

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
AAI	0.8		1.9	2.7	556	205.93	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				254	556	678.3	119%	22%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				6/0	11/0	11/0	83%	0%
Average Number of Students per Section (Lecture/Lab)				14	16	16	14%	0%

Program Description

The Interior Design Program offers both an Associate's Degree and a Certificate of Achievement. Interior Design has revised and updated its program for Fall 2006. Three new classes were added as 198B for Spring 2006 including Color Application, Interior Design Drawing I, and the first of many new field studies/field trips (this one to a field trip to the Pasadena Showcase House, a Frank Lloyd Wright home, and the Greene and Greene Gamble House). As of Fall 2006, a new advanced certificate of completion (20 credits) will allow our associate degree graduates to take the National Qualifying Interior Design exam (NCIDQ) one year sooner compared to associates' degree alone.

Program Needs

Personnel –One additional faculty member required.

Technology –Equipment needed to outfit the required new facilities noted below.

Facilities – Additional classroom space with drafting tables is required due to overflow conditions in Fall 2005. Additional Interior Design library space also required.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
AC	1.3		4.0	5.3	923	174.15	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				909	923	931.4	2%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				12/0	18/0	18/0	50%	0%
Average Number of Students per Section (Lecture/Lab)				16	12	12	-25%	0%

Program Description

The Air Conditioning and Refrigeration Technology Program offers both an Associate of Applied Science degree program as well as a Certificate of Achievement path. All areas of Heating, Ventilation, Air Conditioning, and Refrigeration are covered to ensure graduates reach the job market with exceptional skills to serve their community and industry. Additionally, CCSN is a testing center for EPA certification, American Refrigeration Institute's Industry Competency Exams (ICE), and North American Technician Excellence (NATE).

Program Needs

Personnel –One additional full-time faculty member will be needed to implement the Boiler program.

Technology –Catrux computer software would allow the Program to integrate computer-based training into the HVAC/R mechanical and electrical fundamentals courses, as well as Heat Pump and Troubleshooting courses later in the degree and certificate paths.

Facilities – Sheet Metal fabrication lab needed to bring Sheet Metal course back on campus (it is currently held at an off-campus business site).

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ACC	11.0		4.4	15.4	5604	363.90	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				5313	5604	5612	5.5%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				89/11	78/22	78/22	N/A	N/A
Number of Sections (Lecture/Lab)				66/0	77/0	77/0	16%	0%
Average Number of Students per Section (Lecture/Lab)				27/0	24/0	24/0	-11%	0%

Program Description

The accounting courses offered at CCSN provide a student with a comprehensive background in the principles, procedures and theories of organizing and maintaining business and financial transactions. The degree provides an opportunity for students to seek employment in the bookkeeping or accounting field. For those currently employed, the degree provides additional knowledge or skills for job advancement, professional growth and career mobility.

Program Needs Personnel

Because of the transfer of two full-time faculty from other departments to the accounting department, we are adequately staffed for our current enrollment. These faculty also have assisted the department in increasing our course offering in distance ed.

Technology

More smart classrooms are needed.

Facilities -

The accounting department shares a computerized classroom with computer office technology at all three main campuses. The accounting department needs another computerized classroom at West Charleston so that COT and Accounting do not have to share. The accounting and finance department needs tutorial space at Charleston and Henderson. We have utilization of a small room at Cheyenne. We also need another general classroom at Charleston as we must share with the business department.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ADT	1.1		1.0	2.1	310	147.62	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				94	310	484	229%	56%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				2/0	9/0	9/0	3.5%	0%
Average Number of Students per Section (Lecture/Lab)				18	9	9	-.5%	0%

Program Description

The Associates of Applied Science Degree and a Certificate of Achievement are offered in Architectural Drafting Emphasis of the Architectural Design Technology program. This program has just been revised in the last year and was redesigned for students desire a career in Architectural Residential Design. This id the first AAS degree in the State of Nevada to be accepted by the State Nevada Board of Architecture as two years of equivalency to the State license for Architectural Residential Designer. All required program courses in the ADT program are orientated to residential design. The ADT program will be reviewed by the Architectural Design Technology Advisory Committee semi-annually.

Program Needs

Personnel - No new personnel needed at this time, but by the Fall of 2007 another full-time instructor will be needed.

Technology - Software updates are required.

Facilities - Program needs a Design Center (**CCSN School of Design**). The CCSN building at West Sahara has been mentioned for this. It would help our Architectural program compete with other architectural schools in Southern Nevada.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
ALS	5.2		5.0	10.2	2992	293.34	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1935	2992	3039	55%	2%
Delivery Percentages (Lecture/Lab/Distance Ed)				90/10	88/12	88/12	N/A	N/A
Number of Sections (Lecture/Lab)				33/0	64/0	64/0	94%	0%
Average Number of Students per Section (Lecture/Lab)				22/0	17/0	17/0	-23%	0%

Program Description

College Success provides students with the tools they need to achieve their personal, academic, and professional goals. Students learn to apply their understanding of key success principles (self-responsibility, self-motivation, and self-management) to real-life situations. Our purpose is help our students become active, responsible, and successful learners who can meet the challenges of learning and engage in and value life-long learning. College Success benefits the college through increased retention of students who become better qualified to achieve their educational goals.

Current and Future Goals

Our current and immediate goals include strengthening our partnerships with areas schools at all levels. We are working with UNLV and the other state colleges to coordinate our curriculum with common course numbering, course description and transferability. We offer STEP classes in the local high schools, as well as after school classes for high schools not involved in the STEP program. We are working to achieve universal degree-requirement status for the College Success course at CCSN. In addition, we are working with our UNLV colleagues who are also attempting to make their equivalent Freshman Seminar course a universal requirement as it is at UNR. In the future we see more Distance Education classes being offered, and we will need resources to help our faculty schedule more internet classes as well as “hybrid” (classroom and internet combination) classes.

Program Needs

As our student population grows, we will need more classrooms on all sites with Smart Room technology to take advantage of technology linked to the best college textbooks.

ALS cont...

Staff

If College Success becomes a requirement for all degrees, or becomes an admissions requirement for all degree seeking students, we estimate that we will need at least five new faculty to meet the needs of an expanded program (from 60+ sections to 100+ sections). An additional faculty member will be needed every two to three years as the college grows.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
AM	3.4		2.5	5.9	1320	223.73	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1146	1320	1336.1	15%	1.2%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				17/0	26/0	26/0	52%	0%
Average Number of Students per Section (Lecture/Lab)				18	15	15	-16%	0%

Program Description

The Discipline of American Sign Language offers courses leading toward a Certificate in Achievement in Deaf Studies and two Associate of Applied Science Degrees – one in Deaf Studies, and one in Interpreter Preparation.

Our courses are divided into two categories:

1. Lecture/Lab Classes - courses focusing on students' acquisition of another language as well as "culture" courses.
2. Practicum – a part of the IPP program

Program Needs

Personnel – The discipline has an immediate need for a full-time, certified interpreter who could also teach. The college is currently paying commercial rates to hire qualified interpreters for our deaf full-time faculty member. This person would ideally also be equipped to teach ESL to deaf students. Deaf students are currently inappropriately placed in classes for the hearing

Technology – Language lab equipment at the West Charleston, Cheyenne, Henderson and Summerlin labs needs to be able to handle video conferencing at thirty frames/sec. Video conferencing equipment needs to be installed in the labs so that we're able to combine enrollments from various sites as well as develop partnerships with entities in rural and northern areas of the state.

Facilities- Lab Facilities are required at Henderson and Summerlin. All of the labs need necessary hardware and software.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ANIM	1.7			1.7	248	145.89	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				360	248	213.4	-31%	-14%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				9/0	6/0	6/0	-33%	0%
Average Number of Students per Section (Lecture/Lab)				10	10	10	0%	0%

Program Description

The Animation program is led by a program director who reports to the MT department chair. They coordinate and supervise a part-time faculty member and a part-time lab assistant.

The mission of the Animation program is to provide industry standards training in the area of motion pictures, television, gaming, forensics, AEC (architecture, engineering, and construction), Forensics and Reconstruction for Courtroom submissions. Recent additions to the program include a Compositing class offered during spring 2006, new computer equipment available spring 2006, and an introductory course in game design in fall 2006. The engineering physics requirement has been updated to facilitate 3D dynamic simulations.

Program Needs

Personnel - With the recent addition of new equipment, enrollment is expected to increase. Concurrently, the need for lab assistants and faculty will also increase. The program has experienced difficulty in hiring and retaining qualified part-time faculty due to the relatively low salaries available for adjunct faculty.

Technology - It is imperative that the classrooms and lab be maintained in state-of-the-art condition to prevent outdated programs and facilities.

Facilities – Existing facilities will continue to be adequate for some time and are projected to support increases in enrollment.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ANTH	7.4		4.2	11.6	4188	361.04	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4.0%	0.7%
Program WSCH				3834	4188	4199.1	9.2%	0.3%
Delivery Percentages (Lecture/Lab/Distance Ed)				97/3	82/18	82/18	N/A	N/A
Number of Sections (Lecture/Lab)				48/0	59/0	59/0	23%	0%
Average Number of Students per Section (Lecture/Lab)				27/0	24/0	24/0	-11%	0%

Program Description

The Anthropology Program is housed within the Department of Human Behavior with the department office being located on the West Charleston Campus. The program currently has 7 full-time faculty and 7 adjunct faculty. The faculty is distributed among the three main campuses of the Community College of Southern Nevada. The program has two areas of emphasis, General Anthropology and African Studies.

Both Anthropology Degrees are designed for students interested in human culture, both past and present. The multicultural content of the degrees will help prepare students to function in a highly multicultural society like the United States, and prepare them for continued study in General or Africanist Anthropology at a four year institution of higher education.

The future of the program will see a continued emphasis both on supporting the General Education requirements for the range of A.A. and A.A.S. degrees offered by the college, and expanding the number of majors for transfer to four-year institutions as anthropology/archaeology majors.

Table 1 shows the instructional load for the department using Full-Time Equivalent faculty (FTEF) and Weekly Student Contact Hours (WSCH) figures from Fall 2002. The first six rows of Table 1 contain linear projections of program changes for 2004 and 2009, assuming overall WSCH growth of 4.0 percent in Fall 2005 and .7 percent in Fall 2008 based on actual 2002 figures. The program should experience similar growth to that experienced by the college during this period.

ANTH Cont...

Program Needs

Personnel- At least one, and perhaps two, new full-time faculty will be required by 2008 if program growth projections are met.

Technology- All classrooms used by the Department of Human Behavior, in which the Anthropology program is housed, should be converted to 'smart' classrooms for more effective delivery of instruction.

Facilities- There is a need for more classroom space, and eventually an archaeology/physical anthropology laboratory to support the Anthropology AA degrees and the eventual Archaeology AAS degree.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ARA	0.3			0.3	108	360.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				0	108	108.0	0%	0%
Delivery Percentages (Lecture/Lab/Distance Ed)				0			N/A	N/A
Number of Sections (Lecture/Lab)				0	1/0	1/0	0%	0%
Average Number of Students per Section (Lecture/Lab)				0	27	27	0%	0%

Program Description

The Department of International Languages offers both introductory (100 - and 200 - level) language courses for sixteen languages and associated, specialized culture courses. Students may currently pursue A.A. degrees in FREN, GER, ITAL, JPN and SPAN. A. A. S. degrees are available in Deaf Studies (AM) and in Deaf Studies – Interpreter Preparation Emphasis (AM). Certificates may be achieved in Business German (GER) and Deaf Studies (AM). Finally, international students and citizen/resident non-native speakers of English may prepare themselves for academic studies by taking courses in English as a Foreign Language and English as a Second Language – both groups are served by courses using the ESL prefix. [data re FTE per discipline and percentages?]

Program Needs

Personnel - The Department of International Languages will need to add full-time instructors as soon as possible in the following disciplines: AM, ITAL and ESL. The successful candidate for the American Sign Language position will double as a departmental interpreter for deaf faculty and be skilled in the new discipline of ESL for deaf students. The growing Italian program and pending retirement of the only full-time Italian instructor require that a position in that discipline be filled. The ESL program has a need for full-time writing specialists to address the needs of an increasing population of generation 1.5 students. Two positions are currently needed. One of our writing specialists is also building the ARA program, and as this discipline continues to grow, she will be able to devote less and less time to writing. The possibility for growth in the ESL program is virtually open-ended. We are limited by a lack of classroom space and qualified instructors.

ARA Cont...

Technology – Since all language-learning course materials are heavily mediated, all classrooms used by the faculty of the department need to be “smart” classrooms. In addition, the department needs more than the current three spaces where there is a computer station for each student and where writing and other forms of self-paced activities can be undertaken.

Facilities - The department needs lab space and equipment at Henderson and a computer classroom at Cheyenne. In addition, the department needs space equipped with video conferencing hardware in order to serve remote sites and to be able to combine low-enrollment sites into one class.

Funding - The department’s technology infrastructure is funded and maintained through a tech fee paid for by students. This mechanism permits us to respond adequately to growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ART	8.0		12.5	20.5	5517	269.13	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				3999	5517	5552	38%	0.6%
Delivery Percentages (Lecture/Lab/Distance Ed)				89/11	81/19	81/19	N/A	N/A
Number of Sections (Lecture/Lab)				65/0	90/0	90/0	38.5%	0%
Average Number of Students per Section (Lecture/Lab)				21/0	20/0	20/0	-4.8%	0%

Program Description

The Department of Art and Art History offers both foundation level courses in the practice of art and introductory courses in the appreciation and history of art. The majority of students enrolled in both studio and lecture courses are fulfilling general education requirements. An increasing number of our students, however, are transferring to four-year institutions to obtain their undergraduate degrees in art or pursuing art related career opportunities.

As we look toward the future, we plan to offer additional sections of courses for which student demand is great; in particular, we anticipate offering more sections of studio classes, such as introductory drawing, digital imaging, portfolio development, and adding to the number of Art Appreciation sections we presently teach online. We also plan to expand our on line curriculum by offering sections of art history courses which thus far have only been taught in the classroom. Given the specialized needs of pedagogy in art, much of the growth we anticipate is tied to our receiving additional classroom/lab space as well as our ability to bring our visual resources collection up to date.

Program Needs

Personnel - Given the student demand for introductory drawing courses, it is imperative that we hire a full-time drawing instructor, whose responsibilities will include supervising and advising our large number of adjunct drawing instructors. Given the changes taking place in contemporary art practice, it is also important for us to hire a full-time instructor who is a specialist in digital imaging in order to ensure that our curriculum is up to date and competitive. We need to continue our search for a Visual Resources Curator who will be responsible for bringing our slide based visual resources collection into the present by digitizing and expanding it for use by faculty members in the classroom and online. Our search thus far has been unsuccessful, in great part, due to the lack of a budget for this very important component of our department's mission.

ART Cont...

Technology - Both the study of art history and the study of art practice depend upon continually exposing students to examples of both historical and contemporary art. As such, our entire classroom based courses, whether studio or art-history need to be conducted in smart classrooms, with state of the art visual technology.

In order to support effective classroom teaching, the Visual Resources collection also needs to update its technology, including (but not limited to) the acquisition of: a new scanner for both slides and photographs, a new MacIntosh computer (with appropriate software), and a new digital camera as well as those ancillary materials determined by the VRC curator.

Facilities - As noted above, the Department's growth is inextricably linked to our need for expanded classroom facilities, especially as regards our ability to teach foundation level studio classes. At the very least, the conversion of the O & M Building on the West Charleston campus (as has been promised the department) into art classrooms will allow us to expand the number of sections we offer.

Ideally, however, a dedicated art building which would contain both new art studios and lecture classrooms would best serve the department's mission. Art faculty members, working with Lucchesi Galati Architects, Inc. a local architectural firm and the College's Site Planning and Construction Management Office have developed plans for such a structure, whose location on the West Charleston campus plan has already been determined. Department members are eager to participate in the fundraising process for such a structure, which will benefit not only the college but also the Las Vegas community as a whole.

While we await the above, the Art Complex on the West Charleston campus needs to be adequately ventilated for reasons of health and safety. In addition the outdoor studio workspace must be enclosed. At present there is no gallery space on the Charleston Campus. The need for such a space is essential for students and the community.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
AST	5.5		0.5	6.0	3632	605.34	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				3629	3632	3632	0.1%	0%
Delivery Percentages (Lecture/Lab/Distance Ed)				83/17	72/28	72/28	N/A	N/A
Number of Sections (Lecture/Lab)				38/0	42/0	42/0	10.5%	0%
Average Number of Students per Section (Lecture/Lab)				36/0	33/0	33/0	-8.3%	0%

Program Description

The CCSN Physical Sciences Department offers a variety of courses in Astronomy satisfying the General Education science requirement and transfer requirements for students transferring to UNLV, UNR, and NSC and other 4-year institutions. Students taking Astronomy classes have an opportunity to understand the Scientific Method through an investigation of the latest concepts concerning the solar system, stars, galaxies and the universe.

The future of the program looks good as we are offering courses for students satisfying general education requirements and transfer students in greater numbers. It appears that student enrollment numbers indicate that we will continue to have a demand for these classes. Our attempted enrollment numbers, both in distance education and on campus sections of Astronomy, indicate that a number of the students are interested in courses for this subject area. For the fall 2002 semester we had over 2050 attempted enrollments in Astronomy courses. The attempted enrollments increased to 4325 during the fall 2005 semester.

Program Needs

Personnel – At the present time, we cannot offer more sections of Astronomy classes because we are limited in the number of qualified full and part-time instructors. If we are to expand the number of sections offered to meet the student demand, as our attempted enrollments show, we would need to find more qualified faculty.

Technology – Our Astronomy classes utilize the smart classroom presentation technology, which needs to be maintained at a high luminosity for accurate presentation to students.

AST Cont...

Facilities – At present we are also limited in the student observatory facilities for Astronomy students to utilize telescopes for observations. We only have adequate facilities at the Cheyenne Campus. Our student observatories are not completed at the Henderson and West Charleston campuses. So, at present, we store the telescopes at remote storage spaces and need to carry the telescopes to an appropriate location for observations when needed. To increase the effectiveness of our Astronomy labs, we need to complete the student observatories at these other campuses.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
AUTO	15.8		5.3	21.1	3031	143.65	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				2336	3031	3059.2	30%	0.9%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				42/0	61/0	61/0	45%	0%
Average Number of Students per Section (Lecture/Lab)				15	13	13	-13%	0%

Program Description

The Automotive Technology program at CCSN is designed to prepare students to become successful automotive technicians in the fast paced and rapidly changing transportation industry. The program is open to all students who have the desire to achieve this goal. The curriculum closely follows the National Institute for Automotive Service Excellence (ASE) criteria, which are accepted in the automotive industry. All course work is taught by ASE certified instructors with the goal of helping students understand how and why automotive systems operate, how to efficiently repair or service these systems, and how to pass individual certification exams. The latest in computerized automotive equipment is available and ranges from engine analyzers to hand held diagnostic computers. Southern Nevada automobile dealerships, independent service centers, and manufacturers provide late model vehicles to learn the latest in automotive technology, especially in the areas of electronic fuel injection and computerized engine controls. Students receive “hands-on” training that makes them marketable in today’s economy.

Program Needs

Personnel –

The department will need at least three new instructor positions for the fall of 2006 and at least one each year as the programs grow and expand. Also the need for clerical support as we offer additional classes in area’s that we will be expanding (Collision repair, Diesel and alternative fuels) The current classified administrative support is now covering two both the automotive and collision program.

AUTO Cont...

Technology –Continue to purchase training materials, software and equipment in sufficient quantities to serve the student enrollment growth and latest technology available.

Facilities -

We will be moving into the first phase of the new automotive facilities in 2007 that was approved in the 2005 legislative session. We will be going to the legislature for funding for phase two funding.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
AV	1.2		1.3	2.5	498	199.20	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				414	498	530.1	20%	6%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				7/0	12/0	12/0	71%	0%
Average Number of Students per Section (Lecture/Lab)				19	13	13	-32%	0%

Program Description

The Aviation Program is a pilot training program that includes both ground-school and cockpit components. Along with an Associate of Applied Science Degree, our graduates will obtain private pilot and instrument certifications. Additional flight time and FAA commercial certification will qualify graduates for positions in the private and commercial flight industries.

Program Needs

Personnel –One additional faculty member is requested at present.

Technology –No new equipment required at present.

Facilities – Facilities are adequate to our mission at present.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
BI	1.2		1.2	2.4	842	350.84	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1008	842	826.6	-16%	-2%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				18/0	16/0	16/0	-11%	0%
Average Number of Students per Section (Lecture/Lab)				19	17	17	-11%	0%

Program Description

The Building Inspection Program includes courses in commercial building electrical, plumbing and mechanical codes; residential building, electrical, plumbing and mechanical codes; fire codes, structural codes, plan review and administration codes. The BI curriculum has just been revised within the last year. The BI program will be reviewed by the Building Inspection Advisory Committee semi-annually.

Program Needs

Personnel –No new personnel presently needed.

Technology –No new equipment currently required.

Facilities – No new facilities needed at present.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
BIOL	25.5		0.8	26.3	11014	418.79	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				10323	11014	11023	6.7%	0.1%
Delivery Percentages (Lecture/Lab/Distance Ed)				98/2	96/4	96/4	N/A	N/A
Number of Sections (Lecture/Lab)				63/87	70/121	70/121	11/39	0%
Average Number of Students per Section (Lecture/Lab)				45/23	40/21	40/21	-11/8.7	0%

Program Description

The Biological Sciences provides general education courses (26%), prerequisite courses for the Health Science fields (58%), and majors level courses (12%). All of which are transfer courses. We are offering a Developmental Biology (non-transfer) course (limited sections) for the first time in the Fall 2005 semester.

The future of the program looks very steady, offering the transfer and prerequisite courses in greater numbers of sections, because of the demand we have at the present time, and assuming the demand will grow. We can see from our withdrawal-failure rate that a good percentage of the students that come to us, are not ready for college-level courses and we must increase the number of developmental course sections offered to accommodate these students.

We had over 20,000 attempted enrollments in Biology courses, concentrated in the Health Science prerequisite courses. At the present time, we cannot offer more sections because we are already using our labs to their capacity, and every faculty member is teaching an overload.

Program Needs

Personnel – It would take 5 new faculty members just to take everyone off overload status. If we are to expand, as our attempted enrollments show we should, we would need even more. It is obvious, from our grade distribution, that students are not ready for College level Science classes. Developmental Biology should probably be our highest growth class, potentially with 20 or more sections (we now have 3) to keep up with the demand. We also need more tutors, especially for Majors Biology, Anatomy and Physiology and Microbiology. These, of course, are the hardest tutors to find, because they are so specialized.

BIOL Cont...

Technology All of our classes need smart classrooms. At the moment, we have enough priority class rooms to accommodate our needs, but no expansion of sections is possible, unless there are more smart classrooms available.

Facilities - To increase the number of Lab sections, we would need more lab facilities and to increase our numbers of lecture section, we would need more lecture rooms available.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
BT	0.0		3.4	3.5	1044	298.29	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				766	1044	1079.0	36%	3%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				13/0	17/0	17/0	31%	0%
Average Number of Students per Section (Lecture/Lab)				15	12	12	-20%	0%

Program Description

The Building Technology Electrician Emphasis program provides students with the opportunity to prepare themselves for the Clark County Journeyman Electrician’s Exam. Open to all students, the coursework is provided via the classroom and the laboratory. Additionally, this is the approved technical core training program for students involved in the non-union, State-Registered Apprenticeship Program with the Associated Builders and Contractors, Inc.

Program Needs

Personnel –No additional personnel are needed at present.

Technology –No additional equipment is presently required.

Facilities – Facilities are currently adequate to achieve the Program’s mission.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
BUS	3.8		7.6	11.4	4923	431.85	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				4524	4923	4931	8.8%	0.2%
Delivery Percentages (Lecture/Lab/Distance Ed)				96/4	92/8	92/8	N/A	N/A
Number of Sections (Lecture/Lab)				51/0	57/0	57/0	12%	0%
Average Number of Students per Section (Lecture/Lab)				30/0	29/0	29/0	3.3%	0%

Program Description

The Business Management Program provides individuals with the understanding, knowledge, and skills necessary for managing people and functions. Managerial and motivational theories, global management, decision making and organizational designs are stressed. For those currently employed, the program provides additional knowledge or skills for job advancement, professional growth and career mobility.

Program Needs

Personnel –

Additional full-time faculty will be needed to maintain proper part-time/full-time ratios, and to fulfill requirements for additional distance education classes.

Technology –

There is definitely a need for smart classrooms for all classes and classrooms to be equipped with mediated instructions. Additionally, more advanced technological television equipment will be needed in the future to bring realism of business into the classroom.

Facilities -

As our growth pattern continues, additional classrooms will be needed.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
CADD	2.3		3.7	6.1	885	145.09	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				800	885	899.3	11%	2%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				13/0	19/0	19/0	46%	0%
Average Number of Students per Section (Lecture/Lab)				15	12	12	-20%	0%

Program Description

The CADD Technology Program provides students with the opportunity to develop technical and occupational skills needed for employment or advancement through individual courses, and certificate or degree programs that provide cutting-edge job skills.

The Community College of Southern Nevada offers an Associate of Applied Science Degree and the Certificate of Achievement in CADD Technology. This program will provide the student with the skills to plan, prepare and interpret construction documents. The methods of the developed skills will be through board drafting and a high emphasis on computer-aided design and drafting (CADD) workstations. Instruction also includes office standards, ethics, equipment maintenance, and production techniques.

Program Needs

Personnel –No new personnel currently required.

Technology –No new equipment currently required.

Facilities – Facilities are currently adequate to fulfill our mission.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
CAPS							Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694		
CCSN FTE Enrollment				16,454	18,105	19,921		
CCSN WSCH				252,286	262,405	264,268		
Program WSCH				84	0	-139.3		
Delivery Percentages (Lecture/Lab/Distance Ed)					0			
Number of Sections (Lecture/Lab)				2/0	0	0		
Average Number of Students per Section (Lecture/Lab)				14	0	0		

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
CEE	0.2			0.2	36	180.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				0	36	55.1	0%	52%
Delivery Percentages (Lecture/Lab/Distance Ed)				0			N/A	N/A
Number of Sections (Lecture/Lab)				0	1/0	1/0	0%	0%
Average Number of Students per Section (Lecture/Lab)				0	12	12	0%	0%

Program Description

The CCSN Physical Sciences Department offers a variety of courses in Pre-Engineering satisfying the General Education science requirement and transfer requirements for students transferring to UNLV, UNR, and NSC and other 4-year institutions. Students taking Pre-Engineering classes have an opportunity to learn problem solving skills necessary in Civil and Mechanical Engineering.

This is a new program and the future of the program looks good. We have seen a great interest in students in the Pre-Engineering degree. In the first year 33 students declared the AS Pre-Engineering Emphasis as there their major.

Program Needs

Personnel – At the present time, we cannot offer more sections of Pre-Engineering classes because we are limited in the number of qualified instructors. At present, we have only one instructor qualified to teach Pre-Engineering classes, in order to grow this program, we would need to find more qualified faculty.

Technology – No special technology needs are foreseen at this time.

Facilities – We have no dedicated facilities for our Pre-Engineering program. As UNLV requires all Pre-Engineering students to take a design class, we would need a laboratory facility in order to increase the number of students in the Pre-Engineering program.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CET							Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				29,417	11,486.5	11,284.9	-61%	1.8%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				550	273	273	-50%	0%
Average Number of Students per Section (Lecture/Lab)				18.6	14.99	14.99	-20%	0%

Program Description

In July 2005 the Computing and Information Technology and Electronics Engineering Technology departments were merged forming the Computing and Engineering Technology department.

The CET department provides computer and electronics courses which lead to AAS degrees, Certificates of Achievement, and industry certifications. Programs of study include IBM's AS/400, networking, internetworking, UNIX operating system, programming, database, user support, geographic information systems, electronics, slot machine repair, telecommunications, LAN's, and network security. Industry certifications include Microsoft's MCSA, MCSE and MOUS, Novell Netware Administrator, Cisco's CCNA and CCNP, and CompTIA's A+ Hardware, A+ Software, Network+ and Security+.

The majority of CET students are pursuing industry certification and professional development. Only a small number of CET students are pursuing degrees and certificates.

Over the last four years the combined CET programs have experienced a 40 percent decline in enrollments which has been consistent with the national trend of declining technology enrollments. In response the CET programs have reduced the AAS degrees from 14 to five and Certificates of Achievement from 14 to nine. The decline in enrollments has slowed and may reach bottom this year. Programs are being advertised and efforts have increased to improve retention. At present the CET department is investigating new course and program opportunities in game programming, computer security, and control systems technology. In addition, an increasing number of CET courses are being offered via Distance Education or as hybrid courses.

CET Cont...

Program Needs

Personnel - With the decline in enrollments many tenured faculty are teaching outside their area of interest and there has been a drastic reduction in the use of adjunct faculty. The one vacant tenure-track faculty position is not currently being filled. No new full-time faculty will be needed until enrollments improve. Because the CET programs are lab intensive and offered at all campuses and high-tech centers the need for classified administrative assistants and lab staff remains unchanged.

Technology - In spite of the decline in enrollments it is imperative that the computer and electronic engineering labs be maintained in state-of-the-art condition to prevent outdated programs and facilities.

Facilities – Existing facilities will continue to be adequate and will be able to support increases in future enrollments.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
CHEM	7.0		0.8	7.8	4614	591.54	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				3622	4614	4640	27.4%	0.6%
Delivery Percentages (Lecture/Lab/Distance Ed)				97/3	98/2	98/2	N/A	N/A
Number of Sections (Lecture/Lab)				27/19	36/38	36/38	33/1	0%
Average Number of Students per Section (Lecture/Lab)				37/21	36/21	36/21	-2.7/0	0%

Program Description

The CCSN Physical Sciences Department offers a variety of courses in Chemistry satisfying the General Education science requirement and transfer requirements for students transferring to UNLV, UNR, and NSC and other 4-year institutions. Students taking Chemistry classes have an opportunity to learn chemistry concepts, problem solving skills, laboratory methods, and safety skills..

The future of the program looks good as we are offering courses for students satisfying general education requirements and transfer students in greater numbers. It appears that student enrollment numbers indicate that we will continue to have a demand for these classes. We have increased the number of sections greatly in the past few years, however, facility limitations will limit the number of lab sections that we can offer in the future.

Program Needs

Personnel – At the present time, we cannot offer more sections of Chemistry classes because we are limited in the number of qualified full and part-time instructors. We just hired another full-time chemistry faculty member which allowed us to expand the number of sections offered to meet the student demand. However, as our Chemistry enrollments increase, we will need to find more qualified faculty to increase the number of sections at our Cheyenne and Henderson campus locations.

Technology – Our chemistry classes utilize the smart classroom presentation technology, which needs to be maintained at a high luminosity for accurate presentation to students.

CHEM Cont...

Facilities – At the Cheyenne campus, the Chemistry lab is 25 years old. It has only three chemical fume hoods which are too small (three-foot wide) to have sufficient flow rates to accommodate organic chemistry work to be done in the hood. We are currently planning on replacing the three hoods with updated hoods to accommodate more classes in this facility. We are also seeking a major remodel of the science labs the Cheyenne campus to update them and equip them with larger floor plans and a larger number of chemical fume hoods.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CHI			0.0	0.0	200	0	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				126	200	278.5	59%	39%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				2/0	2/0	2/0	0%	0%
Average Number of Students per Section (Lecture/Lab)				19	28	28	47%	0%

Program Description

The Department of International Languages offers both introductory (100 - and 200 - level) language courses for sixteen languages and associated, specialized culture courses. Students may currently pursue A.A. degrees in FREN, GER, ITAL, JPN and SPAN. A. A. S. degrees are available in Deaf Studies (AM) and in Deaf Studies – Interpreter Preparation Emphasis (AM). Certificates may be achieved in Business German (GER) and Deaf Studies (AM). Finally, international students and citizen/resident non-native speakers of English may prepare themselves for academic studies by taking courses in English as a Foreign Language and English as a Second Language – both groups are served by courses using the ESL prefix. [data re FTE per discipline and percentages?]

Program Needs

Personnel - The Department of International Languages will need to add full-time instructors as soon as possible in the following disciplines: AM, ITAL and ESL. The successful candidate for the American Sign Language position will double as a departmental interpreter for deaf faculty and be skilled in the new discipline of ESL for deaf students. The growing Italian program and pending retirement of the only full-time Italian instructor require that a position in that discipline be filled. The ESL program has a need for full-time writing specialists to address the needs of an increasing population of generation 1.5 students. Two positions are currently needed. One of our writing specialists is also building the ARA program, and as this discipline continues to grow, she will be able to devote less and less time to writing. The possibility for growth in the ESL program is virtually open-ended. We are limited by a lack of classroom space and qualified instructors.

Technology – Since all language-learning course materials are heavily mediated, all classrooms used by the faculty of the department need to be “smart” classrooms. In addition, the department needs more than the current three spaces where there is a computer station for each student and where writing and other forms of self-paced activities can be undertaken.

CHI Cont...

Facilities - The department needs lab space and equipment at Henderson and a computer classroom at Cheyenne. In addition, the department needs space equipped with video conferencing hardware in order to serve remote sites and to be able to combine low-enrollment sites into one class.

Funding - The department's technology infrastructure is funded and maintained through a tech fee paid for by students. This mechanism permits us to respond adequately to growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CLS	2.5		0.7	3.2	448	140.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				433	448	452	4%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				92/8	92/8	92/8	N/A	N/A
Number of Sections (Lecture/Lab)				19/0	19/0	19/0	0%	0%
Average Number of Students per Section (Lecture/Lab)				11/	11/	11/0	0%	0%

Program Description: The MLT program is a two-year course of study that prepares students to work in all areas of the laboratory. Courses in each clinical discipline are presented in both lecture and laboratory format. Students are also assigned to local laboratories to obtain practical experience. Upon successful program completion, the student is awarded an Associate of Applied Science degree and becomes eligible to take a national certification examination. Students who pass the certification examination are eligible for Nevada licensure as a Medical Laboratory Technician.

The Phlebotomy program is a short-term training program. Students are required to take a lecture and laboratory course designed to provide instruction in blood collection methods and specimen processing. Upon successful completion of the program, the student is awarded a Certificate of Completion and becomes eligible to take a national certification examination. Students who pass the national examination are eligible for licensure as a Laboratory Assistant.

Program Needs:

Increased budget to support expansion of the Phlebotomy program to three rural sites and development of the Laboratory Assistant program.

Personnel - The CLS programs have had an instructor position posted for over a year. This position has been unfilled because the salary is not competitive with comparable faculty positions or adequate to recruit professionals from clinical practice. Lack of an adequate number of faculty is hampering efforts to expand current course offerings and develop new programs.

CLS Cont...

Technology - Grant funding has enabled the MLT and Phlebotomy programs to replace obsolete equipment. Continued availability of grant funding will be needed to provide equipment comparable with industry standards for each program at local and rural sites. Classrooms at the rural sites need to be equipped with smart technology.

Facilities - At the present time, classroom/laboratory space is adequate for both programs.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
COM	10.8		0.0	10.8	9433	873.43	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				6436	9433	9473	47%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				99/1	95/5	95/5	N/A	N/A
Number of Sections (Lecture/Lab)				93/0	130/0	130/0	40%	0%
Average Number of Students per Section (Lecture/Lab)				23/0	24/0	24/0	5%	0%

Program Description

The Communication program provides several courses that are often required of most CCSN majors: COM 101, 102, 133, 215. Of the 130+ sections offered (on avg.) each semester, nearly 110 are COM 101 (Oral Communication), which will begin to go online in Spring 2006; about 10 are COM 102 (Interpersonal Communication), which includes an increasing number of online sections. Both the 101 and 102 courses show steady, increasing numbers of hits each semester, and with the online options, we expect this demand to increase even more.

The program offers one AA degree with a CORE that consists of COM 101, 211, 216, 218. Students can then pursue one of three emphases:

1. General Communication (COM 102, 133 or 180, 215)
2. Journalism/Media Studies (COM 159 or 196, 201, 220)
3. Corporate Communication (COM 133 or 196, 261, 262)

Prior to this program (which began Fall 05), the Dept. had another degree program that allowed students to specialize in either Human Communication or Broadcasting. We still have majors pursuing that program as well. For the older program, there are approximately 208 declared majors, of which 169 are declared for the Broadcast emphasis. For the newer program (which began Fall 05), there are approximately 35 declared majors. That number is probably higher than this; those data were obtain in late October 05, but we have literally had at least one new major sign up every day this fall, and we also recently had a social event for interested majors in which we signed up several new majors as well.

COM Cont...

Quite recently (Nov. 2005), we were informed that the journalism program at UNLV has changed significantly, and our program may have to undergo significant revisions and create a journalism program. If this takes place, we anticipate having two emphases, one in Human Communication and one in Journalism/Media Studies.

Program Needs

Personnel - The primary need for the Dept. of Communication is for more full-time faculty. Currently, the ratio of FT/PT faculty involved in the COM 101 course is 39%/61%. We have requested new full-time faculty for several semesters. We have a strong part-time instructor program that includes standardization, training, interviews for hiring, mentoring, etc. Unfortunately, we have recently lost several part-timers in a short period of time. In addition, we are now also required to staff COM 101 sections for the STEP program (9 sections for spring 06 alone). Because we also implemented a new degree program this fall (in compliance with 2 + 2 transfer agreements with UNLV), several of our full-time 101 instructors also had to divert their energies to teaching new courses. As such, the Dept. has had to limit course offerings of COM 101.

Technology - All priority classrooms for Communication were approved for Smart Classrooms, and only two have yet to be converted (WC D 259, 261). Those two are currently among the many classrooms that need to be upgraded to Smart status. There are also some basic, ongoing needs for the television and radio production courses (camera equipment upgrades, tapes, microphones, replacements, etc.).

Facilities - We are in the process of creating a Communication Lab at the CY campus (room 1445) which consists of whisper rooms, cameras, taping facilities, and smart classroom capabilities. Our hope is to have such a lab on the WC and HN campuses as well. In addition, it would be especially useful for CCSN to have its own television production facility; we currently rent time from Channel 10.

Funding - The Dept. of Communication was fortunate to have its budget increased this year to approximately \$20,000 (up from about \$16,000). We had increasing needs for basic video equipment and supplies, plus the faculty are fairly active in attending conferences, etc.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
CONS	1.5		0.8	2.3	660	286.96	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				285	660	761.7	132%	15%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				5/0	11/0	11/0	120%	0%
Average Number of Students per Section (Lecture/Lab)				19	20	20	5%	0%

Program Description

An Associate’s Degree in Applied Science and a Certificate of Achievement are offered in Construction Management. A key project in Construction Management is the development of six major classes into on-line offerings to enable us to serve outlying communities and increase convenience and accessibility for our students. Another major continuing project is to complete an agreement with the University of Nevada—Las Vegas (UNLV) or other four-year institution to accept our courses toward a Bachelor of Science in Construction Technology.

Program Needs

Personnel –No new personnel currently required.

Technology –Software updates required.

Facilities – Lab facilities need expansion.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
COT	2.1		2.5	4.6	1236	268.70	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1778	1236	1203	-31%	-3%
Delivery Percentages (Lecture/Lab/Distance Ed)				77/23	63/37	63/37	N/A	N/A
Number of Sections (Lecture/Lab)				30/0	26/0	26/0	-14%	0%
Average Number of Students per Section (Lecture/Lab)				20/0	17/0	17/0	-15%	0%

Program Description-

The Computer Office Technology program provides courses and skills necessary for office professionals. Courses include instruction in the latest computer office technology skills (using keyboard, voice, and handwriting computer input); software programs (including word processing, spreadsheets, databases, and presentations); general and advanced office skills; and communication skills. Computer Office Technology provides vocational education and basic skills development. For those currently employed, the degree provides additional knowledge or skills for job advancement, professional growth and career mobility.

Program Needs

Personnel – Competent instructors knowledgeable in the advancements in office technology will be needed.. Experts need to be brought in to conduct workshops to teach the newest technology innovations particularly in the office field.

Technology- There is a strong need for our classrooms to be equipped with the most up-to-date software programs used in the business environment as well as up-to-date instructional equipment to teach them the software programs. The distance ed courses need more powerful presentations to teach the unique aspects of our field, such as WIMBA, so students can see demonstrations of a program and how to use it.

Facilities-An additional classroom on the West Charleston campus will be needed to meet expected growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CRJ	4.9		5.1	10.0	5056	505.60	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				4424	5056	5070	15%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				100/0	96/4	96/4	N/A	N/A
Number of Sections (Lecture/Lab)				57/0	53/0	53/0	-7%	0%
Average Number of Students per Section (Lecture/Lab)				27/0	33/0	33/0	23%	0%

Program Description

This program provides students with the skills, abilities, and knowledge needed in order to become practitioners, to transfer to another institution, and to continue their education. This different degrees in this program, will provide students with a broad overview of the criminal justice system and the criminal justice process, the origin and purpose of formalized criminal laws and other methods of social control, factors that contribute to deviant behavior, methods by which crime might be controlled, and various perspectives related to the purpose of the criminal justice system in contemporary American Society.

Program Needs

Personnel –The Criminal Justice program to grow and there is a tremendous interest on the part of students that the program address two new areas of specialization; Criminal Forensics and Criminal Computer Science. These are specialized areas that require a minimum of two new full-time faculty. Additional faculty will also be needed to meet growth demands and expand distance education offerings.

Technology –There are break through technologies that today’s and tomorrow’s students will need to meet requirements in the workplace. This include a dedicated computer lab, a dedicated photo lab, and dedicated crime lab. All of these areas require appropriate technologies.

Facilities – There is an absolute need for a dedicated facility that would incorporate all of the criminal justices specialties and laboratories. There should also be sufficient classroom space to handle the police academy, and all of the areas required to support a full-time police academy which would include an indoor firing range, physical training facilities, offices, and classrooms.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
CRS	2.0		0.8	2.9	464	160.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	.7%
Program WSCH				204	464	560.5	127%	21%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				8/0	11/0	11/0	38%	0%
Average Number of Students per Section (Lecture/Lab)				10	17	17	70%	0%

Program Description

Cardiorespiratory Sciences (CRS) is a multi-disciplined, multi-credentialed program preparing students in care, management, and life-support of individuals having deficiencies and abnormalities associated with the cardiopulmonary system. A successful graduate of this program will obtain credentials from a national laboratory credentialing agency, the American Heart Association, Cardiovascular Credentialing International, and the National Board for Respiratory Care. The Cardiorespiratory Sciences Program provides a quality academic experience preparing Respiratory Care Practitioners and Cardiac Technicians. The graduate will possess the attitudes, skills, and knowledge required to think critically, communicate effectively, and provide self-direction while administering care. This program emphasizes developing competencies that integrate protocols, Clinical Practice Guidelines, and critical pathways into an efficient cardiorespiratory care plan.

Program Needs

Personnel—The CRS Program needs to convert the existing part-time instructor position into a full-time position. This will allow appropriate coverage for the now larger student (now over 50 students) and instructional load. Additionally, this conversion would be less expensive for the college, and would provide an extraordinary improvement in CRS Program faculty continuity.

Technology— The medical culture grows in complication and sophistication by the moment. With this grows our burden to provide more complicated and sophisticated Computer-Assisted-Instruction assets, which include both hardware and software.

CRS Cont...

Facilities—The CRS Program is in immediate need of a dedicated “high-tech” classroom. Through most of the fall 05 semester, we were arranging for a classroom by the week, with the class meeting in several different classrooms throughout the semester. Requests have been submitted for modification of WCHB-119, which would offer a dedicated classroom, additional storage space (we now use open storage in our lab), and integrated faculty offices.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CUL	7.1		3.6	10.7	1847	172.62	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1232	1847	1891.8	50%	2.4%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				24/0	37/1	37/1	54/0	0
Average Number of Students per Section (Lecture/Lab)				15/0	15/13	15/13	0	0

Program Description

The Resorts and Gaming Department offers a degree in Culinary Arts, Baking and Pastry Arts, an AA degree as well as certificate programs. The Culinary Program is accredited by the American Culinary Federation. Students train in a variety of state of the art facilities including the Modular Kitchen, Bakeshop and Russell's 100 seat restaurant. Students are taught to master the fundamentals of Cooking and Baking with hands on preparation of various cuisines. The program also offers opportunities for students to become certified by the National Restaurant Association in Sanitation, Nutrition and Restaurant Management.

Program Needs

Personnel –The Culinary Program is in the process of filling an approved full-time faculty position for Pastry Chef to start in Fall 2006. Future personnel needs will depend on the growth of program.

Technology – More power point software is needed, as we currently share two among all Resorts and Gaming faculty.

Facilities – In 2003, we officially started a Baking and Pastry Arts Degree Program which is operating out of one bakeshop. Scheduling of the bakeshop limits the ability to recruit the best qualified adjunct instructors, especially for specialized courses. Facilities limit the amount of sections we can offer, thus restricting enrollment numbers. The Department has proposed moving the Gaming Lab to the Charleston Campus which would allow expansion of the kitchens at Cheyenne to accommodate the Baking and Pastry program.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
DA	2.3		1.5	3.8	450	118.43	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	.7%
Program WSCH				660	450	414.3	-32%	-8%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				10/9	8/10	8/10	-20/11	0%
Average Number of Students per Section (Lecture/Lab)				23/8	16/7	16/7	-30/-13	0%

Program Description

The dental assistant program is an open-entry, one year program. The program is one of two programs in the State of Nevada that is accredited by the American Dental Association's Commission on Dental Accreditation and is designed to prepare students for national certification through the Dental Assisting National Board. The dental assistant program starts a new class each semester and students have the option of attending either part-time or full-time. The curriculum includes dental experiences in classroom, laboratory and externship in several dental clinics. Locally, dental assisting is a high demand occupation and post-graduate job placement is excellent.

Program Needs: The dental assistant program employs two full-time and five part-time instructors. The program would be enhanced by a third full-time instructor but rigid accreditation requirements have made recruitment difficult. Enrollment for the dental assistant program has been good but cannot expand, at this time, because of space and budget limitations.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
DAN	1.2		4.4	5.6	875	156.25	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				678	875	905.4	29%	3.4%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/a
Number of Sections (Lecture/Lab)				23/0	29/0	29/0	26%	0
Average Number of Students per Section (Lecture/Lab)				20	20	20	0	0

Program Description

The Dance Program at CCSN has been able to flourish in many respects, despite having only one full time faculty member. Of the 29 sections currently offered, only five are classified as general education lecture classes (DAN 101, Dance Appreciation). The other 24 sections are applied courses, based to varying degrees on actual dance performance.

The Concert Dance Company (DAN 287) has enjoyed considerable success, having performed off-campus on many occasions and winning an international dance competition in Italy in 2003. In addition, the program has hosted and/or produced several dance concerts each year, including "Informal Dance" concerts, "Dance In the Desert" each summer, in addition to its regular fall and spring programs.

Kelly Roth, CCSN's only full-time professor of dance, has been working toward an AA degree with a dance emphasis, with a projected implementation date of Fall, 2006.

Program Needs

Personnel - The Dance program needs another full time instructor to help with recruiting, expand the areas of expertise in the program, and decrease the need for finding part time instructors. The addition of a full time instructor is particularly critical in light of the proposed dance degree program. This degree will enhance recruitment and place an even greater burden on our full time faculty.

DAN Cont...

Technology - The Cheyenne campus dance studio has some equipment for videotaping of rehearsals and concerts, but the equipment needs to be integrated into a professional-quality audio/video production studio. This studio needs to be of high quality, but sufficiently easy to use so that instructors can operate the equipment during normal classes.

Facilities - The Dance program is requesting rehearsal and performance spaces at both the Henderson and West Charleston campuses. Giving students greater access to dance instruction is the single greatest challenge for the dance faculty, and rehearsal/performance spaces are the key to that access.

Funding - The Dance program receives state money (\$12,500) for operating expenses related to performances and instruction. It has been at the same funding level for ten years, and there is a need for a 20% increase in operating funding (\$2,500) to keep up with the program's growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
DH	6.5		3.3	9.8	846	86.33	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				907	846	844	-7%	-1%
Delivery Percentages (Lecture/Lab/Distance Ed)				97/3	78/22	78/22	N/A	N/A
Number of Sections (Lecture/Lab)				14/26	27/9	27/9	93/-66	0%
Average Number of Students per Section (Lecture/Lab)				27/7	14/10	14/10	-49/43	0%

Program Description:

The AS dental hygiene program of classroom instruction and clinical experience is accredited by the Commission on Dental Accreditation and is designed to prepare graduates for licensing as Dental Hygienists. Hygienists are employed by dentists in solo and group practices, government health agencies, school systems, hospital and industrial dental clinics, the military services and in dental hygiene education programs. Graduates will be eligible to take State and Regional Board examinations for licensing of dental hygienists as well as the National Board examination. The program is designed to educate dental hygienists in a way that will best contribute to the workforce needs of the State of Nevada and will allow direct transfer into the Bachelor's degree completion program in dental hygiene offered at CCSN. This Bachelor's degree will then prepare students to continue graduate education at any of Nevada's universities or universities nationwide.

Due to physical space constraints in the clinic and labs, the program cannot accept additional students over the current enrollment. However, this is in keeping with the workforce needs of the state. Since a dental hygiene program began at Truckee Meadows Community College and since the CCSN program expanded to 30 new students per year, the number of workforce positions available to graduates has diminished. Additional students would make it difficult for current and future dental hygienists to find adequate employment.

Program Needs:

Personnel: The dental hygiene program will have one new full-time faculty in spring, 2006 and will hire one more full-time faculty for fall, 2006. Possibly one more faculty member may be needed to replace a current faculty who is on leave in an interim position.

DH Cont...

Technology: Plans are in place to request funding for new patient chairs and carts in the dental hygiene student clinic. The current chairs are 15 years old and new developments will allow for better ergonomics for the students and a reduction in the increasing repair costs of the current chairs.

Facilities: Current facilities are adequate with two exceptions. There is a need for more locker room space—180 dental hygiene and dental assisting students currently spend lunch and dinner times in one very crowded room. Also, one classroom that was originally designated to be a large classroom was later changed into a lab/classroom. It is no longer used as a lab and there is a need for the previously designed large classroom.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
ECE	0.0		0.0	0.0	1170	0	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1632	1170	1139	-29%	-3%
Delivery Percentages (Lecture/Lab/Distance Ed)				94/6	85/15	85/15	N/A	N/A
Number of Sections (Lecture/Lab)				32/0	29/0	29/0	-10%	0%
Average Number of Students per Section (Lecture/Lab)				24/0	19/0	19/0	-21%	0%

Program Description

The Department of Education offers Associate Degrees designed to provide students with the first two years of a baccalaureate degree in education. This includes Associate degrees with emphasis in early childhood, elementary, secondary, and/or special education. Effective 2+2 articulation agreements are in place to aid our students in attaining a seamless transition to Nevada College and Universities. In addition to our transfer AA degrees, the department offers an AAS Early Childhood Education-Teacher Aide, and Early Childhood Education-Preschool Education. Certificates in Early Childhood-Infant-Toddler, Early Childhood Education-Preschool Education, and Early Childhood-Teacher Aide are also obtainable. The department has a number of partnerships with the community including an extensive array of courses to assist para-professionals in education (Teacher Aides), the STEP high school dual enrollment program, and a variety of professional development courses for educators. Courses are offered in flexible formats including evenings, weekends, and online.

The Department currently has nine full time faculty, two administrative aides, a program coordinator for special programs, a director for the early childhood lab which employs five full time teachers, and nine support staff.

The future of the program

The department of education is relatively small in student enrollment but we continue to work on the on the development of innovative practices to recruit students, especially those with diverse backgrounds into the teaching field. We are continuing to develop innovative programs and partnerships to attract and serve students entering the field of teacher education.

ECE Cont...

The STEP (Student to Teacher Enrollment Program) program is under development at present, offering a dual enrollment option to high school students interested in a career in teacher education. College faculty are teaching college classes on high school campuses. Students can enroll as Juniors and can graduate with their AA in education shortly after completing high school. If they continue on with Nevada State College and agree to work for the Clark County School District, their entire education degree will be paid for. We are working on other dual enrollment options that have potential to enhance our future enrollment also.

All of our teacher education courses are offered both in a live in-class and online teaching format. Most all early childhood (AA) courses will be offered in both formats this fall. This enhances the potential for more local and rural students to participate in a variety of innovative options for obtaining their AA degree as well as attend professional development courses. We will be ready to offer our entire AA degree online starting fall of 2006.

A new initiative by the State of Nevada called TEACH is offering new scholarships to students interested in upgrading their skills and credentials in early childhood. There is strong interest and we anticipate a significant increase in enrollment in early childhood classes this coming spring and fall of 2006. The addition of a kindergarten class to our early childhood lab now offers enhanced opportunities for students to observe a variety of applied best practices in early childhood education.

The department of education continues to grow its paraprofessional program. A career ladder has been established to enable students to obtain employment as a paraprofessional while completing their final two years toward becoming a certified teacher. Additionally, a variety of professional development courses are being offered in partnership with the local school district. Over 250 students recently completed their coursework to meet para-professional certification under the "highly qualified" requirements of the "No Child Left Behind Act." An additional 60 students are entering the program beginning in the spring of 2005 and we anticipate an additional 60 in fall of 2006.

The department has entered the Professional Development Market for assisting teachers in meeting their re-certification requirements in Nevada. Initial course offerings began fall of 2005, and the program could grow exponentially in the coming years. A certificate titled "Teaching in the Online Environment" is under development, with plans to add several new courses in para-professional education, classroom management, and a variety of education related topics to assist teachers in maintaining and upgrading their certification and licensing requirements.

Student Enrollment is continuing an upward trend. We continue to experience significant growth this year with a 35% increase in FTE from fall 2004 to fall 2005. This positive trend is counter to the relatively flat overall rate that CCSN and the field of teacher education have been experiencing over the past few years. Even though enrollment is relatively small in comparison to other departments in our division and other college programs, the increased enrollment is a significant feeder to CCSN general education courses.

ECE Cont...

Program Needs

- Need to continue to work on innovative programs and initiatives to attract students into the field of teacher education to support the critical shortage of teachers in Southern Nevada. We also need to increase our enrollment to maintain the viability of continuing as a department under recently proposed models for department restructuring.
- Need to continue to work on innovative programs and initiatives to attract students into the field of early childhood education to support the critical shortage of qualified childcare workers in Southern Nevada.
- Need to continue working on common curriculum standards and a shared program framework with local schools, colleges, and departments of education
- Need to work on how data should be collected to evaluate the effectiveness of the partnerships we have with our local institutions.
- Need to explore the possible need for a baccalaureate program as an alternative to the existing teacher education programs in southern Nevada.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
ECON	4.0		3.2	7.2	2940	408.34	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				2667	2940	2956	11%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				100/0	94/6	94/6	N/A	N/A
Number of Sections (Lecture/Lab)				34/0	37/0	37/0	9%	0%
Average Number of Students per Section (Lecture/Lab)				26/0	26/0	26/0	0%	0%

Program Description

The Economics Program is housed with the Department of Philosophical and Regional studies whose office is located at West Charleston Campus. The program currently has

5 full-time faculty and 10 adjunct faculty who are distributed across the three main campuses, and one CCSN High Tech Center. The department offers, among others, an A.A. with emphasis in economics.

Staffing has been good in recent semesters as the pool of adjuncts remains strong and available. We have not had any major problems finding instructors. Because economics courses are required in many programs, especially in programs found in the Division of Business and Industry, many students take economics courses.

Program Needs

Personnel - If demand continues to grow, at some point, the program will need another full-time position to maintain an acceptable ratio of full time to part time teachers. More online instructors are also needed.

Technology – Ideally, the program instruction will be aided greatly with mediated classrooms which will facilitate the importation of real-time data.

Facilities – There is a dire need for an economics and social science lab. The principles of statistics II has not been taught partly because of the absence of a lab space as this is a computer-based course. There is also the ever-present need for classrooms.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
EDUC	7.0		4.3	11.3	5297	468.77	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				3371	5297	5352	58%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				69/31	63/37	63/37	N/A	N/A
Number of Sections (Lecture/Lab)				48/0	99/0	99/0	107%	0%
Average Number of Students per Section (Lecture/Lab)				24/0	19/0	19/0	-21%	0%

Program Description

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EDUC Cont...

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EDUC Cont...

Program Needs

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- Need to work on how data should be collected to evaluate the effectiveness of the partnerships we have with our local institutions.
- Need to explore the possible need for a baccalaureate program as an alternative to the existing teacher education programs in southern Nevada.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
EMA			0.0	0.0	18	0	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				0	18	18.0	0	0
Delivery Percentages (Lecture/Lab/Distance Ed)				0			N/A	N/A
Number of Sections (Lecture/Lab)				0	1/0	1/0	0	0
Average Number of Students per Section (Lecture/Lab)				0	6	6	0	0

Program Description

This program prepares students for leadership positions in the Area of Emergency Management. Students are trained to assist government agencies with command and control operations and support of minor and major disasters. Students will learn the basic areas of emergency management which includes mitigation, preparedness, response and recovery.

Program Needs

Personnel –This is a new degree program built on the 2+2 AA degree that leads to a bachelor’s degree. Since this is a new transferable degree, it is essential that at least one full-time faculty member would be brought on board to promote the degree, teach courses, and develop the degree in articulation with UNLV and UNR, in accordance with FEMA standards.

Technology –A smart classroom devoted to Emergency Management is needed for West Charleston Campus.

Facilities –More smart classrooms will be needed to expand offerings at the Henderson and Cheyenne Campuses.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
EMS	8.1		0.0	8.1	2879	355.44	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				3286	2879	2891.8	-12%	.4%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				30/54	24/49	24/49	-.2/9.2	0
Average Number of Students per Section (Lecture/Lab)				38/7	30/6	30/6	-21/14	0

Program Description

The EMS program consists of three different levels of education, including EMT-Basic, EMT-Intermediate and Paramedic. EMT-Basic and EMT-Intermediate classes are open-enrollment, one-semester courses; while the Paramedic program is limited entry and consists of three semesters. All three courses meet or exceed Department of Transportation requirements for EMS training and are designed to prepare students for state and national certification examinations. Paramedic students may choose between a Certificate of Completion or an Associate of Applied Science degree.

Local and national need for EMS providers, particularly Paramedics, continues to be on the rise. Recent adjustments to the program became necessary to maintain our current position as the leader in EMS education, to assist in meeting the tremendous need demonstrated by local agencies. Recent changes will result in a 38% increase in the number of trained Paramedics within the next 3 years; however, even this increase is not enough to meet the immediate Paramedic demand. EMT-Basic levels and EMT-Intermediate enrollment should stay consistent with past figures.

Program Needs

Personnel - Currently, we are fortunate to have five, full-time faculty members and two temporary hires. The EMS program also utilizes approximately 30 adjunct faculty each semester to complete our teaching load. At this time, only 10% of our workload is taught by full-time personnel. A staff of 7-8 full-time faculty members will be required within the next three years to fulfill the commitments made to local EMS agencies for Paramedic personnel. An aggressive campaign has been launched to attract local fire department agencies that have become dissatisfied with their local training options as it relates to Paramedic education. Recent state mandates will change the certification process from a locally initiated process to a national-level examination. This change will have ramifications to the EMS program as there will be an anticipated need of national exam preparation courses within the state.

EMS Cont...

Technology - The EMS program is moving steadily toward a combination of traditional and computer-based education. Computer-based software utilizing patient scenarios are becoming increasingly more common available to be implemented into traditional classrooms.

Facilities – We are currently spread over two campuses and have secured overdo laboratory space to meet our space needs. Additional space is required for a useable outdoor (or large indoor area) space to meet an area of weakness identified within our program that cannot be adequately addressed in our current laboratory circumstance (vehicle extrication practice area).

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
ENG	46.1	5.9	51.26	103.62	27,582	266.18	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				9,194	9,360	9547.2		
Delivery Percentages (Lecture/Lab/Distance Ed)				90/10	90/10	85/15	N/A	N/A
Number of Sections (Lecture/Lab)				394	465	535		0%
Average Number of Students per Section (Lecture/Lab)				15	25	25		0%

Program Description

The English Department prepares its graduates to meet general education requirements, to transfer in English (or a related field), to write for the workplace, and to participate in life-long learning. Our purpose is to teach students to read and think critically, to acquire skills in writing and analysis that will complement other academic studies, to communicate effectively (both orally and in writing), to search for and evaluate print and electronic sources using the tools of technology, and to appreciate the diversity of literature and its value in their lives.

Current and Future Goals

Our current and immediate goals include strengthening our partnerships with area schools (at all levels). In particular we have firmed up articulation agreements with UNLV, Henderson State, and Regis, and we were among the first departments to offer STEP classes in the local high schools. We have immediate plans to expand our recruitment efforts in grades as early as 5th grade by visiting schools, and we plan to meet with English teachers in area high school to ensure that prospective students are prepared for college-level writing. Also, we are partnering with UNLV to set up a developmental writing program for their students, and we will continue to be actively involved in Job Fairs, visitations to our rural sites, part-time instructor activities such as Part-time Faculty Appreciation Night, Workshops, and Conferences. We have also begun to attend more conferences and to take leadership in professional organizations. We are sponsoring a Reading Conference this year, and we will sponsor the English Conference of Two-Year Colleges next year. We will also begin offering a Certificate in Creative Writing and plan to look at other areas that meet the needs of our growing senior population. In the future we see more and more Distance Ed classes being offered, and we would like to see more resources that would help our department to schedule internet classes and provide support for faculty and students alike.

ENG Cont...

Program Needs

Facility/Technology--As our student population grows, we will increasingly need more English classrooms on all sites, especially with Smart Room technology on all of our sites, and we need a lot more computerized classrooms to take advantage of new technology programs linked to college textbooks. In the future we see more and more Distance Ed classes being offered, and we would like to see resources that help our department create as well as schedule internet classes and provide support for faculty and students alike.

Staff--We need more full-time faculty as well as part-time instructors to meet the needs of our current program, especially with new demands for teachers for STEP and UNLV's Developmental Program. We need support in creating a larger pool of part-time teachers, and we need technology training that will increase our retention and place us at the forefront of schools across the nation.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
ENV	1.2		0.2	1.4	3231	2307.86	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				3306	3231	3229.1	-2.3%	0%
Delivery Percentages (Lecture/Lab/Distance Ed)				89/11	83/17	83/17	N/A	N/A
Number of Sections (Lecture/Lab)				25/0	29/0	29/0	16%	0%
Average Number of Students per Section (Lecture/Lab)				44/0	37/0	37/0	-16%	0%

Program Description

The CCSN Physical Sciences Department offers a variety of courses in Environmental Science satisfying the General Education science requirement and transfer requirements for students transferring to UNLV, UNR, and NSC and other 4-year institutions. Students taking environmental science classes have an opportunity to study the concepts of ecological principles and of selected environmental issues such as hazardous waste disposal, air pollution control, global warming and alternative energy systems.

The future of the program looks good as these classes are a popular choice for students satisfying general education requirements. It appears that student enrollment numbers indicate that we will continue to have a demand for these classes. Our attempted enrollment numbers, both in distance education and on campus sections of Environmental Science, indicate that a number of the students are interested in courses for this subject area. For the fall 2002 semester we had over 1195 attempted enrollments in Environmental Science courses. The attempted enrollments increased to 2046 during the fall 2005 semester.

Program Needs

Personnel – At the present time, we cannot offer more sections of Environmental Science classes because we are limited in the number of qualified full and part-time instructors. At present we have only one full-time faculty member as an environmental science instructor. If we are to expand the number of sections offered to meet the student demand, as our attempted enrollments show, we would need to find more qualified faculty.

ENV Cont...

Technology – Our Environmental Science classes utilize the smart classroom presentation technology, which needs to be maintained at a high luminosity for accurate presentation to students.

Facilities – Our current facilities are adequate for our current needs and should accommodate our projected needs.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
EPY	0.0			0.0	64	0	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				0	64	64.0	0%	0%
Delivery Percentages (Lecture/Lab/Distance Ed)				0/0	0/100	0/100	N/A	N/A
Number of Sections (Lecture/Lab)				0/0	1/0	1/0	0%	0%
Average Number of Students per Section (Lecture/Lab)				0/0	16/0	16/0	0%	0%

Program Description

The Department of Education offers Associate Degrees designed to provide students with the first two years of a baccalaureate degree in education. This includes Associate degrees with emphasis in early childhood, elementary, secondary, and/or special education. Effective 2+2 articulation agreements are in place to aid our students in attaining a seamless transition to Nevada College and Universities. In addition to our transfer AA degrees, the department offers an AAS Early Childhood Education-Teacher Aide, and Early Childhood Education-Preschool Education. Certificates in Early Childhood-Infant-Toddler, Early Childhood Education-Preschool Education, and Early Childhood-Teacher Aide are also obtainable. The department has a number of partnerships with the community including an extensive array of courses to assist para-professionals in education (Teacher Aides), the STEP high school dual enrollment program, and a variety of professional development courses for educators. Courses are offered in flexible formats including evenings, weekends, and online.

The Department currently has nine full time faculty, two administrative aides, a program coordinator for special programs, a director for the early childhood lab which employs five full time teachers, and nine support staff.

The future of the program

The department of education is relatively small in student enrollment but we continue to work on the on the development of innovative practices to recruit students, especially those with diverse backgrounds into the teaching field. We are continuing to develop innovative programs and partnerships to attract and serve students entering the field of teacher education.

EPY Cont...

The STEP (Student to Teacher Enrollment Program) program is under development at present, offering a dual enrollment option to high school students interested in a career in teacher education. College faculty are teaching college classes on high school campuses. Students can enroll as Juniors and can graduate with their AA in education shortly after completing high school. If they continue on with Nevada State College and agree to work for the Clark County School District, their entire education degree will be paid for. We are working on other dual enrollment options that have potential to enhance our future enrollment also.

All of our teacher education courses are offered both in a live in-class and online teaching format. Most all early childhood (AA) courses will be offered in both formats this fall. This enhances the potential for more local and rural students to participate in a variety of innovative options for obtaining their AA degree as well as attend professional development courses. We will be ready to offer our entire AA degree online starting fall of 2006.

A new initiative by the State of Nevada call TEACH is offering new scholarships to students interesting in upgrading their skills and credentials in early childhood. There is strong interest and we anticipate a significant increase in enrollment in early childhood classes this coming spring and fall of 2006. The addition of a kindergarten class to our early childhood lab now offers enhanced opportunities for students to observe a variety of applied best practices in early childhood education.

The department of education continues to grow its paraprofessional program. A career ladder has been established to enable students to obtain employment as a paraprofessional while completing their final two years toward becoming a certified teacher. Additionally, a variety of professional development courses are being offered in partnership with the local school district. Over 250 students recently completed their coursework to meet para-professional certification under the "highly qualified" requirements of the "No Child Left Behind Act." An additional 60 students are entering the program beginning in the spring of 2005 and we anticipate an additional 60 in fall of 2006.

The department has entered the Professional Development Market for assisting teachers in meeting their re-certification requirements in Nevada. Initial course offerings began fall of 2005, and the program could grow exponentially in the coming years. A certificate titled "Teaching in the Online Environment" is under development, with plans to add several new courses in para-professional education, classroom management, and a variety of education related topics to assist teachers in maintaining and upgrading their certification and licensing requirements.

Student Enrollment is continuing an upward trend. We continue to experience significant growth this year with a 35% increase in FTE from fall 2004 to fall 2005. This positive trend is counter to the relatively flat overall rate that CCSN and the field of teacher education have been experiencing over the past few years. Even though enrollment is relatively small in comparison to other departments in our division and other college programs, the increased enrollment is a significant feeder to CCSN general education courses.

EPY Cont...

Program Needs

- Need to continue to work on innovative programs and initiatives to attract students into the field of teacher education to support the critical shortage of teachers in Southern Nevada. We also need to increase our enrollment to maintain the viability of continuing as a department under recently proposed models for department restructuring.
- Need to continue to work on innovative programs and initiatives to attract students into the field of early childhood education to support the critical shortage of qualified childcare workers in Southern Nevada.
- Need to continue working on common curriculum standards and a shared program framework with local schools, colleges, and departments of education
- Need to work on how data should be collected to evaluate the effectiveness of the partnerships we have with our local institutions.
- Need to explore the possible need for a baccalaureate program as an alternative to the existing teacher education programs in southern Nevada.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ESH	1.3		0.2	1.5	286.5	191.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				251	286	300	14%	5%
Delivery Percentages (Lecture/Lab/Distance Ed)				87/13	0	0	N/A	N/A
Number of Sections (Lecture/Lab)				6/0	13/0	13/0	117%	0%
Average Number of Students per Section (Lecture/Lab)				14/0	8/0	8/0	-43%	0%

Program Description

The Associate of Applied Science Degree/Certificate of Achievement in Environmental Safety and Health provides an opportunity for students to acquire knowledge, skills, and abilities needed to obtain jobs in this growing environmental field. Instruction includes course work in hazardous materials management, environmental health and safety, laws and regulations, sampling and analysis, treatment and disposal, site assessment, transportation, waste minimization, and computer applications relevant to the field. The program’s emphases include: Environmental Resource Technology, Water and Wastewater Treatment, and Safety Management.

Program Needs

Personnel –No new personnel needed at present.

Technology –“Smart” classroom requested in Spring of 2005 to better serve our students’ needs.

Facilities – “Smart” classroom as above.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ESL	13.8		7.0	20.8	7494	360.29	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				6216	7494	7513.3	21%	0.3%
Delivery Percentages (Lecture/Lab/Distance Ed)				99/1	97/3	97/3	N/A	N/A
Number of Sections (Lecture/Lab)				84/0	104/0	104/0	24%	0%
Average Number of Students per Section (Lecture/Lab)				25/0	24/0	24/0	-4%	0%

Program Description

The Department of International Languages offers both introductory (100 - and 200 - level) language courses for sixteen languages and associated, specialized culture courses. Students may currently pursue A.A. degrees in FREN, GER, ITAL, JPN and SPAN. A. A. S. degrees are available in Deaf Studies (AM) and in Deaf Studies – Interpreter Preparation Emphasis (AM). Certificates may be achieved in Business German (GER) and Deaf Studies (AM). Finally, international students and citizen/resident non-native speakers of English may prepare themselves for academic studies by taking courses in English as a Foreign Language and English as a Second Language – both groups are served by courses using the ESL prefix. [data re FTE per discipline and percentages?]

Program Needs

Personnel - The Department of International Languages will need to add full-time instructors as soon as possible in the following disciplines: AM, ITAL and ESL. The successful candidate for the American Sign Language position will double as a departmental interpreter for deaf faculty and be skilled in the new discipline of ESL for deaf students. The growing Italian program and pending retirement of the only full-time Italian instructor require that a position in that discipline be filled. The ESL program has a need for full-time writing specialists to address the needs of an increasing population of generation 1.5 students. Two positions are currently needed. One of our writing specialists is also building the ARA program, and as this discipline continues to grow, she will be able to devote less and less time to writing. The possibility for growth in the ESL program is virtually open-ended. We are limited by a lack of classroom space and qualified instructors.

Technology – Since all language-learning course materials are heavily mediated, all classrooms used by the faculty of the department need to be “smart” classrooms. In addition, the department needs more than the current three spaces where there is a computer station for each student and where writing and other forms of self-paced activities can be undertaken.

ESL Cont...

Facilities - The department needs lab space and equipment at Henderson and a computer classroom at Cheyenne. In addition, the department needs space equipped with video conferencing hardware in order to serve remote sites and to be able to combine low-enrollment sites into one class.

Funding - The department's technology infrastructure is funded and maintained through a tech fee paid for by students. This mechanism permits us to respond adequately to growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
FAB	2.6		3.2	5.8	1336	230.35	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1079	1336	1359.0	24%	1.7%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				19/3	29/5	29/5	52/66	0
Average Number of Students per Section (Lecture/Lab)				21/16	1714	1714	-19/12	0

Program Description

The Food and Beverage Management Program is designed to provide quality education to those individuals seeking to begin a career or further their career in the food service industry. The program consists of course work in food and beverage management, culinary arts, hotel management, pastry arts, and travel and tourism which enable students to obtain the necessary knowledge and skills to be successful in the work environment. The program also offers the opportunity for our students to become certified in sanitation, nutrition, and restaurant management by the National Restaurant Association's Educational Institute.

Program Needs

Personnel –The program has one replacement position for Food & Beverage Management full-time instructor to be filled by the start of Fall 2006 and will also need another new faculty member for 2006-2007 with a beverage management academic and operational background.

Technology –At the present, one “smart” classroom is available and the need for additional “smart” classrooms continues to grow.

Facilities -More classrooms will be needed to accommodate Department growth and expansion of the programs.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
FIN	0.8		0.6	1.4	384	274.29	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				438	384	378.0	-12%	-106%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				7/0	7/0	7/0	0	0
Average Number of Students per Section (Lecture/Lab)				21	18	18	-14%	0

Program Description

The finance department offers courses to prepare a student to seek employment in the finance field. For those currently employed, the courses provide additional knowledge or skills for job advancement, professional growth and career mobility. Individual courses such as personal finance and introduction to investments assist students in the ability to handle their own finances and successfully prepare for retirement.

Program Needs

Personnel –At the present time, no new faculty are needed. But, in the next four or five years as many of the full-time faculty near retirement, new faculty will be needed. The department is fortunate that many part-time faculty available who work in the financial field.

Technology –More smart classrooms are needed.

Facilities - The accounting and finance department needs tutorial space at Charleston and Henderson. We have utilization of a small room at Cheyenne. We also need another general classroom at Charleston as we must share with the business department.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
FREN	1.5		1.4	3.0	862	287.34	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				887	862	872.1	-2.8%	-1.2%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				15/0	12/0	12/0	-.2%	0
Average Number of Students per Section (Lecture/Lab)				16	19	19	.19%	0

Program Description

The Department of International Languages offers both introductory (100 - and 200 - level) language courses for sixteen languages and associated, specialized culture courses. Students may currently pursue A.A. degrees in FREN, GER, ITAL, JPN and SPAN. A. A. S. degrees are available in Deaf Studies (AM) and in Deaf Studies – Interpreter Preparation Emphasis (AM). Certificates may be achieved in Business German (GER) and Deaf Studies (AM). Finally, international students and citizen/resident non-native speakers of English may prepare themselves for academic studies by taking courses in English as a Foreign Language and English as a Second Language – both groups are served by courses using the ESL prefix. [data re FTE per discipline and percentages?]

Program Needs

Personnel - The Department of International Languages will need to add full-time instructors as soon as possible in the following disciplines: AM, ITAL and ESL. The successful candidate for the American Sign Language position will double as a departmental interpreter for deaf faculty and be skilled in the new discipline of ESL for deaf students. The growing Italian program and pending retirement of the only full-time Italian instructor require that a position in that discipline be filled. The ESL program has a need for full-time writing specialists to address the needs of an increasing population of generation 1.5 students. Two positions are currently needed. One of our writing specialists is also building the ARA program, and as this discipline continues to grow, she will be able to devote less and less time to writing. The possibility for growth in the ESL program is virtually open-ended. We are limited by a lack of classroom space and qualified instructors.

Technology – Since all language-learning course materials are heavily mediated, all classrooms used by the faculty of the department need to be “smart” classrooms. In addition, the department needs more than the current three spaces where there is a computer station for each student and where writing and other forms of self-paced activities can be undertaken.

FREN Cont...

Facilities - The department needs lab space and equipment at Henderson and a computer classroom at Cheyenne. In addition, the department needs space equipped with video conferencing hardware in order to serve remote sites and to be able to combine low-enrollment sites into one class.

Funding - The department's technology infrastructure is funded and maintained through a tech fee paid for by students. This mechanism permits us to respond adequately to growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
FT	0.6		4.3	4.9	1322	269.80	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1388	1322	1332	-5%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				89/11	78/22	78/22	N/A	N/A
Number of Sections (Lecture/Lab)				22/0	23/0	23/0	5%	0%
Average Number of Students per Section (Lecture/Lab)				20/0	19/0	19/0	-5%	0%

Program Description

The Fire Science Technology Program services three groups of students; the pre-service student who is looking to receiving education that makes them competitive for fire service employment in both urban and wildland fire agencies; career firefighters looking to secure front line supervisions skills for municipal fire agencies; and wildland firefighters seeking additional education for promotion and pay incentives. The AAS in Fire Science Management prepares the career firefighter with course work that meets the National Fire Protection Association's Fire Officer II Standard (NFPA).

Program Needs

Personnel –A full-time Wildland Fire instructor should be hired to coordinate the wildland training and oversee communication between the Federal governments's credentialing agency. Additional full-time faculty are needed for rescue training, to coordinate the 911 Communication Specialists Program and support the public safety leadership institute. This would also reduce the reliance on part-time faculty. A Command Simulation Training Technician is also needed. The demands for software and support in creating fire simulation scenarios is specific enough to have one technician assigned to make the computer scenarios in the simulation room and to operate the live fire training props.

Technology – Specific equipment is needed to keep up to date with the technology in the fire service and work force issues. A core course FT 105 is on hold until an appropriate lab is set up to accommodate the national curriculum for this course. A modified chemistry lab with hood system and outdoor area with a burn pit will make this a cutting edge technology course. A long term lease agreement should be created to provide appropriate protective clothing for the live fire training program. This includes helmet, coat, pant, and OSHA approved air pack. A Wildland Fire Simulation Software/Weather Station is needed to train wildland firefighters on the dangers of fire and how fire acts in the wildland areas depending on weather and vegetation. A fire truck placed on the skid car type

FT Cont...

chassis to train firefighters on emergency vehicle training is also planned for acquisition. Hardware and software to simulate a 911 Communication center would allow simulations and training for national emergency dispatchers.

Facilities – A 20-25 acre Fire Training Center and Stationary Burn Building is proposed for the Cheyenne Campus to include: five story burn tower with rappelling platform, Swift water prop, six to eight classrooms, confined space prop, gym and locker room areas, CPAT physical screening indoor classroom, parking area for fire truck, extrication truck and burn trailer, wildland training center, wildland fire engine and hand crew vehicle for summer workforce development training, arson simulation laboratory, and secured storage space.

The Fire service has roughly a dozen computer software programs that cover incident reporting, fire inspections, drawing buildings with fire symbols, and arson investigation. A classroom or tech area with this software load on the server tree to do workforce development and initial training is needed.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
GAM	2.2		3.0	5.2	1142	219.62	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				900	1142	1169.0	27%	2.4%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				22/0	41	41	86%	0
Average Number of Students per Section (Lecture/Lab)				14	9	9	-36%	0

Program Description

The Casino Management Program is the only program in the United States, at the community college level, to be certified by the Commission on Accreditation of Hospitality Management (CAHM). Students will obtain a basic knowledge of casino games, casino management, marketing, gaming regulations, gaming law, and human relations in the casino industry.

The program is designed to provide students with the opportunity to seek employment in entry level supervisory positions or, for those currently in the casino industry, an opportunity for job advancement, professional growth and career mobility. Students may also continue their studies at a four year institution to pursue a baccalaureate degree.

Program Needs

Personnel – Current staffing is adequate to meet the needs.

Technology – Additional equipment is necessary to revamp the Surveillance laboratory’s capabilities.

Facilities - The current Casino Management Gaming Laboratory has constant needs regarding the changes that continue to take place in the gaming industry. The laboratory has to have the carpet replaced, and the lighting to be adapted to the current utilization in the casino industry. Any capital improvements to the laboratory should be delayed until a decision is reached regarding the relocation of the Program to the Charleston Campus.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
GEOG	2.5		0.4	2.9	1568	540.69	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1727	1568	1560	-10%	-1%
Delivery Percentages (Lecture/Lab/Distance Ed)				95/5	86/14	86/14	N/A	N/A
Number of Sections (Lecture/Lab)				17/0	18/0	18/0	6%	0%
Average Number of Students per Section (Lecture/Lab)				35/0	32/0	32/0	-9%	0%

Program Description

The CCSN Physical Sciences Department offers a variety of courses in Geography satisfying the General Education science requirement and transfer requirements for students transferring to UNLV, UNR, and NSC and other 4-year institutions. Students taking Geography classes have an opportunity to study the concepts of Physical Geography, Physical Geography Laboratory, and Meteorology/Climatology, examining the spatial relationships and atmospheric interactions in the environment.

The future of the program looks good as we are offering courses for students satisfying general education requirements and transfer students in greater numbers. It appears that student enrollment numbers indicate that we will continue to have a demand for these classes. We plan to offer more Geography classes online including the Physical Geography lab which will increase student demand in this discipline.

Program Needs

Personnel – At the present time, we cannot offer more sections of Geography classes because we are limited in the number of qualified full and part-time instructors. If we are to expand the number of sections offered to meet the student demand, we would need to find more qualified faculty.

Technology – Our Geography classes utilize the smart classroom presentation technology, which needs to be maintained at a high luminosity for accurate presentation to students.

Facilities – At present we are also limited in the laboratory facilities for Geography students. We have recently updated our geography facilities at the Cheyenne and West Charleston Campus. However, we lack facilities at our Henderson Campus location.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
GEOL			0.0	0.0	681	0	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				816	681	668	-17%	-2%
Delivery Percentages (Lecture/Lab/Distance Ed)				100/0	72/28	78/28	N/A	N/A
Number of Sections (Lecture/Lab)				5/10	5/6	5/6	0/-40	0%
Average Number of Students per Section (Lecture/Lab)				41/20	37/21	37/21	-10/5	0%

Program Description

The CCSN Physical Sciences Department offers a variety of courses in Geology satisfying the General Education science requirement and transfer requirements for students transferring to UNLV, UNR, and NSC and other 4-year institutions. Students taking Geology classes have an opportunity to study the fundamental concepts of geology and geologic principles of the earth.

We are hoping to revive the Geology program by offering more Geology courses for students via distance education to increase the number of students. The Geology program has suffered recently due to one of the two full-time faculty being out on long term medical leave.

Program Needs

Personnel – At the present time, we cannot offer more sections of Geology classes because we are limited in the number of qualified full and part-time instructors. If we are to expand the number of sections offered to meet the student demand, we would need to find more faculty qualified to teach online.

Technology – Our Geology classes utilize the smart classroom presentation technology, which needs to be maintained at a high luminosity for accurate presentation to students.

Facilities – Our current facilities are adequate for our current needs and should accommodate our projected needs.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
GER	0.5		1.5	2.0	426	213.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				377	426	456.6	13%	7%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				7/0	9/0	9/0	29%	0
Average Number of Students per Section (Lecture/Lab)				14	12	12	-14%	0

Program Description

The Department of International Languages offers both introductory (100 - and 200 - level) language courses for sixteen languages and associated, specialized culture courses. Students may currently pursue A.A. degrees in FREN, GER, ITAL, JPN and SPAN. A. A. S. degrees are available in Deaf Studies (AM) and in Deaf Studies – Interpreter Preparation Emphasis (AM). Certificates may be achieved in Business German (GER) and Deaf Studies (AM). Finally, international students and citizen/resident non-native speakers of English may prepare themselves for academic studies by taking courses in English as a Foreign Language and English as a Second Language – both groups are served by courses using the ESL prefix. [data re FTE per discipline and percentages?]

Program Needs

Personnel - The Department of International Languages will need to add full-time instructors as soon as possible in the following disciplines: AM, ITAL and ESL. The successful candidate for the American Sign Language position will double as a departmental interpreter for deaf faculty and be skilled in the new discipline of ESL for deaf students. The growing Italian program and pending retirement of the only full-time Italian instructor require that a position in that discipline be filled. The ESL program has a need for full-time writing specialists to address the needs of an increasing population of generation 1.5 students. Two positions are currently needed. One of our writing specialists is also building the ARA program, and as this discipline continues to grow, she will be able to devote less and less time to writing. The possibility for growth in the ESL program is virtually open-ended. We are limited by a lack of classroom space and qualified instructors.

Technology – Since all language-learning course materials are heavily mediated, all classrooms used by the faculty of the department need to be “smart” classrooms. In addition, the department needs more than the current three spaces where there is a computer station for each student and where writing and other forms of self-paced activities can be undertaken.

GER Cont...

Facilities - The department needs lab space and equipment at Henderson and a computer classroom at Cheyenne. In addition, the department needs space equipped with video conferencing hardware in order to serve remote sites and to be able to combine low-enrollment sites into one class.

Funding - The department's technology infrastructure is funded and maintained through a tech fee paid for by students. This mechanism permits us to respond adequately to growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
GRC	7.6		4.9	12.4	2403	193.79	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				2579	2403	2397	-7%	-1%
Delivery Percentages (Lecture/Lab/Distance Ed)				95/5	84/16	84/16	N/A	N/A
Number of Sections (Lecture/Lab)				62/0	59/0	59/0	-5%	0%
Average Number of Students per Section (Lecture/Lab)				14/0	14/0	14/0	0%	0%

Program Description

The Graphic Technology program is led by a program director who reports to the MT department chair. They coordinate and supervise 7 full-time faculty members and 12 part-time faculty members.

Program faculty are moving to standardize final exams and to consolidate programs. The faculty are also considering realigning the program offerings to better delineate the separation between graphics for print (electronic prepress, digital printing) and graphics for screen (web and other multimedia). They have been pursuing articulation with Nevada State College to enable students to transfer and obtain a bachelor's degree. The constantly changing technology is a challenge for the program and it is difficult to recruit and retain qualified part-time instructors.

Program Needs

Personnel – Enrollment has been on the decline, hence there is at present no need for additional personnel.

Technology - It is imperative that the classroom labs be maintained in state-of-the-art condition to prevent outdated programs and facilities.

Facilities – Existing facilities are inadequate to support planned program changes. Particularly on the Cheyenne Campus, there is a need to remodel current classroom laboratory facilities.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
HHP	3.6		1.5	5.2	2201	423.27	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1288	2201	2264	71%	3%
Delivery Percentages (Lecture/Lab/Distance Ed)				66/34	46/54	46/54	N/A	N/A
Number of Sections (Lecture/Lab)				19/0	29/0	29/0	53%	0%
Average Number of Students per Section (Lecture/Lab)				25/0	26/0	26/0	4%	0%

Program Description

The Health and Human Performance area provides necessary pre-requisite courses for many of the Health Science programs as well as a number of general elective courses popularly used for graduation and transfer purposes.

It has experienced significant growth since most course offerings were put into an on-line format in 2001 as shown by the 71 percent change in Weekly Student Contact Hours (WSCH) from 02 to 05. Growth from 05 to 08 may be higher than the 3 percent projected amount due to increasing numbers of sections offered.

Program Needs

Personnel – Health & Human Performance faculty and staff numbers are currently adequate. However, more trained adjuncts will be needed as growth continues.

Technology – As the program is mostly on-line, faculty will need on-going training to stay current with technology and to learn how to best incorporate it into their classes. Courses taught in the traditional manner require continuous updating of hardware to keep up with changing software platform demands.

Facilities - Facilities are currently adequate.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
HIST	5.4		12.8	18.2	9771	536.87	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				8544	9771	9785	15%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				85/15	82/18	82/18	N/A	N/A
Number of Sections (Lecture/Lab)				92/0	97/0	97/0	6%	0%
Average Number of Students per Section (Lecture/Lab)				31/0	34/0	34/0	10%	0%

Program Description

The History Program is housed with the Department of Philosophical and Regional studies whose office is located at West Charleston Campus. The program currently has 7 full-time faculty and 29 adjunct faculty who are distributed across the three main campuses. The department offers an A.A. with emphasis is history, among others.

Program Needs

There is a critical need for more full time professors in history. We have not had a replacement position since 1998 and we are unable to staff sections with adjuncts due to a lack of qualified applicants. This absence of additional faculty creates a burden on CCSN's reputation, its full-time faculty and its part-time instructors. The burden of reputation is that we often are judged, by accreditation organizations and in the community, according to the full-time faculty who are most closely associated with CCSN. The increased demand for survey courses creates the need to offer more of such sections and pressure to offer less of specialized courses that could enhance CCSN's reputation, and enhance our presence in community.

Personnel - The part-time instructors are vetted as carefully as possible, but the pool simply does not exist for us to be as selective as we would like. Assigning more sections to the adjunct faculty stretches their time and tasks their abilities as most of them work full-time and can devote only so much time and energy to CCSN. This is a concern. We need more full-time faculty in history to meet current and future needs.

Facilities - There is also the ever-present need for classrooms.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
HIT	2.3		2.4	4.7	1264	268.94	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1061	1264	1285	20%	2%
Delivery Percentages (Lecture/Lab/Distance Ed)				59/41	45/55	45/55	N/A	N/A
Number of Sections (Lecture/Lab)				28/6	34/3	34/3	22/-50	0%
Average Number of Students per Section (Lecture/Lab)				21/7	21/8	21/8	0/15	0%

Program Description

The Health Information Technology program is an Associate of Applied Science degree. The program is fully accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) which is located at 233 N. Michigan Ave., Chicago, IL 60601-5800, (312)233-1131. Upon successful completion of the program, graduates are eligible to apply to the national registry exam for certification as a Registered Health Information Technician (RHIT). The program is limited entry so students must attend a Health Sciences Orientation and meet with a program advisor. The HIT program combines academic courses on campus with professional practice experiences at clinical affiliate sites. Health information is used in every aspect of health care planning and delivery. A patient's health record contains vitally important information that must be analyzed, coded, stored, and protected. The health record serves as a means of communication among all members of the health care team, including physicians, nurses, laboratory technicians, therapists and many others. The documentation comes from the hospital stay, emergency room visits, outpatient clinic visits, physician's office encounters, nursing home, or home care program. Such documentation assists in ensuring continuity of care and protects the financial and legal interests of the patient, health care facility, and responsible practitioner caring for the patient.

Program Needs

Personnel - As the coding area of healthcare changes in the next few years, there will be a need for additional classes and instructors.

Equipment - The program is in need of additional software for the dedicated HIT student computer lab. As the movement towards the electronic health record increases, the program needs software for students to use in the classroom/lab setting.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
HMD	2.1		2.2	4.3	1879	436.98	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1709	1879	1889	10%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				95/5	86/14	86/14	N/A	N/A
Number of Sections (Lecture/Lab)				28/0	24/0	24/0	-15%	0%
Average Number of Students per Section (Lecture/Lab)				21/0	27/0	27/0	29%	0%

Program Description

The Hotel Management program offers a certificate of achievement, an associate degree, and a transfer degree to UNLV. The program prepares students for an entry level management position in the hotel industry. Students will learn the basic elements of management in hotel operations with an emphasis on the hotel front office and human relations management.

Program Needs

Personnel – The Hotel Management program, along with Casino Management and Travel and Tourism program, need an Administrative Assistant dedicated to these programs.

Technology – A computer classroom is needed at the Charleston Campus to meet expansion and growth demands.

Facilities - The Hotel Management program is primarily based on the West Charleston campus. An office complex at West Charleston is requested for this program, Casino and Travel that would facilitate all of the Resorts and Gaming programs.

An office is also needed at the Henderson campus. A core of up to 50 hotel management students could be accommodated at Henderson if a full-time faculty could be relocated there.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
HUM							Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694		
CCSN FTE Enrollment				16,454	18,105	19,921		
CCSN WSCH				252,286	262,405	264,268		
Program WSCH								
Delivery Percentages (Lecture/Lab/Distance Ed)								
Number of Sections (Lecture/Lab)								
Average Number of Students per Section (Lecture/Lab)								

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
INS			0.3	0.3	66	220.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694		
CCSN FTE Enrollment				16,454	18,105	19,921		
CCSN WSCH				252,286	262,405	264,268		
Program WSCH				27	66	332.2		
Delivery Percentages (Lecture/Lab/Distance Ed)								
Number of Sections (Lecture/Lab)				1/0	2/0	2/0		
Average Number of Students per Section (Lecture/Lab)				9	11	11		

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ITAL	1.5		1.0	2.5	698	279.20	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				477	698	738.7	46%	5.7%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				6/0	10/0	10/0	66%	0
Average Number of Students per Section (Lecture/Lab)				21	18	18	-14%	0

Program Description

The Department of International Languages offers both introductory (100 - and 200 - level) language courses for sixteen languages and associated, specialized culture courses. Students may currently pursue A.A. degrees in FREN, GER, ITAL, JPN and SPAN. A. A. S. degrees are available in Deaf Studies (AM) and in Deaf Studies – Interpreter Preparation Emphasis (AM). Certificates may be achieved in Business German (GER) and Deaf Studies (AM). Finally, international students and citizen/resident non-native speakers of English may prepare themselves for academic studies by taking courses in English as a Foreign Language and English as a Second Language – both groups are served by courses using the ESL prefix. [data re FTE per discipline and percentages?]

Program Needs

Personnel - The Department of International Languages will need to add full-time instructors as soon as possible in the following disciplines: AM, ITAL and ESL. The successful candidate for the American Sign Language position will double as a departmental interpreter for deaf faculty and be skilled in the new discipline of ESL for deaf students. The growing Italian program and pending retirement of the only full-time Italian instructor require that a position in that discipline be filled. The ESL program has a need for full-time writing specialists to address the needs of an increasing population of generation 1.5 students. Two positions are currently needed. One of our writing specialists is also building the ARA program, and as this discipline continues to grow, she will be able to devote less and less time to writing. The possibility for growth in the ESL program is virtually open-ended. We are limited by a lack of classroom space and qualified instructors.

ITAL Cont...

Technology – Since all language-learning course materials are heavily mediated, all classrooms used by the faculty of the department need to be “smart” classrooms. In addition, the department needs more than the current three spaces where there is a computer station for each student and where writing and other forms of self-paced activities can be undertaken.

Facilities - The department needs lab space and equipment at Henderson and a computer classroom at Cheyenne. In addition, the department needs space equipped with video conferencing hardware in order to serve remote sites and to be able to combine low-enrollment sites into one class.

Funding - The department’s technology infrastructure is funded and maintained through a tech fee paid for by students. This mechanism permits us to respond adequately to growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
JOUR	0.2			0.2	24	120	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				42	24	-16.6	-43%	-167%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				1/0	2/0	2/0	1%	0
Average Number of Students per Section (Lecture/Lab)				14	4	4	-71%	0

Program Description

The Department of Communication recently began offering courses in journalism with both print and broadcast approaches. Most students complete these courses as part of special program requirements for an AA degree and who wish to transfer to a 4-year institution. A new AA in journalism/media studies is being proposed, with the intent to have it begin Fall 2007. That degree will provide a 2 + 2 transfer with UNLV and (it is hoped) UNR. Some of these courses are already being taught online, and many will probably be developed with online components. Because a degree has not yet been approved, and given the newness of the program to the Department and CCSN (there has never been a journalism degree at CCSN), specific plans for the future are still under discussion.

Program Needs

Personnel - Most current available full-time faculty in the Dept. who can teach the journalism courses are also heavily involved in teaching other course in our existing degree program (particularly COM 101). At the same time, we are optimistic that the journalism program will begin to attract many majors as well as UNLV students who wish to take their coursework from CCSN. As such, we anticipate the need for additional full-time and part-time hires within the next three (3) years.

As the arguments below for technology and facilities will show, we also anticipate the need for the college to hire at least two full-time engineers who can oversee the equipment and facilities that will be proposed. (Most engineers work either in radio or television but not both.)

Technology & Facilities - A program in journalism is costly because of the modern nature of the profession. Students majoring in journalism must develop proficiencies in a variety of technical areas including video production, radio production, graphics, and a host of computer-related software programs (for layout, design, etc.). In this regard, we see the need for three types of facilities:

JOUR Cont...

- 1) Television Studio: Currently, CCSN spends (on average) \$8,000-\$10,000 per academic year renting studio facilities to teach courses. Not only is the costly to the college; it is also problematic for students who have to commute to the studio (currently, Channel 10). The college would like recoup its rental costs over a 5-10 year period by installing its own studio that could be used for a variety of CCSN and community purposes that go beyond classroom use itself. The department is not suggesting it be given its own studio; rather, it has advocated for several years that the college would benefit from having a shared-use facility of this kind. This facility would have to include a studio with at minimal 15' high ceiling and a proper lighting grid; a control room; editing facilities; a master control area; and floor space that would allow wires to run under it.
- 2) Computer Labs: All media now work exclusively with computers for such uses as copywriting, graphics layout, editing, research, and delivery of content. Because the media employment environment is now so eclectic, it is crucial that students be familiarized with a broad range of computer-related media technologies (particularly software). Teaching these skills is best accomplished in a computer lab where instructors can spend at least some class time providing individualized instruction.
- 3) Digital Radio Studio: Currently, no college in Nevada offers a degree in radio (although they do offer classes). The development of a radio production program at CCSN would, thus, provide the college with a unique niche that could competitively attract students. Although CCSN currently has a very small radio production room at KNPR, that facility is woefully out of date and inadequate to the task. That facility still provides only analog equipment; yet most radio stations around the country have at least some digital equipment and facilities. With radio also now being increasingly offered via satellite, students clearly need knowledge of digital radio equipment.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
JPN	1.3		1.4	2.7	902	334.07	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				701	902	929.2	29%	2.9%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				9/0	11/0	11/0	22%	0
Average Number of Students per Section (Lecture/Lab)				20	22	22	1%	0

Program Description

The Department of International Languages offers both introductory (100 - and 200 - level) language courses for sixteen languages and associated, specialized culture courses. Students may currently pursue A.A. degrees in FREN, GER, ITAL, JPN and SPAN. A. A. S. degrees are available in Deaf Studies (AM) and in Deaf Studies – Interpreter Preparation Emphasis (AM). Certificates may be achieved in Business German (GER) and Deaf Studies (AM). Finally, international students and citizen/resident non-native speakers of English may prepare themselves for academic studies by taking courses in English as a Foreign Language and English as a Second Language – both groups are served by courses using the ESL prefix. [data re FTE per discipline and percentages?]

Program Needs

Personnel - The Department of International Languages will need to add full-time instructors as soon as possible in the following disciplines: AM, ITAL and ESL. The successful candidate for the American Sign Language position will double as a departmental interpreter for deaf faculty and be skilled in the new discipline of ESL for deaf students. The growing Italian program and pending retirement of the only full-time Italian instructor require that a position in that discipline be filled. The ESL program has a need for full-time writing specialists to address the needs of an increasing population of generation 1.5 students. Two positions are currently needed. One of our writing specialists is also building the ARA program, and as this discipline continues to grow, she will be able to devote less and less time to writing. The possibility for growth in the ESL program is virtually open-ended. We are limited by a lack of classroom space and qualified instructors.

Technology – Since all language-learning course materials are heavily mediated, all classrooms used by the faculty of the department need to be “smart” classrooms. In addition, the department needs more than the current three spaces where there is a computer station for each student and where writing and other forms of self-paced activities can be undertaken.

JPN Cont...

Facilities - The department needs lab space and equipment at Henderson and a computer classroom at Cheyenne. In addition, the department needs space equipped with video conferencing hardware in order to serve remote sites and to be able to combine low-enrollment sites into one class.

Funding - The department's technology infrastructure is funded and maintained through a tech fee paid for by students. This mechanism permits us to respond adequately to growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
KOR			0.3	0.3	92	306.66	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				0	92	92.0	0	0
Delivery Percentages (Lecture/Lab/Distance Ed)				0			N/A	N/A
Number of Sections (Lecture/Lab)				0	1/0	1/0	0	0
Average Number of Students per Section (Lecture/Lab)				0	23	23	0	0

Program Description

The Department of International Languages offers both introductory (100 - and 200 - level) language courses for sixteen languages and associated, specialized culture courses. Students may currently pursue A.A. degrees in FREN, GER, ITAL, JPN and SPAN. A. A. S. degrees are available in Deaf Studies (AM) and in Deaf Studies – Interpreter Preparation Emphasis (AM). Certificates may be achieved in Business German (GER) and Deaf Studies (AM). Finally, international students and citizen/resident non-native speakers of English may prepare themselves for academic studies by taking courses in English as a Foreign Language and English as a Second Language – both groups are served by courses using the ESL prefix. [data re FTE per discipline and percentages?]

Program Needs

Personnel - The Department of International Languages will need to add full-time instructors as soon as possible in the following disciplines: AM, ITAL and ESL. The successful candidate for the American Sign Language position will double as a departmental interpreter for deaf faculty and be skilled in the new discipline of ESL for deaf students. The growing Italian program and pending retirement of the only full-time Italian instructor require that a position in that discipline be filled. The ESL program has a need for full-time writing specialists to address the needs of an increasing population of generation 1.5 students. Two positions are currently needed. One of our writing specialists is also building the ARA program, and as this discipline continues to grow, she will be able to devote less and less time to writing. The possibility for growth in the ESL program is virtually open-ended. We are limited by a lack of classroom space and qualified instructors.

KOR Cont...

Technology – Since all language-learning course materials are heavily mediated, all classrooms used by the faculty of the department need to be “smart” classrooms. In addition, the department needs more than the current three spaces where there is a computer station for each student and where writing and other forms of self-paced activities can be undertaken.

Facilities - The department needs lab space and equipment at Henderson and a computer classroom at Cheyenne. In addition, the department needs space equipped with video conferencing hardware in order to serve remote sites and to be able to combine low-enrollment sites into one class.

Funding - The department’s technology infrastructure is funded and maintained through a tech fee paid for by students. This mechanism permits us to respond adequately to growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
LAT			0.2	0.2	75	375	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				117	75	58.1	-36%	-23%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				3/0	1/0	1/0	66%	0
Average Number of Students per Section (Lecture/Lab)				13	25	25	92%	0

Program Description

The Department of International Languages offers both introductory (100 - and 200 - level) language courses for sixteen languages and associated, specialized culture courses. Students may currently pursue A.A. degrees in FREN, GER, ITAL, JPN and SPAN. A. A. S. degrees are available in Deaf Studies (AM) and in Deaf Studies – Interpreter Preparation Emphasis (AM). Certificates may be achieved in Business German (GER) and Deaf Studies (AM). Finally, international students and citizen/resident non-native speakers of English may prepare themselves for academic studies by taking courses in English as a Foreign Language and English as a Second Language – both groups are served by courses using the ESL prefix. [data re FTE per discipline and percentages?]

Program Needs

Personnel - The Department of International Languages will need to add full-time instructors as soon as possible in the following disciplines: AM, ITAL and ESL. The successful candidate for the American Sign Language position will double as a departmental interpreter for deaf faculty and be skilled in the new discipline of ESL for deaf students. The growing Italian program and pending retirement of the only full-time Italian instructor require that a position in that discipline be filled. The ESL program has a need for full-time writing specialists to address the needs of an increasing population of generation 1.5 students. Two positions are currently needed. One of our writing specialists is also building the ARA program, and as this discipline continues to grow, she will be able to devote less and less time to writing. The possibility for growth in the ESL program is virtually open-ended. We are limited by a lack of classroom space and qualified instructors.

LAT Cont...

Technology – Since all language-learning course materials are heavily mediated, all classrooms used by the faculty of the department need to be “smart” classrooms. In addition, the department needs more than the current three spaces where there is a computer station for each student and where writing and other forms of self-paced activities can be undertaken.

Facilities - The department needs lab space and equipment at Henderson and a computer classroom at Cheyenne. In addition, the department needs space equipped with video conferencing hardware in order to serve remote sites and to be able to combine low-enrollment sites into one class.

Funding - The department’s technology infrastructure is funded and maintained through a tech fee paid for by students. This mechanism permits us to respond adequately to growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
LAW	2.0		2.8	4.8	1023	213.125	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				820	1023	1048.0	25%	2.4%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				16/0	21/0	21/0	31%	0
Average Number of Students per Section (Lecture/Lab)				17	16	16	-5.9%	0

Program Description

CCSN offers an Associates and Certificate of Achievement degrees in Paralegal Studies and a Certificate of Achievement in Legal Support Specialist (Legal Secretary). The Program is designed to prepare students to assist the legal profession in making services available to the public. The program of study qualifies its graduates to be employed in law related occupations, including private law practice, corporate practice and public law practice. Substantive law is combined with thorough preparation in legal procedures to emphasize practical knowledge. Graduate of the program will be prepared to perform legal work of high quality under the direction of an attorney. The program will also provide the opportunity for those employed in law related occupations to improve and supplement their skills.

The Paralegal Studies Program is currently working on obtaining ABA accreditation.

Program Needs

Personnel – More qualified and diverse faculty members are needed to meet growth demands. During Spring 2006 a replacement position will be hired to fill the void left when a full-time law professor retired. Because of the complexity of our programs and the accreditation of the paralegal studies program, we will need a dedicated clerical position to assist with the management of the programs and students. Our Paralegal Program is now a limited entry program and requires very specific tracking and advisement of its students.

LAW Cont...

Technology – The Legal Programs require state of the art classrooms so that we may demonstrate the current law office computing systems to the students. Smart classrooms must be made available and IT support to install necessary software and programs.

Facilities - Two dedicated classrooms are needed so that our legal materials may be accessible to our students. The CCSN library has agreed to purchase the required legal materials, however, a dedicated space for the library holdings must be found on the West Charleston Campus. Ideally, the legal holdings will be worked into the Library's master plan and room will be set aside for the legal collection. Legal Research and Legal Writing courses should be offered within the Library Building so that the students would have immediate access to the necessary materials. Currently, we are justifying compliance with the ABA Legal Library Guidelines by holding our legal research classes at the Clark County Law Library and having an external agreement with this library and the UNLV law library. Once the facilities are in place, the Legal Programs can then be centralized on the West Charleston Campus.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
MATH	33.5		24.0	57.5	25664	446.33	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				22180	25664	25679	16%	0%
Delivery Percentages (Lecture/Lab/Distance Ed)				88/12	85/15	85/15	N/A	N/A
Number of Sections (Lecture/Lab)				266/0	303/0	303/0	14%	0%
Average Number of Students per Section (Lecture/Lab)				27/0	27/0	27/0	0%	0%

Program Description

The Mathematics department provides general education courses, supporting every certificate and degree program at CCSN. In addition, the math department anticipates approval of an Associate of Science Degree, Math Emphasis, starting in the Fall 2006. At the current time, approximately 40% of the students enrolled in mathematics courses are in developmental classes.

The future of the program looks very steady, with a greater number of sections being offered in both transfer and developmental courses, as the growth of the college continues. Also, as UNLV will no longer be funded for developmental education starting in Fall '06, we expect a huge increase in our developmental education program (which is not reflected in the table projections above). With accommodation of the expanded developmental math role beginning in 2006, the department will experience more growth than the College projects.

Program Needs

Personnel – With the addition of developmental courses offered for UNLV students beginning in Fall '06, at least 6 new full-time faculty members will be needed to handle these additional sections. Moreover, at least one additional full-time faculty member should be added each year thereafter to accommodate the anticipated growth of the college and to decrease the department's part-time to full-time faculty ratio to 40% part-time and 60% full-time. The math department is also in need of more clerical support, with full-time staffing at both the Henderson and West Charleston campuses. The math department is in need of a full-time coordinator to supervise the Science and Math Resource Centers and help with the hiring and staffing of one-on-one math tutors.

MATH Cont...

Technology – Our full-time faculty members need up-to-date office computers, and those faculty who teach distance education sections need up-to-date laptop computers. Our Science and Math Resource Centers require working computers with internet access.

Facilities - With the department offering 300+ sections of classes, there is a growing need for more math dedicated classrooms (with adequate board space) at both the West Charleston and Henderson Campuses. Appropriate furniture and tables are needed to furnish our Math and Science Resource Centers.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
ME	0.2			0.2	15	75.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				0	15	15.0	0	0
Delivery Percentages (Lecture/Lab/Distance Ed)				0			N/A	N/A
Number of Sections (Lecture/Lab)				0	1/0	1/0	0	0
Average Number of Students per Section (Lecture/Lab)				0	5	5	0	0

Program Description

The CCSN Physical Sciences Department offers a variety of courses in Pre-Engineering satisfying the General Education science requirement and transfer requirements for students transferring to UNLV, UNR, and NSC and other 4-year institutions. Students taking Pre-Engineering classes have an opportunity to learn problem solving skills necessary in Civil and Mechanical Engineering.

This is a new program and the future of the program looks good. We have seen a great interest in students in the Pre-Engineering degree. In the first year, 33 students declared the AS Pre-Engineering Emphasis as their major.

Program Needs

Personnel – At the present time, we cannot offer more sections of Pre-Engineering classes because we are limited in the number of qualified instructors. At present, we have only one instructor qualified to teach Pre-Engineering classes, in order for this program to grow, we would need to find more qualified faculty.

Technology – No special technology needs are foreseen at this time.

Facilities – We have no dedicated facilities for our Pre-Engineering program. As UNLV requires all Pre-Engineering students to take a design class, we would need a laboratory facility in order to increase the number of students in the Pre-Engineering program.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
MGT	3.0		5.0	8.0	2859	357.38	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				2424	2859	2877	18%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				97/3	83/17	83/17	N/A	N/A
Number of Sections (Lecture/Lab)				32/0	40/0	40/0	25%	0%
Average Number of Students per Section (Lecture/Lab)				25/0	24/0	24/0	-4%	0%

Program Description

The Management Program equips students with knowledge and skills in various managerial topics—practical human relations for business, small business management, principles of management, leadership and human relations, organizational behavior, personnel administration, introduction to international business, personnel interviewing, women in management, and seminar in management. It provides a comprehensive exposure to management principles and business related issues. For those currently employed, the program provides additional knowledge or skills for job advancement, professional growth and career mobility.

Program Needs

Personnel – Additional full-time faculty will be needed to maintain proper part-time/full-time ratios.

Technology – There is definitely a need for smart classrooms for all classes and classrooms to be equipped with mediated instructions. Additionally, more advanced technological television equipment will be needed in the future to bring realism of business into the classroom.

Facilities - As our growth pattern continues, additional classrooms will be needed.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
MHDD	0.5		0.6	1.1	310	281.82	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				333	310	311.1	-6.9%	.3%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				17/0	14	14	-17%	0
Average Number of Students per Section (Lecture/Lab)				13	14	14	7.7%	0

Program Description

The MHDD Program is housed within the Department of Human Behavior with the department office being located on the West Charleston Campus. The program currently has 1 full-time faculty and 5-7 adjunct faculty. The faculty is housed at the West Charleston campus of the Community College of Southern Nevada.

The program offers an AA degree, an AAS degree, and three Certificates of Achievement. In general the degrees and certificated are designed for students to enter the field and for professionals to upgrade their skills in the management, planning, and development of quality human services for those with mental or emotional disabilities.

The future of the program will see a continued emphasis on providing entry-level training and the upgrading of the skills of professionals in the field.

Table 3 shows the instructional load for the department using Full-Time Equivalent faculty (FTEF) and Weekly Student Contact Hours (WSCH) figures from Fall 2002. The first six rows of Table 3 contain linear projections of program changes for 2004 and 2009, assuming overall WSCH growth of 4.0 percent in Fall 2005 and .7 percent in Fall 2008 based on actual 2002 figures. The program has been experiencing a small decline since 2002 but has leveled out and should experience similar growth to that experienced by the college during this period.

MHDD Cont...

Program Needs

Personnel- Given previous growth patterns and patterns of projected growth no new faculty will be required to meet the needs of the program.

Technology- All classrooms used by the Department of Human Behavior, in which the MHDD program is housed, should be converted to 'smart' classrooms for more effective delivery of instruction.

Facilities- There is a need for more classroom space in all the Department of Human Behavior, in which MHDD is housed.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
MKT	0.8		2.2	3.0	813	271.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				732	813	824	11%	2%
Delivery Percentages (Lecture/Lab/Distance Ed)				90/10	80/20	80/20	N/A	N/A
Number of Sections (Lecture/Lab)				9/0	15/0	15/0	67%	0%
Average Number of Students per Section (Lecture/Lab)				27/0	18/0	18/0	-34%	0%

Program Description

The Marketing/Merchandising/Retail Management Program is designed to prepare students for careers in advertising, retail sales and marketing. The Program includes a comprehensive exposure to marketing principles and business related issues. For those currently employed, the program provides additional knowledge or skills for job advancement, professional growth and career mobility.

Program Needs

Personnel – Additional full-time faculty will be needed to maintain proper part-time/full-time ratios.

Technology – There is definitely a need for smart classrooms for all classes and classrooms to be equipped with mediated instructions. Additionally, more advanced technological television equipment will be needed in the future to bring realism of business into the classroom.

Facilities - As our growth pattern continues, additional classrooms will be needed.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
MOA	2.1		0.7	2.9	276	95.18	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				378	276	266.4	-27%	-3.6%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				12/4	11/5	11/5	-8/25	0
Average Number of Students per Section (Lecture/Lab)				10/8	8/5	8/5	-20/-37	0

Program Description

In this program, students are trained in a broad range of skills that are essential to a career in a medical office setting. Medical assistants are multi-skilled professionals, dedicated to assisting in patient care management. They perform administrative and clinical/laboratory duties and may manage emergency situations, facilities, and/or personnel. Competence in the field also requires professionalism, effective communication, and participation in continuing educational programs. The clinical duties of medical assistants include preparing patients for examinations and treatments; taking vital signs and medical histories; sterilizing instruments; performing diagnostic tests and basic laboratory procedures; and assisting the physician with examinations and minor office surgeries. The administrative duties include scheduling and receiving patients; obtaining patient data; establishing and maintaining confidential medical records; handling telephone calls; preparing correspondence and reports; purchasing supplies and maintaining equipment; and assuming responsibility for the daily office business. Additional duties may include coding patient diagnoses and treatments for insurance reimbursement and maintaining office accounts, fees, and collections. The Medical Office Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the American Association of Medical Assistants Endowment located at 20 North Wacker Drive, Ste. 1575, Chicago, Illinois, 60606, (312)899-1500. The program is starting a fast track for those medical assistants working in the field who want to obtain the credential of Certified Medical Assistant (CMA). This will begin in 2006-2007 with help from the community and state leaders in the field.

Program Needs

Personnel: The MOA program plans to move to an Associate of Applied Science degree and may need additional personnel as classes are added.

MOA Cont...

Technology/Equipment: As changes occur in healthcare, the program will need to continue to maintain and update technology and equipment in the lab.

Facilities: There is adequate lab and classroom space for this program in the new health sciences building. Faculty will need to maintain existing relationships and build new ones with healthcare facilities in the community for students' clinical rotations.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
MSG	0.7		2.7	3.4	421	123.83	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	.7%
Program WSCH				426	421	420.1	-1%	0%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				19/0	23	23	21%	0%
Average Number of Students per Section (Lecture/Lab)				16	12	12	-25%	0%

Program Description

Successful completion of this program entitles students to take the National Certification Examination for Massage Therapist given by the National Certification Board for Therapeutic Massage and Bodywork. Successfully passing this exam and completion of city, county and/or state licensure requirements allows graduates to work as Licensed Massage Therapists. This academic program integrates classroom and laboratory, hands-on education with clinical education into a sound curriculum which prepares students for employment in a variety of fields including; resort or day spas, medical facilities or as independent contractors. Requirements for participation in the clinical experience includes: 1) current CPR card; 2) current county massage therapist health card; 3) negative TB test; and 4) appropriate immunizations.

Program Needs

Personnel – The current program director is on a temporary appointment contract for 2005-2006. This full time position will need to be filled during this academic year. Planned growth and accreditation requirements will require the employment of an additional FTE faculty member with the next three years.

Equipment - The program will need to replace treatment/practice tables as they wear out over the next three years.

Facilities - The program will need additional Charleston Campus classroom and laboratory space as the program shifts from the Palo Verde Campus to the Charleston Campus. This shift is required because, in part, by the move of HHP 123 and 124 to the Charleston Campus.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
MT	1.6		4.1	5.7	339.5	59.57	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				251	339.5	377	35%	12%
Delivery Percentages (Lecture/Lab/Distance Ed)				87/13	87/13	87/13	N/A	N/A
Number of Sections (Lecture/Lab)				23/0	22/0	22/0	-5%	0%
Average Number of Students per Section (Lecture/Lab)				4/0	5/0	5/0	25%	0%

Program Description

The Associate of Applied Science Degree and the Certificate of Achievement in Mechanical Technology provide individuals with classroom and laboratory experiences in electricity, mechanical power, pneumatics, hydraulics, ferrous and nonferrous materials, welding, and air conditioning, as they pertain to the maintenance of integrated systems of materials, machinery, and equipment.

Program Needs

Personnel –No new personnel currently needed.

Technology –No new equipment needed at present.

Facilities – Facilities are currently adequate to fulfill our mission.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
MTL	0.9		1.7	2.6	534	205.39	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				514	534	538.1	3.9%	.7%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				15/0	14/0	14/0	-6.6%	0
Average Number of Students per Section (Lecture/Lab)				12	12	12	0	0

Program Description

The Associate of Applied Science Degree and the Certificate of Achievement in Welding Technology provide the individual with both hands-on skill training and theoretical knowledge of welding. Extensive classroom and laboratory instruction is given in the common welding processes of OFC, OFW, SMAW, GMAW, GTAW, FACW, and PAC. Additionally, non-destructive testing (NDT), fabrication, pipe welding, welding certification, CNC plasma cutting, and welding codes classes are offered.

Program Needs

Personnel –One additional full-time faculty member is needed.

Technology –Plans are in place to implement a new program, Non-Destructive Testing (NDT). New equipment will be required to support this program. Additionally, the current program requires new software to take advantage of our equipment resources—SigmaTEK’s SigmaNEST nesting software.

Facilities – Additional facilities will be needed to begin a new NDT program, which is anticipated to increase Welding Technology enrollment substantially.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
MUS	6.9		12.8	19.7	7014	356.04	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				5797	7014	7034	21%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				92/8	74/26	74/26	N/A	N/A
Number of Sections (Lecture/Lab)				90/0	148/0	148/0	65%	0%
Average Number of Students per Section (Lecture/Lab)				23/0	17/0	17/0	-26%	0%

Program Description

The Music Program offers both general survey courses and specialized instruction for students seeking a degree or certificate in music. Of the 148 sections offered in the MUS, MUSE, and MUSA prefixes, 41% (60 sections) are general survey courses. However, those courses serve approximately 65% of the program's total FTE (293 out of 449). Therefore, our total program "health" is greatly dependent upon the continued popularity of MUS 101 (Music Fundamentals), MUS 121 (Music Appreciation), MUS 125 (History of Rock Music), and MUS 134 (Jazz Appreciation). Our specialized courses are divided into three general categories:

1. Lecture/lab classes, which include class guitar, piano, theory, literature, recording, music business, etc.
2. Applied courses, which include all private lessons (MUSA prefix)
3. Performance ensembles, including all bands, orchestras, choirs, and small ensembles (MUSE prefix).

The music program offers one degree program (AA with Music Emphasis) and one certificate program (Certificate of Achievement in Music Business and Technology). Approximately 200 students are declared music majors, and 145 are pursuing the certificate program as of November, 2005.

Program Needs

Personnel - The music program will need to add a full time instructor for Business of Music to fill an ever-increasing need for more courses taught in that area. The program must also continue expansion of its distance education offerings, especially in History of Rock Music, Music Appreciation, and Jazz Appreciation. In addition, the music program needs to round out its applied faculty by adding a full time guitar instructor, and a full time woodwind instructor. These positions can be combined with the History of Rock, Music Appreciation, and/or Jazz Appreciation positions.

Technology - All classrooms at Cheyenne need to be upgraded to "smart" classrooms (1420, 1421, 1425, 1430, 1432). Henderson classroom B-102 and Charleston classroom D-210 also need to be upgraded to "smart" classrooms.

MUS Cont...

Facilities - The music program needs rehearsal and performance facilities at both Henderson and West Charleston campuses. With facilities at both other campuses, we could greatly expand our service to the community. At Cheyenne, the music program needs a percussion studio (room 1212 would be perfect for that), and another rehearsal room added to the music area (near room 1432). We have demand for more ensembles and recording classes, and we can no longer expand because our single rehearsal room (1432) is booked day and night.

Funding - The Music program receives state money (\$44,500) for operating expenses related to performances and instruction. It has been at the same funding level for ten years, and there is a need for a 20% increase in operating funding (\$8,900) to keep up with the program's growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
NURS	32.5		2.2	34.7	5946	171.36	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				4311	5946	5980	38%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				100/0	96/4	96/4	N/A	N/A
Number of Sections (Lecture/Lab)				109/52	175/105	175/105	61/102	0%
Average Number of Students per Section (Lecture/Lab)				15/9	13/9	13/9	-14/0	0%

Program Description

The nursing program has responded to a mandate from the Nevada legislature to double enrollment by the end of the 2003/04 academic year. CCSN met the mandate and plans to maintain current enrollment levels in the program. A part time track for working students was started in Fall 2004 at the Cheyenne campus and the curriculum was modified to allow students to attend year round. The associate of applied science degree is accredited by the National League of Nursing Accreditation Commission. There is a separate bridge program to allow licensed practical nurses to progress to the Registered Nurse. The demand for nurses continues to remain strong in the community.

Program Needs

Personnel – Recruitment and retention of Master’s prepared faculty remains a challenge. The Nevada State Board of Nursing has allowed community colleges to hire faculty with a Master’s degree in nursing or a health related field. The faculty with Master’s in a health related field must be less than 25% of FTE faculty.

Clinical Externship Experiences – As CCSN continues to accept 100+ students every semester and more nursing programs start in the community, the scheduling of clinical externship experiences poses a unique challenge.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
OH	2.8		1.2	4.0	637.5	159.38	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				764	637.5	620.9	-16%	-2.7%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				19/0	17/0	17/0	-10%	0
Average Number of Students per Section (Lecture/Lab)				14	13	13	-7%	0

Program Description

The program provides students an opportunity to earn either a Certificate of Achievement or an Associate of Applied Science in Ornamental Horticulture with emphasis in floral design, landscape design/contracting, or landscape management. The greenhouse complex on the Henderson campus lets students practice the skills of plant propagation, floriculture and nursery production. A commercial nursery, the Desert Garden Center, on the West Charleston campus is a partnership with the Nevada Association of the Handicapped to provide training for their clients as well as students.

Program Needs

Personnel –No new personnel currently needed.

Technology –No new equipment needed other than that noted under “Facilities.”

Facilities – Paint booths needed for Floral Design program.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
OPHT	2.5		1.1	3.7	461	124.60	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				259	461	539	78%	17%
Delivery Percentages (Lecture/Lab/Distance Ed)				100/0	8/92	8/92	N/A	N/A
Number of Sections (Lecture/Lab)				10/2	12/4	12/4	20/100	0%
Average Number of Students per Section (Lecture/Lab)				8/10	10/14	10/14	25/40	0%

Program Description

The Ophthalmic Technology Program prepares graduates to be professional manufacturing and dispensing opticians. The program consists of systematic instruction and experience in all aspects of the work in the profession. The program includes instruction and laboratory training in: contact lens skills, eyewear dispensing skills, lens finishing techniques, lens surfacing techniques, as well as sales techniques, basic business operations and communications. Instruction and practice in low vision aids, physician assisting skills, and ocular prosthetics are also covered.

Graduates of the program are prepared to take the American Board of Opticianry and the National Contact Lens Examiners certification examinations. Graduates are also prepared to take the Nevada Board of Dispensing Opticians licensing examination.

Graduates of the program can gain employment as manufacturing opticians, dispensing opticians, entry level management positions in vision care, as well as open their own independent vision care facility.

Accrediting Agency: Commission on Opticianry Accreditation, P.O. Box 3073, Merrifield, VA 22116 703-940-9134

Program Needs

Personnel: The program has adequate full and part time positions. There will be a need for release time for the instructors and program director to run a full time optical clinic. Request for this release time will be made during the next budget cycle.

OPHT Cont...

Technology – Continued support from the distance education office will aid the program in ongoing development and improvement of on line courses. Equipment needs can be met through grants and donations.

Facilities – *The program is in need of a dedicated area for a fully operational optical clinic.* The program will be undergoing an accreditation visit in 2007. The program was cited in the last accreditation visit as being non-compliant in regards to a fully operational optical clinic. Currently the program has to make use of three to four separate classrooms spread through building A during clinic and lab times in order to accommodate students and instructional activities. Student surveys, student evaluations, advisory board surveys, graduate surveys and employer surveys all indicate that the program does not have enough floor space/rooms to efficiently instruct students on the available equipment. The program director has tried to secure adequate space and is currently working with appropriate administrator to remedy this situation.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
OTA	2.0		0.8	2.9	162	55.87	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				165/24	162	161.0 / -45.2		
Delivery Percentages (Lecture/Lab/Distance Ed)				93/7	70/30	70/30	N/A	N/A
Number of Sections (Lecture/Lab)				13/1	16/1	16/1	23%	0%
Average Number of Students per Section (Lecture/Lab)				6/8	5/3	5/3	-17/ -63	0%

Program Description

The Associate of Applied Science Degree in Occupational Therapy Assisting (OTA) trains students to work at rehabilitation centers, hospitals, long term care facilities, community centers, and other patient center facilities. Students complete a series of part-time and full-time clinical education experiences at clinical sites associated with the program. Clinical experiences at the first level are completed during the OTA course work and clinical experiences at the advanced level are assigned after all course work is completed. The OTA program requires 25 general education credits, 50 credits of OTA coursework, and approximately 800 hours of supervised clinical experiences. The program is nationally accredited, and program graduates sit for the national certification exam to become registered and state-licensed occupational therapy assistants.

Program Needs

1) The OTA program has experienced a decline in enrollment; however, the need for occupational therapy professionals in the state and local community has remained constant and consistent with U.S. Department of Labor statistics and projections *and* local market demands. The program will require additional recruitment initiatives with possible associated budget allocations. 2) The OTA Program Director resigned December 2005. There is an interim program director, and a new program director will need to be hired to maintain program accreditation and continue to serve the community 3) It is anticipated the OTA program will need to utilize additional part-time faculty to cover teaching shortages. 4) Continued support for occupational therapy continuing education in the community; i.e., fieldwork workshops, clinical site collaboration, curriculum, and accreditation requirements. 5) Continued budget support for lab equipment (splints and assistive devices) and technology-driven curriculum and classrooms.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
PHAR			1.1	1.1	424	385.46	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				219	424	498	94%	18%
Delivery Percentages (Lecture/Lab/Distance Ed)				100/0	44/56	44/56	N/A	N/A
Number of Sections (Lecture/Lab)				3/0	5/0	5/0	67%	0%
Average Number of Students per Section (Lecture/Lab)				20/0	23/0	23/0	15%	0%

Program Description

The Pharmacy Technician Program provides a one-year training program to train pharmacy technicians to work in hospital and retail pharmacies as well as in the home health industry. Students receive a Certificate of Achievement upon completion of the program and are eligible for licensure from the Nevada State Board of Pharmacy. Students are also eligible to take the National Certification Exam to increase their starting salary and their ability to work in other states. At this time, taking the national exam is optional as it is not required to work in the state of Nevada. Students are encouraged to take it for the above reasons.

In 2004, the program went to an on-line status which has made it accessible to many students who would not otherwise be able to participate. Student numbers have increased significantly since that time. The 2004 – 2005 school year was the first year the program began taking a new group of students in the fall and again in the spring. The 2005 – 2006 school-year has continued that trend and future years should show the same. Overall growth should remain stable with the only limitations being the number of clinical externship sites available.

Program Needs

Personnel – The Pharmacy Technician program has grown to an extent that it now requires a full-time faculty member to direct and teach it. Currently, it still operates on a 100% adjunct basis with the Program Director being a non-pharmacy faculty member assigned to oversee administrative functions.

Technology – As the program is entirely on-line (except for the practicum), faculty will need on-going training to stay current with technology and to learn how to best incorporate it into their classes.

Facilities - Clinical Externship sites should be increased as we are now competing for space with two new schools recently opened in the area.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
PHIL	9.2		4.0	13.2	6450	488.64	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				3999	6450	6501.9	61.29%	.80%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				43/0	73	73	70%	0%
Average Number of Students per Section (Lecture/Lab)				31	29	29	-6.5%	0%

Program Description

The Philosophy Program is housed with the Department of Philosophical and Regional studies whose office is located at West Charleston Campus. The program currently has

9 full-time faculty and 16 adjunct faculty who are distributed across the three main campuses. The department offers an A.A. with emphasis in philosophy, among others.

Program Needs

The demand for courses offered in this program has continually exceeded the overall college growth. There is a critical need for more full-time professors in philosophy. We are unable to staff the sections with adjuncts due to a chronic lack of qualified applicants. The part-time instructors that do apply are vetted as carefully as possible, but the pool simply does not exist for us to be as selective as we would like. As the philosophy 101 and 102 classes are required courses in many degree programs, the increases in their demand are not equiproportionate with the growth of the college. That does a disservice to our students when they are unable to enroll in required classes. Recruiting and retaining more full-time faculty will take care of the bottleneck.

Facilities - There is also the ever-present need for classrooms.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
PHO	10.0		7.1	17.1	3301	193.04	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				2787	3301	3318	19%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				100/0	92/8	92/8	N/A	N/A
Number of Sections (Lecture/Lab)				61/0	74/0	74/0	22%	0%
Average Number of Students per Section (Lecture/Lab)				15/0	15/0	15/0	0%	0%

Program Description

The Photography program is led by a department chair and program director. They coordinate and supervise two administrative assistants, three laboratory technicians, 9 full-time faculty and 18 part-time faculty.

The department's goal is to be the most comprehensive technology based educational experience of its kind in the state of Nevada. MT offers an AAS degree in Photography with emphases in Commercial Photography and Videography and Film. Certificates of achievement are also offered in both areas.

The department maintains an industry current curriculum providing hands-on training experiences for all students and has experienced significant growth over the past five years.

Program Needs

Personnel - With increased enrollment, the need for additional faculty will also increase. Because the programs are lab intensive, the need for classified administrative assistants and lab staff remains unchanged.

Technology - It is imperative that the classrooms, photography labs and editing suites be maintained in state-of-the-art condition to prevent outdated programs and facilities.

Facilities – Existing facilities do not provide adequate studio space. That will largely be remedied when the existing studio space in the Telecommunications Building at Cheyenne Campus is completed. However, if the program is to continue to grow to meet regional needs, additional facilities will be required.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
PHYS	3.4		0.0	3.4	1127	331.47	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1028	1127	1136.9/64.5	96%	.7%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				12/18	13/18	13/18	8.3%	0
Average Number of Students per Section (Lecture/Lab)				21/14	23/15	23/15	9.5/7.1	0

Program Description

The CCSN Physical Sciences Department offers a variety of courses in Physics satisfying the General Education science requirement and transfer requirements for students transferring to UNLV, UNR, and NSC and other 4-year institutions. Students taking Physics classes have an opportunity to learn the laws of physics and their applications, problem solving skills, and laboratory methods.

The future of the program looks steady. Student demand is predicated on the number of students with sufficient preparation in Mathematics. We have introduced a non science major's physics class to draw more students to the discipline for those students without the background in Mathematics.

Program Needs

Personnel – At the present time, we cannot offer more sections of Physics classes because we are limited in the number of qualified full and part-time instructors. If we are to expand the number of sections of physics for non science majors, we would need to find more qualified faculty.

Technology – Our Physics classes utilize the smart classroom presentation technology, which needs to be maintained at a high luminosity for accurate presentation to students.

Facilities – Our current facilities are adequate for our current needs and should accommodate our projected needs.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
PN	2.9		0.5	3.4	332	97.65	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				260	332	361.5/110.3	28%	9%
Delivery Percentages (Lecture/Lab/Distance Ed)				100/0	60/40	60/40	N/A	N/A
Number of Sections (Lecture/Lab)				9/4	15/8	15/8	67%	0%
Average Number of Students per Section (Lecture/Lab)				13/12	8/10	8/10	-39/ -17	0%

The practical nursing program expanded by 33% (8 students) in fall 2004 with the addition of the rural-community practical nursing program. There were plans to add an additional 16 students this fall but because additional faculty was not authorized the plan was put on hold until fall 2006. The projection for fall 2008 is a total of 48 students up 100% since expanding to 24 students in fall 2000.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
PSC	7.1		5.3	12.5	6264	501.12	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				5845	6264	6271.1	7.2%	0.1%
Delivery Percentages (Lecture/Lab/Distance Ed)				96/4	88/12	88/12	N/A	N/A
Number of Sections (Lecture/Lab)				39/0	56/0	56/0	44%	0%
Average Number of Students per Section (Lecture/Lab)				37/0	28/0	28/0	-24%	0%

Program Description

The Political Science Program is housed with the Department of Philosophical and Regional studies whose office is located at West Charleston Campus. The program currently has 7 full-time faculty and 17 adjunct faculty who are distributed across the three main campuses. The department offers, among others, an A.A. with emphasis in political science.

Program Needs

Currently we are able to staff at a good ratio the full time and part time instructors in political science. The pool of adjuncts remains strong and we have not had any major problems finding instructors. The American Government course is a required for graduation. With the current mix of faculty we are meeting the instructional need of our students, but growth will necessitate another full time position in order to maintain an acceptable ratio of full time to part-time faculty.

Facilities - There is also the ever-present need for classrooms.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
PSY	13.7		15.1	28.7	13522	471.15	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				13555	13522	13522.1	-0.3%	0%
Delivery Percentages (Lecture/Lab/Distance Ed)				90/10	84/16	84/16	N/A	N/A
Number of Sections (Lecture/Lab)				130/0	152/0	152/0	17%	0%
Average Number of Students per Section (Lecture/Lab)				35/0	29/0	29/0	-17%	0%

Program Description

The Psychology Program is housed within the Department of Human Behavior with the department office being located on the West Charleston Campus. The program currently has 13 full-time faculty and 30 adjunct faculty. The faculty is distributed among the three main campuses of the Community College of Southern Nevada.

The Psychology Degree is designed for students who are concerned with how individuals think, behave, make decisions, relate to others, adjust to and/or cope with stress, appreciate and value differences in individuals and groups, and understand themselves and others.

The future of the program will see a continued emphasis both on supporting the General Education requirements for the range of A.A. and A.A.S. degrees offered by the college, and expanding the number of majors for transfer to four-year institutions as Psychology majors.

Table 4 shows the instructional load for the department using Full-Time Equivalent faculty (FTEF) and Weekly Student Contact Hours (WSCH) figures from Fall 2002. The first six rows of Table 4 contain linear projections of program changes for 2004 and 2009, assuming overall WSCH growth of 4.0 percent in Fall 2005 and .7 percent in Fall 2008 based on actual 2002 figures. The program is currently in a no-growth phase but should experience similar growth to that experienced by the college during this period.

Program Needs

Personnel- At least one, new full-time faculty will be required by 2008 if program growth projections are met

PSY Cont...

Technology- All classrooms used by the Department of Human Behavior, in which the Psychology program is housed, should be converted to 'smart' classrooms for more effective delivery of instruction.

Facilities- There is a need for more classroom space.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
PT	2.3		0.1	2.5	407	162.80	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				359	407	420	14%	4%
Delivery Percentages (Lecture/Lab/Distance Ed)				82/18	79/21	79/21	N/A	N/A
Number of Sections (Lecture/Lab)				14/0	14/0	14/0	0%	0%
Average Number of Students per Section (Lecture/Lab)				13/0	14/0	14/0	8%	0%

Program Description

Upon successful completion of the program, students will receive the AAS degree in Physical Therapist Assistant. This entitles the graduate to take the national licensure examination. Successful passing of this examination and completion of the state licensure requirements will allow the graduate to function as a license physical therapist assistant. The program integrates classroom and laboratory experiences into a structurally sound curriculum that develops the competencies required to function as a safe, ethical and competent PTA. Students are required to complete three full-time clinical education affiliation experiences in hospitals and clinics affiliated with the program. Requirements for participation in these clinical education experiences include having: 1) current CPR and First Aid cards; 2) a current personal health insurance policy; 3) a yearly negative TB test; 4) the appropriate immunizations; 5) a satisfactory physical examination; and 6) an appropriate drug and alcohol screen. The program is a limited-entry program and students considering applying to the program **MUST** attend a health programs orientation and meet with a health programs advisor for additional counseling. The program is accredited by the Commission on Accreditation in Physical Therapy Education which is located at 1111 North Fairfax St., Alexandria, VA 22314, (800) 999-2782.

Program Needs

Personnel – It is anticipated that the Physical Therapist Assistant program director will retire with in the next three years. At that time a new program director will be required in order for the program to continue and remain accredited.

Other - The program will need to replace of the old and outdated equipment used in the typical physical therapy clinic. No other significant needs are anticipated.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
RDTP	0.9		1.0	1.9	224	117.90	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	.7%
Program WSCH				0	224	382.0	0%	71%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				0	10	10	0%	0%
Average Number of Students per Section (Lecture/Lab)				0	8	8	0%	0%

Program Description

The Community College of Southern Nevada offers a one-year Certificate of Achievement and a two year Associate of Applied Science degree in Radiation Therapy. The ARRT credential in Radiography or Nuclear Medicine is not required for admission into the Associate of Applied Science program. The program prepares the graduate to work with radiation oncologist in delivering daily doses of ionizing radiation to the prescribed tumor volume in the treatment of cancer. Students receive classroom instruction and supervised clinical experience in cancer centers. The future of this program will continue to grow as new cancer centers and technology grow in the city. Radiation therapy is still a field where technologist is at a demand because of the numbers of new cancers diagnoses are at an increase. It is predicted by the American Registry of Radiologic Technologist (ARRT) that the demand for qualified therapist will continue to grow through 2010. Since learning institutions are limited across the U.S. due to the clinical instruction, the number of graduates will remain low. CCSN is also evaluating a 15 month Dosimetry program to prepare radiation therapist with additional training in patient radiation calculations and planning. Once this program is established, it will be one of five schools in the nation.

Program needs

With the increased numbers of patients being treated per day in the clinic, students have less time to practice the set-ups required by the ARRT for their national credentialing. CCSN has received a donation of a used (reconditioned) simulator machine for student use, but we are waiting for approval of money to install this piece of equipment at the W. Charleston campus. The cost of this machine if purchased would be over \$300,000. Once the simulator is installed, the students will be able to practice their set-ups during the day, and on their own in order to master the competency. Currently we utilize the machine in the clinic from 5:30pm to 9:30pm twice a week.

RDTP Cont...

The program will also need the assistance of CCSN to solicit additional clinics in the city to allow students to train at their facility. Competition in the city among radiation oncology centers is great and many of the centers will not allow students to train at their facility if the student trains at the competition, which limits the number of centers CCS students can use. Currently we have 5 clinics in town owned by 21st Century Oncology who will let our students train.

Personnel - Once the Dosimetry program is established, CCSN will need to hire a part-time instructor for this program.

Technology - Continue to gather equipment through donations (specific equipment for radiation oncology) and install at CCSN campus.

Facilities - As additional equipment is accepted through donations, additional lab space will be needed.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
RE	2.2		1.0	3.2	1212	378.75	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				906	1212	1248.0	33%	3%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				11/0	16/0	16/0	45%	0
Average Number of Students per Section (Lecture/Lab)				27	25	25	-7.4%	0

Program Description

The Real Estate Program provides students with knowledge and skills to make intelligent decisions in the acquisition, ownership and disposition of real estate. The Program provides entry-level proficiency for real estate salesmen, brokers, property managers, appraisers, and enrichment for escrow officers, loan officers, building contractors and land developers. For those currently employed, the program provides additional knowledge or skills for job advancement, professional growth and career mobility.

Program Needs

Personnel – During Fall 2006 we will be filling a replacement position due to the retirement of a full-time real estate professor.

Technology – There is definitely a need for smart classrooms for all classes and classrooms to be equipped with mediated instructions. Additionally, more advanced technological television equipment will be needed in the future to bring realism of business into the classroom.

Facilities - As our growth pattern continues, additional classrooms will be needed.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
READ	0.2			0.2	42	210.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				54	42	241.0	-22%	473%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				2/18	1/0	1/0	-50%	0
Average Number of Students per Section (Lecture/Lab)				9	14	14	56%	0

Program Description

The Reading Program is housed in the ENG Department at CCSN. While the “Students First” initiative initially required Reading placement tests, it became apparent that because Reading was not *required*, students simply did not enroll. As a result, the ENG Department embedded reading into their most basic writing class, ENG 092, which was a three credit course, but is now a five credit course with a reading component.

As we look toward the future, we plan to assess how well the new ENG 092 class meets students’ reading needs. If a stand alone Reading Program seems warranted, we will need to plan and staff accordingly.

Program Needs

Personnel - Given the lack of student demand for Reading courses, it is clear that student need can be met by the current fulltime reading instructor. If CCSN and / or NSHE institute a reading requirement, staffing would have to be reevaluated. In addition, Reading courses could be included in any future plans for Developmental Education Programs at CCSN.

Technology - Currently adequate to meet program needs.

Facilities - Currently adequate to meet program needs.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
REF			0.6	0.6	105	175.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694		
CCSN FTE Enrollment				16,454	18,105	19,921		
CCSN WSCH				252,286	262,405	264,268		
Program WSCH				168	105	63.3		
Delivery Percentages (Lecture/Lab/Distance Ed)								
Number of Sections (Lecture/Lab)				5/0	5	5		
Average Number of Students per Section (Lecture/Lab)				19	12	12		

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
RNFA			0.0	0.0	177	0	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	.7%
Program WSCH				114	177	238.5	55%	34%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				2/0	3	3	50%	0%
Average Number of Students per Section (Lecture/Lab)				19	20	20	5%	0%

Program Description

This program is designed to enhance the perioperative nurse's training and skills to pursue the position as a Registered Nurse First Assistant (RNFA). Students attend six days of intensive hands-on training in the surgical skills needed to first assist in the operating room. The registered nurse learns the advanced techniques to assist during a surgical procedure in a controlled setting on a simulated patient, creating a life-like surgical experience. Students also complete two clinical internships including specific surgical cases and diagnostic studies enhanced with guided home study, case study presentations and records maintenance.

Program Needs

The personnel, technology, and equipment needs are taken care of by NIFA, the corporation offering the program.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
RUS			0.0	0.0	128	0	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				116	128	172.0	10%	34%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				2/0	2/0	2/0	0	0
Average Number of Students per Section (Lecture/Lab)				15	16	16	6%	0

Program Description

The Department of International Languages offers both introductory (100 - and 200 - level) language courses for sixteen languages and associated, specialized culture courses. Students may currently pursue A.A. degrees in FREN, GER, ITAL, JPN and SPAN. A. A. S. degrees are available in Deaf Studies (AM) and in Deaf Studies – Interpreter Preparation Emphasis (AM). Certificates may be achieved in Business German (GER) and Deaf Studies (AM). Finally, international students and citizen/resident non-native speakers of English may prepare themselves for academic studies by taking courses in English as a Foreign Language and English as a Second Language – both groups are served by courses using the ESL prefix. [data re FTE per discipline and percentages?]

Program Needs

Personnel - The Department of International Languages will need to add full-time instructors as soon as possible in the following disciplines: AM, ITAL and ESL. The successful candidate for the American Sign Language position will double as a departmental interpreter for deaf faculty and be skilled in the new discipline of ESL for deaf students. The growing Italian program and pending retirement of the only full-time Italian instructor require that a position in that discipline be filled. The ESL program has a need for full-time writing specialists to address the needs of an increasing population of generation 1.5 students. Two positions are currently needed. One of our writing specialists is also building the ARA program, and as this discipline continues to grow, she will be able to devote less and less time to writing. The possibility for growth in the ESL program is virtually open-ended. We are limited by a lack of classroom space and qualified instructors.

Technology – Since all language-learning course materials are heavily mediated, all classrooms used by the faculty of the department need to be “smart” classrooms. In addition, the department needs more than the current three spaces where there is a computer station for each student and where writing and other forms of self-paced activities can be undertaken.

RUS Cont...

Facilities - The department needs lab space and equipment at Henderson and a computer classroom at Cheyenne. In addition, the department needs space equipped with video conferencing hardware in order to serve remote sites and to be able to combine low-enrollment sites into one class.

Funding - The department's technology infrastructure is funded and maintained through a tech fee paid for by students. This mechanism permits us to respond adequately to growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
SOC	10.1		12.0	22.1	8916	403.44	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				9693	8916	8910	-8%	0%
Delivery Percentages (Lecture/Lab/Distance Ed)				86/14	72/28	72/28	N/A	N/A
Number of Sections (Lecture/Lab)				101/0	114/0	114/0	13%	0%
Average Number of Students per Section (Lecture/Lab)				32/0	26/0	26/0	-19%	0%

Program Description

The Sociology Program is housed within the Department of Human Behavior with the department office being located on the West Charleston Campus. The program currently has 13 full-time faculty and 22 adjunct faculty. The faculty is distributed among the three main campuses of the Community College of Southern Nevada. The program has two areas of emphasis, General Sociology and a Certificate of Achievement, Applied Skills Emphasis.

Both Sociology Degrees are designed for students interested in the sociological principles underlying the development, structure, and functioning of culture, society, human groups, personality formation, and social change.

The future of the program will see a continued emphasis both on supporting the General Education requirements for the range of A.A. and A.A.S. degrees offered by the college, and expanding the number of majors for transfer to four-year institutions as Sociology majors.

Table 5 shows the instructional load for the department using Full-Time Equivalent faculty (FTEF) and Weekly Student Contact Hours (WSCH) figures from Fall 2002. The first six rows of Table 5 contain linear projections of program changes for 2004 and 2009, assuming overall WSCH growth of 4.0 percent in Fall 2005 and .7 percent in Fall 2008 based on actual 2002 figures. The program has experienced a slight decline in growth since 2002 but should experience similar growth to that experienced by the college during this period.

SOC Cont...

Program Needs

Personnel- At least one, new full-time faculty will be required by 2008 if program growth projections are met.

Technology- All classrooms used by the Department of Human Behavior, in which the Sociology program is housed, should be converted to 'smart' classrooms for more effective delivery of instruction.

Facilities- There is a need for more classroom space.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF	Percentage Change	
SON	4.6			4.6	552	120.00		
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	1%
Program WSCH				440	552	577.4	25%	5%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				17/2	19/2	19/2	12/0	0%
Average Number of Students per Section (Lecture/Lab)				10/7	11/11	11/11	10/57	0%

Program Description

Cardiac/Vascular Tract: Ultrasonography is a diagnostic imaging procedure that utilizes high frequency sound waves to image abdominal organs, vessels, the heart, and the developing fetus. Ultrasound can demonstrate masses, fluid accumulations and other pathology in the patient. Ultrasound exams are performed under the supervision of a qualified physician. Students electing to take this area of study are prepared to enter the sonography field in the areas of adult and pediatric echocardiography as well as vascular ultrasound. The student, upon graduation, will be eligible to sit for the National Registry Exams for Diagnostic Cardiac Sonography and Vascular Technology. Upon passing the exams, they will use the designation RDCS (Registered Diagnostic Cardiac Sonographer) and RVT (Registered Vascular Technologist). The program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the JRC-DMS which is located at 1361 Park Street, Clearwater, FL 33756, (727)210-2350.

General/Vascular Tract: Ultrasonography is a diagnostic imaging procedure that utilizes high frequency sound waves to image abdominal organs, vessels, the heart, and the developing fetus. Ultrasound can demonstrate masses, fluid accumulations and other pathology in the patient. Ultrasound exams are performed under the supervision of a qualified physician. Students electing to take this area of study are prepared to enter the sonography field in the areas of abdominal, obstetrical/gynecological and vascular ultrasound. The student, upon graduation, will be eligible to sit for the National registry Exams for Diagnostic Medical Sonography and Vascular Technology. Upon passing the exams, they will use the designation RDMS (Registered Diagnostic Medical Sonographer) and RVT (Registered Vascular Technologist). The program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the JRC-DMS which is located at 1361 Park Street, Clearwater, FL 33756, (727)210-2350.

SON Cont...

Program Needs

Currently, the sonography programs do not anticipate increasing enrollment over the next three years. The current faculty members and administrative support should be sufficient to cover the needs. There is a need to actively pursue additional clinical sites over the next three years especially to address needs in obstetrical and vascular sonography.

Technology Needs

The sonography programs need to update several ultrasound systems that are currently obsolete. We also need additional software packages for several systems that are currently being used. The sonography lab does not have any equipment with 3D or 4D capabilities. This needs to be added so students are exposed to this technology before going to clinical sites. It will also be necessary to add a portable ultrasound system for student training and to use during technology fairs, job fairs, and other student recruitment programs.

Facilities

With the recent move to the new Health Sciences building, no additional facility needs are anticipated over the next three years.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
SPAN	12.1		5.7	17.8	5741	322.53	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				6229	5741	5734	-8%	-1%
Delivery Percentages (Lecture/Lab/Distance Ed)				95/5	88/12	88/12	N/A	N/A
Number of Sections (Lecture/Lab)				70/0	74/0	74/0	6%	0%
Average Number of Students per Section (Lecture/Lab)				25/0	21/0	21/0	-16%	0%

Program Description

The Department of International Languages offers both introductory (100 - and 200 - level) language courses for sixteen languages and associated, specialized culture courses. Students may currently pursue A.A. degrees in FREN, GER, ITAL, JPN and SPAN. A. A. S. degrees are available in Deaf Studies (AM) and in Deaf Studies – Interpreter Preparation Emphasis (AM). Certificates may be achieved in Business German (GER) and Deaf Studies (AM). Finally, international students and citizen/resident non-native speakers of English may prepare themselves for academic studies by taking courses in English as a Foreign Language and English as a Second Language – both groups are served by courses using the ESL prefix. [data re FTE per discipline and percentages?]

Program Needs

Personnel - The Department of International Languages will need to add full-time instructors as soon as possible in the following disciplines: AM, ITAL and ESL. The successful candidate for the American Sign Language position will double as a departmental interpreter for deaf faculty and be skilled in the new discipline of ESL for deaf students. The growing Italian program and pending retirement of the only full-time Italian instructor require that a position in that discipline be filled. The ESL program has a need for full-time writing specialists to address the needs of an increasing population of generation 1.5 students. Two positions are currently needed. One of our writing specialists is also building the ARA program, and as this discipline continues to grow, she will be able to devote less and less time to writing. The possibility for growth in the ESL program is virtually open-ended. We are limited by a lack of classroom space and qualified instructors.

Technology – Since all language-learning course materials are heavily mediated, all classrooms used by the faculty of the department need to be “smart” classrooms. In addition, the department needs more than the current three spaces where there is a computer station for each student and where writing and other forms of self-paced activities can be undertaken.

SPAN Cont...

Facilities - The department needs lab space and equipment at Henderson and a computer classroom at Cheyenne. In addition, the department needs space equipped with video conferencing hardware in order to serve remote sites and to be able to combine low-enrollment sites into one class.

Funding - The department's technology infrastructure is funded and maintained through a tech fee paid for by students. This mechanism permits us to respond adequately to growth.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
STFA			0.0	0.0	222	0	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	.7%
Program WSCH				99	222	408.1	124%	84%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				2/0	3	3	50%	0%
Average Number of Students per Section (Lecture/Lab)				17	25	25	47%	0%

Program Description

This program is designed to provide the First Assistant candidate with the intellectual concepts and manual techniques necessary to assume the role of first assisting. The expanded functions unique to the surgical technologist first assistant are emphasized and include providing exposure to tissue handling, suturing, providing hemostasis and using surgical instruments. Manual dexterity and intellectual knowledge are combined to prepare the qualified surgical technologist with essential skills necessary to function in this expanded role. Students also complete two clinical internships with a required number of surgical cases enhanced with home study, presentation of case studies, and maintenance of records.

Program Needs

The personnel, technology, and equipment needs are taken care of by NIFA, the corporation offering the program.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
SURG	1.1		0.0	1.1	153	139.09	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	.7%
Program WSCH				169	153	154.9	-9%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				4/1	4/1	4/1	0%	0%
Average Number of Students per Section (Lecture/Lab)				13/14	11/9	11/9	-15/-36	0%

Program Description

This program provides students with the knowledge and skills to obtain entry-level employment in hospitals, outpatient surgery centers, urgent care facilities, and private surgeons' offices. Students receive a balanced education in both theory and clinical practice. The surgical technologist functions as a member of the surgical team anticipating the needs of the surgeon, passing instruments and providing sterile items in an efficient manner. Upon completion, students are eligible to sit for the credentialing exam to become a Certified Surgical Technologist (CST).

The Surgical Technology Program was limited to only 12 students in the past due to class and lab space. It is expected the program will accept more than 12 students in the future with the new classroom and lab space. This is contingent upon number of faculty and clinical sites.

Program Needs

Personnel: The program is in need of a permanent Program Director and the addition of a second full time faculty member. The plan is to increase the number of students accepted into the program and additional full time faculty are needed before this can occur.

Technology/Equipment: As changes occur in healthcare, the program will need to continue to maintain and update technology and equipment in the lab.

Facilities: There is adequate lab and classroom space for this program in the new health sciences building. Faculty will need to maintain existing relationships and build new ones with healthcare facilities in the community for students' clinical rotations. The need for more clinical sites will increase when the program accepts more students.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
TAG			0.0	0.0	3	0	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694		
CCSN FTE Enrollment				16,454	18,105	19,921		
CCSN WSCH				252,286	262,405	264,268		
Program WSCH				0	3	3.0		
Delivery Percentages (Lecture/Lab/Distance Ed)				0				
Number of Sections (Lecture/Lab)				0	1/0	1/0		
Average Number of Students per Section (Lecture/Lab)				0	1	1		

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
TCA	0.6		2.0	2.6	888	341.54	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				756	888	907	18%	-21%
Delivery Percentages (Lecture/Lab/Distance Ed)				100/0	90/10	90/10	N/A	N/A
Number of Sections (Lecture/Lab)				15/0	15/0	15/0	0%	0%
Average Number of Students per Section (Lecture/Lab)				17/0	20/0	20/0	18%	0%

Program Description

The Travel and Tourism Program is accredited by the Commission on Accreditation of Hospitality Management Programs. A number of the graduates transfer to other institutions in the UCCSN system and others attend the program for job enhancement and/or advancement. The goal of the Travel and Tourism Program is to enable students to pursue careers in convention and exposition services, meeting and trade show management, airline and transportation services and in retail travel sales.

The Travel and Tourism Program is designed to provide students with the opportunity to seek employment in entry level supervisory positions or, for those currently employed in the travel industry, an opportunity for job advancement, professional growth and increased career potential. The students may continue their studies at a four-year institution to pursue a baccalaureate degree.

Program Needs

Personnel – The program has one full time faculty member and has access to the Department’s one administrative assistant which is sufficient for the level of service now required. There is a plan to move the program faculty and all classes to new expanded facilities on the West Charleston campus to be more accessible to students. At that time, there may be a need to increase the number of faculty and classified staff.

TCA Cont...

Technology – The program utilizes a computer classroom at the West Charleston campus. The program currently uses the Sabre program for teaching various reservations systems to the students. It is very likely that many of the classes within the Travel and Tourism Program will be offered on-line in the future which will require expansion of the Department's need for hardware, software and developmental training.

Facilities - Travel and Tourism is preparing to secure designated space and developing new program specific spaces in the new West Charleston facilities opening in 2008. This space will need to include a travel reservation laboratory, a computer classroom, general classroom space and offices for staff and faculty.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
THTR	2.6		0.8	3.4	1102	324.12	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1170	1102	1097.5	-5.8%	-5%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				19/0	18/0	18/0	-5%	0
Average Number of Students per Section (Lecture/Lab)				21	20	20	-5%	0

Program Description

The Theatre Program at CCSN employs three full time instructors (Doug Baker, Bob Dunkerly, and Joe Hammond) and four part time instructors. The program offers a variety of courses related to acting and technical theatre, as well as a general education course (THTR 100) entitled Introduction to Theatre. The theatre program currently produces four plays each academic year, with casting drawn from both the community and the student body. In addition, the technical theatre area has created a partnership with the stagehands' union (IATSE) whereby our courses in technical theatre are required for those who wish to join the union. This partnership has been very beneficial to both the union and CCSN, and discussions are underway for expansion of that partnership in several areas.

Currently, there is no degree program in place, but work toward an AA degree with an emphasis in General Theatre Studies is in progress. The projected implementation date for this degree is Fall, 2006. Long term plans from the Theatre program include another AA degree with a Technical Theatre emphasis, as well as a Certificate of Achievement in Technical Theatre.

The Theatre program is making plans for implementing an expanded recruitment program, which would involve workshops and visits to various schools and campuses throughout the academic year. The projected date to launch this recruitment program is Spring, 2006.

Program Needs

Personnel - The theatre program will need to expand its staffing in the technical theatre and costuming areas, as the partnership with the stagehands union grows. In addition, a specialist in set design will be needed as the theatre degree programs come on line.

THTR Cont...

Technology - The Cheyenne campus has a fine theatre facility, and has recently received grants to upgrade its lighting system in the Horn Theatre. Similar upgrades are sorely needed in the Backstage Theatre. Lighting instrument technology has grown dramatically in the last few years, and CCSN needs to acquire more high-tech lighting instruments for training and demonstration purposes, as well as to facilitate state-of-the-art lighting for its own productions.

Facilities - CCSN sorely needs rehearsal and performance facilities at both the Henderson and Charleston campuses. At the very least, a rehearsal space and a "black box" type of theatre is required at Henderson and Charleston for the program to meet even minimal needs at those campuses.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
VETT	1.9		0.5	2.4	413	172.09	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				319	413	448	30%	9%
Delivery Percentages (Lecture/Lab/Distance Ed)				34/66	69/31	69/31	N/A	N/A
Number of Sections (Lecture/Lab)				10/5	13/4	13/4	30/-20	0%
Average Number of Students per Section (Lecture/Lab)				16/15	15/15	15/15	-7%	0%

Program Description

Veterinary Technology (VETT) prepares students with knowledge and skills necessary to provide general veterinary nursing care and technical assistance in the varied disciplines found in the practice of veterinary medicine and surgery. These include nurse anesthetist, operating room technician, radiology technician, dental hygienist, medical laboratory technician, as well as clinical and practice management. The program is recognized by the Nevada State Board of Veterinary Medical Examiners and is currently preparing for accreditation evaluation by the American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities. Students that complete the program are qualified to sit for state and national licensing examinations and enter into practice as a licensed veterinary technician. The Veterinary Technology Program has entered into a unique partnership with the Western Veterinary Conference that allows sharing of resources such as facilities, equipment, and educational opportunities to augment the student's learning experience. This partnership also makes available nationally and internationally recognized Doctors of Veterinary Medicine that act as visiting instructors in many disciplines. There are two tracks in the Veterinary Technology Program. One track, designed for those with or without extensive experience, leads to an Associate of Applied Science degree. The other is designed for those with extensive experience leads to a Certificate of Achievement.

Program Needs

Personnel – The program curriculum has been improved and expanded such that an additional full time instructor may be required. Currently the needs are being met with adjunct instructors. When the program moves to the new facility being built by the Western Veterinary Conference, on site assistance may also be required.

VETT Cont...

Technology – The program currently has needs in various areas. The most pressing needs are for computers and software used in the day to day management of a veterinary facility and digital camera and projection enhancements for teaching microscopy skills.

Facilities – The program is in dire need of laboratory space that will accommodate the housing of animals and the associated paraphernalia required for care. This need however is temporary due to the partnership with the Western Veterinary Conference. It is anticipated that this space will be provided in the future at the new facility.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
WMST	1.2		0.2	1.4	441	315.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				291	441	543.6	51%	23%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				2/0	8/0	8/0	3%	0
Average Number of Students per Section (Lecture/Lab)				49	18	18	-63%	0

Currently we are able to staff all Women's Studies classes with 5 full-time faculty and 1 adjunct faculty drawn from a variety of disciplines. The Women's Studies 113 course fulfills the multiculturalism course requirement at UNLV. We are in the final process of creating an AA degree in Women's Studies. All of the coursework has been established. UNLV offers a BA and a graduate certificate in Women's Studies and we have agreements in place to accept our current classes. The potential for growth in this program is strong as evidenced by national trends at other community colleges and universities world-wide. Currently our program is growing slowly. What we need is more institutional support to promote the classes through advertisement and help in getting our Re-Entry Center, Counseling, and Admissions department to actively recruit students and promote the classes.