TREVOR:

Yes. The raw numbers will be staggering. Nevada's population from 1994 to 2004 has increased by 850,000 residents, 461,000 of which were

ethnic minorities in a ten-year period. This means 51 percent of our State's population is from minorities. The projected population growth by race and ethnicity in the next ten years is shown on page 14 of [Exhibit C](#), the trend is similar. The population is expected to increase by 700,000 residents, of which 425,000 or 61 percent are ethnic and racial minorities. Students from low-income families are an underrepresented population of Nevadans in the UCCSN. This is a trend across the country, but Nevada ranks second to last in the nation. Only 16 percent of low-income families participate in higher education in Nevada compared to the national average of 25 percent. In the state of New Jersey, it is 44 percent.

On page 16 of [Exhibit C](#), there is a comparison of the college participation rates showing improvement from 1998 to 2002. The Millennium Scholarship was a contributing factor during this time period.

SENATOR MATHEWS:  
What was the time frame?

MR. TREVOR:  
The time frame was 1998 to 2002.

SENATOR MATHEWS:  
I am looking at the handout entitled College Continuation ([Exhibit D](#)) which does not show the same percentage rates.

MR. TREVOR:  
It is confusing, because there are three measures.

CHAIR WASHINGTON:  
Do these figures include the Millennium Scholarship?

Mr. Trevor:  
The Millennium Scholarship was initiated in the year 2000. The figures show one year with and one year without the effect of the Millennium Scholarship. We attribute the increase from 25 percent to 33 percent to the Millennium Scholarship. What the Millennium Scholarship did was make it possible for more students to attend college and keep more students in the State of Nevada.

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CHAIR WASHINGTON:

Do other states have a program such as the Millennium Scholarship?

MR. TREVOR:

Yes. Merit-based scholarships have been on the rise. The state of Georgia is an example.

CHAIR WASHINGTON:

Have you compared Nevada's demographics to Georgia?

MR. TREVOR:

We could do the research and compare their results with our statistics.

CHAIR WASHINGTON:

Would you provide the Committee with the statistics on the number of students who would not have continued with their education if the Millennium Scholarship did not exist?

MR. TREVOR:

It would be impossible to isolate individual details of those students. I can tell you about the Millennium population and its distribution of race and ethnicity. Ethnicity is mirrored in the general population and the Millennium Scholarship population, except for the African-American population. I have provided that information to Senator Mathews.

CHAIR WASHINGTON:

Please share that information with the Committee.

MR. TREVOR:

The graph on page 17 of [Exhibit C](#) depicts that graduation rates are improving.

CHAIR WASHINGTON:

How is the six-year graduation rate calculated?

MR. TREVOR:

This is a federal definition. It allows us to compare Nevada's institutions to other institutions around the nation. The average for graduation is 128 credits. There has always been the misconception that four years is the time a student needs to acquire the number of credits necessary for graduation.

SENATOR HECK:

What are the freshman dropout rates? I have heard that Nevada has the highest freshman dropout rates in the university setting.

MR. TREVOR:

We have data that contradicts that statement. We use a measure called persistence, what percent of entering cohorts will stay and come back the next year. The reverse of this method would indicate the percent of dropouts. At the universities, 75 percent of the students consistently return for a second year. Compared to the national statistic, Nevada is above the national average. Our retention of students is good.

DR. CHRISTINE CHAIRSELL (Interim Vice Chancellor, Academic and Student Affairs, System Administration Office, University and Community College System of Nevada):

Community colleges have a 55-percent retention rate.

MR. KLAICH:

The growth in this State is an expensive issue. The positive side of growth in our system is the opportunities that it gives us. In other states, systems of higher education are shrinking and cutting back. We have the opportunity in Nevada to participate in a growing system and to think about new programs and how to better serve the population. When we speak of growth we are trying to take advantage of what the growth in this State can do for us.

CHAIR WASHINGTON:

We have three bills, S.B. 31, S.B. 32 and S.B. 120 to process.

SENATE BILL 31: Revises provisions relating to Nevada Silver Haired Legislative Forum. (BDR 38-447)

SENATE BILL 32: Makes various changes relating to qualifications for free tuition and loans for certain students at institutions of University and Community College System of Nevada. (BDR 34-158)

SENATE BILL 120: Transfers responsibility to establish program concerning treatment of trauma. (BDR 40-885)

MARSHEILAH D. LYONS (Committee Policy Analyst):

I will be referring to the document Senate Committee on Human Resources and Education, Work Session, March 9, 2005 ([Exhibit E](#)). There was a proposed amendment to S.B. 31. It allows the Forum to submit its annual report to the Legislative Commission and the Governor before September 1 of each even-numbered year. The other proposed amendment changed the date for electing officers of the Silver Haired Legislative Forum to July of each year and to serve for one year. Members of the Forum had no objections to the change.

SENATOR WIENER MOVED TO AMEND AND DO PASS S.B. 31.

SENATOR HORSFORD SECONDED THE MOTION.

THE MOTION CARRIED. (SENATORS CEGAVSKE AND NOLAN WERE ABSENT FOR THE VOTE.)

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Ms. LYONS:

The amendment to S.B. 32 concerns the changes in qualifications for free tuition and loans for certain students at institutions of the University and Community College System of Nevada. This provision relates to the nursing program, to retain the current language that specifies students must be bona fide residents of the State for at least six months prior to the student's matriculation in the system.

SENATOR HECK MOVED TO AMEND AND DO PASS S.B. 32.

SENATOR WIENER SECONDED THE MOTION.

THE MOTION CARRIED. (SENATORS CEGAVSKE AND NOLAN WERE ABSENT FOR THE VOTE.)

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SENATOR HECK MOVED TO AMEND AND DO PASS S.B. 120.

SENATOR WIENER SECONDED THE MOTION.

THE MOTION CARRIED. (SENATORS CEGAVSKE AND NOLAN WERE ABSENT FOR THE VOTE.)

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MR. TREVOR:

The information on page 19 of [Exhibit C](#) explains the economic benefits of higher education. The graph shows those students who have had some college education will earn 30 percent more than those who just graduated high school. Those students with a bachelor's degree earn 100 percent more and those with a master's degree earn 150 percent more than those with just a high school education.

CHAIR WASHINGTON:

Has the Millennium Scholarship affected students graduating from college?

MR. TREVOR:

It is too early to measure the effects of the Millennium Scholarship.

CHAIR WASHINGTON:

Is there still a trend for high school graduates to enter into the service industry rather than college?

MR. TREVOR:

There has been data showing the trend is not as strong as was formerly believed. I can provide the Committee with that data.

DR. CHAIRSELL:

In an informal manner, we can look at the average age of students. A few years ago the average age of students was 32 years old. We are starting to see the average age go down. The Millennium Scholarship may have been the cause for the average age to drop.

MR. TREVOR:

The graph on page 20 of [Exhibit C](#) depicts the enrollment in undergraduate nursing programs. The growth of enrollment in the nursing program is seen in the years 2003 to 2004. We have increased enrollment by 75 percent. Our projected enrollment is 333, which is double the nursing enrollment.

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SENATOR HORSFORD:

Are those numbers on the nursing baccalaureate degree program?

MR. TREVOR:

Yes. It is the undergraduate head count of nursing students. It is all undergraduate nursing students who are working toward a registered nursing degree. It does not include licensed practical nurses or certified nursing assistances.

MR. TREVOR:

The teacher shortage is outlined on page 21 of [Exhibit C](#). Annually, the UCCSN awards more than 1,200 education degrees. There are 2,800 teaching positions to be filled per year in Clark and Washoe Counties. Of those 2,800 teaching positions, 600 came from UCCSN. This will give you a better picture of how many of these graduates are staying in this State. There are a variety of initiatives to help toward training, retraining and the development of teachers working with local school districts across the State. There are approximately 200 different initiatives on the local level.

CHAIR WASHINGTON:

Are these students accessing the community college system rather than the university system?

MR. TREVOR:

It is both.

MR. KLAICH:

When the Committee is looking at issues surrounding K-12, the information concerning the teacher shortage will be helpful. It scopes out the magnitude of the problem, particularly in Clark County where there is tremendous growth. There are one or more new schools opening per month and staffing those schools is a problem. We rely heavily on teachers coming from out of state. This type of data is important when the Committee is looking at what the university system can do for K-12 and how K-12 can interact with UCCSN. Much of what is happening is not within our control.



SENATOR HORSFORD:

Can you track the retention of UCCSN teachers or nursing graduates in the State? Are wages, workloads and other issues attractive enough to keep them in the State?

MR. TREVOR:

To give you a complete answer to your question, we would need to rely upon K-12 and their employers. We do not have that data. To obtain the information, we would need to rely on the K-12 employees. We can match graduates with the unemployment insurance wage data base that is kept by the Department of Employment, Training and Rehabilitation. It is difficult to get that data correct.

SENATOR MATHEWS:

The schools of nursing track that information. It is important for them to track their students as to salary and whether they stay in Nevada.

DR. CHAIRSELL:

There is a misconception among legislators that once our teachers graduate they need to be retrained. We are focusing on subject content. We are discussing with the school districts how we can transition these teachers into their profession and into the classroom when they have not had classroom management skills. They need to continue their education to be retained in their profession.

CHAIR WASHINGTON:

There has been concern that students would choose teaching because they could not get a degree in any other field. Is that still a concern?

DR. CHAIRSELL:

When you look at the today's teaching curriculum, we get students into the classroom quickly. Once in the classroom we can ascertain whether they are suitable for teaching. Nevada State College has a new philosophy of teaching. Their methods are catching on in the traditional colleges of education.

CHAIR WASHINGTON:

I am encouraged to hear about the focus on subject content, particularly in mathematics and science.

MR. KLAICH:

Teaching and nursing are difficult professions. They are also critical to our future. When we talk about retention of teachers there is no easy fix. We need to respect their professions in terms of degree, career and wages. There would be fewer problems in our health care and educational institutions if we could address these issues.

CHAIR WASHINGTON:

There is public demand for both. The public asks for quality in these professions, but the financial aspects also must be considered.

SENATOR HORSFORD:

It would be beneficial for the Committee to explore getting the data of retention of nurses and teachers, because the districts are spending an inordinate amount of resources, time and funds to recruit. If the data shows that the system is educating people to be more prepared and knowledgeable about their professions, then I would rather make the investment in your institutions.

MR. TREVOR:

On page 22 of [Exhibit C](#), there is information concerning the UCCSN Research and Development Expenditures. We measure expenditures by UNR, UNLV and the DRI's ability to receive grants for research and development. The graph on page 22 of [Exhibit C](#) demonstrates that the expenditures have continually increased from 1997.

CHAIR WASHINGTON:

Do college professors receive their tenure based on the grants they obtain?

DR. CHAIRSELL:

At the research universities, promotion tenure is based on teaching, research and service. They define service as community or university service. Grants can be affiliated with research. At the state college and community colleges the focus is on teaching and applying research.

MR. TREVOR:

The chart on page 24 of [Exhibit C](#) represents the unduplicated number of Millennium Scholars who entered the UCCSN since the beginning of fall 2000. There are over 17,000 students enrolled. Over the past five years, approximately 56 percent of high school graduates have met the

Millennium Scholarship eligibility requirements. Of those who are eligible, 58 percent enroll in the semester immediately following graduation. More than 70 percent of eligible students eventually enroll.

CHAIR WASHINGTON:

We have been warned that because of increased enrollment the funding for the Millennium Scholarship is going to run out. The public's contention is that the taxpayer should not be funding higher education. How can this public conception be dispelled?

DR. CHAIRSELL:

By taking actions such as S.B. 78 and granting fee waivers. We need to invest in the people who are going to protect us and invest in the people who going to have the spending power in the future. We need to find a way to make sure the Millennium Scholarship continues and the funding is viable. As we look for funding sources we need to make it equable to all students who are eligible.

CHAIR WASHINGTON:

How many students attending college through the Millennium Scholarship would not do so if it was not available? How much of a burden would there be on the taxpayer if the Millennium Scholarship was not available?

MR. KLAICH:

We can provide data that indicates higher education is a good investment for Nevada. We believe and hope the Millennium Scholarship will go forward from this Legislature. The University and College System of Nevada is committed to fairness across the student population. Do not vote for something that places this program on the backs of any one student population. If cutbacks are necessary, then do it fairly. Do not balance the scholarship fund to the disproportionate harm of any student group.

SENATOR MATHEWS:

The original mission of the Millennium Scholarship was to make it available to those who qualified and who would not leave the State. We wanted to keep the best and the brightest students in our State. This is different than what takes place in Georgia. Georgia is trying to give students an incentive to seek higher education by having to make a certain GPA, which is lower than a 2.3 GPA.

MR. TREVOR:

The chart on page 25 of [Exhibit C](#) is an example of legislation that was passed in the last Legislative Session. The eligibility GPA of students while they are in college increased from a 2.0 to 2.6. Before that change, 80 percent of the Millennium scholars were maintaining the scholarship in their first semester. Now, only 66 percent maintain the scholarship in their first semester. This will impact the bills that the Legislature will see before them this Legislative Session.

Persistence rates of the percentage of Millennium versus non-Millennium students returning with each advancing semester are shown on page 26 of [Exhibit C](#). The graph shows that Millennium students do stay longer.

DR. CHAIRSELL:

We offer more than 250 academic-degree programs. Awards can be offered at one or more of the degree levels listed on page 28 of [Exhibit C](#). The graph on page 29 of [Exhibit C](#) shows the number of degrees awarded has increased by 64 percent in the past ten years. In the year 2004, we awarded 9,018 degrees. The pie chart on page 30 of [Exhibit C](#) shows the distribution of awards by types of degrees.

The New Program Approval Process is shown on page 31 of [Exhibit C](#). The UCCSN has a master plan. Our institutions create the strategic and academic plan according to our goals and objectives. Their proposed plans are then presented for UCCSN approval based on various items reviewed. The UCCSN master plan is like a corporate plan and the academic and strategic plans that each institution proposes is like a business plan. We must make sure these programs are articulated between the colleges and the universities. We ask ourselves, what is the ability of a student to transfer and continue their education?

SENATOR MATHEWS:

How is the articulation proceeding?

DR. CHAIRSELL:

We have one of the best transfer and articulation systems in the nation.

SENATOR MATHEWS:

Nursing students from Truckee Meadows Community College could go to any state college or university in California, if the GPA is met. Unfortunately, a few years ago this was not the case in Nevada.

DR. CHAIRSELL:

In the last few years, we have instituted the Common Course Numbering System. We have a new policy that allows a student who graduates with an associate's degree to fulfill the general education core at the university and have junior standing.

Under the program review process, when a new program is proposed and approved, we review the program the first year, the third year and the fifth year. We look at the resources that were needed and the projected number of student enrollments. We hold our institutions accountable for every prediction they made to make sure it is a viable program. Once the program is in place, it is reviewed every ten years. We also hold the standard of accreditation. This is an outside review that is done by peer institutions to make sure our programs are viable and fulfilling the master plan. As a result of the program review process, programs can meet the changing needs of the workforce. We can utilize student outcomes, measure our goals and objectives and update our curriculum. We can adjust resources and make determinations as to whether these programs are viable. If they are not, we ask for those programs to be discontinued.

SENATOR HORSFORD:

Are you referring to educational programs?

DR. CHAIRSELL:

These are educational programs.

SENATOR HORSFORD:

There are some programs at the community college level that do not go through such a formal process.

DR. CHAIRSELL:

We are beginning to have a dialog with our academic vice presidents at the community colleges to look at our workforce development, which is coming under federal scrutiny. There will be funds lost. State-wise, these are unfunded

efforts. We want to be able to report the success of those programs as well. We will be looking at what is called a Certificate of Employability, how we can measure that we have educated a student to the point where we have added value to their professional life.

SENATOR HORSFORD:

To make this process work, all the stakeholders need to be engaged. The criteria are different in each profession.

DR. CHAIRSELL:

It is done in our community colleges.

I will draw the Committee's attention to the Accountability Report ([Exhibit F](#)). The report is based on our master plan. We measure our goals and objectives to see how well we are doing and where we need help. Our goals begin with quality education, a prosperous economy, pre-kindergarten through a four-year college degree (P-16) education, building a quality of life, providing opportunity and accessibility of education to all, a student-focused system and a reputation of excellence.

I draw the Committee's attention to the brochure "College: Turning dreams into reality" ([Exhibit G](#), original is on file at the Research Library). This is our biggest piece for P-16 education. This brochure is sent to 100,000 students during the transition period between fifth to sixth grades and eighth to ninth grades. It is a step-by-step guide, addressed to students and parents to let them know that college is affordable. The brochure tells them what they can do to help their child succeed, not only for college, but for the trades and workforce.

CHAIR WASHINGTON:

Do high school counselors work with students to help them understand their options?

DR. CHAIRSELL:

Yes. The brochure goes to high school counselors too. This is our third year of printing this brochure and there have been numerous requests to continue printing it. It is a valuable resource and is on our Web site. We send the brochure during the transition period between fifth to sixth and eighth to ninth grades because that is when the counselors send all the information to the parents about the transition of their child into or out of middle school.

CHAIR WASHINGTON:

Senator Mathews and I, along with community leaders, are planning a meeting to inform African-American parents of The Grow Network. Would you be available to attend and share the college experience with those parents?

DR. CHAIRSELL:

I will attend and bring the "College: Turning dreams into reality" brochure.

I draw the Committee's attention to the document "Student Diversity" ([Exhibit H](#)). The document lists our goal and tells of our planning targets and our progress. The only underrepresented population in the UCCSN is the Hispanic population. By population throughout the State we hold steady with all the other ethnic minorities. The raw numbers of growth of ethnic minority enrollment has been phenomenal, but the ethnic growth in the State is phenomenal as well. It does reflect our work, but this is not a time for us to rest.

The document "Faculty Characteristics" ([Exhibit I](#)), depicts quality education and appropriate role models. We have worked hard in recruiting and retention of faculty. The DRI has gone from 6.9 percent to 10.3 percent in two years, which is the product of hard work in increasing the distribution of ethnic and racial minority. Another institution that has shown progress is the Great Basin College, which has gone from 7.8 percent to 10.9 percent.

CHAIR WASHINGTON:

The information you have provided to the Committee will help us to articulate and justify the expenditures so we can say we are investing in the infrastructure of the State of Nevada. We can increase our economic development, recruit and bring new business and have an employable workforce. Hopefully, we can get to a point where our State expenditures are decreasing and allowing more people to keep their tax dollars. Education is the key to success.

DR. CHAIRSELL:

The internship program provided to our students is a valuable experience for them.

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CHAIR WASHINGTON:

There being no other issues before us today, the Senate Committee on Human Resources and Education will adjourn at 3:42 p.m.

RESPECTFULLY SUBMITTED:

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Patricia Vardakis,  
Committee Secretary

APPROVED BY:

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Senator Maurice E. Washington, Chair

DATE: \_\_\_\_\_