

Year Seven

Self-Evaluation Report



College of
Southern Nevada

Las Vegas, Nevada



October 7, 8, 9, 2015

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Institutional Overview

Founded in 1971, the College of Southern Nevada (CSN) is the state's largest and most ethnically diverse institution of higher education, serving the educational and training needs of more than 2 million people within its service area of Clark County.. Established with a community college mission, CSN continues to serve that role with the addition of nine baccalaureate degrees in health disciplines. CSN is organized into six academic schools: Advanced and Applied Technologies; Arts and Letters; Business, Hospitality and Public Services; Education, Behavioral and Social Sciences; Ralph and Betty Engelstad School of Health Sciences; and Science and Mathematics, which house 20 academic departments offering more than 180 degrees and certificate programs in 106 fields of study. CSN also offers a robust selection of non-credit and continuing education courses through its Division of Workforce and Economic Development. Its Office of e-Learning offers 25 complete programs entirely online. Responding to the unique needs of the Las Vegas valley, CSN provides personalized schedules including day, evening, and weekend classes taught on three main campuses and at multiple locations throughout Southern Nevada.

CSN's policies, mission, vision, and values statements, affirm its role within the Nevada System of Higher Education (NSHE). CSN awards the largest number of associate degree and industry-recognized certificates in the state. Its programs educate a professional and technologically savvy workforce that has been the backbone of the state's prosperity since 1971 when CSN opened its doors as Clark County Community College with 402 students. In fall 2014, CSN enrolled 36,579 unique students or 19,140.80 full-time equivalent (FTE) students. In 2013-14, CSN graduated its largest class ever and awarded 4,608 degrees and certificates to 4,029 students. Preliminary numbers indicate that the 2014-15 graduating class was even larger (Official numbers for the spring 2015 semester will be available once final semester grades are completed.) CSN offers the following degrees: Associate of Arts (AA), Associate of Business (AB), Associate of General Studies (AGS), Associate of Science (AS), and the Associate of Applied Science (AAS) as well as numerous Certificates of Achievement. In academic year 2013-14, CSN began to report a number of identified skills certificates (course sequences leading to state or national industry certification) to IPEDS in addition to degrees and certificates. CSN also awards four-year baccalaureate degrees, including a Bachelor of Science Degree (BS) in Dental Hygiene and Bachelor of Applied Science Degrees (BAS) in Medical Laboratory Science and Cardiorespiratory Science.

The college employs approximately 1,170 full-time employees and operates three main campuses and multiple sites and centers in Southern Nevada along with its thriving distance education program. CSN employs 561 full-time faculty members and approximately 1,769 part-time instructors. Fifty-six percent of the full-time faculty members have achieved master's degrees and 31 percent have doctorates. Fifty-four percent of part-time instructors hold master's degrees and approximately 12 percent have doctorates.

CSN's three main campuses – the West Charleston campus, located in Las Vegas, the Cheyenne campus, located in the City of North Las Vegas and the Henderson campus, located in the City of Henderson – are each about 80 acres. CSN also operates eight sites and centers throughout the valley, including three high-tech learning centers located near Green Valley, Palo Verde, and Western high schools and five learning centers in the Las Vegas City Hall, and various sites in Mesquite, Moapa, on Nellis Airforce Base, and Las Vegas (the West Sahara site). In addition, CSN has 300 clinical instruction locations at various healthcare facilities throughout Southern Nevada.

Basic Institutional Data Form



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: College of Southern Nevada (CSN)

Address: 6375 West Charleston Blvd.

City, State, ZIP: Las Vegas, NV 89149

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: Nevada System of Higher Education (NSHE)

Type of Institution: Comprehensive Specialized Health-centered Religious-based

Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal

Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term

Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Accounting	AAS	Association of Collegiate Business Schools and Programs (ACGSP)	2008
Air Conditioning Technology	AAS	Partnership for Air-Conditioning, Heating, Refrigeration Accreditation (PAHRA)	2007
Automotive Technology	AAS	National Automotive Technicians Education Foundation (NATEF)	2012
Business	AB	Association of Collegiate Business Schools and Programs (ACGSP)	2008
Cardiorespiratory Sciences	AAS	Commission on Accreditation for Respiratory Care (CoARC)	2008
Casino Mgmt.	AAS	Accreditation Commission for Programs in Hospitality Administration	2011
Casino Mgmt.	CA	Accreditation Commission for Programs in Hospitality Administration	2011
Collision Repair	CA	Inter-industry Conference on Auto Collision Repair (I-CAR)	2010
Computer Information Technology - Networking	AAS	CISCO / Microsoft	?
Culinary Arts	AA	Accreditation Commission for Programs in Hospitality Administration / American Culinary Federation Education Foundation (ACFEF)	2011
Culinary Arts	AAS	Accreditation Commission for Programs in Hospitality Administration / American Culinary Federation Education Foundation (ACFEF)	2011
Culinary Arts	CA	Accreditation Commission for Programs in Hospitality Administration / American Culinary Federation Education Foundation (ACFEF)	2011
Dental Assisting	CA	Commission on Dental Accreditation (CODA)	2015
Dental Hygiene	AS	Commission on Dental Accreditation (CODA)	2011
Diagnostic Medical Sonography - Cardiac and Vascular tracks	AAS	Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDS)	2013
Electronic Engineering Technology	AAS	ABET	2006
English as a Second Language	?	Commission on English Language Program Accreditation (CEA)	2015
Food & Beverage Mgmt.	AAS	Accreditation Commission for Programs in Hospitality Administration / American Culinary Federation Education Foundation (ACFEF)	2011
Food & Beverage Mgmt.	CA	Accreditation Commission for Programs in Hospitality Administration / American Culinary Federation Education Foundation (ACFEF)	2011
Health Information Technology	AAS	Commission on Accreditation of Health Informatics and Information Management Education (CAHIM)	1996
Hospitality Mgmt.	AA	Accreditation Commission for Programs in Hospitality Administration	2011
Hotel Mgmt.	AAS	Accreditation Commission for Programs in Hospitality Administration	2011

Hotel Mgmt.	CA	Accreditation Commission for Programs in Hospitality Administration	2011
Medical Coding	CA	American Health Information Management Association	2001
Medical Laboratory Technician	AAS BAS	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2010 2014
Medical Office Assisting	CA	Commission on Accreditation of Allied Health Education Programs (CAAHEP) / American Association of Medical Assistants (AAMA) / Medical Assisting Educational Review Board (MAERB)	2007
Nursing	AAS	National League for Nursing Accrediting Commission (NLNAC) / Nevada State Board of Nursing (NSBN)	2010
Nursing Assistant	CC	Nevada State Board of Nursing (NSBN)	2015
Nursing / Practical Nursing (LPN to RN)	AAS	National League for Nursing Accrediting Commission (NLNAC) / Nevada State Board of Nursing (NSBN)	2010
Ophthalmic Dispensing	AAS	Commission on Ophthalmic Accreditation (COA)	2009
Paramedic Medicine	AAS	Commission on Accreditation of Allied Health Education Programs / Committee on Accreditation of Educational Programs for the Emergency Services Professions (CoAEMSP)	2014
Pharmacy Technician	CA	American Society of Health System Pharmacists Accreditation Services Commission (ASHSP)	2015
Physical Therapist Assistant	AAS	Commission on Accreditation in Physical Therapy Education (CAPTE)	2006
Practical Nursing	CA	National League for Nursing Accrediting Commission (NLNAC) / Nevada State Board of Nursing (NSBN)	2015
Radiation Therapy Technology	AAS	Northwest Commission on Colleges and Universities	2010
Surgical Technologist	AAS	Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) / Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2015
Travel & Tourism	AAS	Accreditation Commission for Programs in Hospitality Administration	2011
Travel & Tourism	CA	Accreditation Commission for Programs in Hospitality Administration	2011
Veterinary Technology	AAS	American Veterinary Medicine Association (AVMA)	2011
Welding Technology	AAS	American Welding Society	2007
Welding Technology	CA	American Welding Society	2007

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: $(\text{Student enrollments} * \text{credits per class enrolled})/15$)

Official Fall 2014 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2014 Final	One Year Prior Dates: Fall 2013 Final	Two Years Prior Dates: Fall 2012 Final
Undergraduate	19,064	18,834.6	19,531.4
Graduate			
Professional			
Unclassified			
Total all levels	19,064	18,834.6	19,531.4

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2014 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2014 Final	One Year Prior Dates: Fall 2013 Final	Two Years Prior Dates: Fall 2012 Final
Undergraduate	36,469	36,629	37,696
Graduate			
Professional			
Unclassified			
Total all levels	36,469	36,629	37,696

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	333		4	2	15	184	0	128
Associate Professor								
Assistant Professor								
Instructor	170	923	16	9	19	90	2	34
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank	26		0	0	0	23	0	3

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	\$74,731	14.77
Associate Professor		

Assistant Professor		
Instructor	\$60,414	4.01
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 – June 30

Reporting of income: Accrual Basis _____ Accrual Basis _____
Reporting of expenses: Accrual Basis _____ Accrual Basis _____

BALANCE SHEET DATA-SEE ATTACHED

ASSETS	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates
CURRENT FUNDS			
Unrestricted			
Cash			
Investments			
Accounts receivable gross			
Less allowance for bad debts			
Inventories			
Prepaid expenses and deferred charges			
Other (identify)			
Due from			
Total Unrestricted			
Restricted			
Cash			
Investments			
Other (identify)			
Due from			
Total Restricted			
TOTAL CURRENT FUNDS			
ENDOWMENT AND SIMILAR FUNDS			
Cash			
Investments			
Other (identify)			
Due from			
TOTAL ENDOWMENT AND SIMILAR FUNDS			
PLANT FUND			
Unexpended			
Cash			
Investments			
Other (identify)			

Total unexpended			
Investment in Plant			
Land			
Land improvements			
Buildings			
Equipment			
Library resources			
Other (identify)			
Total investments in plant			
Due from			
Other plant funds (identify)			
TOTAL PLANT FUNDS			
OTHER ASSETS (IDENTIFY)			
TOTAL OTHER ASSETS			
TOTAL ASSETS			

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
CURRENT FUNDS			
Unrestricted			
Accounts payable			
Accrued liabilities			
Students' deposits			
Deferred credits			
Other liabilities (identify)			
Due to			
Fund balance			
Total Unrestricted			
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted			
TOTAL CURRENT FUNDS			
ENDOWMENT AND SIMILAR FUNDS			
Restricted			
Quasi-endowed			
Due to			
Fund balance			
TOTAL ENDOWMENT AND SIMILAR FUNDS			
PLANT FUND			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			

Fund balance			
Total unexpended			
Investment in Plant			
Notes payable			
Bonds payable			
Mortgage payable			
Other liabilities (identify)			
Due to			
Other plant fund liabilities (identify)			
TOTAL INVESTMENTS IN PLANT FUND			
OTHER LIABILITIES (IDENTIFY)			
TOTAL OTHER LIABILITIES			
TOTAL LIABILITIES			
FUND BALANCE			

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
Tuition and fees			
Federal appropriations			
State appropriations			
Local appropriations			
Grants and contracts			
Endowment income			
Auxiliary enterprises			
Other (identify)			
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction			
Research			
Public services			
Academic support			
Student services			
Institutional support			
Operation and maintenance of plant			
Scholarships and fellowships			
Other (identify)			
Mandatory transfers for:			
Principal and interest			
Renewal and replacements			
Loan fund matching grants			
Other (identify)			
Total Educational and General			
Auxiliary Enterprises			
Expenditures			
Mandatory transfers for:			
Principal and interest			

Renewals and replacements			
Total Auxiliary Enterprises			
TOTAL EXPENDITURE & MANDATORY TRANSFERS			
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)			
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]			

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
For Capital Outlay			
For Operations			

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A				



Unaudited Financial Statements

For the Years Ended June 30, 2014 and 2013

COLLEGE OF SOUTHERN NEVADA
STATEMENTS OF NET POSITION
Unaudited

	CSN		Foundation	
	2014	2013	2014	2013
ASSETS				
Current Assets				
Cash and cash equivalents	\$ 6,157,000	\$ 10,224,000	\$ 230,000	\$ 182,000
Restricted cash and cash equivalents	-	-	25,000	384,000
Short-term investments	56,764,000	52,567,000	3,706,000	2,744,000
Accounts receivable, net	3,551,000	2,709,000	-	-
Current portion of pledges receivable, net	-	-	592,000	258,000
Receivable from U.S. Government	3,020,000	1,906,000	-	-
Receivable from State of Nevada	136,000	74,000	-	-
Current portion of loans receivable, net	-	21,000	-	-
Inventories	461,000	545,000	-	-
Deposits	962,000	741,000	22,000	23,000
Total Current Assets	<u>71,051,000</u>	<u>68,787,000</u>	<u>4,575,000</u>	<u>3,591,000</u>
Noncurrent Assets				
Cash held by State Treasurer	-	194,000	-	-
Restricted cash and cash equivalents	9,210,000	10,153,000	-	-
Receivable from State of Nevada	322,000	-	-	-
Pledges receivable, net	-	-	53,000	119,000
Deposits	96,000	389,000	-	-
Endowment investments	5,956,000	5,373,000	2,393,000	2,316,000
Loans receivable, net	-	-	31,000	31,000
Capital assets, net	202,239,000	204,763,000	-	-
Total Noncurrent Assets	<u>217,823,000</u>	<u>220,872,000</u>	<u>2,477,000</u>	<u>2,466,000</u>
Total Assets	<u>288,874,000</u>	<u>289,659,000</u>	<u>7,052,000</u>	<u>6,057,000</u>
LIABILITIES				
Current Liabilities				
Accounts payable	3,658,000	2,808,000	2,000	1,000
Accrued payroll and related liabilities	8,348,000	7,641,000	-	-
Accrued interest payable	14,000	16,000	-	-
Current portion of unemployment insurance and workers' compensation liability	416,000	322,000	-	-
Current portion of compensated absences	2,448,000	2,404,000	-	-
Current portion of long term debt	935,000	918,000	-	-
Current portion of obligations under capital leases	-	32,000	-	-
Unearned revenue	5,683,000	3,516,000	-	-
Other	175,000	-	-	-
Funds held in trust for others	500,000	519,000	-	-
Total Current Liabilities	<u>22,177,000</u>	<u>18,176,000</u>	<u>2,000</u>	<u>1,000</u>
Noncurrent Liabilities				
Compensated absences	1,358,000	1,224,000	-	-
Refundable advances under federal loan program	-	-	-	-
Long term debt	8,147,000	9,082,000	-	-
Obligations under capital leases	-	-	-	-
Total Noncurrent Liabilities	<u>9,505,000</u>	<u>10,306,000</u>	<u>-</u>	<u>-</u>
Total Liabilities	<u>31,682,000</u>	<u>28,482,000</u>	<u>2,000</u>	<u>1,000</u>
TOTAL NET ASSETS	<u>\$ 257,192,000</u>	<u>\$ 261,177,000</u>	<u>\$ 7,050,000</u>	<u>\$ 6,056,000</u>
NET ASSETS CONSIST OF:				
Invested in capital assets, net of related debt	\$ 202,240,000	\$ 204,731,000	\$ -	\$ -
Restricted for:				
Nonexpendable	2,416,000	2,392,000	2,425,000	2,348,000
Expendable:				
Scholarships, research, and instruction	6,996,000	6,221,000	3,109,000	2,345,000
Capital projects	9,531,000	10,347,000	-	-
Unrestricted	36,009,000	37,486,000	1,516,000	1,363,000
TOTAL NET ASSETS	<u>\$ 257,192,000</u>	<u>\$ 261,177,000</u>	<u>\$ 7,050,000</u>	<u>\$ 6,056,000</u>

COLLEGE OF SOUTHERN NEVADA
STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
Unaudited

	CSN		Foundation	
	2014	2013	2014	2013
REVENUES				
Operating Revenues				
Student tuition and fees (net of scholarship allowances of \$18,760,000 and \$18,854,000)	\$ 45,789,000	\$ 45,575,000	\$ -	\$ -
Foundation gifts and contributions	-	-	1,678,000	956,000
Federal grants and contracts	6,068,000	5,359,000	-	-
State grants and contracts	2,336,000	2,406,000	-	-
Local grants and contracts	-	-	-	-
Other grants and contracts	1,000	137,000	-	-
Sales and services of educational departments	1,810,000	1,941,000	-	-
Sales and services of auxiliary enterprises	2,321,000	2,278,000	-	-
Other operating revenues	843,000	1,004,000	394,000	481,000
Total operating revenues	59,168,000	58,700,000	2,072,000	1,437,000
EXPENSES				
Operating Expenses				
Employee compensation and benefits	109,129,000	103,886,000	468,000	485,000
Utilities	3,524,000	3,526,000	-	-
Supplies and services	43,178,000	39,075,000	453,000	423,000
Scholarships and fellowships	31,984,000	28,646,000	-	-
Depreciation	11,262,000	11,724,000	-	-
Total operating expenses	199,077,000	186,857,000	921,000	908,000
Operating income (loss)	(139,909,000)	(128,157,000)	1,151,000	529,000
NONOPERATING REVENUES (EXPENSES)				
State appropriations	85,128,000	77,588,000	-	-
Federal grants and contracts	44,276,000	42,970,000	-	-
Net transfers to System Administration	(3,847,000)	(3,635,000)	-	-
Gifts (including \$667,000 and \$751,000 from Foundation)	701,000	823,000	-	-
Investment income	7,506,000	5,667,000	682,000	366,000
Disposal of plant assets	(26,000)	(16,000)	-	-
Interest on capital asset-related debt	-	(16,000)	-	-
Other	7,000	-	-	-
Payments to CSN	-	-	(915,000)	(806,000)
Net nonoperating revenues (expenses)	133,745,000	123,381,000	(233,000)	(440,000)
Income (loss) before other revenues, expenses, gains or losses	(6,164,000)	(4,776,000)	918,000	89,000
Capital grants and gifts (including \$224,000 and \$30,000 from Foundation)	224,000	30,000	-	-
State appropriation restricted for capital purposes	1,931,000	(869,000)	-	-
Additions to permanent endowments (including \$24,000 and \$25,000 from Foundation)	24,000	25,000	76,000	151,000
Total other revenues	2,179,000	(814,000)	76,000	151,000
Increase (decrease) in net assets	(3,985,000)	(5,590,000)	994,000	240,000
Net assets - beginning of year as originally reported	261,177,000	266,767,000	6,056,000	5,816,000
Prior period adjustment	-	-	-	-
Net assets - beginning of year as restated	261,177,000	266,767,000	6,056,000	5,816,000
Net assets - end of year	\$ 257,192,000	\$ 261,177,000	\$ 7,050,000	\$ 6,056,000

COLLEGE OF SOUTHERN NEVADA
STATEMENT OF CASH FLOWS
Unaudited

	CSN	
	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition and fees	\$ 45,868,000	\$ 41,333,000
Grants and contracts	7,594,000	8,332,000
Payments to suppliers	(42,680,000)	(38,344,000)
Payments for utilities	(3,488,000)	(3,528,000)
Payments for compensation and benefits	(108,151,000)	(104,345,000)
Payments for scholarships and fellowships	(31,984,000)	(28,646,000)
Loans issued to students and employees	-	(16,000)
Collections of loans to students and employees	21,000	63,000
Sales and services of auxiliary enterprises	2,321,000	2,278,000
Sales and services of educational departments	1,814,000	1,984,000
Other receipts	842,000	1,004,000
Net cash used by operating activities	<u>(127,843,000)</u>	<u>(119,885,000)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State appropriations	85,128,000	77,588,000
Federal grants and contracts	45,299,000	42,555,000
Net transfers to System Administration	(3,846,000)	(3,635,000)
Gifts and grants for other than capital purposes	461,000	542,000
Gifts for endowment purposes	24,000	25,000
Other	7,000	-
Agency transactions	(19,000)	4,000
Receipts under federal student loan program	38,476,000	19,744,000
Disbursements under federal student loan program	(38,446,000)	(19,780,000)
Net cash provided by noncapital financing activities	<u>127,084,000</u>	<u>117,043,000</u>
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES		
Proceeds from capital debt	-	10,000,000
Capital appropriations	1,609,000	(664,000)
Capital gifts and grants received	-	-
Purchase of capital assets	(7,839,000)	(5,042,000)
Proceeds from the sale of property and equipment	11,000	12,000
Principal paid on capital debt and leases	(950,000)	(368,000)
Interest paid on capital debt and leases	(2,000)	(1,000)
Net cash used by capital financing activities	<u>(7,171,000)</u>	<u>3,937,000</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sales and maturities of investments	7,031,000	5,651,000
Purchase of investments	(5,760,000)	(3,847,000)
Interest and dividends on investments	1,447,000	1,218,000
Net increase in cash equivalents, non-current investments	8,000	10,000
Net cash provided by investing activities	<u>2,726,000</u>	<u>3,032,000</u>
Net increase (decrease) in cash and cash equivalents	(5,204,000)	4,127,000
Cash and cash equivalents - beginning of the year	20,571,000	16,444,000
Cash and cash equivalents - end of the year	<u>\$ 15,367,000</u>	<u>\$ 20,571,000</u>

	CSN	
	2014	2013
RECONCILIATION OF NET OPERATING LOSS TO NET CASH USED BY OPERATING REVENUES:		
Operating loss	(\$139,909,000)	(\$128,157,000)
Adjustments to reconcile net loss to net cash used by operating activities:		
Depreciation expense	11,262,000	11,724,000
Supplies expense related to non-cash gifts	239,000	281,000
Changes in assets and liabilities:		
Receivables, net	(842,000)	472,000
Receivables from U.S. Government	(782,000)	323,000
Receivables from State of Nevada	(62,000)	111,000
Loans receivable, net	21,000	48,000
Inventories	84,000	113,000
Deposits	72,000	-
Accounts payable	138,000	334,000
Refundable advances under federal loan program	-	-
Accrued payroll and related liabilities	707,000	54,000
Accrued unemployment and workers' compensation insurance	94,000	(506,000)
Deferred revenue	958,000	(4,675,000)
Compensated absences	177,000	(7,000)
Net cash used by operating activities	<u>\$ (127,843,000)</u>	<u>\$ (119,885,000)</u>
NON CASH TRANSACTIONS		
Fixed assets acquired by incurring capital lease obligations	\$ -	\$ -
Capital assets acquired by gift	\$ 224,000	\$ 30,000
Loss on disposal of assets	\$ (38,000)	\$ (28,000)
Fixed assets acquired by incurring accounts payable	\$ 853,000	\$ 141,000



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Report of Independent Certified Public Accountants

Board of Regents
Nevada System of Higher Education

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of the Nevada System of Higher Education (the "System") as of and for the year ended June 30, 2014 and 2013, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of DRI Research Foundation, DRI Research Parks, Ltd., Truckee Meadows Community College Foundation, Western Nevada College Foundation, Great Basin College Foundation, UNLV Rebel Golf Foundation, UNLV Alumni Association, UNLV Rebel Football Foundation, College of Southern Nevada Foundation, and the Nevada State College Foundation, which statements collectively reflect total assets constituting 5.4% of the aggregate discretely presented component units total assets as of June 30, 2014 and total operating revenues of 6.4% of the aggregate discretely presented component units total operating revenues for the year then ended as described in Note 22 "System Related Organizations". We did not audit the financial statements of DRI Research Foundation, DRI Research Parks, Ltd., Truckee Meadows Community College Foundation, Great Basin College Foundation, UNLV Research Foundation, UNLV Rebel Football Foundation, College of Southern Nevada Foundation, and the Nevada State College Foundation, which statements collectively reflect total assets constituting 4.5% of the aggregate discretely presented component units total assets as of June 30, 2013 and total operating revenues of 4.2% of the aggregate discretely presented component units total operating revenues for the year then ended as described in Note 22 "System Related Organizations". Those statements were audited by other auditors, whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for these component units, is based solely on the reports of the other auditors.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.



An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the System's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the System as of June 30, 2014 and 2013, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other matters

Required supplementary information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 3 through 11 be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The combining schedules of net position and combining schedules of revenues, expenses and changes in net position is presented for purposes of additional analysis and is not a required part of the financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling the information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Grant Thornton LLP

Reno, Nevada
November 4, 2014

Preface

Brief update on institutional changes since the institution's last report

The Nevada System of Higher Education (NSHE) adopted a 100 percent performance funding model effective fiscal year 2012-2013 for each of its colleges and universities. Whereas the previous Nevada higher education funding formula allocated dollars to institutions largely based on enrollment, the new formula now funds the majority of an institution's budget based on the number of students completing courses. The remaining segment of the budget is then based on a performance pool, in which each college or university has certain completion- and/or transfer-related metrics to hit each year. CSN surpassed its performance benchmarks by 108.9 percent in 2012-13 and 112.2 percent for the 2013-14 year. Achievements in excess of 100 percent do not result in additional dollars awarded. Full attainment allows the institution to "earn back" a percentage of its base budget. That percentage started at 5 percent the first year and grows by 5 percentage points each year until it reaches 20 percent of the college's budget

To assist with its outreach, retention and completion efforts, CSN contracted with Noel Levitz, Inc. in 2013 to facilitate the development of a strategic enrollment management plan.

In January 2015, CSN received notification from the U.S. Department of Education that it is eligible to apply for Title V Hispanic Serving Institution program awards and submitted its first grant proposal this summer.

To improve internal communications and diversify leadership perspectives, an executive leadership team, consisting of about 12 key leaders at the college, and an extended leadership team of about 87 people (all directors and above, including academic department chairs and above) were established in the spring of 2015. These groups now meet regularly to share information and report on college initiatives.

As an outcome of a legislative interim study on community college governance, Nevada's four community colleges have created Institutional Advisory Councils to serve each respective institution. CSN's council began in February 2015 and includes 15 community and business leaders. In addition, the Faculty Senate chair and a representative from student government also serve on this council. It meets regularly to provide the President, the NSHE Chancellor and the Board of Regents input on college operations and feedback on community needs.

Dr. Santos Martinez, the Vice President Student Services left CSN in August 2013. The administrative responsibility for student services fell to Dr. Darren Divine, the Vice President Academic Affairs. A new Vice President for Student Services, Juanita

LeFlore Chrysanthou, of the Lone Star College System in Texas, has been hired and begins September 1, 2015.

Response to topics previously requested by the Commission (i.e., Addenda)

The Year One Report to NWCCU was submitted in October 2011 and resulted in two recommendations:

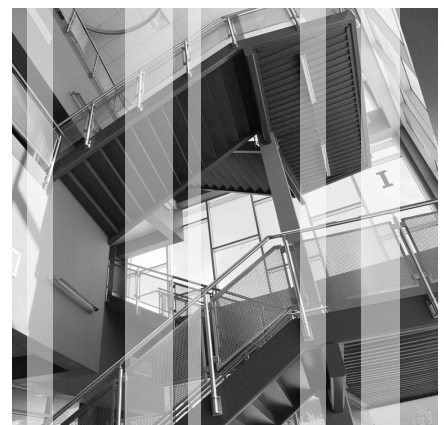
1. The absence of performance benchmarks or acceptable thresholds for institutional performance precludes the College from determining the extent to which it is achieving its mission. The evaluation panel recommends that the College of Southern Nevada articulate institutional outcomes that represent an acceptable threshold or extent of mission fulfillment (Standard 1.A.2)
2. The panel acknowledges the ambitious goals of the strategic plan which include 120 achievement indicators, but recommends that the College revisit the number and quality of its indicators of achievement. Achievement indicators need to measure outcomes rather than actions or processes. The panel recommends that the College identify meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating the accomplishment of the College's core themes and therefore, fulfillment of mission (Standard 1.B.2)

The Year Three Report was submitted and site visit conducted in October 2012. This visit resulted in three recommendations and a request to again address Recommendation 2 from fall 2011. These recommendations were addressed in an Ad Hoc Self-Evaluation Report without a visit in Fall 2014.

1. While program outcomes are listed for all academic programs, and progress has been made since the College's Year One Report, the evaluation committee recommends that further progress be made in the areas of refining program outcomes and developing and implementing assessment cycles (Standard 1.A.2)
2. The evaluation committee recommends that the College address the findings presented in the two most recent A-133 Compliance Audits to ensure the appropriate processing of student financial aid (Standard 2.F.4, 2.D.8).
3. The evaluation committee recommends that the College address the lack of adequate space and staff in Student Services to ensure the proper support of student needs in a confidential setting and timely manner (Standard 2.B.1, 2.D.3, 2.D.8, and 2.D.10).

In fall 2014, CSN submitted the Ad Hoc Self-Evaluation Report responding to recommendation 2 of the fall 2011 Year One Report and recommendations 1, 2, 3 from the fall 2012 Year Three Report. CSN received notice from NWCCU in February 2015

that expectations had been met Recommendation 2 of the Fall 2011 Year One Report and Recommendations 1, 2, and 3 of the Fall 2012 Year Three Report.



Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

➤ Eligibility Requirement 2 - **Authority**

The Nevada State Constitution, NRS 396.005, provides for the control of the Nevada System of Higher Education to be vested with the Board of Regents. In 1971, the Nevada System of Higher Education established the College of Southern Nevada (CSN) to serve a diverse population in southern Nevada through five educational areas: occupational training, university transfer preparation, workforce and economic development programs, developmental education and counseling/ guidance. In 2004, the Board of Regents gave approval to CSN to offer a Baccalaureate Degree in Dental Hygiene. In 2010, the Board of Regents gave approval to CSN to offer Bachelor of Applied Science Degrees in Cardiorespiratory Science and Medical Laboratory Science.

➤ Eligibility Requirement 3 – **Mission and Core Themes**

According to the Board of Regents Handbook, Title 4, Chapter 14, each NSHE community college will emphasize responsiveness to the programmatic needs of its service region while simultaneously striving to fulfill the Board approved community college mission of university transfer, applied science and technology, business and industry partnering, developmental education, community service, and student support service programs within its respective service region. Institutional strategic plans for each NSHE institution, including the Desert Research Institute, shall be presented to the Board of Regents at least every six years and will cover a planning period of up to six years. Updates concerning progress toward major goals and the revision of existing goals may come before the Board at any time during the six year planning period as determined appropriate by the institution. [BOR Handbook](#), Title 4, Chapter 14. The Board of Regents approved the CSN Mission, Vision and Values statements at their meeting on April 2, 2009.

The strategic planning process commenced in fall 2009. The members of the strategic planning committee were requested to develop a strategic plan for the institution that supported the original core themes of quality, access, and diversity. With the movement to a 100-percent-performance-based funding formula in 2012-13, student success as a core theme was added. The strategic plan, with stated measurable goals, objectives and achievement indicators provides an annual report to institutional stakeholders on how well the institution is meeting its mission and the mission's core themes of quality, access, and diversity and student success.

Standard 1.A Mission

1.A.1

The institution has a widely published mission statement-approved by its governing board-that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Institution's mission statement

Approved by the Board of Regents of the Nevada System of Higher Education (NSHE) in April 2009, CSN's mission statement is: "The College of Southern Nevada creates opportunities and changes lives through access to quality teaching, services, and experiences that enrich our diverse community." This mission is supported by the vision statement:

- The College of Southern Nevada is a premier learning institution;
- Promoting student success through excellence in teaching and learning,
- Providing a highly educated, civically engaged, and skilled workforce
- Using innovative technology and available resources effectively,
- Increasing alternative funding sources,
- Acting environmentally responsibly, and
- Emphasizing fact-based decision-making and accountability to all stakeholders.

This mission and vision statement is further enhanced by the values of the institution:

- Learning – quality teaching, flexible scheduling, and total access allowing opportunities for all ages and backgrounds for student success;
- Shared Governance – communication across multiple campus sites among our faculty, staff, and students, and with local partnerships and state communities;
- Students – a student focused environment where academic freedom is utilized to broaden student knowledge beyond the classroom; and
- Community – a diverse community, fostering integrity and honesty, professional development, and innovative learning for our students, faculty, and staff.

1.A.2

The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Interpretation of mission fulfillment

The mission, core themes, strategic plan and their objectives, as described in the CSN Enterprise 10-17 Strategic Plan, respond to the uniqueness of CSN's diverse constituency and describe the college's core functions in support of its mission and how

those are measured. From the mission statement, four themes – student success, access, quality and diversity -- formed the basis for the development of goals, metrics, and target indicators of performance for the institution. This Enterprise 10-17 Strategic Plan is located at <http://www.csn.edu/pages/2457.asp> and is updated annually.

Specific objectives for each of the four themes link to indicators of achievement, and in turn, each indicator is linked to metrics. These metrics provide a standard by which college officials annually evaluate accomplishments and outcomes to demonstrate CSN is fulfilling its mission and making progress where appropriate.

Each core theme (student success, access, quality and diversity) has performance goals, a definition of the measurement of the goals, and the target indicators for each measure. For example, the core theme of student success' first goal, metrics and target indicators are listed below:

- Goal 1: Increase student retention
- Measure: Retention rate of students from semester to semester
- Target Indicator 1 – Semester-to-semester retention rates will meet or exceed a nationally recognized benchmark.
- Target indicator 2 – The number of unearned F grades decreases each year.

Internal accountability follows mission fulfillment. There is one (1) FTE assigned at the institution to monitor progress toward achieving the goals and objectives of the strategic plan. On an annual basis, this individual solicits responses from strategically identified CSN “champions,” who are responsible for reporting on each of the target indicators to which they have been assigned. The input is then compiled annually and presented to the President’s Cabinet, which has assumed responsibility for institutional effectiveness.

The President’s Cabinet is comprised of the various stakeholders who monitor compliance with the strategic plan and identify areas needing attention where goals and objectives are not being addressed and/or met. The annual reports of institutional performance are found at <http://www.csn.edu/PDFFiles/StrategicPlan/2014-Annual-Report.pdf>.

There are 30 total target indicators and each has been assigned to a champion who, upon reporting, then recommends to the President’s Cabinet whether CSN meets the goal or is progressing toward meeting the goal. Reports from these champions are received at the end of each fiscal year.

Standard 1.B Core Themes

1.B.1

The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2

The institution establishes objectives for each of its core themes and identifies meaningful assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Title of the Core Theme – Student Success

Brief Description of the Core Theme – The definition of student success at CSN is to shape the CSN culture by making student success a chief value and design principle in every college policy, procedure, plan and initiative.

Objectives/Goals to be achieved via the Core Theme – There are four goals to achieving the core theme of student success at CSN: 1) Increase student retention, 2) Increase student persistence, 3) Increase degree and certificate completions, and 4) Provide a “pathway sheet” for every degree/certificate that shows a timely route to completion for both full- and part-time students. Each goal is further defined by specific measures, followed by the target achievement indicators:

SS1 Goal Increase student retention.

Measure-Retention rate of students from semester to semester

Target Indicator 1: Semester-to-semester retention rates will meet or exceed a nationally recognized benchmark.

Target Indicator 2: The number of unearned F grades decreases each year.

SS2 Goal Increase student persistence.

Measure-Persistence of students from academic year to academic year

Target Indicator: Year-to-year persistence rates will meet or exceed a nationally recognized benchmark.

SS3 Goal Increase degree and certificate completions.

Measure-Complete College America goals, and NSHE performance pool targets

Target Indicator 1: CSN meets or exceeds Complete College America goals.

Target Indicator 2: CSN meets or exceeds NSHE performance pool targets.

SS4 Goal Provide a “Pathway Sheet” for every degree/certificate that shows a timely route to completion for both full- and part-time students.

Measure-Degrees and certificates that have Pathway Sheets

Target Indicator 1: 100 percent of all degrees have Pathway Sheets showing a direct and timely route to completion for full-time and part-time students.

Target Indicator 2: 100 percent of all certificates have Pathway Sheets showing a direct and timely route to completion for full-time and part-time students.

Rationale for the selection of the respective indicators of achievement – why they are assessable and meaningful measures of achievement of the associated Core Theme goals.

Responsiveness to student needs is measuring completion trends within specific contexts: Complete College America goals, completion initiatives of NSHE and the needs of regional populations. The logic is that goals of student retention, support and pathways advance student success that reflects responsiveness to educational needs of students and employment needs of local business and industry, the value students perceive in a CSN degree or certification, and the social benefit of higher education.

When the target indicators were developed, the expertise of the offices of Institutional Research, Academic Success, and Assessment and Accreditation were heavily involved. The Office of Institutional Research provided a myriad of data points that could help inform each and every goal in the plan from the institution’s various information systems. The Office of Academic Success and Office of Assessment and Accreditation contributed expertise in crafting the wording of the goals, measures and target indicators to ensure that each indicator was measurable and assessable. This team of experts focused on the varying initiatives adopted at CSN, such as Complete College America, our focus on becoming a Hispanic Serving Institution (attained in January, 2015), and the initiatives coming from our own state system of higher education (NSHE). The criterion selected for choosing indicators was SMART (specific, measurable, attainable, realistic and timely).

The core theme of student success was added to the plan for the 2013-2014 academic year. Its four goals, four measures and seven indicators provide evidence of the college’s performance in the area of retention, persistence, degree and certificate completion and how well CSN provides a clear and timely pathway for students to be successful.

Several of these measures have been added to the plan for the 2014-2015 year, as concrete measures that can be assessed and show student success. The Office of

Institutional Research ensured the measures were feasible, attainable, and were provided to the champions in charge of each indicator.

Now that CSN is in its fifth year of accountability reporting, these measures are much more assessable than some that were in the original version of the plan, started in the fall of 2010. These new target indicators will keep CSN strongly focused on the importance of data and the vital role that data inexorably plays in institutional decision-making.

Title of the Core Theme – Quality

Brief Description of the Core Theme – The definition of quality at CSN is to require college employees to continually assess, analyze and improve CSN through assessment, and a focus on learning outcomes, faculty skills and professional development, and partnerships with business and industry.

Objectives/Goals to be achieved via the Core Theme – There are four (4) goals to achieving the core theme of quality at CSN: 1) Conduct required assessment of degree and certificate programs, 2) Student learning outcomes for every academic course will be evaluated every three years, 3) Increase faculty skills through training and professional development, and 4) Foster long-term partnerships with business and industry for training and education. Each goal is further defined by specific measures, followed by the target achievement indicators:

Q1 Goal Conduct required assessment of degree and certificate programs

Measure-Assessment plans for all degrees and certificate programs that have been submitted and approved by the Office of Assessment and Accreditation.

Target Indicator 1: 100 percent of degree and certificate programs will be approved and have a three-year assessment plan.

Target Indicator 2: 100 percent of degree and certificate programs report annually.

Q2 Goal Student learning outcomes for every academic course will be evaluated every three years.

Measure-Academic programs' three-year matrix of reviewed courses.

Target Indicator: 100 percent of courses in each academic department are submitted and reviewed every three years.

Q3 Goal Increase faculty skills in training and professional development.

Measure-Faculty participation in professional development activities including

CAPE and outside agency conferences, training and activities.

Target Indicator: The number of faculty participating in professional development activities increases 2-3 percent from year to year.

Q4 Goal Foster long-term partnerships with business and industry for training and education.

Measure-Number of business partnerships.

Target Indicator: Among those businesses that need continuing training, over 50 percent are repeat customers.

Rationale for the selection of the respective indicators of achievement – why they are assessable and meaningful measures of achievement of the associated Core Theme goals.

Inferred in CSN's mission is the expectation that students will have meaningful interactions with faculty and staff and a level of engagement with the curricula and learning goals, that knowledge and skills will be transmitted, validated, and students will grow. Students' perceptions of engagement and quality produce direct evidence, as does performance on licensing examinations. Secondary evidence is found in faculty/student ratios and discipline-specific accreditations.

Further, assessment of programs is a vital component to maintain quality so that CSN has reasonable assurance that students graduating with degrees and certificates have the requisite skills and capabilities to enter their next phase, whether that is further education, or into the workforce. These assessments lead to improvements in curriculum design and strategies, to keep information current, technology state-of-the-art and pedagogies relevant. Along with regular program assessments, learning outcomes are also assessed on a three-year rotating schedule.

Complementing the rationale are 46 curricular advisory committees comprised of 320 individuals engaged in specific career fields who advise CSN on the market responsiveness and academic preparation of students.

This is a core theme from the beginning of this strategic plan, but the measures have changed throughout the plan's annual revision process. The offices of Academic Success, Institutional Research and the Assessment & Accreditation were instrumental in revising the measures for the core theme of quality in the areas of faculty skills, and partnerships for workforce training with businesses and industry.

Assessment of our programs is a vital component of maintaining quality so we can guarantee that students graduating with degrees and certificates have the requisite

skills and capabilities to enter their next phase, whether that is further education, or into the workforce. These assessments lead to improvements in curriculum design and strategies, to keep information current, technology state-of-the-art, and pedagogies relevant.

Along with program assessments on a regular basis, learning outcomes are also assessed on a three-year rotating schedule. Because CSN has so many degree and certificate programs, the three-year schedule is critical.

The level of participation on the part of faculty, with not only internal professional development sessions, but also academic conference attendance and presentations, discipline specific training and agency activities, will show the level of commitment to the subjects taught, and the pedagogical techniques necessary to teach to all levels and learning styles of the students. It is anticipated that growth will occur in the percentage of participation, as the faculty ranks will also begin to gradually increase throughout the plan's duration.

Increasing partnerships with business and industry is a dynamic focus of Nevada and the Board of Regents, as well as a direct mission for the community colleges. From those businesses and companies that come to CSN for training and skill enhancement, it will be encouraged and assessed as to how many of them become repeat customers. The quality of our workforce training will motivate continued long-term partnerships.

Title of the Core Theme – Diversity

Brief Description of the Core Theme – Diversity is defined as the ability to “shape the CSN culture by making diversity a chief value and design principle in every College policy, procedure, plan and initiative.”

Objectives/Goals to be achieved via the Core Theme – There are five (5) goals to achieving the core theme of Diversity: 1) Faculty and staff ethnicities mirror the CSN service area, 2) Student body ethnicities mirror the CSN service area, 3) Provide diversity or culturally oriented events, 4) Reduce identified achievement gaps in any student population, and 5) CSN provides a safe and inclusive environment. Each goal is further defined by specific measures, followed by the target achievement indicators:

D1 Goal Faculty and staff ethnicities mirror the CSN service area

Measure-Annual Affirmative Action report

Target Indicator: The diversity percentages of full-time faculty and staff match the ethnic diversity of the CSN service area (Clark and Nye counties).

D2 Goal Student body ethnicities mirror the CSN service area.

Measure-Student ethnic demographics

Target Indicator: The diversity percentages of CSN students match the ethnic diversity of the CSN service area (Clark and Nye counties).

D3 Goal Provide diversity or culturally oriented events.

Measure-Participation/numbers of diversity or culturally oriented events.

Target Indicator 1: The number of diversity or culturally oriented events is maintained from year to year.

Target Indicator 2: Participation/attendance at diversity or culturally oriented events is maintained or increased from year to year.

D4 Goal Reduce identified achievement gaps in any student population.

Measure 1-Ethnicities of first-time, full-time students obtaining a degree or certificate.

Target Indicator: The ethnic proportion of all student graduates will meet or exceed the ethnic proportion of the student population.

Measure 2-Ethnicities of students regarding semester-to-semester retention.

Target Indicator: The ethnic proportion of all retained students will meet or exceed the ethnic proportion of the student population.

Measure 3-Ethnicities of students regarding year-to-year persistence.

Target Indicator: The ethnic proportion of all students persisting from year-to-year will meet or exceed the ethnic proportion of the student population.

D5 Goal CSN provides a safe and inclusive environment.

Measure 1-Clery Act statistics

Target Indicator: Decrease in incidents than the previous year per capita.

Measure 2-College initiatives

Target Indicator: Maintain or increase initiatives that promote an inclusive environment.

Rationale for the selection of the respective indicators of achievement – why they are assessable and meaningful measures of achievement of the associated Core Theme goals.

CSN serves a diverse community and therefore has the responsibility to advance and support diversity. Measures such as employee and student population ethnicities, as they compare to CSN's service area, the numbers of diversity and culturally-oriented events, along with college-wide initiatives geared toward inclusivity are measurable indicators of the welcoming and inclusive environment found at CSN.

Diversity has been a core theme since the inception of this strategic plan, and a core value at CSN for much longer than that. Using the SMART criteria (specific, measurable, attainable, realistic and timely), the core theme of diversity has provided various challenges. The team of experts looked at elements of diversity that measured issues, rather than measures that are easily identifiable. The original drafts of the strategic plan included objectives and indicators, i.e. treating each other with respect, that were found to be difficult to measure. After considerable discussion, measures such as ethnicities of our employee and student populations, as they compared to CSN's service area, the numbers of diversity and culturally-oriented events, along with college-wide initiatives geared toward inclusivity became the measurable indicators of the welcoming and inclusive environment CSN seeks to provide.

Title of the Core Theme – Access

Brief Description of the Core Theme – The definition of access as it applies to CSN is to create guided pathways for students via access to quality educational opportunities and services that inspire and encourage goal achievement.

Objectives/Goals to be achieved via the Core Theme – There are three goals to achieving the core theme of Access: 1) Students will have access to support services they need, 2) Increase access to business and industry training, and 3) Provide access to enrichment events for students, employees and the diverse community at large. Each goal is further defined by specific measures, followed by the target achievement indicators:

A1 Goal Students will have access to support services

Measure 1-Students utilizing tutorial services

Target Indicator 1: Student appointments for tutorial services will increase 3-4 percent from year to year.

Target Indicator 2: Student utilization of the Student Lingo modules will increase 3-4 percent from year to year.

Measure 2-Students receiving academic advising and counseling every semester

Target Indicator: Students scheduling appointments with academic advisors and counselors will increase 3-4 percent from year to year.

Measure 3-Staffing of academic advisors and counselors

Target Indicator: The ratio of students to advisors and counselors will be 500:1.

A2 Goal Increase access to business and industry training

Measure 1-Students participating in Division of Workforce and Economic

Development (DWED) training opportunities

Target Indicator: Student enrollment in DWED training opportunities will increase 1.5 percent from year to year.

Measure 2-Students completing skills certificates in an academic IPEDS reporting year.

Target Indicator: Student completion of CSN and NSHE approved skills certificate programs will increase 1.5 percent from year to year.

A3 Goal Provide access to enrichment events for students, employees and the diverse community at large.

Measure 1-Number of art gallery and other art events

Target Indicator: Number of art gallery events will be maintained or increased each year.

Measure 2-Number of music performances

Target Indicator: Number of music events will be maintained or increased each year.

Measure 3-Number of theatre performances

Target Indicator: Number of theatre events will be maintained or increased each year.

Measure 4-Number of dance performances

Target Indicator: Number of dance performances will be maintained or increased each year.

Measure 5-Number of public presentations related to literary arts

Target Indicator: Number of public presentations related to literary arts will be maintained or increased each year.

Rationale for the selection of the respective indicators of achievement – why they are assessable and meaningful measures of achievement of the associated Core Theme goals.

These indicators continue the tradition of community colleges – providing educational opportunities through access and affordability to all people who can benefit from CSN’s programs. CSN’s constituents, including students who are homebound, older, working full time, seeking to transfer to a four-year institution or looking to start a new career or advance in their field need access to courses and programs offered at times and places that are convenient and affordable. At CSN, students have a variety of course locations and times and even mediums from which to choose. In addition, CSN has increased access to the student support services needed to succeed. Evidence of access is found in the use of tutoring services (now offered in an unlimited and free capacity to students). In addition, CSN began offering Student Lingo learning modules designed to give students the tools they need to succeed at CSN. There are now more than 30 online modules that students can access to learn about time management, study and note taking skills, and support services at CSN that can help them succeed like childcare and counseling. Student utilization of those free modules is another measure of access. CSN also This will help CSN has recently moved its highly trained counselors into each of its six academic schools to ensure all students with a major have a designated counselor. provide a 500-to-1 ratio of students to all success coaches, advisors, and counselors. This is an ambitious goal for CSN, and is directly related to funding for the positions needed to realize that goal. The specific number of appointments that advisors and counselors’ hold with students is another measure of access to services.

Access to student training opportunities in the Division of Workforce and Economic Development (DWED) is a measure for those students seeking employment through non-credit training. Students who complete skills certificates from CSN, from the NSHE approved skills certificate program list, provide further evidence of access.

The last goal in access is measured by the number of enrichment events for students, employees and our diverse community. A critical component of CSN’s mission statement is the requirement to provide enriching services to the college’s diverse community. By providing employees and students the opportunity to showcase their knowledge and talents, CSN interacts and engages the community.

Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

- **Eligibility Requirement 4 – Operational Focus and Independence**
The College of Southern Nevada (CSN) was founded in 1971 by the Nevada System of Higher Education (NSHE). NSHE consists of two (2) research universities, one (1) research institute, one (1) state college, and four (4) community colleges. Each institution within NSHE maintains separate institutional accreditation designation.
- **Eligibility Requirement 5 – Non-Discrimination**
CSN does not discriminate on the basis of race, color, sexual orientation, national origin, sex, disability, religion, marital status, pregnancy, or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964, Title IX, the Americans with Disabilities Act, and the Age Discrimination Act. This nondiscrimination policy covers admission, access to, treatment and employment in the College's programs and activities, including vocational education. The nondiscrimination statement is published in the college catalog, on the website, on the human resources website, and throughout the campuses.
- **Eligibility Requirement 6 – Institutional Integrity**
Ethical standards guide the NSHE Board of Regents and CSN administrators, faculty, and staff. Standards are found in the Board of Regents Handbook that not only express the desire to serve the state of Nevada, but also details those guidelines that must rule the actions of administrators, faculty, and staff in providing educational services.
- **Eligibility Requirement 7 – Governing Board**
CSN is governed by an elected Board of Regents. The 13 members of the Board of Regents are elected to serve six-year terms, set policies and approve budgets for Nevada's system of higher education.
- **Eligibility Requirement 8 – Chief Executive Officer**
Dr. Michael Richards was appointed by the Board of Regents to be the president in 2008. Dr. Richards reports to the Chancellor. Dr. Richards provides leadership to the institution and has built a leadership team to provide direction to the institution.
- **Eligibility Requirement 9 – Administration**
In an environment of shared governance, the President's Cabinet consists of constituencies representative of faculty, staff, students, main campuses, and the leadership team of Senior Vice President of Strategic Initiatives and Administrative Services, Vice President of Academic Affairs, Vice President of Finance, Vice President of Student Affairs, Legal Counsel, and the Chief Information Officer.
- **Eligibility Requirement 10 – Faculty**
The institution employs approximately 561 full time and 1,769 part time faculty who are qualified by education and experience.

- **Eligibility Requirement 11 – Educational Programs**
 CSN offers the Associate of Arts, Associate of Science, Associate of Business, Associate of General Studies, Associate of Applied Science and one Bachelor of Science degree in Dental Hygiene, and Bachelor of Applied Science degrees in both Cardiorespiratory Sciences and Medical Laboratory Science. In addition, CSN offers a number of Certificates of Achievement in vocational and technical areas. Curricula for the educational programs is supervised by the College Curriculum Committee and published annually in the college catalog. Many of the specialized degree programs, particularly in the School of Advanced and Applied Technology and the Ralph and Betty Engelstad School of Health Science are accredited by outside professional accreditation agencies.

- **Eligibility Requirement 12 – General Education and Related Instruction**

Completion Award	Number of Semester Credit Hours	General Education
Certificate of Completion (skills certificate)	9 – 29	0
Certificate of Achievement	30 – 39*	3-9*
AA/AS/AB/AGS	60 – 65**	35
AAS	60 – 72**	22 - 26
BS/BAS	120 – 126	41 - 54

*Human relations, communication and computation components must exist in all programs awarding a certificate of achievement

**Transfer degrees are generally between 60 and 65 credits. Health science associate degrees are at the high end of this range.

- **Eligibility Requirement 13 – Library and Information Resources**
 Library facilities are located on the three main campuses of CSN (Cheyenne, Charleston, and Henderson). The Libraries are staffed with qualified librarians and support staff. The Libraries are accessible to students through walk-in service, Internet access, and phone consultation.
- **Eligibility Requirement 14 – Physical and Technological Infrastructure**
 CSN manages approximately 222 acres of land and 1,600,000 square feet of facilities. The institution has physical master plans for the three major campuses: Charleston, Cheyenne and Henderson. The CSN Office of Technology Services operates a state-of-the-art Data Center that houses over 150 physical and virtual application, web and file servers. The physical network includes 27,000 network drops located throughout all CSN campuses. Access to networked resources is bolstered by a high-coverage wireless network available at all campuses.
- **Eligibility Requirement 15 – Academic Freedom**
 CSN has a policy assuring academic freedom in the classroom, laboratory, and in pursuit of research. CSN adheres to the Academic Freedom Policy adopted by the American Association of University Professors. In addition, the Board of Regents' Handbook provides assurance of academic freedom to all faculty in the NSHE.

- **Eligibility Requirement 16 – Admissions**
 CSN has an open door admission policy, accepting all high school graduates or non-graduates who are capable of profiting from postsecondary education. Students with a General Equivalency Diploma (GED) are considered equivalent to high school graduates. The International Center follows the Board of Regents Policy and department requirements for admissions to comply with federal visa and SEVIS requirements. Admission requirements to health science limited entry programs are published in the college catalog, the Health Advisement Office, on the college web site and the web site for the Ralph and Betty Engelstad School of Health Science.
- **Eligibility Requirement 17 – Public Information**
 The college provides information to public constituencies through its web site, college catalog, semester course schedule, and numerous other publications. The Division of Public and College Relations is responsible for reviewing all information for publication to ensure the content is accurate and reflective of the mission and goals of the institution.
- **Eligibility Requirement 18 – Financial Resources**
 Operating budgets are developed annually with the creation of the institution's base budget which includes ongoing fixed costs – such as salary projections including legislatively approved merit and cost-of-living awards, fringe benefits, utilities, insurance, equipment, facility rental, state assessments, and base operating support (recurring departmental operational funding such as printing, copying, supplies, classroom materials, library resources, software, etc.) The legislature appropriates allocations to the institution for a two-year cycle.
- **Eligibility Requirement 19 – Financial Accountability**
 CSN is audited annually as part of the Nevada System of Higher Education (NSHE) audit by an independent certified public accounting (CPA) firm in accordance with generally accepted auditing standards. The Board of Regents selects the accounting firm and receives their audit reports, including any management letters that are issued. The Board is presented with the external audits for NSHE in December of each year.
- **Eligibility Requirement 20 – Disclosure**
 CSN complies with the annual reporting requirements to NWCCU. CSN makes available any and all requested documentation by NWCCU and their representatives.
- **Eligibility Requirement 21 – Relationship with the Accreditation Commission**
 CSN accepts the standards of the Commission and agrees to comply with those standards. CSN agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding CSN's status with the Commission to any agency or members of the public requesting such information.

Standard Two – Resources and Capacity

2.A Governance

2.A.1

The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

The Nevada System of Higher Education (NSHE) and an elected Board of Regents govern eight public colleges, universities, and a research institute, pursuant to Nevada Revised Statutes, Board of Regents' policies and institutional policies. These statutes and policies define the authority, responsibilities and systems of governance with clear roles and decision-making structures. At multiple levels within the governance structure there are provisions for faculty, staff and student input, including at meetings of the Board of Regents. The Chancellor of NSHE serves as the chief executive officer of the Board.

Internally, the executive leadership team of the college consists of the President, Senior Vice President of Strategic Initiatives and Administrative Services, Vice President of Finance, Vice President of Academic Affairs and Vice President of Student Affairs. The vice presidents are assisted by associate vice presidents, assistant vice presidents and deans. The organizational structure within each of these areas is available on the CSN website.

The Administrative Faculty Assembly (AFA) assures non-instructional administrative faculty (director level and below) participation in the formulation, implementation and evaluation of institutional policies and goals; serves as the liaison to the President on non-instructional administrative faculty issues; and provides avenues to promote institutional cohesiveness and shared governance.

The Classified Employee Council receives, considers and makes recommendations on matters of personnel policies and procedure and assists the college President on activities and projects that require input from classified staff.

The Associated Students of the College of Southern Nevada (ASCSN) is the representative body of students. The mission of student government is to provide activities for the social interaction of students; to involve students in the mission, philosophy and goals of the college; to provide the student voice to the administration of the college; and to promote interaction with students from other segments of NSHE.

The Academic Faculty Senate is the representative body of instructional faculty. Faculty senators are elected by appointment from the academic schools. The purpose of the Senate is to assure faculty participation in the formulation of institutional policies and goals, in the implementation of those policies and goals, and in their evaluation.

The President's Cabinet serves as the central body of shared governance in the institution. Members of the President's Cabinet include the executive leadership team, the associate vice president and chief human resources officer, general counsel, CSN Foundation executive director, chief information officer, student government president, the chair of the Administrative Faculty Alliance, the president of Classified Council, and the chair of Faculty Senate and chair-elect of Faculty Senate, executive director of the Office of Community Relations, Diversity, and Multicultural Affairs, CSN police chief, Office of Institutional Equity (Title IX officer), executive director of Campus Administration and Strategic Planning, and the executive director of Public Affairs and Government Relations.

2.A.2

In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

The geographic service area for the College of Southern Nevada is Clark County as stated in Title 4, Chapter 14, and Section 13 of the Board of Regents' Handbook. The geographic service area for the CSN Division of Workforce and Economic Development also includes Nye County. System institutions adopt bylaws to set forth the institution's organizational structure and personnel policies. The adoption, amendment or repeal of institutional bylaws shall be in accordance with procedures and require recommendation from the President and review by legal counsel prior to submission for approval to the Chancellor. Within 45 days of a request for approval, the Chancellor acts to approve or reject the adoption, amendment or repeal of institutional bylaws or they shall be deemed approved. Where the provisions of such institutional bylaws, or other such bylaws, procedures and regulations conflict with the policies of the Board, the Board's policies prevail and the conflicting provisions of such institutional bylaws, or other such bylaws, procedures and regulations, are void and of no effect whatever. Institutional bylaws shall be posted on the institution's Web site- Title 2 Code, Chapter 1, and Section 1.3.4.

Effective in the 2014-2015 academic year, an Institutional Advisory Council was established. The purpose of this advisory council is to ensure the linkage of the college to the communities it serves and to anticipate future regional educational trends. Members of this council advise the President, the Vice Chancellor for Community Colleges, the Nevada System of Higher Education Chancellor, and the Board of Regents on the long-term educational needs of the area served by the College.

2.A.3

The institution monitors its compliance with the Commission's Standards of Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

CSN President Dr. Michael D. Richards, who serves as the chief administrative officer of the college, has responsibility for its primary operations. He is accountable to the Chancellor and Board of Regents. Operational compliance is assigned to the Associate Vice President of Curriculum, Scheduling, Assessment and Accreditation who is

charged with the oversight of compliance with NWCCU standards. The General Counsel Office helps with compliance issues and assists whenever needed, along with the Department of Human Resources, on contractual or other legal issues. The Executive Director of Government & Public Affairs monitors state and federal legislation and their impact on the institution.

There is no collective bargaining agreement at CSN.

Governing Board

2.A.4

The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board-as they relate to the institution-are clearly defined, widely communicated, and broadly understood.

Nevada Revised Statute 396.040 states: “The Board of Regents consists of 13 members elected by the registered voters within the districts described in NRS 396.0415 to 396.046, inclusive.” The legal and corporate name of the state university shall be The University of Nevada. The system of universities, colleges, and research and public service units administered under the direction of the 13-member Board of Regents shall collectively be known as The Nevada System of Higher Education (NSHE) - Title 1 Bylaws, Article 1, and Section 2. The Board of Regents is a corporate body, legally responsible for the University of Nevada. Its function is to control and manage the Nevada System of Higher Education, primarily by setting policy. Upon approval by the Board of Regents, the appropriate officers of the System shall implement such policies - Title 2 Code, Chapter 1, and Section 1.2.3. The exclusive control and administration of the University is vested by the Constitution of the State in an elected Board of Regents - Title 1 Bylaws, Article III, and Section 1. None of the earnings of funds of the University shall inure to the benefit of any Board member. A member of the Board of Regents shall not be interested, directly or indirectly, as principal, partner, agent or otherwise, in any contract or expenditure created by the Board of Regents, or in the profits or results thereof. A Regent may receive a salary in accordance with state law for each Board meeting attended. A Regent may also be reimbursed in accordance with State law and Board of Regents policy for expenses incurred by reason of attendance at any meeting of the Board or a Committee thereof, or in the performance of other official business of the University - Title 1 Bylaws, Article III, and Section 8. Seven Regents shall constitute a quorum for transaction of business at regular or special meetings of the Board - Title 1 Bylaws, Article V, and Section 13.

2.A.5

The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

No member of the Board of Regents can bind the board by word or action unless the Board has, in its corporate capacity, designated such member as its agent for some

specific purpose and for that purpose only - Title 4 Codification of Board Policy Statements, Section 8. To facilitate consideration of the business and management of the University, standing and special committees shall be established as provided herein. Unless otherwise specifically delegated and except as otherwise provided herein, authority to act on all matters is reserved to the Board, and the duty of each committee shall be only to consider and make recommendations to the Board upon matters referred to it - Title 1 Bylaws, Article VI Committees of the Board, Section 1.

2.A.6

The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The following shall be the standing committees of the Board and their duties (Board of Regents Handbook, Title I, Article VI, Section 3):

Audit

- Review and evaluate internal audit reports and follow-up reports.
- Recommend to the Board independent certified public accountants to audit the financial books and records of the NSHE and review and evaluate the reports of such independent certified public accountants.
- Formulate and make recommendations to the Board regarding policies necessary for the enforcement of sound accounting and auditing practices.
- Evaluate and make recommendations on internal controls.
- Make such recommendations, as it deems necessary, for the correction of deficiencies in management practices discovered by audit reports.

Business and Finance

- Review and recommend to the Board the operating budget requests and work programs for the NSHE, with the primary objective of affirming the connections between the NSHE Master Plan and System-wide priorities, budget requests and funding allocations.
- Review and recommend to the Board the self-supporting budgets and work programs for the NSHE.
- Make recommendations to the Board for the financing of the activities of the NSHE and the expenditure or use of NSHE financial resources.
- Review institutional and System proposals that create added fiscal requirements and/or alter established planning directions.
- Oversee System direction of, or participation in, studies of funding mechanisms and approaches for public higher education in Nevada.
- Review and make recommendations on NSHE risk management, insurance programs and safety and security measures.
- Monitor the technology needs and systems of the NSHE to ensure optimal use of resources for integrated system-wide information systems and other proper strategic uses of technology within the NSHE.

Academic and Student Affairs

- Provide guidance in the development, review and recommendation of academic programs and degrees of the NSHE.
- Consider and recommend to the Board policies concerning academic master plans.
- Consider and recommend to the Board policies and practices concerning articulation and the transfer of students between and among the member institutions.
- Consider and recommend to the Board policies relating to admission requirements, student services, academic standards, grading practices and requirements for graduation.
- Consider and recommend policies to the Board regarding implementation of distance education, telecommunicated education and applications of educational and information technology in support of teaching, learning, research and creative activities.
- Oversee and review campus management of faculty workload to assure equity, efficiency and effectiveness in the disposition of faculty effort.
- Facilitate the development, review and implementation of policies to the Board relevant to the learning climate, working climate and support mechanisms for faculty, staff and students.
- Review and make recommendations concerning campus plans for the provision of child care and disability services.
- Jointly, with the Business and Finance Committee, consider and recommend to the Board policies concerning NSHE enrollment management plans, tuition and fees and the development of a student financial aid system for the NSHE that promotes access to public higher education for all Nevadans

Cultural Diversity

Shall study issues and recommend policies to the Board in an effort to promote cultural and ethnic diversity throughout the System in order to ensure access and equity for all students. The Committee shall:

- Review and examine issues, information, and activities that promote diversity among the students, staff and faculty of the System.
- Examine information and indicators of student access and equity.
- Make recommendations to the Board intended to create, enhance, promote and support an educational environment that welcomes all cultural and ethnic minorities.
- Take actions appropriate to increase awareness, visibility and emphasis of campus diversity programs.

Investment and Facilities

- Formulate and recommend to the Board appropriate investment policies to govern the investment program of the NSHE.
- Review and evaluate reports from the investment managers of the NSHE concerning investment and reinvestment transactions within the limits of the investment policies approved by the Board.
- Make such recommendations deemed appropriate concerning investment and reinvestment transactions consistent with the investment policies approved by the Board and with agreements, if any, with the investment managers of the NSHE.
- Review institutional requests to purchase or dispose of NSHE property.
- Review all institutional requests to enter into property lease agreements of four years or longer.
- Review any requests to lease NSHE property to an outside agency or private entity.
- Review all institutional requests to enter into lease agreements for amounts greater than \$400,000.
- Review the land acquisitions and disposal portions of all institutional master plans.
- Review all institutional requests for easements on NSHE property.
- Review annual update of all NSHE property holdings and long-term leases.
- Review and recommend to the Board the NSHE capital improvement priority lists, with the primary objective of affirming the connections between the requests and the institutional facilities master plans.
- Review and recommend to the Board institutional facilities master plans.
- Review and recommend to the Board a System space utilization model and periodically review institutional and System-wide space utilization data.

Health Sciences System

- The Health Sciences System Committee shall promote quality education, research, patient care and community health across health care disciplines, driven by access, quality, value and the needs of people of the State of Nevada.

Workforce Research and Economic Development

- Consider and recommend to the Board policies that appropriately align research within NSHE institutions with the priorities of the State Plan for Economic Development and support and encourage private sector engagement.
- Provide guidance, strategies and recommend policies to support workforce development efforts within the NSHE.
- Facilitate dialogue between the NSHE, business and industry, state and federal governmental representatives, institutional foundations, the state's Advisory Council on Economic Development, and the state's Board of Economic Development in implementing the State Plan for Economic Development and related issues, and appropriate funding to support the NSHE workforce, research and economic development initiatives.

- Provide guidance, strategies and recommend policies to support the sourcing of supplemental public and private sector funding for the colleges, universities and research institute to augment the financial support provided by the State for workforce and economic development initiatives.
- Consider and recommend to the Board policies that support and encourage technology transfer, entrepreneurship and commercialization.
- Consult with the Executive Director of the Nevada Office of Economic Development and recommend Board policies to support the administration of the Knowledge Fund in a manner consistent with the State Plan for Economic Development.

2.A.7

The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The President is appointed by and except as otherwise provided herein above, serves at the pleasure of the Board of Regents. The President shall have a written contract that outlines the terms and conditions of the appointment. (B/R 2/05)

The President shall be evaluated annually in writing by the Chancellor in accordance with procedures approved by the Board of Regents. The Chancellor shall provide a confidential summary of the findings to the Board.

The President shall be evaluated periodically by an evaluation committee in accordance with procedures approved by the Board of Regents. The periodic evaluation shall normally take place not later than the next-to-last-year of each contract period. President Richards' evaluation was reported to the Board of Regents March 2015.

Duties of the President are prescribed by the Board of Regents and include, but are not limited to, the following. The President may delegate any of the duties of the office unless expressly prohibited by Board policy.

- To provide leadership in the planning and implementation necessary for the successful operation of the member institution and to ensure that the institution develops to its potential;
- To be the appointing authority for all professional personnel in the member institution, subject only to the Nevada System of Higher Education Code, and to execute personnel contracts;
- To review the quality of performance of all professional personnel in the member institution and to either take final action or to recommend action to the Board of Regents on personnel matters in conformity with the Nevada System of Higher Education Code;
- To make recommendations concerning budgets in the member institutions and to administer approved budgets in accordance with NSHE policies;
- To authorize the transmission of applications or requests for grants, contracts or gifts to individuals, foundations, corporations, and the Federal

- government;
- To be the principal spokesman for the member institution and, in concert with the Chancellor, to represent the institution before the Board of Regents, the Legislature, and all other appropriate bodies; and
 - To ensure compliance by the member institution by and through its professional personnel with the NSHE Code, NSHE policies, the Board of Regents bylaws, and institutional bylaws.
 - To notify the Board as soon as practicable of campus events that may have significant impact on the institution including, but not limited, to the reputation or public image of the institution; and
 - To perform such additional duties as the Board may direct. Title 1 Bylaws, Article VII, Section 4.

2.A.8

The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

In addition, the Board regularly discusses and examines its policies as issue come up in the context of its meeting. Moreover, the Chancellor of the System and the NSHE attorneys have responsibility for making recommendations to the board related to Board policies that should be reviewed and addressed. The Chancellor established a Code Review Task Force that is examining the key Board personnel rules for the System. The System continues its commitment to reduce future spending through the recommendations of the Efficiency and Effectiveness Institute and now the ad hoc Committee on Institutional Shared Services.

Leadership and Management

2.A.9

The institution has an effective system of leadership, staff by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

CSN's organizational structure has the following divisions:

- Strategic Initiatives and Administrative Services
- Academic Affairs
- Financial Affairs
- Student Affairs
- Information Technology (Third-party contract)
- CSN Foundation
- Government and Public Affairs
- Community Outreach, Diversity, Inclusion and Multicultural Affairs

The last three divisions report directly to the President as do the vice presidents who, with the concurrence of the Chancellor, are appointed by the President.

CSN's hiring policy and procedures ensure that position qualifications are identified, including necessary education and work experience. Job descriptions are posted on the Human Resources website. Candidate pools are also monitored for diversity. All hiring decisions are governed by federal and state laws and by institutional policies.

The administration of CSN is staffed with a group of diverse, highly qualified personnel, who are supported by teams of talented employees. Each administrator is evaluated on an annual basis, highlighting accomplishments and a professional growth plan for the following year. For improved management and communications, the college recently created an executive team comprised of the vice presidents, other direct reports to the President, and the leaders of Human Resources, Office of Technology Services, and Workforce and Economic Development. This team sets the strategic direction of the college and meets at least monthly. An extended team of 87 directors and above, including department chairs, deans, and leaders of employee groups meets at least once each semester. These teams provide two-way communications among all divisions, campuses and other internal constituencies.

2.A.10

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

Dr. Michael D. Richards was appointed as CSN's permanent President in 2008. He has over 30 years of service in higher education, starting at a community college in Alabama, and serving at both two- and four-year institutions. He has full-time responsibility to the college and does not serve on the governing board.

2.A.11

The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

At CSN, the President is supported by four vice presidents and several other direct reports. The vice presidents empower a group of associate vice presidents, executive directors, deans, chairs, program directors and lead faculty to assist in the support of students, staff and programs. Administrators below the level of vice president are evaluated regularly for formative purposes. The evaluation of academic deans is guided by policy. Academic department chairs are elected for a term of three years.

CSN has multiple councils and committees to represent important constituent groups and assure that these constituent effectively participate in campus governance.

Faculty Involvement

CSN faculty have a long and successful history of involvement with CSN governance primarily through the Faculty Senate and its committees. The Faculty Senate consists

of elected faculty members from each of the six academic schools, the library, counseling, administrative faculty, and at large. There are no students or administrators on the Faculty Senate. The presiding officer for the Faculty Senate is the chair. This person is elected by voting members of the Senate each year. The chair of the Faculty Senate is also an ex-officio member of the CSN Institutional Advisory Council, attends and addresses meetings of the Board of Regents, and joins with the chair-elect and the past chair in regular meetings with the President and Vice President for Academic Affairs. By policy and tradition, the Faculty Senate develops college policies affecting academic and student affairs. They are often consulted on other college matters, as well. Their input is greatly valued. In addition to Faculty Senate committees, there are standing all-college committees, such as the Internal Recognition Committee and Work Climate Committee, that provide opportunities for the faculty, staff and students to participate in institutional governance.

Since 2011, an emerging area for faculty and staff involvement has been through the Work Climate Committee (WCC). Comprised of about 30 faculty and staff from all areas of the college, the WCC conducts surveys, reviews survey findings and provides recommendations on the climate of CSN's work environment as measured through the Personal Assessment of the College Environment (PACE) survey, administered every three years by a third-party, and smaller internally developed and implemented "SnapShot" survey instruments, which the committee administers annually. Findings from the latest surveys are available in the electronic resource library. Findings and recommendations from the surveys are given to President Richards, who reports to the WCC and publicly on actions taken. Beginning in fall 2015, the WCC will add a part-time faculty dimension to more directly involve CSN's 800 to 900 part-time faculty more deliberately.

Student Involvement

Student involvement with institutional governance occurs through multiple channels, including regular one-on-one meetings between the student government President and the President of the college. Specific matters of student input include establishing and expending tuition and registration fee revenues – an important area of input. The ASCSN President is also an ex-officio voting member of the Institutional Advisory Council and attends and addresses meetings of the Board of Regents. Students are also involved in college committees where appropriate. For instance, there is a student member on the CSN Hispanic Serving Institutions Task Force

Community Involvement

Educating and training people for Nevada's future requires opportunities for input from the community CSN serves. About 45 community advisory boards, comprised of about 320 volunteers from the college and local businesses and industries, provide input on specific academic programs and their curricula and equipment. The new Institutional Advisory Council, comprised of 15 community leaders and the Faculty Senate chair and student government representative, has also become a primary outlet for community

input , as a sounding board for initiatives and innovations, providing recommendations to the President and the Board of Regents on how the college can better serve the community. CSN's Office of Community Relations, Diversity and Multicultural Affairs facilitates the college's participation in a variety of outreach programs and community interactions that provide the pulse of Southern Nevada and offer input into college operations.

Institutional Advancement Activities

The CSN Foundation, Alumni Office, college marketing, public relations, community relations, government affairs and communications comprise the functions of advancement in coordination with the diversity office and other areas of the college. The Foundation is a dominate function of CSN's institutional advancement program. Under its new executive director, the Foundation Board of Trustees has spent nearly a year re-engineering and re-purposing. New staff are being hired with new internal structures and renewed energy from Foundation trustees. Marketing and public relations have liaisons to each of the academic schools to better serve needs in developing materials that support student recruitment activities and that help market priorities in ways that are both integrated and consistent with CSN's mission. Other volunteer groups that support CSN's mission and goals include the internal diversity committees with about 130 participants, community relations (now completing a community mapping project to ensure CSN's engagement with the broader community), and national memberships and participation in a myriad of associations.

Policies and Procedures

Academics

2A.12

Academic policies – including those related to teaching, service, scholarship, research, and artistic creation – are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Policies and procedures describing the daily functions of the college are described through multiple links on the NSHE handbook and CSN policies at the following pages: <http://www.csn.edu/pages/1722.asp>.

Faculty responsibilities are identified in the job description described in the appendices of the Evaluation Policy.

CSN's Academic Freedom Policy endorses that of the American Association of University Professors and may be viewed at:

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

In addition to the formal lines of communication of academic policies, supplementary avenues of communication include campus roundtable discussions with the executive leadership team, professional development sessions during fall and spring semester

convocation, an annual adjunct instructor professional development conference and academic school and department meetings.

2.A.13

Policies regarding access to and use of library and information resources – regardless of format, location, and delivery method – are documented, published, and enforced.

Information regarding access to and use of library and information resources may be found at <http://sites.csn.edu/library/>. Use of library and information resources is also reinforced in the [course syllabus policy](#).

2.A.14

The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

CSN follows the policies of the Nevada Board of Regents in determining the standards, awarding of credit and approving of programs. CSN's transfer-of-credit policy is explained in the 2014-2015 catalog on page 6. A link to the 2014-2015 catalog may be found at <http://www.csn.edu/pages/4851.asp>. From page 6: "The accreditation of the institution and the listing published in the AACRAO Transfer Credit Practices for the year in which the applicant attended a specific institution governs the acceptance of the transfer credit." Page 24 of the 2014-2015 catalog describes the student rights for transferring within the Nevada System of Higher Education. The Board of Regents has mandated, according to Title 4, Chapter 14, Section 15.12, a website explaining obligations and protections concerning the transfer process, <http://system.nevada.edu/Nshe/index.cfm/administration/academics-student-affairs/students/transfer/> In addition, CSN's transfer center is readily accessible to students and is located at the following site: <http://www.csn.edu/pages/944.asp>.

Transfer communications have improved with the addition of full-time transfer advisors from University of Nevada, Las Vegas, and Nevada State College housed at CSN's campuses

Students

2.A.15

Policies and procedures regarding students' rights and responsibilities – including academic honesty, appeals, grievances, and accommodations for persons with disabilities – are clearly stated, readily available, and administered in a fair and consistent manner.

Students have multiple resources to consult concerning their rights and responsibilities. Student policies and procedures can be found at www.csn.edu/policies. This location is the repository for the most current and comprehensive collection of all CSN policies and procedures. Additionally, many CSN policies and procedures are included in the printed catalog and the [online catalog](#).

The printed CSN Catalog (2014-2015) presents the student appeals process starting on pg.18. An overview of the Academic Integrity Policy can be found on pg. 26. Accommodations and other services for individuals with disabilities are described on pg. 30-31.

The Disability Resource Center's Student Handbook details all processes relevant to our students with disabilities. The Office of Institutional Equity is responsible for investigating complaints of unlawful discrimination and sexual harassment in admission, employment, and access to college services and for investigating complaints regarding treatment in college-sponsored programs and activities.

The Policies web page contains links to all general, faculty, student, and finance and facilities policies as well as links to policies and procedures under review.

Student policies and procedures on <http://www.csn.edu/pages/1722.asp> include:

- Academic Honors Policy
- Academic Integrity Policy
- Academic Probation and Suspension Policy
- Academic Renewal Policy
- CSN Student Conduct Code
- Course Fee Policy
- Course Registration and Course Withdrawal Policy
- Credit Hour Load Policy
- Disruptive and Abusive Student
- Extracurricular Activities
- Grade Appeals
- Non-Traditional Education Credit Policy
- Satisfactory Academic Progress Policy
- Tuition Refund Policy
- Unregistered Persons in Class

Services for Students with Disabilities

CSN's Disability Resource Center (DRC) serves to ensure an equal educational opportunity for all individuals with disabilities. DRC provides access to all College functions, activities, and programs. This department provides specialized services, technology, and advisement to meeting the specific needs of each qualified disabled student. The DRC has specialized positions, such as an interpreter, based on the expanding population of students with disabilities and current legal issues.

Services for Military Personnel and Veterans

CSN has established a center for military and veteran services to ensure the unique needs of these students are properly addressed. This center and its staff provide

transition and advisement services, explains VA benefits and procedures, and other assistance to this expanding population.

2.A.16

The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs – including its appeals process and readmission policy – are clearly defined, widely published, and administered in a fair and timely manner.

CSN is an open access institution and any adult can enroll in classes. Those applicants who are specifically seeking a degree or certificate of achievement must have a high school diploma, its equivalent, or be a qualified international student to be admitted to CSN. A student seeking a degree or certificate who does not meet these admission requirements may apply to be admitted under alternative criteria by satisfying one of the following requirements: 1) Placement testing scores sufficient for entry into ENG 100 and Math 095 or equivalent; or 2) Transfer credits equivalent to NSHE's ENG 100 and Math 095 with grades of C or better from another accredited college or university; and good standing at a previously attended institution, including – but not limited to – records of disciplinary action. All new CSN degree/certificate-seeking or transfer students are required to take the English and math placement tests unless their ACT/SAT/AP scores meet the stated cutoff scores and/or the student submits college-level math and English work reflected on transcripts from previously attended colleges for evaluation to the Office of the Registrar.

The college has 22 limited entry programs, all within the Ralph and Betty Engelstad School of Health Sciences. These programs require application with the Limited Entry Office and each program's admission requirements and application deadlines are available through the Health Sciences Programs Advisement Office. Limited entry admissions are discussed on pg. 9 of the catalog.

Continuation at CSN requires maintenance of a grade point average of 2.0 or better. Any student who does not achieve a cumulative GPA of 2.0 or higher after having attempted at least 12 credits is placed on academic warning for one semester. A student on academic warning who fails to achieve a cumulative GPA of 2.0 or higher at the end of the next semester of enrollment will be placed on academic probation. Students may continue to enroll in classes at CSN while on academic probation provided they maintain a semester GPA of 2.0 or higher. A student on academic probation who fails to achieve a semester GPA of 2.0 or higher will be placed on academic suspension. Students who are suspended will not be allowed to register for any credit classes for at least one semester and must petition to register with the Academic Suspension Appeals Committee. If readmitted, the student will be limited to a maximum of two classes per semester. The student must earn a GPA of 2.0 or higher in each of the next two enrolled semesters or again be suspended from taking classes at CSN for another semester. The student will be placed on academic probation upon re-admittance to the college. This policy is also discussed in detail on pg. 21 of the catalog.

Continuation is also addressed in the Remedial Policy (catalog pg. 27) in terms of mutual benefit. In rare circumstances, it may be judged by the college administration that an individual's continued attendance at CSN is not mutually beneficial to both the student and the college.

Students may seek a one-time Academic Renewal in circumstances wherein they seek to have up to two consecutive semesters removed from calculations of academic standing, GPA and graduation eligibility. The Academic Renewal process is described on pg. 26 of the catalog.

CSN's status as an open enrollment college makes termination for academic reasons quite rare. When students have been terminated, it almost exclusively has been related to conduct and disciplinary procedures. Students terminated from limited entry programs in the Ralph and Betty Engelstad School of Health Science are eligible for reinstatement per the Limited Entry Reinstatement Policy.

2.A.17

The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Supporting the mission of CSN and the need for an array of collegiate experiences, the Department of Student Life and Leadership promotes the development of the whole student through co-curricular opportunities, leadership experiences, and voluntary services to the community. The Extracurricular Activities Policy states CSN's objective to support classroom accommodation of CSN students participating in college sanctioned extracurricular events, such as intercollegiate athletics, student government, and academic contests.

CSN's Student Conduct Code applies to any CSN student engaged in a college-related activity or function. Specifically, the policy governs CSN student behavior at:

- College campus, including owned, leased or controlled property.
- Any location where a student is engaging in college activities or is engaging in activities arising out of the student's membership in the college community. Violators may be accountable to both civil and criminal authorities and to the college for actions that constitute violations of its policies. At the discretion of college officials, the college may proceed with enforcement of its policies while other proceedings are pending.

Students are also subject to other policies including, for example only, the Academic Integrity Policy and the Disruptive and Abusive Student Policy, and such policies will govern when applicable to a situation. The Student Conduct Code may also apply as necessary. In addition, students may also be members of other college-based communities that impose additional standards of conduct, for example, intercollegiate athletic teams and Phi Theta Kappa.

In fall 2014, CSN appointed a student ombudsperson to work with students to resolve their outstanding issues and concerns.

The college's student newspaper, The Coyote Student News, is governed by the Coyote Press Policy. This policy emphasizes the accuracy, integrity, reliability and leadership functions of the student newspaper.

Human Resources

2.A.18

The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

The Department of Human Resources has worked to ensure that all of the human resources (HR) policies and procedures are easily accessible for all of employee groups. The CSN HR website has a special section dedicated to "Employee Resources." This webpage contains information on policies, procedures, benefits, employee relations, and general information that employees at the college need to know.

Because the college has two separate employee types, classified and professional/faculty employees, most of the policies and procedures are separated to make it easier for each employee group to find, understand and review the information specific to their employment type.

Classified employees working at the college are governed by the policies and procedures of the State of Nevada. The CSN HR website includes a link to the State of Nevada Employee Handbook which contains an overview of the important rights, responsibilities, policies and benefits associated with classified employees. In addition, the website also has links to the Nevada Administrative Code (NAC) and the Nevada Revised Statutes (NRS) which govern the human resources policies/regulations for all classified employees.

Professional and Faculty employees at the college are governed by the employee-related policies adopted by the Board of Regents. The CSN HR website has links to the Faculty and Professional Staff Information Handbook as well as the Board of Regents Policies/Handbook and the Board of Regents Procedures and Guidelines Manual.

The policies that govern all employment groups at the college are also listed on the CSN HR Employee Resources webpage. In addition, the college also has faculty specific policies listed on the Office of the General Counsel's webpage.

The Department of Human Resources is staffed with a group of highly qualified personnel who monitor, screen, observe and make recommendations to ensure that policies and procedures are consistently and equitably applied to all employees.

2.A.19

Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Each new employee with the college will attend the following orientations:

- New Hire HR Payroll and Benefits Session – this orientation will provide new hires with policies and procedures, links to the online handbook relative to their employment type, links to the evaluation process, payroll documents and benefits information
- New Employee Orientation to CSN – this provides new hires with an overview of the College along with campus resources
- Department Specific Orientation (Professional and Classified staff) – this orientation is department specific and will include work assignments
- Department Specific Faculty Orientation (Academic Faculty only) – this orientation is department specific and will go over work assignments as well as expectations of faculty

In addition, the Department of Human Resources has a comprehensive website designed specifically to keep employees apprised of important information. The Employee Resources webpage has a special section designed to provide new and existing employees with information on evaluations. The evaluation section is broken out by employee group to make it easier to navigate. The academic faculty portion includes the full Faculty Evaluation Policy in addition to online tutorials on how to complete the evaluation. The professional and administrative staff portion has an online tutorial for both the employee and the supervisor. Lastly, the classified staff portion has information on evaluations along with resources to help develop work performance standards which are required of all classified staff.

Employee rights related to retention, promotion and termination for classified staff are outlined in the Nevada Administrative Code (NAC) which is linked to the CSN HR website. For faculty and professional staff, this information is contained in the NSHE Board of Regents' Handbook, which is also linked to the CSN HR website.

The college has a policy specific to interim appointments, internal promotions and additional responsibilities for pay. This policy is included on the general counsel's Policy and Procedures webpage so it is easily accessible to all employees.

CSN also has a Professional Advancement Committee made up of 12 members and one HR ex-officio member. This committee is part of the CSN Faculty Senate and applies the Professional Advancement Policy as outlined in the NSHE Board of Regents' Handbook (Title 4, Chapter 3, Section 38) and the Procedures and Guidelines Manual (Chapter 3, Section 3). The Professional Advancement Program is the mechanism by which an academic faculty member can advance to a higher level of compensation. Information on the Professional Advancement Committee is given to each academic faculty member when new contracts are signed each year and is also linked to the Faculty Senate webpage.

2.A.20

The institution ensures the security and appropriate confidentiality of human resources records.

The Department of Human Resources maintains the official employee file(s) for all faculty, professional and classified employees at CSN. Confidentiality of employee records and files has always been a high priority for the college. All employees of the department along with student workers assigned to the department sign a confidentiality statement. The department follows the rules in the Board of Regents handbook and the Nevada Administrative Code (NAC) for access and confidentiality of records.

The Board of Regents Handbook (Title 2, Chapter 5) states:

5.6.2 Personnel and payroll files of NSHE professional staff are confidential. Personnel and payroll records may only be released pursuant to the written authorization of the professional staff member or pursuant to a court order directing the release of the records that has been signed by a judge with jurisdiction over the matter, or to the U.S. Equal Employment Opportunity Commission, the Nevada Equal Rights Commission, or the U.S. Office of Civil Rights. The provisions of Title 2, Chapter 5, Sections 5.6.2 and 5.6.3 apply to letters of appointment, graduate assistants, graduate assistant-specials, resident physicians, resident dentists, postdoctoral fellows, and student employees.

(a) The professional staff member shall have access to his or her official personnel and payroll files, and the professional staff member may grant access to such files to a representative with a written authorization from the staff member. The following additional personnel shall have access to a professional staff member's personnel and payroll files solely for reasons germane to the performance of their official duties: the staff member's supervisors, which may include a departmental chair, dean, director, vice-president, provost, president, and chancellor; institution payroll officers; institution personnel officers, which may include appointed disciplinary officers; System legal counsel; internal auditors; members of the Board of Regents; faculty senate chair; and confidential institution committees including but not limited to tenure and grievance committees.

(b) The following information in these personnel files is public information and must be

disclosed to the public upon request: the employee's name, title, job description, compensation and perquisites, business address and business telephone numbers, beginning date of employment and ending date of employment, educational background and work history.

(c) Confidential information in a personnel or payroll file that is related to an investigation or disciplinary process concerning allegations of research misconduct may be released to a granting or contracting agency or other entity, in order to comply with any state or federal law or regulation or to comply with a term or condition of the grant of contract. In the case of an investigation of an employee for matters related to allegations of research misconduct, the investigative materials obtained or created by the Administrative Officers may be released to a granting or contracting agency or entity, in order to comply with any state or federal law or regulation or to comply with a term or condition of the grant or contract.

5.6.3 Except as otherwise provided in this section, any information contained in employment application materials (e.g. letters of interest, curriculum vitae, application, employment and educational records, publications or work samples) submitted for consideration of employment within NSHE are confidential, except the position of chancellor, during search processes until such time as a candidate accepts employment within NSHE. During search processes, such documents can only be released pursuant to the written authorization of the prospective professional staff member or a court order directing the release of the records that has been signed by a judge with jurisdiction over the matter. Applications may be shared by NSHE institutions for the purpose of employee recruitment with the permission of the applicant. Upon acceptance of an employment offer, information contained in the application materials as stated in 5.6.2 (b) shall become public records. (B/R 11/12)

The Nevada Administrative Code states:

NAC 284.718 Confidential records. (NRS 284.065, 284.155, 284.355, 284.407)

1. The following types of information, which are maintained by the Division of Human Resource Management or the personnel office of an agency, are confidential:
 - a) Information relating to salaries paid in other than governmental employment which is furnished to the Division of Human Resource Management on the condition that the source remain confidential;
 - b) Any document which is used by the Division of Human Resource Management or an agency in negotiations with employees or their representatives which has not been made public by mutual agreement;
 - c) The rating and remarks concerning an applicant by the individual members of the board or assessors of a center for assessment;
 - d) Any document which is used by the Division of Human Resource Management or an agency in the process of interviewing an applicant, including, without limitation, a document containing interview questions, evaluation tools used for rating applicants and any notes concerning an

- applicant that were taken by a person as part of the process of rating an applicant;
- e) Materials used in examinations, including suggested answers for oral examinations;
 - f) Records and files maintained by an employee assistance program offered by the State of Nevada;
 - g) Reports by employers, appointing authorities or law enforcement officials concerning the hiring, promotion or background of applicants, eligible persons or employees;
 - h) The class title and agency of an employee whose name is excluded from the official roster, as provided in subsection 3 of NAC 284.714, when an inquiry concerning the employee is received;
 - i) Any information contained on a person's application or relating to his or her status as an eligible person; and
 - j) Information in the file or record of employment of a current or former employee which relates to the employee's:
 - 1) Performance;
 - 2) Conduct, including any disciplinary actions taken against the employee;
 - 3) Usage or balance of his or her annual leave and sick leave;
 - 4) Race, ethnic identity or affiliation, sex, genetic information, disability or date of birth;
 - 5) Home telephone number; or
 - 6) Social security number.
2. If the employee has requested that his or her personal mailing address be listed as confidential, the employee's file must be so designated and list his or her business address.
 3. The name of any beneficiary of an employee contained in the payroll document must not be released to anyone unless:
 - a) The employee dies; or
 - b) The employee signs a release.
 4. Any records in the possession of the Committee on Catastrophic Leave created pursuant to NRS 284.3627 that reveal the health, medical condition or disability of a current or former employee or a member of his or her immediate family are confidential.
 5. Any notes, records, recordings or findings of an investigation conducted by the Division of Human Resource Management relating to sexual harassment or discrimination, or both, and any findings of such an investigation that are provided to an appointing authority are confidential.
 6. Any notes, records, recordings, findings or other information obtained from an organizational climate study that directly relate to an employee's performance or conduct are confidential.
 7. Any notes, records, recordings, findings or other information obtained from an internal study conducted by an agency that directly relate to an employee's performance or conduct are confidential.

[Personnel Div., Rule XVI part § C, eff. 8-11-73]—(NAC A by Dep't of Personnel, 8-28-85; 7-21-89; 7-6-92; 11-12-93; R058-01, 9-6-2001; A by Personnel Comm'n by R068-03, 10-30-2003; R182-03, 1-27-2004; R024-05, 10-31-2005; R141-07, 1-30-2008; R065-09, 10-27-2009; R055-10, 6-30-2010; R137-12 & R045-13, 10-23-2013)

NAC 284.726 Access to confidential records. (NRS 284.065, 284.155, 284.335, 284.407)

1. Except as otherwise provided in this subsection, access to materials for an examination and information relating to an applicant or eligible person which are relevant to an appointing authority's decision to hire that person is limited to the appointing authority or his or her designated representative. If the name of the applicant is not disclosed and the information is used for the purposes of subparagraph (2) of paragraph (a) of subsection 1 of NAC 284.204, information relating to the education and experience of an applicant may be made available to any affected applicant, employee or the designated representative of either.
2. Except as otherwise provided in subsections 3 and 4, access to an employee's file of employment containing any of the items listed in paragraphs (g) to (j), inclusive, of subsection 1 of NAC 284.718 is limited to:
 - a) The employee.
 - b) The employee's representative when a signed authorization from the employee is presented or is in his or her employment file.
 - c) The appointing authority or a designated representative of the agency by which the employee is employed.
 - d) The Administrator or a designated representative.
 - e) An appointing authority, or a designated representative, who is considering the employee for employment in the agency.
 - f) Persons who are authorized pursuant to any state or federal law or an order of a court.
 - g) The State Board of Examiners if the Board is considering a claim against the State of Nevada filed pursuant to chapter 41 of NRS which involves the employee.
 - h) Persons who are involved in processing records for the transaction of business within and between state agencies.
 - i) Persons who are involved in processing records for the transaction of business that is authorized by the employee.
3. Information concerning the health, medical condition or disability of an employee or a member of his or her immediate family must be kept separate from the employee's file in a locked cabinet. Except as otherwise provided in subsection 9, access to such information is limited to the employee, his or her current supervisor, and the appointing authority or a designated representative.
4. Except as otherwise provided in subsection 9, access to information concerning the employee's usage or balance of annual leave and sick leave is limited to the employee, the employee's immediate supervisor and the employee's appointing authority or the designated representative of the appointing authority.
5. Except as otherwise provided in subsection 9, access to any notes, records, recordings, findings or other information obtained from an organizational climate study that directly relate to an employee's performance or conduct is limited to:

- a) The employee.
 - b) The Administrator or a designated representative of the Administrator.
 - c) The appointing authority or a designated representative of the agency with which the employee is employed.
 - d) Persons who are authorized pursuant to any state or federal law or an order of a court.
 - e) The Governor or a designated representative of the Governor.
6. Except as otherwise provided in subsection 9, access to any notes, records, recordings, findings or other information obtained from an internal study conducted by an agency that directly relate to an employee's performance or conduct is limited to:
 - a) The employee.
 - b) The appointing authority or a designated representative of the agency by which the employee is employed.
 - c) Persons who are authorized pursuant to any state or federal law or an order of a court.
 - d) The Governor or a designated representative of the Governor.
 7. Except as otherwise provided by specific statute, records maintained by an employee assistance program offered by the State of Nevada must not be released without written permission signed by the employee to whom the records pertain.
 8. Upon request, the Division of Human Resource Management will provide the personal mailing address of any employee on file with the Division of Human Resource Management to the State Controller's Office and the Internal Revenue Service.
 9. The Administrator or the appointing authority, or a designated representative, shall authorize the release of any confidential records under his or her control which are requested by the Employee-Management Committee, a hearings officer, the Commission, the Committee on Catastrophic Leave created pursuant to NRS 284.3627, the Nevada Equal Rights Commission or a court.
 [Personnel Div., Rule XVI part § C, eff. 8-11-73]—(NAC A by Dep't of Personnel, 8-28-85; 9-30-88; 7-21-89; 8-14-90; 7-6-92; 3-23-94; R042-99, 9-27-99; R082-00, 8-2-2000; R058-01, 9-6-2001; R147-01, 1-22-2002; A by Personnel Comm'n by R068-03, 10-30-2003; R024-05, 10-31-2005; R141-07, 1-30-2008; R065-09, 10-27-2009, R059-10, 10-15-2010; R137-12 & R045-13, 10-23-2013)

Institutional Integrity

2.A.21

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

CSN's Division of Public & College Relations and/or the Office of the President approve all official college information, including brochures, press releases/statements, collateral

pieces, annual reports, and all branded materials. To ensure consistency and accuracy, the processes and forms, CSN Style Manual and Social Media Guidelines are available online at <http://www.csn.edu/marketing>. In addition, CSN Public & College Relations serves to assure the integrity of the following items discussed below.

CSN communicates academic intentions, programs and services through annually updated electronic catalogs and course schedules available on public web pages that are reviewed by administration. The college publishes an annual View Book that lists available degrees and certificates, accreditation information, student life and support services and information about admission, registration and financial aid. The View Book, which is also available online, is widely used as a key piece of informative collateral for external stakeholders and as a recruitment tool.

CSN also created “CAMPUS” magazine, a piece of collateral that is in English and Spanish and publicizes the benefits of a college degree or certificate, covers the steps to enroll for different community populations, highlights academic programs that support growing fields in Southern Nevada and student services available at CSN to help students succeed. The magazine was sent to elected officials and is available on any three campuses’ information booths and through a partnership with the state Department of Employment, Training and Rehabilitation at unemployment offices throughout the valley.

In spring 2014, CSN created an internal recognition publication called “Reflections” to highlight and recognize faculty and staff achievements, including efforts in the area of teaching, assessment and professional development.

CSN demonstrates that its academic programs can be completed in a timely fashion through the publication and dissemination of accountability metrics, including graduation, course retention and success rates that are also available with a break down by ethnic and/or gender demographics. The reports are available online through CSN's Institutional Research Library and are updated throughout the year. CSN's mission statement is posted on the CSN President's web page at <http://www.csn.edu/pages/176.asp> along with the college's Organizational Chart.

Accreditation information is also available online at <http://www.csn.edu/pages/174.asp>.

2.A.22

The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

As an institution of higher education, CSN is committed to performing all of the college's mission-related roles with integrity and in accordance with high ethical standards pursuant to the CSN mission, values and vision statements.

To ensure fair, equitable treatment of and among employees and students, CSN's President revamped the Policies and Procedures web repository to ensure this site houses all official CSN policies and procedures.

In 2011, the CSN President created the CSN Faculty & Staff Information Handbook. It can be found online at http://www.csn.edu/PDFFiles/General%20Counsel/Faculty-Staff_Handbook.pdf and includes Nevada, NSHE and CSN policies and information related to the fair and equitable treatment of students, faculty, administrators, staff and other constituencies.

The handbook states professional and ethical standards for employees and links to Nevada ethics requirements that apply to all state employees. CSN faculty members are also encouraged to follow the ethical guidelines adopted by the Council of the American Association of University Professors.

The handbook also includes information on how and where to appropriately file grievances and about expectations, policies and laws regarding the service of individuals from diverse backgrounds or with disabilities and student academic policies and procedures.

CSN has general counsel and affirmative action offices, including a Title IX or Institutional Equity Officer, who deal with employee conflicts and the process for handling grievances, complaints of discrimination/harassment and termination decisions, which are also online on CSN's Human Resources web page at <http://www.csn.edu/pages/985.asp>. This page includes information on how to file external and internal grievances, classified grievances, professional grievances and whistle blower complaints.

The handbook and the CSN Student Catalog, which is updated each year, include the student academic policies and procedures including student academic integrity policy.

CSN also has appointed two faculty members, who serve as ombudspersons. They are available to full-time and part-time faculty members and staff to assist in resolving minor disputes that can arise in an institution of this size from time to time between faculty and other faculty, staff or administration. They serve to provide employees with an efficient method for resolving concerns that might not rise to the level of an official, formal grievance procedure.

In fall 2014, CSN appointed a student ombudsperson to work in a similar capacity with students to resolve their outstanding issues and concerns.

2.A.23

The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Section 3. Statutory and Policy Prohibitions for Members of the Board of Regents

1. Regents are subject to the code of ethical standards of the State of Nevada (*Nevada Revised Statutes* (NRS) 281A.400 – 281A.480) promulgated to govern the conduct of public officers and employees. These sections of the NRS include, but are not limited to, provisions related to acceptance of gifts and services (NRS 281A.400), voting (NRS 281A.420), bidding on contracts (NRS 281A.430), and honorariums (NRS 281A.510).

Regents are also subject to certain additional conflict of interest provisions contained in other sections of the *Nevada Revised Statutes* and in this *Handbook*.

- a. *Nevada Revised Statutes* 396.122 prohibits a member of the Board of Regents from being interested, directly or indirectly, as principal, partner, agent or otherwise, in any contract or expenditure created by the Board of Regents, or in the profits or results thereof.
- b. Board policy related to Regents' conflicts of interest concerning the purchase of supplies, equipment, services, and construction under any contract or purchase order is stated in Title 4, Chapter 10, and Section 1(7).
- c. Board policy related to Regents' conflicts of interest concerning management of investment accounts is stated in Title 4, Chapter 10.
- d. Board policy related to Regents' conflicts of interest concerning nepotism is stated in Title 4, Chapter 3, and Section 7.

2. In order to demonstrate compliance with statutory provisions contained in the *Nevada Revised Statutes* and with Board policies, members of the Board of Regents shall complete an annual disclosure statement regarding contractual, employment, family, financial, and outside activities that might create a conflict of interest. The annual disclosure statements will be filed with the Secretary to the Board and are subject to state records retention policies.

1.a. In accordance with the provisions of NRS 281A.400(10), a Regent shall not seek other employment or contracts through the use of his or her official position within the NSHE.

b. In light of the provisions of the Ethical Code of Conduct for Public officers set forth above, and in particular, to enhance public trust in the office of Regents, a Regent may

not apply for or accept a new or different position, contract or business relationship with an institution, unit or foundation of the NSHE for a period of 1 year after the termination of the Regent's service on the Board. Title 4, Chapter 1, Section 3.

Section 7. Nepotism

1. It is the policy of the NSHE that none of its employees or officers shall engage in any activities that place them in a conflict of interest between their official activities and any other interest or obligation. Conflict of interest requires all employees and officers to disqualify themselves from participating in a decision when a financial or personal interest is present.

2. The *Nevada Revised Statutes* 281.210 and the *Nevada Administrative Code* 284.375 and 284.377 prohibit the employment of relatives under certain circumstances. Except for relationships allowed pursuant to those documents, no employing authority of the NSHE may appoint a person to an employment position if, upon the appointment, the person will be the immediate supervisor or will be in the direct line of authority of any relative of a NSHE employee within the third degree of consanguinity or affinity.

Exceptions to this policy must have the prior written approval of the employing authority (defined as the president or chancellor, as the case may be), along with a written agreement detailing the manner in which conflicts of interest will be ameliorated. The source of funding to pay a newly hired employee may not serve as a basis to waive the restrictions of this policy. A contractual relationship between a Regent and a NSHE institution is subject to the limitations contained in NRS 396.122. Title 4, Chapter 3, Section 7.

Section 8. Conflicts of Interest - Chancellor and Presidents

1. Conflicts of Interest. The chancellor and presidents shall not have any interest, financial or otherwise, direct or indirect, or engage in any business, employment transaction, or professional activity, or incur any obligation of any nature, which is in conflict with the proper discharge of their duties or employment in the interest of the institution they serve. Whether an outside interest or activity results in a conflict of interest will be determined in accordance with the provisions of the Nevada Code of Ethical Standards, NRS 281A.400-NRS 281A.660.

2. Outside Professional or Scholarly Service. The chancellor and presidents are prohibited from undertaking any outside professional or scholarly service that would result in a conflict of interest or interfere with the performance of his or her assigned duties. Outside service subject to this policy, may include, but is not limited to service on corporate boards. Before undertaking any outside professional or scholarly service for compensation:

a. The chancellor shall provide advance written notification to and obtain the written approval of the Chair of the Board of Regents, and

b. The presidents shall provide advance written notification to and obtain the written approval of the chancellor. When participating in outside professional or scholarly activities during regular work hours, appropriate leave shall be taken. Title 4, Chapter 3, Section 8.

3. No faculty member may undertake outside professional or scholarly service that would result in a conflict of interest with his or her assigned duties. Conflict of interest means any outside activity or interest that may adversely affect, compromise, or be incompatible with the obligations of an employee to the institution.

4. Faculty members performing compensated outside professional or scholarly service are subject to the code of ethical standards of the State of Nevada (NRS 281A.400-281A.660), which governs the conduct of public officers and employees.

5. A faculty member may not perform an official act on behalf of the institution that directly benefits a business or other undertaking in which he or she either has a substantial financial interest or is engaged as counsel, consultant, representative, agent, director, or officer. This prohibition is not intended to limit a faculty member's ability to enter into a contract between a governmental entity, the institution, and a private entity to the extent authorized by and in conformity with NRS 281.221(3), NRS 281.230(3), NRS 281A.430(3), the Board of Regents Intellectual Property Policy (Title 4, Chapter 12, Sections 1-8), and the Board of Regents Conflict of Interest Policy (Title 4, Chapter 10, Section 1.7).

6. For the purpose of this section, potential conflicts of interest include a faculty member's involvement in transactions or decisions on behalf of an institution, in which the faculty member knows that benefits accrue to individuals in the faculty member's household, persons to whom the faculty member is related by blood, adoption or marriage within the third degree of consanguinity, or persons with whom the faculty member has substantial and continuing outside business relationships. Title 4, Chapter 3, Section 9.

2.A.24

The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The College of Southern Nevada complies with the NSHE Board of Regents Intellectual Property Policy, Title 4, Chapter 12, and Section 1-8.

2.A.25

The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

The accreditation status of the College of Southern Nevada is stated at <http://www.csn.edu/pages/174.asp>

2.A.26

If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services – with clearly defined roles and responsibilities – is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

1. Articulation Agreements

CSN has approximately 40 articulation agreements with institutions of higher education located across the United States. The objective of these agreements is to provide to CSN students opportunities for additional classes and degrees with minimal concerns about transfer of credit and the process generally, academic preparation for articulating elsewhere, and to enhance the understanding of CSN students on what educational opportunities exist beyond the community college experience.

CSN has drafted a template for its articulation agreement that provides real benefits for its students. Any modifications are reviewed to gauge if such provide an appropriate level of benefit to CSN students.

2. Education Partnership Agreements

The College of Southern Nevada has contractual agreements with external entities to provide educational programs in Apprenticeship Studies, and Nevada Peace Officer Standards and Training (POST). The standard template language includes sections addressing enrollment, locations of instruction, course credits, student transcripts, counseling/graduation, degree sheets, textbooks, student selection, and instructor selection. CSN has current contractual agreements with Asbestos Workers #135, Bricklayers and Allied Craftsmen of Southern Nevada, Electrical Joint Apprenticeship Council of Southern Nevada, Southern Nevada Operating Engineers, Glazier Local 2001, Field Ironworkers #416/433, Laborers Local #812 Training Trust, Painters, Cement Masons/Plasterers, Plumbing and Pipefitting, Nevada Roofers and Water Proofer, and Sheet Metal Local #88 for apprenticeship training programs. CSN has contractual agreements with schools to provide programs leading to certification as Certified Nursing Assistants. CSN also has a contractual agreement with the City of

Henderson, City of North Las Vegas, and City of Las Vegas Department of Detention and Enforcement to mutually operate an law enforcement training academy at the Henderson campus.

The Office of Associate Vice President of Academic Affairs is responsible for maintaining the master file of all educational contractual agreements.

3. Clinical Training Agreements

CSN has approximately 345 training agreements with various health organizations primarily in Nevada which provide for the facilitation of clinical training for students in CSN health sciences programs. The standard template language includes sections addressing responsibilities of the school, clinic and the student, insurance, qualification and termination of students in the program.

The dean of the School of Health Sciences is responsible for maintaining the master file of all clinical training agreements.

4. Commercial Services/Materials

CSN contracts for many significant services such as management of its information technology systems and management and operation of its bookstores. At the other extreme, CSN contracts for small purchases of services and materials. While the nature of the contract documents will vary between the more simple to the more complex, CSN employs in-house purchasing personnel and legal counsel to properly draft, negotiate, and administer these commercial transactions consistent with state law, Regents' requirements, and state-of-the-art purchasing practices.

Academic Freedom

2.A.27

The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

CSN adheres to policies associated with the ideals of academic freedom as articulated in the Board of Regents Handbook (Title 2; Chapter 2) found here:
<http://system.nevada.edu/Nshe/index.cfm/administration/board-of-regents/handbook/>

From BOR Handbook (2.1.2) Academic Freedom:

Academic freedom is essential to these purposes and is applicable to both teaching and research. Freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student in learning. Freedom in research is fundamental to the advancement of truth and knowledge. A member of the faculty has freedom and an obligation, in the classroom or in research, to discuss and pursue the faculty member's subject with candor and integrity, even when the subject requires

consideration of topics which may be politically, socially or scientifically controversial. In order to insure the freedom to seek and profess truth and knowledge, as stated in Section 2.3 of the Nevada System of Higher Education Code, the faculty member, as defined in Section 2.2 of this chapter, shall not be subjected to censorship or discipline by the Nevada System of Higher Education on grounds that the faculty member has expressed opinions or views which are controversial, unpopular or contrary to the attitudes of the Nevada System of Higher Education or the community. (B/R 4/02)

From BOR Handbook (2.1.3) Academic Responsibility

The concept of academic freedom is accompanied by the equally demanding concept of academic responsibility. A member of the faculty is responsible for the maintenance of appropriate standards of scholarship and instruction.

From BOR Handbook (2.1.4) Acts Interfering with Academic Freedom

The Nevada System of Higher Education is committed to the solution of problems and controversies by the method of rational discussion. Acts of physical force or disruptive acts which interfere with Nevada System of Higher Education activities, freedom of movement on the campuses or freedom for students to pursue their studies are the antithesis of academic freedom and responsibility, as are acts which in effect deny freedom of speech, freedom to be heard and freedom to pursue research of their own choosing to members of the faculty or to invited guests of the Nevada System of Higher Education. (B/R 4/02) Reorganization (2008) Title 2, Chapter 2, Page 3

From BOR Handbook (2.3.5) Obligations and Responsibilities

The special position of a member of the faculty imposes special obligations and responsibilities. As a person of learning and an employee of an educational institution, a faculty member should remember that the public may judge the profession and the institution by the faculty member's utterances and acts. Therefore, a faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others and should indicate clearly that the faculty member is not an institutional spokesperson. (B/R 4/02).

2.A.28

Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason and perspectives of truth. Moreover, they allow others the freedom to do the same.

From BOR Handbook (2.2) Applicability

Academic freedom is the right of all members of the faculty, part-time or full-time, including graduate assistants and fellows, in the Nevada System of Higher Education. Academic freedom is also extended to the invited guests of the Nevada System of Higher Education. (B/R 4/02)

From BOR Handbook (2.3.1) Freedom in Research

A member of the faculty is entitled to full freedom in research and in the professional publication of the results, subject to the satisfactory performance of the faculty

member's other academic duties.

From BOR Handbook (2.3.2) Freedom to Publish

A member of the faculty is entitled to full freedom to publish literary, academic, technical or other noteworthy works as required in the performance of the faculty member's duties and/or obligations to the Nevada System of Higher Education. (B/R 4/02)

From BOR Handbook (2.3.3) Freedom in the Classroom

A member of the faculty is entitled to freedom in the classroom in discussing a subject, but the faculty member should be careful not to persist in discussing matters, which have no relation to the subject taught.

From BOR Handbook (2.3.4) Faculty as Citizens

A member of the faculty is a citizen of the community, a member of a learned profession and an employee of an educational institution. A faculty member speaking, writing or acting as a citizen shall be free from institutional censorship or discipline.

2.A.29

Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

From BOR Handbook (2.2) Applicability

Academic freedom is the right of all members of the faculty, part-time or full-time, including graduate assistants and fellows, in the Nevada System of Higher Education. Academic freedom is also extended to the invited guests of the Nevada System of Higher Education. (B/R 4/02)

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From BOR Handbook (2.3.4) Faculty as Citizens

A member of the faculty is a citizen of the community, a member of a learned profession and an employee of an educational institution. A faculty member speaking, writing or acting as a citizen shall be free from institutional censorship or discipline.

Finance

2.A.30

The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources – including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

Policies located in the Board of Regents' Handbook, Title 4, Chapter 9, define the roles, responsibilities, and authorities related to financial matters of NSHE and its colleges and universities. This policy provides the NSHE Vice Chancellor for Finance and Administration with the authority and responsibility for system financial planning and budgets. The policy also outlines the system Budget Director's responsibility to promote and coordinate financial planning and budget development among the institutions and the NSHE, and ultimately to effectively communicate with, and report to, the State of Nevada. Board policy mandates that the Budget Director develop and maintain system-wide budget control policies and procedures to assure that budget revisions and other actions are enacted in accordance with Board of Regents and state policies.

The Board of Regents' Handbook, Title 4, Chapter 9, further describes the responsibility of the system Banking and Investments Office with respect to cash management and investments. This office is charged with the primary responsibilities to: 1) Preserve liquidity and safeguard the principal of operating cash; and 2) Enforce the Board of Regents Operating Fund Investment Policies. The Board of Regents' Handbook, Title 4 Chapter 10, Sections 5 and 6, defines the operating and endowment fund policies and procedures that are monitored by the system Banking and Investments Office under the direction/oversight of the Board of Regents' Investment and Facilities Committee.

Another financial component, fundraising, is governed by Board of Regents' Handbook, Title 4 Chapter 10, for both the institution and the college's foundation. Section 9 specifically delineates the requirements for approval, acknowledgement and administration of gifts, contracts and sponsored programs.

Implementation of these policies on roles and expectations are led at the institutional level by the Vice President for Finance, the finance staff and through internal policies that distributes line responsibilities to all areas on the campus. Each vice president or equivalent supervisor is empowered to authorize budgets, expenditures, and budget transfers within his or her respective areas and is responsible to ensure adherence to institutional financial policies.

CSN's financial management team possesses the required educational background, extensive professional experience, and comprehensive knowledge of operations. The financial management team has enjoyed stable staffing. Current financial staff members are highly qualified, many with master's degrees and professional certifications in their fields.

CSN has well-established financial planning linked to its mission and goals. Financial planning and budgeting are developed under the umbrella of the Board of Regents and the Chancellor and his staff. CSN's mission is the guiding principle throughout all levels of planning and budgeting. While CSN enjoys adequate autonomy in establishing realistic objectives, it also recognizes its responsibility and accountability to the citizens of the State. Being a state-supported institution, it must be responsive to limitations of state resources and to statewide initiatives. Both state government and the state's economy heavily influence financial planning and budgeting processes.

All significant financial issues (including approval of budgets, capital requests, bond issuances, updates on athletic department activities, internal audit reports, changes in applicable policies and procedures, updates regarding the state legislative process and mandated financial reports forwarded to NSHE) are presented to the full Board of Regents or one of its specified committees according to Board policies. Regular financial reports provide a comprehensive perspective of all accounts.

Regent policies outline the need to establish a reserve fund at a level governed by sound financial management.

Fundraising is further addressed in section 2.F.8

Cash management, debt management and transfers are managed and governed by the Board of Regents' policies and procedures. These investment policies provide general and specific provisions in the management of funds.

2.B Human Resources

2.B.1

The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

CSN employs qualified personnel to maintain its support and operations to the fullest extent that resources allow.

The Department of Human Resources has a specific team dedicated to recruitment, classification and reclassification. The members of the team work closely with each requesting department at the time that the vacancy announcement is being created and with the search committees to ensure that the pool of candidates is robust, competitive and meets the minimum requirements.

Positions at the college are widely advertised in a variety of publications including any targeted advertisement requested by the department. Additionally, job announcements are sent to an e-mail distribution list consisting of contacts at Historically Black Colleges and Universities, Hispanic Serving Institutions, community groups and other NSHE institutions.

Job descriptions are developed for each new professional position created. Once reviewed and approved by the respective vice president in conjunction with Human Resources, the job description is entered into the PeopleAdmin online system. All professional positions have a job description in the online system. These job descriptions are the basis for the annual evaluation. Human resources in conjunction with the Administrative Faculty Assembly (AFA) work to ensure supervisors of professional staff are trained on how to complete the Job Description Form and to ensure their employees' job descriptions are accurate and up-to-date prior to the completion of the evaluation.

CSN has a policy titled "Qualifications for Faculty" that governs the basic qualifications for academic faculty members. Each faculty member is evaluated based on the "Faculty Evaluation Policy" FAC 1.3 which contains the faculty job description (appendix O, P, Q and R).

Work performance standards are required for all classified positions. The supervisor is responsible for establishing the initial standards, but standards must be reviewed annually and amended, as appropriate. Employees must be given an opportunity to comment when standards are revised. (NAC 284.468). Human resources in conjunction with Classified Council work to ensure supervisors of classified employees are trained on how to complete Work Performance Standards and Employee Appraisals. Human resources monitors the receipt of classified employee Work Performance Standards and Employee Appraisals.

2.B.2

Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

The NSHE Code, Chapter 5, Section 5.12.1 establishes that written performance evaluations of academic faculty and administrative faculty (professional staff) shall be conducted at least once annually by department chairs, supervisors or heads of administrative units. One of the purposes of annual performance evaluations is to provide constructive, developmental feedback to the employee. (B/R 10/08)

Each administrator and all professional staff are evaluated on an annual basis, highlighting accomplishments and a professional growth plan for the following year. Evaluations are completed using the PeopleAdmin online evaluation system and are due to staff members' supervisors by May 20, each year.

Human resources staff track the completion of evaluations and notify the supervisors and vice presidents of those not completed. A report is generated each year reflecting the number of evaluations completed and number of ratings given in each grouping (Excellent, Commendable, Satisfactory, Unsatisfactory). HR presents that report to Administrative Faculty Assembly (AFA) each year.

Supervisors of classified employees are required to follow NRS 284.340 which states:

Each appointing authority shall:

1. Report to the Director, in writing, the efficiency of the subordinates and employees of the appointing authority, and other information, in such manner as the Commission may prescribe by regulation.
2. File reports with the Director on the performance, during the probationary period, of each of the employees of the appointing authority who holds a position in the classified service. A report must be filed at the end of the 2nd and 5th months of employment if the probationary period is 6 months, or at the end of the 3rd, 7th and 11th months of employment if the probationary period is 12 months.
3. File a report annually with the Director on the performance of each of the employees of the appointing authority who holds a position in the classified service and has attained permanent status. The report must be filed at the end of the 12th month next following the attainment of permanent status, and at the end of every 12th month thereafter. If the report is not filed on or before the required date, the performance of the employee shall be deemed to be standard.
4. If any report the appointing authority files with the Director on the performance of an employee who holds a position in the classified service includes a rating of substandard, file with the Director an additional report on the performance of the employee at least every 90 days until the performance improves to standard or until any disciplinary action is taken.
5. Provide the employee with a copy of each report filed.

[Part 52:351:1953]—(NRS A 1963, 1047; 1983, 634; 1989, 1056; 2001, 749; 2003, 1444)

Human Resources staff in conjunction with Classified Council work to ensure supervisors of classified employees are trained on how to complete Employee Appraisals. Human resources monitors the receipt of classified Employee Appraisals and notifies supervisors when evaluations are not completed in a timely manner.

2.B.3

The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

CSN has a special component of the Department of Human Resources that specializes in training. The Center for Academic and Professional Excellence (CAPE) in collaboration with multiple college departments develops and delivers training in the areas of compliance, internal procedures, leadership and people skills. CAPE also customizes training for departments based on their specific needs on an ongoing basis.

In order to provide timely and necessary training, CAPE conducts comprehensive needs assessments on a regular basis as a means to fulfill the stated needs of all faculty, administrators and staff based on the input of all constituent groups.

In addition to a year-round training calendar, CAPE coordinates two weeklong convocation programs at the beginning of the spring and fall semesters that is mainly comprised of faculty-to-faculty workshops in all areas of pedagogy and the use of technology in the classroom.

In the spring, CAPE collaborates with the Office of Technology Services (OTS) on the Tech Connection program. This event provides faculty with the opportunity to see new product demonstrations and interface with our technology partners relative to the equipment provided to the faculty and employed in the classrooms. The faculty members and college technology partners present the training sessions offered during this event, primarily for the benefit of teaching faculty.

CAPE has an online registration program on their webpage that allows all faculty and staff to register for any training sessions offered. Within that system, CAPE can track attendance and provide verification for compliance purposes and in support of performance evaluations.

The CAPE webpage also contains a plethora of information relative to professional development with links to sites for reference on topics relative to teaching and learning.

2.B.4

Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

The Department of Human Resources actively works with the hiring departments to ensure our recruitment efforts produce the required number of qualified candidates needed. Human resources is committed to attract, engage and retain the talent required to propel CSN forward by: promoting pride in CSN, providing professional development that supports individual effectiveness, career advancement and leadership capacity, offering recognition programs that reward achievement, enhancing opportunities to express opinions and influence decision making, encouraging the formation of professional networks and encouraging positive work environments.

Total Full Time Faculty Count: 566

Highest Level of Education:

- No education level indicated: 4
- HS Diploma: 7
- Trade Certification: 3
- Some College: 8
- Associates: 14

- Bachelors: 35
- Masters: 319
- Professional Degree: 2
- Other Doctorate: 42
- Ph.D.: 132

Total Part Time Faculty Count: 840

Highest Level of Education:

- Not indicated: 63
- High School Diploma: 15
- Trade Certificate: 12
- Some College: 36
- Associate Degree: 35
- Bachelor's: 115
- Master's: 438
- Professional Degree: 26
- Other Doctorate: 51
- Ph.D.: 49

2.B.5

Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Faculty members at CSN perform their job responsibilities under the appropriate contract type as outlined in the Workload Policy. This policy is located online under the general counsel's webpage.

The contract type and faculty category together define a framework of hours of work and/or job responsibilities required as part of the base workload for any faculty member. Within that framework, each faculty member will have an individual base workload constructed from appropriate components of the pertinent job description(s).

"A" Contract - This is a 12- month contract

1. Academic Instructional Faculty
 - a. Fifteen (15) Instructional Units average each spring and fall semester
 - b. Thirty-eight (38) Instructional Units/Year, including no more than eight (8) IU's during Summer*
 - c. Minimum five (5) hours per week scheduled office hours and/or scheduled contact hours
 - d. Minimum five (5) hours per week on average flexible institutional service, staff development, etc.

* "A" Contract: No summer overload

2. Academic Non-Instructional Faculty
 - a. Assigned activities shall occur within a 35-hour workweek
 - b. Included within the 35-hour workweek is a minimum of five (5) hours per week on average flexible institutional service, staff development, etc.

* "A" Contract: No summer overload

3. Administrative Faculty (professional)
 - a. Assigned activities shall occur within a 40-hour workweek
 - b. Included within the 40-hour work week are a minimum five (5) hours per week on average for staff development, training, preparation, etc.

"B" Contract - This is a 10-month contract

1. Academic Instructional Faculty
 - a. Fifteen (15) Instructional Units average each spring and fall semester
 - b. Thirty (30) Instructional Units per year**
 - c. Minimum five (5) hours per week on average scheduled office hours and/or scheduled contact hours
 - d. Minimum five (5) hours per week on average flexible institutional service, staff development, etc.

** "B" Contract: Maximum eight (8) Instructional Units each Summer

2. Academic Non-Instructional Faculty
 - a. Assigned activities shall occur within a 35-hour workweek.
 - b. Included within the 35-hour workweek are a minimum five (5) hours per week on average flexible institutional service, staff development, etc.

** "B" Contract: Maximum eight (8) Instructional Units each Summer.

3. Administrative Faculty (professional)
 - a. Assigned activities shall occur within a 40-hour workweek.
 - b. Included within the 40-hour work week are a minimum five (5) hours per week on average for staff development, training, preparation, etc.
 - c. No institutional service required (but may be approved by supervisor)

"B+" Contract - This is a 10-month contract plus an additional approved 22 days

- a. Can serve as an extension of any "B" contract

All faculty members at CSN are assigned a base workload commensurate with the responsibilities expected. Individual faculty workloads in excess of a base workload may be assigned with the agreement of the faculty member and will be compensated for overload as spelled out in section 3.6 Overload/Underload of the Workload Policy.

2.B.6

All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The NSHE Code, Chapter 5, Section 5.12.1 and 5.12.2, establishes that written performance evaluations of academic faculty and administrative faculty (professional staff) shall be conducted at least once annually by department chairs, supervisors or heads of academic or administrative units. One of the purposes of annual performance evaluations is to provide constructive, developmental feedback to the faculty member. (B/R 10/08)

The CSN policy on academic faculty evaluations states, "Evaluations of educators should promote sound educational principles, fulfillment of institutional mission, and effective performance of job responsibilities, so that the education needs of the student, community and society are met. Supervisors will use indices including the faculty member's self, student, supervisory, and/or classroom observations when evaluating faculty member's performance. No one index, including student evaluations, may be the sole basis for a specific evaluation rating, initiation of any disciplinary action or termination proceeding. Evaluations shall be constructive so that they help the institution develop human resources and encourage and assist those evaluated to provide excellent service. Measurement procedures should be chosen or developed to assure reliability so that the information obtained will provide consistent indications of the performance of those evaluated. Evaluation indices will be held in confidence and only made available to the faculty member, the supervisor, and appropriate administrators."

Faculty will receive an overall evaluation rating based upon their performance in eight standards, each of which is correlated to the corresponding job description and workload agreement. Each standard will be judged upon a predetermined set of criteria. A list of possible examples to be judged is provided for each standard, and individual departments/programs may modify the list of performance examples upon a majority vote of the full-time tenured or tenure-track faculty in that department/program. Any modifications must be in place before the start of the fall Semester of the evaluation year in which the modifications will be introduced. All faculty members in the same department/program must be judged using the same criteria.

Teaching Faculty Standards:

- Standard 1: Syllabus Development & Presentation
- Standard 2: Course Materials & Curricula Development
- Standard 3: Content Presentation
- Standard 4: Student Engagement and Participation
- Standard 5: Evaluation of Student Performance
- Standard 6: Student Communication and Support
- Standard 7: Course Logistics, Proficiency and Professionalism
- Standard 8: Professional Development and/or Service

Reference/Instructional Services Library Faculty Standards:

- Standard 1: Reference & Research Assistance
- Standard 2: Instruction Sessions
- Standard 3: Instructional Assessment
- Standard 4: Instructional Content Development
- Standard 5: Collection Selection, Evaluation and Maintenance
- Standard 6: Collaborative Work with CSN Faculty and Staff
- Standard 7: Library Leadership & Library Team Participation
- Standard 8: Professional Development and/or Service

Technical Services Library Faculty Standards:

- Standard 1: Acquisitions and Collection Analysis
- Standard 2: Technical Services, Cataloging and Interlibrary Loan
- Standard 3: Library Systems Maintenance
- Standard 4: Contracts and Agreements
- Standard 5: Reference & Research Assistance
- Standard 6: Collection Selection, Evaluation, and Maintenance
- Standard 7: Library Leadership & Library Team Participation
- Standard 8: Professional Development and/or Service

Digital Services Library Faculty Standards:

- Standard 1: Web Content
- Standard 2: Technology Guidance and Planning
- Standard 3: Access to Electronic Resources
- Standard 4: Management of Electronic Resources
- Standard 5: Reference & Research Assistance
- Standard 6: Collection Selection, Evaluation, and Maintenance
- Standard 7: Library Leadership & Library Team Participation
- Standard 8: Professional Development and/or Service

Counseling Faculty Standards:

- Standard 1: Serve a Diverse Population of Declared Student Major
- Standard 2: Provide Effective Counseling Experiences, Retention, Graduation and Transfer Evaluation
- Standard 3: Proficiency
- Standard 4: Student Engagement and Participation
- Standard 5: College Liaison
- Standard 6: Processes and Procedures
- Standard 7: Professional Responsibilities
- Standard 8: Professional Development and/or Service

SELF EVALUATION: Every year, for faculty who do not qualify for an exception (applying for tenure, half- or full-year sabbatical, or extended leave) the full-time faculty member must complete a self-evaluation of his/her performance over the evaluation period and indicate a rating from 0.0 (Unsatisfactory) to 4.0 (Excellent) for each of the eight standards corresponding to his/her classification (teaching, library or counseling). Individual ratings cannot have a precision of more than one decimal place. Documentation for specific duties and activities must be maintained by the faculty member, but need only be provided to the evaluator upon request by the evaluator. Upon providing appropriate justification and documentation, the evaluator may excuse activities or duties normally required for a specific standard. In the rare case of all activities and duties for a specific standard are excused, the default rating for that standard on the faculty member's self-evaluation shall be a 1.0. The self-evaluation will also include a Professional Growth Plan for the next evaluation period.

SUPERVISOR EVALUATION: Every year, the faculty member's supervisor will complete an evaluation of the faculty member's performance in the corresponding standards over the evaluation period. Standards 3 and 4 for teaching faculty deal specifically with classroom performance (in-class or online) and will only be rated if a classroom observation is performed in the evaluation period. All standard performance ratings will be on a scale ranging from 0.0 (Unsatisfactory) to 4.0 (Excellent). For teaching faculty, student evaluations should be used to influence the evaluator rating for any applicable and corresponding standard; however, any such influence cannot account for more than half of a point in the rating for that standard. When evaluating the performance in indicated standards, the faculty member's previous year's Professional Growth Plan (if the faculty member is beyond the first year of employment) shall be taken into account.

EVALUATION MEETING: Every year, the faculty member and the supervisor shall participate in an evaluation meeting to discuss the faculty member's student evaluations and performance for the applicable standards, and to compute the faculty member's overall rating.

OVERALL RATING: The faculty member will compute the average (mean) rating, rounded to the nearest hundredth (two decimal places), of the SELF and SUPERVISOR EVALUATIONS for each standard, and then compute the sum of those average ratings to determine the overall rating score. An overall rating score from 28.00-32.00 will result in an Excellent (E) rating for the evaluation period. An overall score from 20.00-27.99 will result in a Commendable (C) rating, an Overall Score from 12.00-19.99 will yield a Satisfactory (S) rating, and an Overall Score below 12.00 will result in an Unsatisfactory (U) rating.

If the supervisor determines and justifies the faculty member's rating as Unsatisfactory (a rating of 0) in one or two standards, then the faculty member is limited to no higher than a Satisfactory Overall Rating. If the supervisor determines and justifies the faculty member's rating as Unsatisfactory (a rating of 0) in three or more standards, then the faculty member will be issued an Unsatisfactory Overall Rating.

If the faculty member disagrees with the Overall Rating, an supervisory or peer review may be requested.

Once complete, the Final Evaluation Summary will be signed by both the faculty member and the supervisor, and then forwarded to the appropriate Dean for the remainder of the recording process.

DATES AND DEADLINES: Whenever possible, the evaluation period shall correspond to the contract year for the faculty member. If any due date falls on a non-workday for the college, the deadline shall be extended to the next college workday. Items are due by 5 PM on the corresponding date.



The schedule of due dates and deadlines according to the faculty tenure status are as follows:

Faculty Tenure Status	Classroom Observation (if applicable) & Completion of Self-Evaluation	Meeting w/ Evaluator	Final Evaluation Summary & Rating by Evaluator	Supervisor Submits to Dean	Dean Submits to VP	VP Submits to HR
Market Hire & Temp Full-Time	Before Feb 1	Before Feb 1	Feb 1	Feb 10	Feb 20	Last Day of Feb
Tenure Track in 1 st Year (Fall Hire)	Before Feb 1	Before Feb 1	Feb 1	Feb 10	Feb 20	Last Day of Feb
Tenure Track in 1 st Year (Spring Hire)	Before April 1	Before April 1	April 1	April 15	Apr 30	Last Day of Spring Sem
Tenure Track in 2 nd Year	Before Nov 15	Before Nov 15	Nov 15	Nov 30	Dec 10	Last Day of Fall Sem
Tenure Track in 3 rd Year	Before Feb 1	Before Feb 1	Feb 1	Feb 10	Feb 20	Last Day of Feb
Tenure Track in 4 th Year	See Tenure Policy					
Tenured	Before Apr 1	Before April 1	April 1	April 15	Last Day of Apr	Last Day of Spring Sem

Human resources track the receipt of completed faculty evaluations and will contact the department chairs and deans of those evaluations not completed. HR generates a report each year reflecting the number of faculty evaluations completed and number of overall ratings given for each group (E, C, S, U) and presents the report to the Faculty Senate.

For part-time instructors, a full evaluation (student evaluations and classroom/lab observation) will be conducted the first semester of employment. Full evaluations will be conducted a minimum of once out of every six semesters of employment after the first semester. The overall rating for performance will be based primarily on the performance observed and graded. The recommended activities may also be used in the consideration of the overall rating. Should a potential problem be identified, the evaluator and the appropriate administrator will note the concern and recommend remedial action. HR staff will provide a notice to each department chair when part-time instructors are due for an evaluation, and will track the completion of the evaluations and contact the appropriate department chairs and deans of those evaluations not completed.

2.C Education Resources

2.C.1

The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Whenever offered and however delivered, CSN programs conform to the minimum policy guidelines defined for certificates, associate, and baccalaureate degrees. These include general education for all associate and baccalaureate degrees.

2.C.2

The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

CSN programs are appropriate for the mission of the college. CSN offers the following types of collegiate-level degrees:

- Bachelor of Science
- Bachelor of Applied Science
- Associate of Arts (transfer degree within Nevada System of Higher Education)
- Associate of Science (transfer degree within Nevada System of Higher Education)
- Associate of Business (transfer degree within Nevada System of Higher Education)
- Associate of General Studies
- Associate of Applied Science
- Certificate of Achievement
- Certificate of Completion (skills certificates) – awarded by the respective academic School; i.e. nursing assistant. Effective with fall 2013, these skills certificates are transcribed and reported to IPEDS

The following construct for degrees and certificates has been adopted:

Completion Award	Number of Semester Credit Hours	General Education
Certificate of Completion (skills certificates)	9-29	0
Certificate of Achievement	30 – 39*	3-9*
AA/AS/AB/AGS	60 – 65**	35
AAS	60 – 72**	22-26
BS/BAS	120 – 126	41 - 54

*Human relations, communication and computation components must exist in all programs awarding a certificate of achievement

**Transfer degrees are generally between 60 and 65 credits. Health science associate degrees are at the high end of this range.

The content and rigor of each program must be thoroughly reviewed by content experts before the program is offered. All curriculum at CSN is developed, written, and implemented by CSN faculty who are content experts in each of their areas of study.

For more on the CSN curriculum process, visit: <http://www.csn.edu/pages/906.asp>

The student learning outcomes for every bachelor, associate, and certificate of achievement degree are identified on the appropriate degree sheet and clearly articulated in the CSN General Catalog and Student Handbook. <http://www.csn.edu/pages/660.asp>.

The student learning outcomes for every course are clearly defined in the course syllabus per the CSN Course Syllabus Policy (section 3; subsection D):<http://www.csn.edu/pages/1722.asp>. When course learning outcomes are revised or updated, the curriculum process requires the course change be communicated to the College Curriculum Committee. The central repository for all course learning outcomes is the Curriculum Office. The deans of each academic school are also responsible for maintaining current course syllabi for every course offered in the academic school.

Faculty members are charged with measuring student achievement of the learning outcomes for each course through the evaluation of student submitted performance indicators (exams, quizzes, written papers, projects, and other assignments).

The student learning outcomes for every course are clearly defined in the course syllabus per the CSN Course Syllabus Policy (section 3; subsection D): <http://www.csn.edu/pages/1722.asp>.

The student learning outcomes for every program/degree are clearly articulated in the CSN General Catalog and Student Handbook <http://www.csn.edu/pages/660.asp>.

Additionally, many of the academic departments at CSN have published the course descriptions along with the student learning outcomes for their respective programs and courses on their departments' websites. An example can be found here: <http://www.csn.edu/pages/660.asp>.

2.C.3

Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Credit for courses is calculated based upon the formula:

- Lecture – average number of lecture hours per week – 3 contact hours = 3 credits
- Laboratory/Clinical/Other formal instructional hours per week – 3 contact hours = 1 credit

In the college catalog, each course description describes the nature of the course. The numbers on the right side of each description define the credits and average weekly contact hours the student will spend in formal classes during a 16 week semester. Classes scheduled for other than a 16 week semester will have the contact hours adjusted accordingly. For example,

ENG 101 Composition I 3(3,0,0,0)

- 3 credits
- 3 lecture hours
- 0 laboratory hours
- 0 clinical hours
- 0 other hours

Total credits required for degree and certificate programs are based on recommendations from faculty and approval by the College Curriculum Committee.

The following construct for degrees and certificates has been adopted:

Completion Award	Number of Semester Credit Hours	General Education
Certificate of Completion (skills certificate)	9 - 29	
Certificate of Achievement	30 – 39*	3-9*
AA/AS/AB/AGS	60 – 65**	35
AAS	60 – 72**	22 - 26
BS/BAS	120 – 126	41 - 54

*Human relations, communication and computation components must exist in all programs awarding a certificate of achievement

**Transfer degrees are generally between 60 and 65 credits. Health science associate degrees are at the high end of this range.

Upon the completion of a course, students are assigned a letter grade that identifies their level of achievement in the particular course (e.g. A, B, C, D, F, W, I). These final course grades are posted to the student's permanent record (transcript). Upon completion of all courses that are required for a given degree or certificate, the student applies for graduation. Once the Office of the Registrar receives a graduation application from a student, the Registrar (or designee) thoroughly reviews the student's transcript and measures the transcript against the clearly articulated degree or certificate requirements. Providing the student has successfully met all of the degree and/or certificate requirements, the student is awarded the degree/certificate. If after this degree audit, the student has not successfully met the degree or certificate requirements, the student is notified in writing of any deficiencies and is then encouraged to meet with an academic counselor to work toward the successful completion of the degree or certificate.

Catalog Year

Students may apply to graduate under the degree requirements for the year in which they initially enrolled at CSN or officially declared a major at the Office of the Registrar. If a degree or emphasis is offered for the first time after a student has enrolled, the student may choose the catalog year in which the degree or emphasis was first offered. The catalog must not be older than six years.

2.C.4

Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Breadth: CSN has consistently and thoughtfully created and maintained its degree programs to achieve the broadest approach to each subject area. More focused, targeted programs of study include the Certificates of Achievement and Certificates of Completion and effective 2013, skills certificates which are at least nine credits and lead to an industry recognized credential. The associate degrees require the student to take a broad range of courses in many academic areas, essentially satisfying the general education requirements of both two-year and four-year degrees. A majority (approximately 58 percent) of the 60 credits required for most associate degrees are devoted to general education courses. The following areas are covered in a typical associate degree:

- English
- Literature
- Analytical Thinking
- Mathematics
- Natural Science
- Social Science/Humanities/Fine Arts
- U.S. and Nevada Constitution
- Values and Diversity

Students are required to complete between three and nine credits in each subject area. Most subject areas offer survey courses for students to use for degree credits in general education. While robust and scholarly enough to have validity, survey courses at CSN also serve the student by allowing him or her to experience a particular subject area. As of June 30, 2015, CSN offers the following breadth of degree options:

- Bachelor of Science 1
- Bachelor of Applied Science 2
- Associate of Arts 25
- Associate of Business 1
- Associate of General Studies 1
- Associate of Science 4
- Associate of Applied Science 85 (includes apprenticeship)
- Certificate of Achievement 87 (includes apprenticeship)
- Certificate of Completion (Skills Certificate) 23

Depth: Each degree program maximizes the hours available to be dedicated to the special program area. In this way, the student receives multiple semesters of coursework in his or her major area. For most associate degrees, the student must take between 30 - 32 credits in the major area. Certificate of achievement programs must demonstrate evidence of instruction in communication, computation, and human relations. Faculty in certificates of achievement may designate general education courses or special program courses as long as the courses can demonstrate the following course objectives:

- Communication – The communication requirements are provided primarily through ENG 100, 101, ENG 107 or COM 115. In some cases, the requirement may be met through courses in business writing, communication, journalism, or theatre.
- Computation – The computation requirement must demonstrate the student's ability to perform a minimum of basic arithmetic operations including addition, subtraction, multiplication and division, and apply them to solving problems.
- Human Relations – The human relations requirement must demonstrate the student's ability to develop cultural sensitivity and awareness within the workplace environment; develop positive attitudes toward work and service to others; develop positive communication and listening skills in human behavior and relationships.

Sequencing of Courses: In many program areas, sequences of courses exist to give the student an in-depth look at the subject matter. The student information system enforces course prerequisites to ensure a student's ability to be successful in subsequent coursework. For example, the Associate of Arts Degree with a music emphasis requires four successive semesters of music theory, as well as four successive semesters of private instruction on the student's main instrument. Only in this way can the student be fully prepared in each subject, either to continue on to a university, or to enter directly into the workforce.

Synthesis of Learning: In each degree program throughout CSN, programs are designed to facilitate real-world decision-making and problem solving, based upon the knowledge gained from the collection of courses required. For example, in the various areas of the arts, students must bring together knowledge from several courses, as well as their own life experiences, in order to make educated value judgments regarding a piece of visual art, a musical performance, a dance performance, or a play.

Admission and graduation requirements clearly defined: Every degree program is described in detail in the annual CSN Catalog. Students are advised (and reminded in writing) that the degree requirements in place when the student declares his/her major, will be the requirements for which he or she is responsible. Program outcomes are stated on each degree sheet, for every bachelor's and associate degree and each certificate of achievement program. In many discipline webpages within the CSN website, descriptions of the course experiences, as well as some counseling for appropriate student scheduling, are contained.

Admission and graduation requirements widely published: All degree and certificate degree sheets are published in the CSN catalog, which is distributed in bookstores, as well as high school, and college and university libraries. In addition, the degree programs may be found in online CSN resources. Most degrees may be found by opening the CSN website at www.csn.edu. From the main page, one can select from the menu to go to the online college catalog. Within that catalog, all degree programs are clearly and thoroughly described. Furthermore, most academic departments have degree sheets available in their discipline webpages, also within the CSN website.

Guided Pathways: For every degree (associate, bachelor's and certificate of achievement), students are provided with a guided pathway which describes the semester sequence recommended by faculty. These guided pathways are found adjacent to the degree sheets, <http://www.csn.edu/pages/4852.asp#2>.

YEAR	DEGREES/CERTIFICATES AWARDED	GRADUATES
2013-2014	4,608*	4,029*
2012-2013	2,741	2,489
2011-2012	2,541	2,330

*Represents the first year that skills certificates were reported to IPEDS. These skills certificates are transcribed once a student completes all the course requirements.

2.C.5

Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

General statement: CSN has always been committed to the belief that faculty govern curriculum, including design, content, and delivery. Further, under the guidance of the Office of Assessment and Accreditation, faculty have a leading role in designing and implementing various assessment strategies for courses and programs.

The Faculty Senate is a representative body responsible for faculty participation in planning, development and governance of the college. Members of the Faculty Senate are elected faculty members from all academic divisions as well as representation from the administrative faculty.

The Academic Standards Committee (ASC) shall receive from the appropriate administrator, faculty member, or committee, recommendations for changes in policies or procedures which impact the instruction of credit courses. Policies or procedures shall include such items as modifications of course meeting matrix and modifications of the length of the academic year, a semester or summer sessions. The ASC shall review and make recommendations in these matters to the Vice President for Academic Affairs and/or the Faculty Senate. At least once annually, the ASC shall solicit a report from the Director of Libraries or his/her designee regarding the library's capacity to serve the needs of faculty and students. The ASC shall make recommendations to the Director of Libraries regarding library acquisitions. At least once annually, the ASC shall discuss the state of academic standards in the college and make such recommendations as it may deem proper to the Faculty Senate chairperson and the Vice President for Academic Affairs. The ASC shall consider other matters at the request of the Faculty Senate chairperson or the vice presidents. The ASC shall develop an ASC Procedures Manual and review it annually. The ASC shall serve as a review/recommendation body for students affected by the Satisfactory Academic Progress Policy.

The College Curriculum Committee (CCC) shall receive new course proposals, new program proposals, new certificate proposals, and all related revisions from the School Curriculum Committee (SCC). The College Curriculum Committee shall recommend the acceptance, revision or rejection of proposals and revisions.

Instructional Technology Committee will recommend, monitor implementation of, and review policies, practices and procedures related to online education. They will also coordinate activities, when necessary, with other all-college committees involved in technology and/or online learning. This committee will serve as a resource to faculty and the Senate in all matters related to use of technology as it relates to academic pursuit and learning.

Active role in selecting new faculty: CSN's latest faculty screening process contains major input from faculty. The department chair, who is also academic faculty at CSN, selects one of the screening committee members from the faculty in the department that is to be home to the new faculty member. The dean selects another faculty member, and the Human Resources Department also selects a faculty member from another area. At least three of the five screening committee members are faculty.

Academic program reviews are done on a continuing basis to improve the quality of academic programs. These reviews provide information, analysis and evaluation that assist the college in identifying program strengths, areas for improvement, and provide commendations and recommendations. The academic appraisal process was conducted in the School of Advanced and Applied Technologies and Ralph and Betty Engelstad School of Health Sciences during the 2013-2014 academic year. The academic appraisal process was conducted in the School of Arts and Letters during the 2014-2015 academic year.

2.C.6

Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The CSN Library has strong collaborative relations with academic faculty across the college. Support for CSN curricula is provided by a range of services and resources which are increasingly delivered online. Faculty are members of the CSN Library Advisory Board which meets each semester to share current information, hear directly from faculty about their curricular and resource needs and to provide open communication between faculty and the library. Academic faculty work in partnership with library faculty to integrate a range of instructional support for research skill development including use of writing style guides such as MLA, selecting appropriate resources based on curricular assignments and support for locating the most appropriate print or electronic sources for research papers. Academic faculty are able to suggest purchases for the library collections and participate in the selection of electronic resources that best support their programs. Library services are increasingly delivered online such as a chat service to support 'just in time' research support, online library guides that collect and organize library support for a program or specific course; and online research tutorial that guides online students through the steps of the research process. All of these forms, services and guides are available on the library's website: <http://www.csn.edu/library/> Content and services can also be integrated into CANVAS, the college's learning management system. The library has a strong collection of print and online resources and continually refines these collections based on evolving curricular needs and with input from faculty to ensure currency, adequate coverage for new and existing curriculum and to incorporate student preferences for content delivery such as electronic books and streaming films.

2.C.7

Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Non-Traditional Education

A student may apply for non-traditional education (NTE) credit based on work or life experience. Application may be made at any time after the student completes the process of admission to CSN even if not otherwise registered in a course or gaps in enrollment have occurred.

NTE credits apply only toward the degrees of Associate of General Studies (AGS) and the Associate of Applied Sciences (AAS), and the Certificate of Achievement (COA). Requests for NTE credit will be evaluated and awarded in the sole discretion of the academic department. NTE credit cannot exceed the credit value of the equivalent course.

The evaluation for NTE credit will typically involve a personal interview, verification of occupational or life experience, and may include the results of occupational competency examinations. Applicants must submit all relevant official documents, supportive materials, and specific information on the length, content, and other pertinent information concerning the work or life experience to the department chair or designee. After approval, applicant must pay a fee of \$25 per CSN course.

Sources or background for work or life experience meriting consideration may include but are not limited to nor guaranteed to be:

- Military training Apprenticeship instruction/training
- Correspondence courses Extension courses
- Certificate training Work experience
- Service Member Opportunity College
- Post-secondary proprietary institutions including business colleges

Generally, a maximum of 16 NTE credits can be applied toward the AGS and the AAS, and a maximum of eight NTE credits can be applied toward the COA. However, there is an opportunity to exceed the foregoing limit through application to and approval from the Vice President of Academic Affairs, in addition to the regular approval process.

NTE credit is not included in a student's cumulative CSN GPA. NTE credit awarded by CSN may not be transferable to another educational institution.

2.C.8

The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

CSN's policies and procedures relating to transfer credits can be found on page 6 in the 2014-2015 General Catalogue and Student Handbook: <http://www.csn.edu/pages/4851.asp>.

Students transferring from regionally accredited institutions of higher education might be granted credit for work completed which is equivalent to courses offered at CSN. The accreditation of the institution and the listing published in the American Association of Collegiate Registrars and Admission Officers (AACRO) Transfer Credit Practices for the year in which the applicant attended governs the acceptance of transfer credit. The number of credits awarded will be determined by the college rating and the guidelines that follow:

Students must have an official transcript mailed to the Office of the Registrar. After the student has verified that his or her transcript has arrived in the Office of the Registrar, he or she must fill out a Transfer Credit Evaluation form and submit that to the Office of the Registrar. The Office of the Registrar evaluates transcripts from other institutions upon request and determines which credits may be applied toward a CSN degree or certificate.

A transfer student must complete the appropriate 15 credit hours in residence for a degree or certificate. CSN will also accept a maximum of 16 credits from non-traditional sources. A student must take the appropriate 15 credit hours in residence in his or her major occupational area for an Associate of Applied Science degree or a Certificate of Achievement. CSN will accept "D" grades as elective credit provided the cumulative grade point average from the transfer institution, in the semester in question, is 2.0 or above.

Transfer and Articulation Partnerships:

CSN provides a broad range of courses to fulfill the requirements of an associate degree and the first two years of a baccalaureate degree aimed at preparing students for transfer to a four-year college or university. Students planning to transfer to four-year institutions should speak to a counselor or advisor to receive assistance and select courses and appropriate degree paths. The University of Nevada, Las Vegas (UNLV) and Nevada State College (NSC) have academic counselors assigned to the campuses of CSN and work with CSN transfer students after approximately 30 credits have been completed.

Current partnership agreement can be found on page 24 of the 2014-2015 CSN General Catalog and Handbook.

Current partnership agreements exist with:

Great Basin College – GBC
Nevada State College – NSC
University of Nevada, Las Vegas – UNLV
University of Nevada, Reno – UNR
Sierra Nevada College – SNC
Truckee Meadows Community College (BSDH only) – TMCC
Western Nevada College – WNC

Private and Out-of-State Institutions:

Art Institute of Las Vegas – AiLV
Capella University – CU
Chamberlain College of Nursing - CCN
Champlain College – Division of Continuing Professional Studies – CC
DeVry University – Engineer Technology - DVU
Eastern New Mexico University – Paramedic only –ENMU
Grand Canyon University – GCU
Kaplan University – KU
Lincoln Christian University – Las Vegas Extension –LCU
National University – NU
Pennsylvania State University - PSU
Southern Illinois University, Carbondale – SIUC
University of Maryland University College – UMUC
University of Phoenix – UOP
Utica College - UC
Western Governors University – WGU

Undergraduate Programs

2.C.9

The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

BACCALAUREATE AND ASSOCIATE TRANSFER DEGREES

General education courses at CSN offer opportunities for students to explore and understand the world by developing competencies in skills or methodologies and to explore broad, common areas of knowledge. General education courses prepare

students to access, evaluate, and integrate information from a variety of sources in order to gain knowledge and to use that knowledge to continue life-long learning, to exercise responsible judgment and make informed decisions, to understand the perspectives of others, to recognize and appreciate diversity, to adapt to changing environments, and to take meaningful action in professional, personal, and community life. General education content requirements for every degree type are described below:

BS and BAS – Bachelor of Science General Education

General Education credits	53
Lower Division General Education	37
Upper Division General Education	16

Associate of Arts General Education

33 - 39 General Education credits in 8 categories

English	6-8
Literature	3
Fine Arts	3
Humanities	6
Analytical Thinking	3
Mathematics	3
Life and Physical Science	7 (One course must include a Lab)
U.S. and Nevada Constitutions	4-6

Associate of Science General Education

34 - 41 General Education credits in 7 categories

English	6-8
Literature	3
Fine Arts	3
Humanities	6
Mathematics	3-4
Social Sciences	9
U.S. and Nevada Constitutions	4-6

Associate of Business General Education

32 - 36 General Education credits in 8 categories

English	6-8
Literature	3
Fine Arts	3
Humanities	3
Analytical Thinking	3
Mathematics	3

Life and Physical Science	7 (One course must include a Lab)
U.S. and Nevada Constitutions	4-6

Associate of General Studies General Education

25 – 29 General Education credits in 7 categories

Communications	6-8
Fine Arts	3
Humanities	3
Mathematics	3
Science	3
Social Science	3
U.S. and Nevada Constitution	4-6

AAS – Associate of Applied Science General Education

27 – 29 General Education Credits in 7 Categories

Communications	3
English	5
Human Relations	3
Mathematics	3
Science	6
Fine Arts/Humanities/Social Sciences	3
U.S. and Nevada Constitutions	4-6

Certificates of Achievement – Certificates of achievement must demonstrate evidence of instruction in communication, computation, and human relations. Faculty in certificates of achievement may designate general education courses or special program courses as long as the courses can demonstrate the following course objectives:

- Communication – The communication requirements are provided primarily through ENG 100, 101, or ENG 107. In some cases, the requirement may be met through courses in business writing, communication, journalism, or theatre,
- Computation – The computation requirement must demonstrate the student’s ability to perform a minimum of basic arithmetic operations including addition, subtraction, multiplication and division, and apply them to solving problems.
- Human Relations – The human relations requirement must demonstrate the student’s ability to develop cultural sensitivity and awareness within the workplace environment; develop positive attitudes toward work and service to others; develop positive communication and listening skills in human behavior and relationships.

The degree sheets in the catalog for certificates of achievement indicate which course(s) satisfy the communication, computation, and human relations requirement.

2.C.10

The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

The 2014-2015 CSN General Catalog and Student Handbook (pg. 42) describes the CSN general education outcomes for transfer degrees according to nine skills or methodologies and goals

Completing general education at CSN results in fulfilling the following skills, or methodologies, and goals that correlate with general education programs at the University of Nevada, Las Vegas and Nevada State College:

- Construct college-level academic and professional writing using appropriate conventions;
- Employ research methods including how to obtain and use information via both print and electronic media;
- Solve problems in quantitative mathematical reasoning including probability, statistics, geometry, and consumer mathematics;
- Demonstrate an understanding of the theoretical foundations of analytical reason and its connection to natural language;
- Examine and interpret the United States and Nevada constitutions;
- Demonstrate general academic literacy applied to oral communication appropriate to different audiences and purposes;
- Use critical reading skills to engage and analyze literary texts;
- Define and apply basic concepts in one or two scientific disciplines;
- Acquire appreciation or introductory knowledge about social sciences and their insights about individual or group behaviors;
- Acquire appreciation or introductory knowledge of the humanities or languages, and at least one of the fine arts.

These 10 outcomes identify the skills or methodologies and goals of the CSN general education curriculum. The 10 outcomes also provide a framework for general education assessment. An example of how assessment of general education has resulted in curricular improvement is the addition of ENG 101 as a prerequisite to HIST and PSC. ENG 101 has also been added as a prerequisite to HMD (hospitality management) courses.

2.C.11

The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

General education requirements for Associate of Applied Science (AAS) degrees requires 22-26 credits in the categories of communications, English composition, human relations, mathematics, natural sciences, fine arts/humanities/social sciences, and U.S. and Nevada constitutions.

The general education policy for AAS degrees defines the following general education outcomes:

- Demonstrate general academic literacy applied to oral communication appropriate to different audiences and purposes;
- Construct college-level academic and professional writing using appropriate conventions;
- Experience or interpret cultural, social and other differences present in our society;
- Solve problems in quantitative mathematical reason including equations and variables, integer exponents, fractions, decimals, percent's, ratios, statistics, and geometry;
- Define and apply basic concepts in at least one scientific discipline;
- Acquire appreciation or introductory knowledge of the Humanities or International Languages, or at least one of the Fine Arts;
- Acquire appreciation or introductory knowledge about Social Sciences and their insights about individual or group behaviors.
- Examine and interpret the United States and Nevada constitutions.

Certificate of Achievement – Certificate of achievement programs must demonstrate evidence of instruction in communication, computation, and human relations. Faculty in certificates of achievement may designate general education courses or special program courses as long as the courses can demonstrate the following course objectives:

- Communication – The communication requirements are provided primarily through ENG 100, 101, or ENG 107. In some cases, the requirement may be met through courses in business writing, communication, journalism, or theatre,
- Computation – The computation requirement must demonstrate the student's ability to perform a minimum of basic arithmetic operations including addition, subtraction, multiplication and division, and apply them to solving problems.
- Human Relations – The human relations requirement must demonstrate the student's ability to develop cultural sensitivity and awareness within

the workplace environment; develop positive attitudes toward work and service to others; develop positive communication and listening skills in human behavior and relationships.

The degree sheets for each certificate of achievement record the course identified as meeting the communication, computation, and human relations requirement. If related instruction is embedded within a program specific course, the course outcomes must include evidence of related instruction. For example, computation related instruction in Pharmacy Technician is found in PHAR 105B Pharmaceutical Math for Technicians. Human relations related instruction is found in PHAR 100B Introduction to Pharmacy Practice.

Graduate Programs

2.C.12

Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

- Not Applicable

2.C.13

Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

- Not Applicable

2.C.14

Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

- Not Applicable

2.C.15

Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by construction and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

- Not Applicable

Continuing Education and Non-Credit Programs

2.C.16

Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

CSN's Division of Workforce and Economic Development (DWED) was established in 2005 to meet the training needs of Southern Nevada's workforce and employers. The division is an entrepreneurial and self-supporting entity of the college that works with the region's businesses and key industry sectors in the assessment, design and implementation, and evaluation of customized curricula and training programs. DWED administrates non-credit programs for industry and workforce training, community enrichment, ESL & GED skills and courses for Southern Nevada's residents that are aligned and compatible with CSN's mission of creating opportunities and changing lives through education that enrich our diverse community. Programs are developed and deployed based on:

- Industry and employer request and input.
- Feedback from program advisory groups, local industry associations, chambers and non-profit organizations.
- Partnerships with local organizations needing skills training linked to grant funding.



2.C.17

The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

DWED oversees, maintains, and monitors the academic quality of continuing education programs and offerings of special courses.

There are six program areas in DWED: Adult Literacy and Language, Business Services, Community and Personal Enrichment, Healthcare/EMS, Math Prep and Workplace Safety. Program coordinators utilize expertise from a variety of sources including community associations, industry organizations, subject matter experts from credit programs and collaboration with CSN academic programs through the support of CSN Deans.

Information about the division's program areas and program initiatives can be found at the following web address:

<http://sites.csn.edu/workforce/>

Any special learning programs or continuing education programs that issue academic credit are approved by the dean of the academic department and built in collaboration with appropriate faculty and a department chair. Each program in DWED that issues credit builds a specific agreement on roles/ responsibility and review by the academic team that is unique to the request. Examples of the procedures that are put in place can be found in the Policies and Procedures manual for DWED (**exhibit**) for programs such as CNA and EMT with Health Sciences.

As an example, DWED works collaboratively with CSN Health Sciences to offer CNA and EMT to those students that are funded by city, state and federal agencies. These classes are listed in CSN's college catalogue. The ultimate goal is to assist the student through the sometime confusing and labor intensive process to get into the course and complete all the entrance requirements identified in the Health Sciences Student Handbook included in this packet.

DWED responsibilities include tracking attendance, monthly evaluations, and collecting CSN requirements for credit programs and sponsoring agencies.

There is a brief procedure that DWED follows with program documents identifying the credit side fees as well as the DWED fees for assisting these students to get registered in the course, acquire uniforms, get physicals, immunizations, drug testing, background checks and request invoicing for agency sponsored students.

2.C.18

The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

The primary purpose of a CEU at CSN/DWED is to provide a record of an individual's non-credit, educational and professional development experiences that are connected with a professional or certifying organization. Continuing Education Units are widely used to provide evidence of completion of continuing education requirements mandated by certification bodies, professional societies or governmental licensing bodies.

The CSN/DWED Process & Procedure Manual (**exhibit**) further identifies the process for awarding CEUs for training provided by CSN/DWED: Coordinator works with a requesting organization to determine the number of CEUs to be offered based on course contact hours and content. One CEU is defined as ten contact hours of participation in an organized educational experience. Coffee breaks, meals and social activities are not considered instructional hours.

Coordinator establishes "verification of attendance" process for use by instructors. At a minimum the instructor must take attendance, verify hours student attended course and sign roster. Instructor and/or coordinator signs certificate of completion verifying the number of CEU hours earned in the course and these hours are noted on the certificate of completion.

2.C.19

The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

The CSN/DWED uses a web-based registration and class management system, a product of Augusoft, Inc., called Lumens. Through Lumens, the division organizes all class information by:

- **Categories** equivalent to broad area of subject matter such as *Healthcare, Community & Personal Enrichment*, etc.
- **Subcategories** which further divides areas of focus within categories such as *Arts & Crafts, Motorcycle Safety*, etc.

- **Courses** which is the basis for the specifically dated courses, for example the course *Basic Woodworking*, in the subcategory *Arts & Crafts*, a part of the *Community & Personal Enrichment* category.
- **Classes** which are the individual offering of the specific course, such as *Basic Woodworking* starting January 19, 2015 and March 26, 2015.

Every class includes a description detailing the nature of the curriculum for the class. As a feature of the registration system enrollment, attendance, grading and continuing education credit can all be part of the permanent record for each individual student in each unique class based on the needs and requirements of the subject matter.

Reportable from the Lumens system is a record of courses offered currently and in the past. Historical record details include, but are not limited to, total number of courses offered, enrollment counts per course, class cancelations and class rosters.

CEUs are also recorded and tracked in Lumens establishing a permanent training record. CEUs can be recorded in similar fashion to attendance and final grading. Recording CEUs in Lumens allows for the generation of student transcripts that include CEU attainment.

2.D Student Support Resources

2.D.1

Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

The college provides a wide variety of student support services and auxiliary services to enhance students' CSN experience, facilitate access to CSN offerings, and provide tools and resources to facilitate both academic and personal success. Below is a hyperlinked list of these services, this list also appears on the [Current Students](#) link of the College website:

Student Services

[Career Services](#)
[Cashier's Office](#)
[Childcare](#)
[Psychological Counseling](#)
[Disability Resource Center](#)
[Financial Aid](#)
[Financial Options](#)
[International Center](#)
[Información en Español](#)
[Library Services](#)
[Library Catalog](#)

Academics

[Calculating Your GPA](#)
[Catalog/Schedule/Calendar](#)
[Counseling](#)
[Course Syllabus/Details](#)
[Search](#)
[Faculty/Staff Directory](#)
[Registrar](#)
[Residency Requirements](#)
[Schedule Lookup](#)
[Transcripts](#)
[Transfer Center](#)

Student Activities & Leadership

[Athletics](#)
[Collegiate Review](#)
[Events](#)
[Honors Program](#)
[Intramural Sports](#)
[Phi Theta Kappa](#)
[Podcasts](#)
[Student Activities](#)
[Student Government](#)

[Student Ambassadors](#)
[Re-Entry Program](#)
[Retention & Academic
Success](#)
[SMARThinking](#)
[Testing Center](#)
[TRIO Student Support
Services](#)
[Veteran's Services](#)
[Work Study](#)

[Transfer Credit Guide](#)
[Tuition](#)
[Tutoring](#)

**Learning Assistance
Centers**
[Math & Science Labs](#)
[Writing Center](#)
[Online Writing Lab](#)

The Campus
[Bookstore](#)
[Campus Maps](#)
[Fine Arts Gallery](#)
[Horn Theatre](#)
[Police Academy](#)
[Planetarium](#)
[Russell's Restaurant](#)

2.D.2

The institution makes adequate provisions for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

The safety and security of the college's inhabitants is assured through a variety of methods including: in-house police force, a security force, emergency management procedures and mass notification.

Police Services

- CSN has established its own police department and employs state certified, category 1 police officers
- Due to the number of officers employed, the police work five days a week, from 8:00 a.m. to 11:00 p.m., split between a day shift and a swing shifts
- Within the department we have 2 Drug Recognition Experts (DRE) and three 3 Crisis Intervention Team (CIT) members
- All officers are trained in crisis management by utilizing the Incident Command System (ICS) structure
- All patrols cars are outfitted with Mobile Data Computers (MDC) which give the officers instant access to criminal justice information in the field
- All patrol cars are outfitted with Las Vegas Metropolitan Police radios so that we can make contact with the local police in the event of an emergency
- All patrol cars are outfitted with patrol rifles, which the officers train with regularly, to immediately respond to an active shooter incident
- All patrol cars are outfitted with AED units and first aid kits to assist any citizen in the event of a medical emergency
- All police personnel conduct active patrols by car, bicycle, foot and electric carts
- The CSN police department conduct numerous cross-training with external municipality police departments
- CSN also currently has over 250 active CCTV cameras throughout its main campuses which are monitored by public safety personnel 24 hours/7 days a week

- CSN initiated a Safety and Security committee to address any issues and concerns in these areas
- The police department has numerous Memorandums of Understanding (MOU) in place with other municipality police departments to assist in the event of an emergency
- Participation in a new police dispatch radio system, the *Southern Nevada Area Communications Council (SNACC)*, has been completed. This radio system is currently used by a majority of the emergency response units in Southern Nevada (police, fire, ambulance, etc.). Joining this radio system greatly increases the CSN police department's interoperability with all those agencies and provide the college community with the most effective emergency response possible.

Security Services

- CSN also contracts with an outside security firm to supplement its police department
- Security personnel are present on the main campuses 24 hours/7 days a week
- Security personnel are trained in first aid and the use of AED units
- Security personnel conduct active patrols on bicycle, foot and electric carts
- Security personnel also monitor the hundreds of CCTV cameras located throughout the CSN properties
- Security personnel also monitor the numerous panic buttons located in key areas throughout the campuses
- Security personnel also monitor the numerous electronic access doors, burglar alarms and fire alarms throughout the campuses

Emergency Management and Mass Notification Systems

CSN has engaged in a robust effort to include emergency preparedness into College life for administrators, faculty, staff and students. Having successfully completed an Emergency Management for Higher Education (EMHE) grant program that provided resources for both infrastructure and planning/training efforts, CSN continues to incorporate emergency preparedness and response into the orientation for new students, faculty, and staff and ongoing training opportunities throughout the year.

- CSN has a full-time, City of Las Vegas, active duty fire station located right on the property of the West Charleston campus. This was a collaboration between the college and the City of Las Vegas and this will provide instant medical and fire services in the event of an emergency
- CSN has implemented its first voice capable fire alarm system at the Cheyenne campus. This feature allows the police department to send emergency notifications over the fire system to instantly notify our college community in the event of an emergency on what action they should take to ensure their safety
- CSN has installed an emergency call box system throughout the main campuses

- CSN currently utilizes a text based electronic notification system to alert all registered participants of a college emergency
- Emergency phones have been placed in all CSN classrooms to enable immediate notification to security in the case of a classroom emergency
- Shelter in place kits have been installed throughout CSN facilities
- CSN also utilizes other systems to notify its community during an emergency which include a campus wide television system, a new VOIP telephone system, flash broadcasting over all college networked computers and the CSN Facebook and Twitter pages
- Installation of EAccess to enhance the security of all buildings. Currently, all exterior doors have been converted over to EAccess (with exception of the modular buildings). EAccess is an electronic access device that is programmable and auditable.
- Burglar alarms have been installed at all Bursars' office locations and have been contracted through Alarmco for monitoring
- The CSN Police Department has begun offering self-defense classes to the college community, such as the Rape Aggression Defense (RAD) system, and numerous safety awareness classes. Also, the department has promoted programs such as "See Something, Say Something" to get the college community more involved in the safety of their surroundings by reporting any suspicious activities to law enforcement.

In accordance with federal regulations and CSN's commitment to the safety and security of our campuses, the CSN Police Department reports the following information and statistics on their web page:

- [Jeanne Clery Disclosure of Campus Crime Statistics 2011-2013](#)
- [2014-2015 Daily Crime Log](#)
- [Crime Definitions](#)
- [Public Safety & Security Information](#)
- [Sex Offender & Community Notification](#)
- [Statement of Non-Discrimination](#)
- [Student Parking Regulations](#)
- [Students Right To Know](#)
- [What to do When You're Stopped by the CSN Police](#)

The CSN Police Department website also provides detailed information on subjects such as crime alert bulletins and warnings, auto theft prevention, heightened awareness, and community response plans for emergent situations. Further, there are numerous links to public safety and crime related information and resources, including:

- [Family Watchdog](#)
- [Faces of Meth](#)
- [Crime Stoppers of Nevada](#)
- [Nevada Homeland Security](#)
- [America's Most Wanted](#)

2.D.3

Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

CSN maintains an “open door” admissions policy for individuals capable of benefitting from postsecondary education by requiring a high school diploma or GED for degree or certificate seeking students. However, the institution does offer an admission pathway for non-high school graduates allowing prospective students who score above a certain threshold on math and English placement tests, or those who have transfer credits from accredited institutions, to gain admission into CSN. The college’s recruitment operation uses an enrollment management approach based on consistent and long-term outreach to high school, business, government, and community agencies. Trained recruitment/success coaches assist prospective and newly admitted CSN students to progress through the admissions, financial aid, and intake processes. Together, recruitment and advising personnel make sure incoming students receive timely, relevant, and accurate information pertaining to readiness and potential for success in the curriculum of their choice, along with graduation and transfer guidance in their field. Graduation requirements are listed both online, at www.csn.edu/graduation, and in the catalog (p.22-23). Policies and procedures regarding transfer can be found online at www.csn.edu/transfer and in the catalog (p.24).

Since not all new students are able to attend an in-person campus orientation, the College offers a web-based orientation that provides 24/7 virtual access to orientation services. The user-friendly online orientation uses graphics, interactive quizzes, and multimedia to engage and inform students about crucial topics. Content areas include different types of educational degrees and training certificates offered by CSN, how to benefit from academic advising and course scheduling assistance, exploring CSN’s comprehensive resources for students success (including financial aid), overview of successful student habits, campus life, student responsibilities, and fees & payments. The online orientation program interfaces with the student management system (PeopleSoft) for compliance-tracking purposes.

2.D.4

In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Since the last site visit in 2012, the following educational programs were deactivated (eliminated):

AA – Associate of Arts

- Emergency Management/Homeland Security Administration
- Culinary Arts

AS – Associate of Science

- Mathematics
- Pre-Engineering
- Earth Science
- Environmental Science
- Geological Science
- Ornamental Horticulture

AAS – Associate of Applied Science

- Business Management – Small Business Management
- Business Management – International Business Management
- Business Management – Human Resource Management
- Finance
- Ornamental Horticulture
- Early Childhood Education – Teacher Aide
- Construction Technology Carpentry
- Environmental Safety and Health Occupational Safety Management
- Environmental Safety and Health Water Treatment
- Ornamental Horticulture
- CADD Technology
- Construction Technology – Building Inspection
- Land Surveying/Geomatics

COA – Certificate of Achievement

- Medical Laboratory Assistant
- Deaf Studies
- Legal Support Specialist
- Environmental Safety and Health Occupational Safety Management
- Environmental Safety and Health Water Treatment
- Ornamental Horticulture
- Construction Technology Building Inspection
- Construction Technology Carpentry
- Land Surveying/Geomatics
- Business German
- Surgical Technology
- Veterinary Technology

Students were given the opportunity to complete these degrees through course substitution/waiver, or transfer equivalent courses to complete degree requirements. Students are given six years to complete these degree requirements for an associate degree or certificate of achievement or 10 years to complete a bachelor's degree per institutional catalog.

This large number of deactivated programs is the result of a review of all academic programs due to Board of Regents policy changes requiring associate degrees to be sixty (60) credits unless required otherwise by programmatic accreditation agencies and implementation of a low yield policy. NSHE developed a low yield policy to reinforce degree productivity. The low yield policy requires programs producing less than 20 graduates over a three-year period to be reviewed for possible deactivation.

2.D.5

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stake holders, current and accurate information that includes:

- a) **Institutional mission and core themes:** Mission, Vision and Values Statements are published online and printed on pg. 3 of the catalog.
- b) **Entrance requirements and procedures:** The Office of the Registrar provides comprehensive and thorough information regarding entrance requirements and procedures on www.csn.edu/admissions, printed in the catalog (pg. i, 6-9), and available in-person.
- c) **Grading policy:** CSN's grading policy is described in the catalog (pg. 20-22).
- d) **Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings:** (pg. 344-429) of the catalog provide comprehensive program and course descriptions, completion requirements, student learning outcomes, and required and recommended course sequences. This information is also available on the college website: www.csn.edu/programs.
- e) **Names, titles, degrees held, and conferring institutions for administrators and full-time faculty:** This information as it pertains to faculty is published on pg. 431-444. The same information for administration is on pg. 445-451. Similarly, this information is available online through the web version of the student handbook, the college's directory link (www.csn.edu/pages/20.asp), and on the web pages of the various divisions, schools, and departments.
- f) **Rules, regulations for conduct, rights, and responsibilities:** Beginning on pg. 454 of the catalog, an extensive and exhaustive description of Student Rights and Responsibilities and the administration of the Student Conduct Code can be found. This information is also available online at www.csn.edu/policies.
- g) **Tuition, fees, and other program costs:** Tuition, fees and other costs are available online through the Cashier's Office web page and as a link from the Office of the Registrar's webpage. Also through the Tuition and Fees web page (linked from the Cashier's Office and Student Financial Services web pages, students can find links to two helpful tools: the Net Price Calculator and the Cost

of Attendance page. Tuition, fees and other costs for international students can be found on pg.15 of the catalog and online on the International Student Center's website – International Student Tuition & Fees. Payment and fee information is also in the college catalog on pages i, and 17-19.

- h) **Refund policies and procedures for students who withdraw from enrollment:** CSN's refund policy is discussed on pg. 18-19 of the catalog and, in more detail, online through the Cashier's Office web page and as a link from the Office of the Registrar's webpage.
- i) **Opportunities and requirements for financial aid:** a great deal of financial aid information is available through the Student Financial Services website. These webpages offer detailed instructions, resources, and scholarship opportunities for current and future CSN students. Information about obtaining financial aid is also in the catalog, on pg. 12-14.
- j) **Academic calendar:** CSN's academic calendar is prominently displayed in the catalog, pg. iv-vii. It is also available online (Academic Calendar) with links from multiple pages on the college's website.

2.D.6

Publications describing educational programs include accurate information on:

- a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;
- b) Description of unique requirements for employment and advancement in the occupation or profession.

The Ralph and Betty Engelstad School of Health Sciences publishes, for prospective students, advisement sheets on all health science programs. Information communicated to students includes licensure/certification requirements as well as legal infractions that could prohibit a graduate from gaining licensure/certification in the state of Nevada. Health science students are also informed of the requirements, prior to acceptance into a program, of the need for negative drug screening, physical examination, and completion of a background check. These advisement sheets can be found at <http://sites.csn.edu/health/index.html>.

To comply with the gainful employment requirements from the Department of Education, gainful employment data is reported annually on all certificate programs. These data elements include CIP code, SOC code, cost of program, number of completers, debt at program completion, completers within normal time and job placement.

2.D.7

The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Beginning with page iii of the College Catalog, and including the Admissions webpages Privacy Act and the U.S. Department of Education's General Policy pages, the College informs students of CSN's commitment to vigorously protect the privacy of students' education records, in accordance with the U.S. Family Education Rights and Privacy Act of 1974 (FERPA). This initial notification offers students the opportunity to specify their preference for nondisclosure for commercial, educational, and/or both purposes via the Privacy Statement and Nondisclosure Agreement.

Students may establish a release of academic records to specified third parties via Myosin.

CSN has an established Records Retention Procedure & Timeline which is available at www.csn.edu/policies. This document is intended to:

- Give academic departments within each school a set of uniform guidelines for the retention and disposition of common records.
- Make sure each academic department and school retains for as long as necessary records needed for administrative, audit, legal, litigation, fiscal, research, and other requirements.
- Promote the cost-effective management and security of records.
- Provide the legal authorization to regularly and safely dispose of obsolete records.

In some areas of the college, records may require a higher standard of confidentiality and security, particularly when they include health or mental health-related information. The Disability Resource Center's Student Handbook contains specific descriptions of procedures to protect confidentiality, record storage, and record retention. The Counseling and Psychological Services (CAPS) website provides information regarding client confidentiality. Before services are provided, CAPS clients are asked to complete the Client Information and Informed Consent form. This form describes CAPS policies regarding confidentiality and its limits. Clinical record retention procedures are outlined in the CAPS Policies and Procedures manual. The CSN Dental Hygiene Clinic, a teaching clinic, publishes a Patient Information pamphlet that describes availability of records, patient rights, and patient responsibilities.

Electronic data stored on the college's servers is managed by the Office of Technology. Under the Infrastructure Services area, Server Services maintains data integrity and twice-daily backups of all college server data. Hardcopy records are typically stored within departments and in locking file cabinets. In areas with larger volume of hardcopy records (e.g. the Office of the Registrar), a separate, secured storage room is used to keep records secure and retrievable. The MyCSN student information system is hosted by the NSHE System Computing Services (SCS). SCS maintains policies and procedures for their system-wide server services.

2.D.8

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

A great deal of financial aid information is available through the CSN Financial Aid website. These webpages offer detailed instructions, resources, and scholarship opportunities for current and future CSN students. Information about obtaining financial aid is also in the catalog, on pg. 20-21. Information regarding the categories of financial assistance is available on the Types of Financial Aid website.

The CSN Financial Aid website links to the Department of Education's www.fafsa.ed.gov website, which allows the student to apply for federal student aid and also provides them with information on the various federal student aid programs for which they may be eligible.

2.D.9

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

The college maintains a Loans webpage within its CSN Financial Aid website. This page includes a number of links to informational resources regarding student loans, including a Frequently Asked Questions link that addresses a wide range of questions pertaining to student loans and repayment. There is also a link to the U.S. Department of Education's publication, "Funding Your Education."

Proactively, as part of our student loan entrance interview process, CSN instructs students to go to National Student Loan Database System, look at their loan volume and then, if they have borrowed over \$20,000 or more, calculate an estimated repayment before they are awarded any additional loans.

The following instructions for students appear at <http://www.csn.edu/pages/3302.asp#B>:

Loan Application Process: For the Student

- Students must file a current year FAFSA and the aid file must be completed, including verification if selected.
- Students must complete and sign the required undergraduate Direct Loan Master Promissory Note (MPN) at <https://studentloans.gov>. CSN advises reviewing the information in "What You Need" and "What to Expect" sections on the web before completing an electronic MPN. The PIN issued by the Department of Education to sign the FAFSA is used to sign the MPN. The MPN is not successfully completed if it cannot be viewed after clicking on the "Retrieve MPN" button.

- First-time Direct Subsidized/Unsubsidized Loan borrowers must complete a Loan Entrance Counseling Session prior to disbursement at <https://studentloans.gov>. The session includes information on loan repayment obligations and the consequences of loan default.
- Depending on the volume, the loan process can take up to two to four weeks of receipt of a completed and signed loan application form, and a valid government issued photo ID with clear photo
- Students must be enrollment of at least six credits at the time of disbursement. No registration hold/block or financial hold/block, maintaining 30 day delay for first time borrowers.

Funds will disburse to students CSN accounts, pay any balances due, and generate any applicable refund within 10 business days. For faster and safer refunds, students may choose direct deposit through MyCSN.

CSN monitors its loan default rate annually, via official notification from the Department of Education. The financial aid office employs three full-time staff members who oversee student loan programs and are responsible for notifying students when they become delinquent or may be entering default and to provide information about loan deferment and loan forbearance. The 3–Year cohort default rates for the past three years are:

- Fiscal Year 2012 18.0 %
- Fiscal Year 2011 20.2%
- Fiscal Year 2010 23.0%

2.D.10

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

To ensure the institutional integration of academic advising, counseling, advocacy and academic support services into the college’s overall mission, personnel from Advising and Coaching Services and Counseling work together to help students establish and follow academic pathways for effective and timely completion of academic goals. Advisors/Success Coaches provide advising services to first-time college students without transfer credits, undecided students without a declared major, and Associate of General Studies (AGS) students. They help new-to-college and undecided students build a first-term schedule and choose a suitable academic program based on unique skills and interests. Returning, continuing, and transfer students with declared majors seek academic advice from Academic School Counselors assigned to each of the College’s academic schools, departments and programs.

The academic advising curriculum embraced by advising units, primarily the department of Advising and Coaching Services, Academic School Counselors, Career Services and TRIO Student Support Services is based on NACADA's recommended best practices and rooted in the most current and accurate CSN curriculum information. Moreover, all advising operations consistently undergo customer service training and the online appointment system offers the following format alternatives: 1) New Student Advising workshops; 2) Advising and Counseling Same Day and Future Appointments for schedule building, educational pathway development, career exploration, degree audits, graduation checks, preliminary academic credit evaluation, suspension/probation, four-year school transfer and veteran's information. Advising, counseling, skill building, and support services are listed both online at <http://www.csn.edu/success/and> and in the catalog (pg.29-35) as are specific degree and program information found at <http://www.csn.edu/degrees> and on pages 44-209 of the catalog.

Training needs of advising personnel are met through regular in-service, seminars, webinars, and workshops opportunities offered by institutional, local, state and national professionals. Ongoing training topics include: changes in institutional programs, academic requirements, policies/ procedures, majors, and delivery of student support services; updates regarding technology and software usage; relevant best practices in education, academic counseling, and student personnel services such as Appreciative Advising methodologies, student development theory, career development concepts, and advising strategies to help in the success of at-risk populations. Updated training materials are kept in the departmental shared drives for easy access and reference. The constant use of list serves to communicate sudden changes in curriculum, policies and procedures also aid the training process.

2.D.11

Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

The College of Southern Nevada provides over 55 programs and events annually which support students' academic growth and development. These programs and events are overseen and governed by the Student Life and Leadership department and the ASCSN Student Government. Consistent with CSN's Mission and core themes of quality, access, diversity and student success, students can take advantage of co-curricular academic, cultural and social programs that explore different cultures and interests, and put into practice what is learned in the classroom.

Additionally, students have an opportunity to participate in a structured service learning program provided by CSN Serves. CSN Serves logged 16,389 hours of service learning/community service during the 2012-2013 academic years. CSN Serves logged

over 12,000 hours of service for the 2013-2014 academic year. CSN Serves is approaching a 200 percent increase in the number of volunteers and a 150 percent increase in volunteer hours served from fall 2013 to fall 2014.

Through CSN's outreach activities in the community, 53 partnerships sites were developed to provide students with a variety of service learning experiences to support their academic experiences. Lastly, the College of Southern Nevada also recognizes volunteers through the CSN Presidential Recognition Program and by awarding the Presidential Volunteer Service Award.

2.D.12

If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

CSN does not operate auxiliary services such as student housing, food service or a bookstore.

The college contracts with Campus Food Service LLC to provide food service on our three main campuses. Students, faculty, and staff have the opportunity to contact the food service manager at his email address: danny@campusfoodservice.com

The college contracts with Follett Higher Education Group for bookstore operations at each of its three campuses and Follett's online store at www.efollett.com. As stated on the Follett website:

- Follett is the leading provider of books and educational materials to K-12 and higher education communities across North America. With more than 1500 physical and online stores, the [efollett.com](http://www.efollett.com) bookstore network delivers affordable options and services to students across all levels of education.

Students, faculty, staff and administrators have the opportunity to provide input and feedback via the [Contact Us](#) section of www.efollett.com. The college is in the process of re-formulating the Bookstore Advisory Committee for the spring 2015 semester.

2.D.13

Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

The Office of Intercollegiate Athletics and Recreation supports the academic mission of the College of Southern Nevada while fostering connections with the greater Las Vegas community and beyond. Athletic and Recreation contribute to the achievement of the College of Southern Nevada mission by providing student-athletes the opportunity to

compete at their highest level of ability on an array of recreational and competitive intercollegiate athletic teams that emphasize academic success and graduation, “winning championships”, personal development and growth in character, ethical conduct and sportsmanship.

GUIDING VALUES

In support of our mission, the Office of Intercollegiate Athletics and Recreation is guided by the following values:

Excellence – All student-athletes, administrators, coaches, staff and volunteers are expected to hold themselves to high standards of integrity and performance on-and-off the field, to ethical behavior, and to sportsman-like conduct, as well as to understand that winning is not the same thing as excellence.

Diversity – CSN is uniquely positioned to provide higher education access opportunities to students from the State of Nevada, Las Vegas and beyond and is especially sensitive to ensuring that men and women have equitable access to athletic participation opportunities; further, the diversity of our student-athletes will be leveraged purposely to enhance the student educational experience.

Honor – We encourage a strong work ethic among our coaches, staff and student-athletes, and emphasize the importance of respecting self and others, taking personal responsibility for one’s actions, and actively demonstrating a strong coyote spirit at all times to colleagues, teammates, students, community members and fans.

Resourcefulness – The investment of resources from the college, from the state and from our donors and supporters will be cultivated responsibly and managed carefully with an eye to sustaining a long-term future for our athletic programs and maximizing participation for as many students as possible. In addition, resources will be used to minimize institutional liability and promote student health and safety to the best of our ability.

OFFICE OF INTERCOLLEGIATE ATHLETICS AND RECREATION VISION STATEMENT

The Office of Intercollegiate Athletics and Recreation vision is to model excellence as a NSHE collegiate program, as well as a National Junior Collegiate Athletic Association Division I Program.

Thus, the athletic office has adopted five core values to guide decisions and behaviors in fulfilling its mission and vision:

- a) a confident and humble pride,
- b) integrity in words and deeds,
- c) sharing of our success with ALL stakeholders,
- d) loyalty built on honest and trusting relationships, and
- e) investing in humanity through our student athletes, employees, and our community.

Historically CSN's Department of Athletics has graduated a very high percentage of student athletes, which will be the department's continued mission. To promote the best opportunities available to our student athletes, the Department of Athletics is charged with the mission of graduating student athletes in a two-year period.

As stated in our philosophy, our primary purpose is to help each student-athlete develop as a total person, earning a meaningful degree, and developing as a student-athlete. We should provide each student-athlete with the opportunity to be involved in multiple areas of student life while in school and with the tools to be successful in his or her career after graduation.

The faculty and staff are the heart of the college and can be a valuable resource for the athletics program. As we perform our duties in an open, competent, and professional manner, we will be viewed with respect by the other academic departments on campus and seen as an integral part of the school. At CSN, competitive athletics and recreation will be a source of pride for faculty and staff members. We must always be certain the faculty understands our commitment to academics and is aware of our activities and plans.

At CSN the director of athletics and recreation reports to the vice president of academic affairs. The director of athletics and recreation works with other school administrators to assure student athletes are academically eligible for a given sport. The director works with a compliance officer to make sure a program is acting within conference and NJCAA, or other association rules.

The athletic compliance officer reports to the president of the college. The incumbent ensures all rules and regulations set forth by the College of Southern Nevada, the Scenic West Conference, and the NJCAA are observed and oversees all aspects of compliance for CSN's athletic program. In addition, the athletic compliance officer is assisted by a faculty advisory committee on athletics monitoring.

The CSN Office of Intercollegiate Athletics and Recreation is responsible for following all purchasing procedures set forth by the Nevada System of Higher Education as they pertain to CSN in cooperation with the senior vice president of finance and administration. The Office of Intercollegiate Athletics and Recreation is also responsible to make sure all fiscal matters are in conjunction with SWAC and NJCAA rules and policies.

- All athletic budgets must be approved by the athletic director before submission for approval from the appropriate vice-president.
- All purchases must be approved by the athletic director and be in accordance with the current budget.
- All revenues (gate receipts, concession, apparel, tournament fees, etc.) will be deposited by a designated representative of the department to the cashier's office for disbursement into the corresponding account.

- All donations to athletics must be made through the CSN Foundation and be consistent with the foundation's procedures and in accordance with the policies of the NSHE and NJCAA.
- The athletic director is charged with the task of assuring compliance with all NJCAA rules and procedures including fiscal responsibilities.

The admission requirements and procedures are consistent with those of other students. The NJCAA requires student-athletes to obtain a high school diploma or equivalent (GED) to be eligible for intercollegiate play. This standard is consistent with that of financial aid and the Trio program. The Office of Intercollegiate Athletic and Recreation at CSN is consistent with these degree-seeking standards and hold their students to a higher standard than is mandated by the NJCAA.

Student athletes who attend CSN and receive athletic aid are required to maintain their eligibility status as it is defined in Article V of the NJCAA handbook. Scholarships may include tuition, fees, books, and stipend but may only be inclusive of tuition and fees. Scholarships for student athletes are viewed by the department as a contract between CSN and the student athlete. In order to retain their scholarship student athletes must adhere to the following.

- Student athletes must maintain the minimum eligibility standards set by the NJCAA in Article V of the handbook;
- Student athletes must remain in good standing with the community, institution, and state of Nevada;
- Student athletes must comply with the rules and regulations outlined in the CSN Student Athlete Handbook;
- First year student athletes must complete 12 credits with a minimum GPA of 2.0 at CSN, which is higher than the NJCAA required GPA;
- Second year student athletes must meet eligibility requirements as stated in Article V of the NJCAA handbook including GPA and progress toward degree requirements.

The CSN Recreational Sports Program attracts men and women, offering over 15 team, individual or dual events each year for men, women and coed divisions. Traditional sports such as football, basketball, bowling and volleyball are staples of the recreational calendar, while sports such as Wii sports and indoor soccer offer non-traditional options.

In addition to the regularly occurring sports, the Recreation Center offers students the opportunity to compete at both the regional and national level. As a member of NIRSA (National Intramural-Recreational Sports Association), students from CSN have an opportunity to compete in tournaments at Arizona State University, the University of Arizona, UCLA and UNLV.

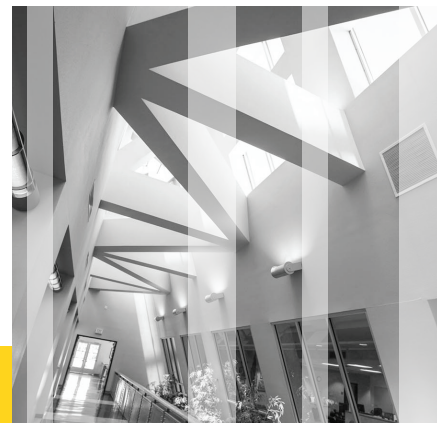
2.D.14

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

A student logs into the learning management system (Canvas) at the College of Southern Nevada using the 10 digit NSHE ID number assigned by the Nevada System of Higher Education as identification and the password they use for CSN network accounts as their password.

- Go to CSN's homepage
- Locate the "Online Campus Link" on the left side of the page.
- You will be taken to the "Online Campus" homepage.
- Click on the appropriate link to access your online courses.
- You will be taken to the appropriate "Login" screen.
- Enter your 10 digit NSHE ID number in the Canvas id box.
- Use the same password as you do for you CSN Network account. If you do not have one you can activate at this time.
- Then, click on the "Log in" box.
- You will be taken to the "My CSN Online Campus" page. All online courses you are registered for are listed on this page.

In Canvas students are associated with their 10 digit NSHE ID in the course gradebook, assignments submitted, and assessments completed. Instructors take the grade earned by the student with the associated NSHE ID at the end of the semester and enter it in MyCSN on the grade roster for the person with the same name and NSHE ID.



2.E Library and Information Resources

2.E.1

Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

CSN Library Services support college objectives by focusing on provision of collections and services that support student learning and success. The libraries provide rich information resources in all formats coupled with multiple opportunities for students to develop lifelong research competencies. To ensure strong alignment with institutional goals, strategic planning for CSN Library Services mirrors the format and goals of CSN's mission and strategic plan, monitors and incorporates trends in academic library practices especially around assessment of impact and incorporates technological innovations. CSN Library Services contributes to the CSN mission as indicated in the **2014-6 Library Services Strategic Plan**. This plan, and related annual planning and assessment measures, provides direction for library operations and for the integration of information resources and services into education practices at CSN. CSN Library Services is committed to:

- providing a physical environment for intellectual discovery, collaborative projects and group work, individual study and a rich and supportive computing location;
- providing an equally rich online learning environment that is fully accessible to students, faculty and staff regardless of location;
- supporting a variety of learning experiences and facilitating acquisition of academic research skills to move CSN students forward to graduation or completion of their academic goals;
- aligning its efforts to institutional initiatives and priorities while responding to the rapidly changing expectations of students and faculty;
- measuring what we accomplish and consistently collecting quantitative and qualitative data from our users and using that information in decision-making

CSN libraries offer a variety of information services for students and faculty. These services, coupled with strong curricular-aligned collections distinguish the libraries as learning centers on the three campuses, attracting over 4,100 users daily during fall and spring semesters. In addition, the online library website attracts 3,500 users with an average of over 3,000 full text articles retrieved daily from the library's numerous online resources. Increasingly, the impact of academic libraries is outcome based rather than inputs such as collection or acquisition budget size. The CSN libraries are at the forefront of this movement among community college libraries as evidenced by the participation in the Assessment in Action national program in 2014-15 (insert link) and by the integration of assessment practices across every aspect of library operations.

Outcomes for each of the commitments above are assessed by library teams working throughout the year, assessing progress on expected outcomes, and reporting progress via our annual Assessment Plan and updates to the Strategic Plan.

2.E.2

Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

CSN Library Services planning priorities are framed by best practices including the service expectations and required assessments for academic libraries outlined by ACRL ([The Association of College and Research Libraries](http://www.ala.org/acrl/standards)) Standards for Libraries in Higher Education (<http://www.ala.org/acrl/standards>), the College of Southern Nevada Strategic Plan including annual updates, 2010-2017), library use data and user surveys, and outcomes based data including information gleaned from the library's instruction program. Library services and collections are based upon the information needs of our students and faculty who increasingly prefer online formats. The libraries have shifted away from purchasing information resources just in case they are someday used, to a focus on purchasing resources requested or used by students and faculty and specifically targeted to the college's current academic, professional, and technical programs. Examples of library support for student learning and success include:

- Electronic resources including eBooks and online media are the first choice for library resources and usage data is reviewed to determine purchases. This format gives students and faculty vital access to resources 24/7 regardless of location, CSN Library Services has combined increased access with quality online assistance to guide students to self-sufficiently discover and use these resources successfully to complete college research assignments and prepare for work force competencies.
- Online services such as chat reference, interlibrary loan for materials not available via the library's collections and online research guides are integrated into student learning environments. Students will no longer need to come to a library facility to access high quality library support for student learning. The library recently added an eLearning librarian position which will focus on expansion of outreach and online resources that support student learning.
- The library's online research tutorial Research 101 is integrated into many online course curricula to provide students the guidance they need to successfully complete research. Librarians will continue to work with teaching faculty and eLearning staff to embed library collections and services into online courses so that students can seamlessly access them at point of need.
- Annual user surveys are administered to faculty, adjunct faculty and students. These responses are applied to planning efforts and shape changes in policy, procedure and library operations.

2.E.3

Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

CSN Library Services supports the educational mission of CSN by partnering with college faculty and staff to provide a rich and balanced array of current information resources and related information instruction. In order to meet the information needs of the college's diverse students and faculty, CSN Library Services provides instructional programs and services that promote information competency, stimulating physical and virtual spaces for individual and collaborative teaching and learning, and responsive customer service through a knowledgeable staff.

CSN is one institution with three campuses and multiple centers and sites serving the students of southern Nevada. The college manages three libraries located at the campuses and supports online access to full-text resources and related information competency instruction through our library web pages to serve online students and provide 24/7/365 access to this content. (See hours for campus libraries, including late night hours at our Charleston Campus Library: <http://sites.csn.edu/library/about/Charleston.html>). CSN Library Services provides comprehensive access to information resources and research assistance to students and faculty from any computer with their active directory/network login. While many students access library resources from their home computer or handheld device, CSN supports computer and wireless access in each campus library.

CSN Library Services provides an array of opportunities throughout the year for students, faculty and staff to enhance their information literacy skills. These opportunities are communicated in a variety of ways to ensure awareness of available instructional options and the library continually adds new ways of marketing these services. In addition, reference and instructional library faculty target outreach and presentations to faculty and departments to integrate research skills via the college curriculum. The library's online research tutorial Research 101 enjoys widespread usage by CSN students including over 27,000 accesses per semester. In addition, faculty incorporate information competency instruction into their courses with over 4,800 students receiving this exposure in a typical semester.

Online libraries have been created for CSN programs and courses, allowing Library Services to bring information resources and instruction directly to students regardless of location. (<http://libguides.csn.edu/research-guides>). Research skills workshops for students are offered on each campus throughout each semester. Students can make research appointments with librarians to receive one on one instruction or can call, use online chat or visit a library to get assistance. FAQs are also available on the library's website when library staff are not available. Detailed technical instruction and information on our new products and services is made available to our faculty via the monthly Tech Talk blog at <http://csntechtalk.tumblr.com/>.

2.E.4

The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

CSN Library Services files an annual Assessment Plan and Report and has created a central web location to share assessment information with users. The Assessment Plan includes measureable outcomes, assessment methods, responsible parties, feedback channels and implementation timelines. Data is collected, analyzed and linked to the CSN Library Services strategic planning process and for daily decision making. The plan also shapes annual library staff goals and development plans. CSN Library Services files an annual report with the Faculty Senate Academic Standards Committee and provides regular updates on services and collections to the Library Advisory Council. Data utilized to regularly/systematically evaluate library information resources and services for continuous improvement include:

- Information gathered from annual formal and informal user surveys including surveys of library instruction attendees.
- Monthly library usage statistics including circulation including study rooms and reserve textbooks, Chat and in person reference service, online resources use, library visits, attendance at various library instructional offerings, and usage of online learning support materials including the online research tutorial and information literacy exam.
- Outcomes based evaluations currently underway include measures of student's library research skills, and via the Assessment in Action Project, a research study of possible correlation between library skills instruction and student retention rates/GPAs and measures of student's affect towards the library's services.
- Comparisons to national standards including ACRL Standards for Academic Libraries, Information Literacy Instruction, Distance Education, and Proficiencies for Instructional Librarians.
- Benchmarking with peer community college institutions.

NSHE libraries cooperatively lend materials to one another and there are agreements and procedures in place to ensure the security of our library systems and materials. Students in southern Nevada use one library card to access materials from CSN, UNLV, and NSC via our shared catalog. CSN students can renew or order materials online for quick delivery from NSC or UNLV. The NSHE libraries continuously collaborate to streamline efficiency and effectiveness of these systems, practices and policies for users focusing on quality user experiences.

The CSN libraries are working with facilities staff to update the library spaces to reflect student work preference and expressed needs. Detailed usage studies of the Cheyenne campus library have resulted in decreases in the space for library collections with corresponding increase in student study space. The Charleston campus library has plans to accomplish the same type of updates to space utilization. Additional group collaborative work space which incorporates technology is a great need at all three

libraries and would be a priority if funds were available. The library continues to evaluate user feedback and trends in academic library usage in planning and decision making.

2.F Financial Resources

2.F.1

The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

CSN's operating budget is comprised of state support and fees generated from registration, non-resident tuition, application fees, transcript fees, and investment income. Historically, state support represented approximately 70-75 percent of total operating expenditures. As a result of the downturn in the economy, state support decreased as a percent of total operating funds, to approximately 64 percent in FY12. However, with the implementation of the new funding formula in FY14, state support has been on an incline, reaching 66 percent in FY14 and 67 percent in FY15. The Board of Regents and legislature have reluctantly supported incremental increases to the student registration fee in an effort to stabilize the negative effects of decreased resources.

A portion of the registration fee is dedicated to the state supported operating budget. However, approximately 24 percent of the registration fee is utilized by the institution for various activities including student support services, programs and activities, financial aid, capital improvement, and student government. These funds are retained and excess funds carryover each fiscal year. The college has been conservative in its financial planning to ensure that reserves are available to meet fluctuations in state support. Reserves are mostly developed through contractual service support including outsourced bookstore operations (commission), vending, and proceeds from investment income. CSN has maintained and/or increased reserve balances each year to ensure financial stability and effective resource management.

Fiscal Year	General Fund	Registration Fees	Surcharge	Non-Resident Tuition	Misc. Fees	Investment Income	Total Revenue Budget
2011-12	77,578,378	31,745,545	4,537,021	5,961,539	275,724	288,718	120,386,926
2012-13	77,587,864	32,260,626	4,322,150	5,872,376	334,283	161,224	120,538,523
2013-14	85,128,000	35,580,114	0	6,993,741	396,168	207,478	128,305,501
2014-15	88,565,861	37,770,684	0	6,123,272	275,197	288,718	133,023,732

While CSN does have legislative authority for bond issuance, the College has not yet requested approval to utilize this mechanism for campus expansion. The College has, however, secured a bank loan for the capital renovation of two buildings on the Charleston campus. The funding source for repayment of the bank loan is the Capital Improvement Fee.

Sufficient Cash Flow to Support Programs and Services: Over the long term, CSN continues to benefit from a stable funding base provided by state tax monies and tuition collections appropriated by the state legislature.

Strategies for Supplementing Existing Resources for Academic Programs: The following strategy was implemented to supplement existing resources for academic programs: increased tuition rates to offset budget cuts in state tax appropriations.

Financial Planning for Available Funds and Realistic Development of Future Resources: CSN has well-established financial planning linked to its mission and goals and correlated to the mission of NSHE. Financial planning throughout all levels of the institution is emphasized and supported.

2.F.2

Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The Nevada Legislature meets biennially, in odd-numbered years. Prior to the legislative session, budgetary projections are developed on funding sources, which include registration fees, non-resident tuition, miscellaneous fees (application, transcript, etc.) and operating investment income. From these projections and the state funding allocated through the formula, operating budgets are developed under the guidelines established by the governor's office, while utilizing the framework provided by the Board of Regents.

The current funding model, proposed by the NSHE and approved by the 2013 Legislature, is comprised of two basic components: the funding formula, driven primarily by course completions, was implemented for fiscal year 2013-14; and a performance pool, implemented in fiscal year 2014-15, is driven by performance metrics that align with the goals of the state. Performance pool criteria include degree and certificate completion, credit transfers, Gateway Course completers, completion for under-represented groups, Allied Health and STEM graduates, and skill certificates.

No additional state funding is allocated through the performance pool; the performance pool is a carve-out of state funding over a four-year implementation period, increasing by 5 percent per year. In the first year, FY15, the carve-out is 5 percent, increasing to 10 percent in FY16, 15 percent in FY17, and finally 20 percent in FY18 and thereafter. The carve-out percentage will be set aside and can be "earned back" depending on the institution's performance in a prior academic year. Institutions do not compete against each other; rather they compete against themselves in separate institutional pools.

CSN achieved 108.9 percent of the 2012-13 performance target and 112.2 percent of the 2013-14 target, enabling the college to earn back 100 percent of the FY15 performance pool funds and securing 100 percent of the FY16 funding.

Budget requests are prepared in even-numbered years and are presented to the Board of Regents for consideration, evaluation, and approval prior to their submission by the NSHE to the governor's office by September first preceding a legislative session.

Primary components of budgetary development include weighted student credit hours, enrollment trends and projections, tuition and fee levels, and requests for capital funding.

2.F.3

The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

CSN complies with the Board of Regents policies regarding budget development, reporting, and revisions as outlined in the Board of Regents Handbook, Title 4, and Chapter 9. These policies set forth collaboration and development of budget requests, reporting to the Board of Regents, review of financial information, reporting of budgetary revisions, and appropriate use of funds.

CSN's Strategic Plan has been an effective force in directing the institutional focus with academic and student success initiatives driving resource allocations. In addition, the college has maintained processes that involve constituent groups in some of the resource allocation activities. These collaborations support redistribution of vacant faculty and instructional support staff positions, awarding equipment and special project funds as they may become available, as well as helping develop faculty, staff and student understanding of budgets, including reductions as they are mandated or due to circumstances, become necessary.

Some of these collaborations/strategies include:

Faculty Senate Budget Committee – provides recommendations on college-wide equipment and project requests, facilitates and recommends distribution of faculty and support staff positions (as needed), and serves as a conduit for information exchange on budget status.

Academic Technology Advisory Committee – prioritizes requests for expenditures from the technology fee to support academic development and program enhancements.

President's Roundtables – College-wide meetings are held to advise all constituents on budgetary status, action plans, impacts, as well as to solicit input from faculty and staff regarding college issues and initiatives.

Meetings are conducted with specific constituent groups (Faculty Senate, Administrative Faculty Assembly, Classified Council, and Student Government).

2.F.4

The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The College of Southern Nevada uses an online financial accounting system (Advantage) to process daily financial transactions for areas including accounts

payable, purchasing, travel accounting, grants management and accounting, fixed assets, receiving, expenditure accounting, revenue accounting, and general accounting. Transactions are batched nightly into the general ledger.

Day-to-day financial activities and financial reporting are under the purview of the controller, who reports to the vice president for finance.

The college prepares its annual financial statements on the accrual basis of accounting following generally accepted accounting principles. However, monthly financial information is generally reported on a cash basis. College departments have the ability to view transactions in Advantage and print monthly reports for their accounts through the Financial Data Warehouse.

Appropriate internal controls are established through user profiles for Advantage to ensure proper segregation of duties. In addition, when evaluating processes that may fall outside of the financial system, the department is always mindful of appropriate segregation of duties. Certain accounting cycles including purchasing and accounts payable, payroll, cash, property, plant and equipment, student tuition and billing, inventory control, as well as journal vouchers and grants management accounting controls have been documented including their internal controls to evaluate risk. The college reviews and updates controls on an annual basis.

NSHE is migrating to new financial and human resource systems during the 2015-16 fiscal year.

2.F.5

Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

CSN's capital budget requests reflect the institution's mission to create accessibility for students not only through maintaining existing buildings, but building new facilities as required. To help identify the College's needs, CSN has created physical master plans for future development as well as surveyed existing facilities to determine the immediate needs and the long term costs of ownership. These surveys have provided necessary information to develop a 3-5 year plan for capital improvement projects. In addition, CSN will also be initiating a space needs assessment study this coming year to help tie facility requests to the academic master plan.

Capital budget planning is consistent with biennial budget requests for gubernatorial and legislative consideration. CSN develops requests for new, renovated, and deferred maintenance projects which are presented to the Board of Regents for consideration, evaluation, and approval. The Board of Regents provides a recommendation, in the form of a legislative funding request, to the governor's office. Capital projects are ranked in order of the Board of Regents' priorities and presented to the Legislature for consideration.

2.F.6

The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The college is not dependent upon auxiliary enterprise income to balance education and general operations, and conversely, the education and general operations income is not needed to support auxiliary enterprises. The college has few auxiliary operations; the majority of these, such as food service and bookstore operations, are outsourced. Revenues from these services are forwarded to the college on a monthly basis; the college has limited risk from these programs.

2.F.7

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

The college is audited annually by an independent certified public accounting (CPA) firm in accordance with generally accepted auditing standards. The Board of Regents selects the CPA firm, and each December receives the results of the audit including findings and management letter recommendations. Management letter recommendations, if any, would be addressed by the college with appropriate corrective action prior to the presentation to the December Board of Regents meeting.

The college's auditing firm for the past several years has been Grant Thornton, LLP, which conducted the audits for the years ending June 30 in 2012, 2013, and 2014. The audits are performed at the system level. These audited statements, as well as all records of proceedings of the Board of Regents, are open for public inspection. The System's audited financial statements as well as CSN's unaudited financial statements can be found here: <http://www.csn.edu/pages/362.asp>

2.F.8

All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The CSN Foundation, Inc., a 501 c (3) tax-exempt organization, is the primary fundraising organization for the college. NSHE policy requires each institution to designate a foundation to serve as the lead fundraising and gift accounting agency on its campus. The Foundation's mission is to promote the college and to secure resources that support its students, faculty, staff and programs. The Foundation is comprised of a volunteer board of community leaders all of whom have experience in philanthropy.

All CSN units are required to direct their supporters to route gifts to the college through the CSN Foundation. All private gifts received by CSN programs, departments, faculty, and staff must be deposited through the foundation to college accounts.

Title 4, Chapter 10, Section 10 of the Board of Regents Handbook outlines the relationship between the college and the foundation and stipulates that each corporation must act within the bounds of its purpose and authority as defined by its Articles of Incorporation and Bylaws and in accordance with the policies of the Board of Regents, the laws of the State of Nevada, and the *Internal Revenue Code*.

2.G Physical and Technological Infrastructure

Physical Infrastructure

2.G.1

Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

The CSN Facilities Management Department manages the college's property and facilities in concert with the college's business, operations and academic needs consistent with the institution's core themes of access, quality, diversity and student success.

Currently, CSN manages approximately 222 acres of land and 1,600,000 square feet of facilities. Maintenance of the facilities and grounds is accomplished with an in-house staff of custodians, grounds workers, maintenance workers, HVAC and electrical workers. The department also hires outside vendors to supplement the existing staff during shortages due to vacancies.

Quality & Accessibility

To ensure quality and accessibility in facilities, all new buildings and renovations are designed using the most current adopted building codes, as well as the American with Disabilities Act Accessibility Guidelines. All construction documents are developed by registered architects and engineers, submitted for plan check through both the state Public Works Division and the State Fire Marshall to ensure compliance. Construction is then overseen and inspected by the state building official. In addition, the college is continuously correcting accessibility issues within the older facilities to achieve compliance with American with Disabilities Act. For example, the Cheyenne campus is currently changing out stair handrails and drinking fountains within the older Main building. Renovations have also been scheduled to bring the restrooms within this structure up to bring it into compliance. In addition, the college has recently completed a site accessibility survey for each main campus identifying any ADA accessibility issues that need to be addressed. Quality is controlled through the use of architectural building standards. All buildings built under the State Public Works Division have followed the

State Public Works Division's Adopted Building Standards. These standards set minimum quality control standards for all site work, architectural features, structural systems, and mechanical and electrical infrastructure.

Safe & Secure

The safety and security of the college's inhabitants is assured through a variety of methods including: in-house police force, a security force, emergency management procedures and mass notification.

Police Services

- CSN has created its own police department and employs state certified, category 1 police officers
- Due to the number of officers employed, the police work 5 days a week, from 8 a.m. to 11 p.m., split between a day shift and a swing shifts
- Within the department we have two drug recognition experts (DRE) and 3 Crisis Intervention Team (CIT) members
- All officers are trained in crisis management by utilizing the Incident Command System (ICS) structure
- All patrols cars are outfitted with mobile data computers (MDC) which give the officers instant access to criminal justice information in the field
- All patrol cars are outfitted with Las Vegas Metropolitan Police radios so we can make contact with the local police in an emergency
- All patrol cars are outfitted with patrol rifles, which the officers train with regularly, to immediately respond to an active shooter incident
- All patrol cars are outfitted with AED units and first aid kits to assist any citizen in the event of a medical emergency
- All police personnel conduct active patrols by car, bicycle, foot and electric carts
- The CSN Police Department conducts numerous cross-training with external municipality police departments
- The police department has numerous memorandums of understanding (MOU) in place with other municipality police departments to assist in the event of an emergency
- CSN also currently has over 250 active CCTV cameras throughout its main campuses which are monitored by public safety personnel 24 hours a day, seven days a week
- CSN currently initiated a Safety and Security committee to address any issues and concerns in these areas
- Participation in a new police dispatch radio system, the Southern Nevada Area Communications Council (SNACC), is completed. This radio system is currently used by a majority of the emergency response unit in southern Nevada (police, fire, ambulance, etc.). Joining this radio system will greatly increase the CSN Police Department's interoperability with those agencies and provide the college community with the most effective emergency response possible.

Security Services

- CSN also contracts with an outside security firm to supplement its police department
- Security personnel are present on the main campuses 24 hours a day, seven days a week
- Security personnel are trained in first aid and the use of AED units
- Security personnel conduct active patrols by foot and electric carts
- Security personnel also monitor the hundreds of CCTV cameras located throughout the CSN properties
- Security personnel also monitor the numerous panic buttons located in key areas throughout the campuses
- Security personnel also monitor the numerous electronic access doors, burglar alarms and fire alarms throughout the campuses

Emergency Management and Mass Notification Systems

CSN has engaged in a robust effort to include emergency preparedness into college life for administrators, faculty, staff and students. Having successfully completed an Emergency Management for Higher Education (EMHE) grant program that provided resources for both infrastructure and planning/training efforts, CSN continues to incorporate emergency preparedness and response into the orientation for new students, faculty, and staff and ongoing training opportunities throughout the year. The planning team led by the senior vice president, director of emergency management, special assistant to the senior vice president, and the chief of police, developed a comprehensive Emergency Action Plan, training of the core leadership team, and campus wide training initiatives. The Emergency Response Plan was published and publicized on the CSN website and is revised as necessary. Highlights of our Emergency Management program include:

- CSN has a full time, City of Las Vegas, active duty fire station located right on the property of the Charleston campus. This was a collaboration between the college and the City of Las Vegas and will provide instant medical and fire services in an emergency
- CSN has implemented its first voice capable fire alarm system at the Cheyenne campus. This feature allows the police department to send emergency notifications over the fire system to instantly notify our college community in an emergency on what action they should take to ensure their safety
- Through the grant award, CSN has installed a new emergency call box system throughout the main campuses
- CSN currently utilizes a text based electronic notification system to alert all registered participants of a college emergency
- Emergency phones have been placed in all CSN classrooms to enable immediate notification to security in the case of a classroom emergency
- Shelter-in-place kits have been installed through CSN facilities

- CSN also utilizes other systems to notify its community during an emergency which include a campus wide television system, a new VOIP telephone system, broadcast ability over all networked computers and the CSN Facebook and Twitter pages
- Installation of EAccess to enhance the security of all buildings. Currently, all exterior doors have been converted over to EAccess (with exception of the modular buildings). EAccess is an electronic access device that is programmable and auditable.
- Burglar alarms have been installed at all bursars' office locations and have been contracted through Alarmco for monitoring.
- The CSN Police Department has begun offering self-defense classes to the college community, such as the Rape Aggression Defense (RAD) system, and numerous safety awareness classes. Also, the department will promote programs such as "See Something, Say Something" to get the college community more involved in the safety of their surroundings by reporting any suspicious activities to law enforcement.

Sufficient in quantity

CSN endeavors to provide the space necessary to adequately service its staff and students. This is accomplished through the use of space inventory and space utilization reports. These reports are generated every two years as required by the Nevada System of Higher Education.

The Space Inventory report quantifies the physical inventories of assignable square footage for classrooms, class labs, offices, libraries, general use space, and physical plant space. The most current space inventory report uses a snapshot of the fall semester of odd-numbered years as its reporting basis. The report compares actual space with space standards, calculating the surpluses and deficits for the current year as well as projected for a period of ten years. The information is intended to be used by the Board of Regents and institutional leadership as a tool for evaluating the relative need for new capital improvement projects and the potential impact to NSHE's institutions should the new space not be recommended by the governor or funded by the Legislature.

The space utilization report quantifies the extent to which effective scheduling of classroom space maximizes the availability of instructional space for an institution. Utilization data is reported in both narrative and statistical formats for each of the NSHE institutions. The most current utilization report uses a snapshot of the fall semester in odd-numbered years as its basis.

2.G.2

The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

In compliance with the Occupational Safety and Health Administration's (OSHA) Hazard Communication Standard (29 CFR 1910.1200), CSN has developed a Hazard Communication Plan. The purpose of the written Hazard Communication Plan is to ensure that all persons who handle, use or store chemicals in the workplace are familiar with the hazards associated with such chemicals. They will also be advised of methods that may be used to reduce the risk of accidents or illness resulting from the use of hazardous materials. This information is communicated to all personnel by various means, including (but not limited to):

- Maintenance of accurate chemical inventories in each work area and centrally in the Department of Environmental Health & Safety (EH&S) utilization of proper chemical labeling
- Material Safety Data Sheets (MSDSs), which contain detailed hazard information on each chemical product. MSDSs are available for all chemicals used or stored at CSN. The MSDS sheets are available on the CSN web site under: Administration/Finance & Facilities/Facilities Management/Environmental Health & Safety/Hazard Communication Program/ Material Safety Data Sheets. Employee training includes the general hazard communication plan, department/program specific hazard communication plans, chemical hazards, protective measures and emergency procedures. The Hazard Communication Plan is located on the CSN web site under: Administration/Finance & Facilities/Facilities Management/Environmental Health & Safety/Hazard Communication Program and is reviewed annually. In addition, CSN contracts with a licensed vendor to properly dispose of all hazardous waste generated at the college. The disposal is overseen by the director of environmental health & safety.

2.G.3

The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

The institution currently has physical master plans for the three major campuses: Charleston, Cheyenne and Henderson. These master plans will be reviewed and revised in the fall of 2015 The newly revised master plans will incorporate:

Minimal/optimal site requirements:

- Development of transportation and parking layouts including vehicle, emergency access, parking, shuttle and transit, bicycle and pedestrian;
- Development of concepts for the organization and character of the public environment;
- Propose utility/infrastructure demand and distribution strategies;
- Propose site grading requirements and possible building locations;
- Prepare preliminary design guidelines.

In addition, the college has already completed: an Alternative Energy Master Plan, a Signage Master Plan, Landscaping Standards, and Furniture Standards.

2.G.4

Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Equipment Processes

In an effort to meet the continuing needs of its academic and administrative areas, CSN provides the college community with an opportunity to request equipment through an annual equipment request process. This process is led by the vice president for finance and administered through Budget Services. At the start of each fall semester, Budget Services puts out a call for instructional and non-instructional department requests for new and replacement equipment, and special one-time project funding. Requests must directly enhance CSN programs and operations and each department must provide an explanation as to the overall value and benefit that this expenditure will provide to the college and/or community. Department chairs and managers must obtain their dean, associate vice president or vice president's approval prior to submitting their request(s). Budget Services reviews the requests, determining the appropriate funding source, and coordinates with the Academic Technology Advisory Committee (ATAC) and the Budget Committee. Funding for the ATAC is based upon restricted allocations from student fees; therefore equipment purchased from these funds must directly support instruction. Funding provided to the Budget Committee is not restricted and is available for either instruction or not-instructional equipment. The ATAC and Budget Committees rank the requests based on the evaluation and ratings of the individual committee members. The committees' recommendations are presented to the vice president for finance who forwards the final recommendations to the president for approval. Requestors are notified of the approved allocations by Budget Services.

Grant Resources

In addition to the Equipment Request process, resources are also available through external grant resources. Departments are encouraged to request funds that will ultimately improve, expand, and modernize quality career and technical education programs, preparing students for high-wage, high-skill, or high-demand occupations. On an annual basis, applications are submitted to the department of Resource Development through the appropriate dean. The deans are tasked with developing funding recommendations and reviewing those recommendations with the administration. Completed grant applications are submitted to the Nevada Department of Education. Grant funded programs are expected to submit an annual summary documenting evaluation methods and outcomes as well as an interim accountability report during the year.

Special Course Fees

In addition to regular tuition and student fees, course-specific fees may be assessed to students for lecture and laboratory classes. These fees are retained by the departments offering the courses and expenditures are restricted according to guidelines which have been approved by the NSHE Board of Regents. Special course fees can be utilized to support and maintain the adequacy of equipment for academic programs.

Departmental Flexibility and Functional Autonomy

Departments have some measure of flexibility when managing their budget allocations. Approved budgets include line items that may be reallocated as necessary. Departments do not have authority to utilize salary savings within their state operating budgets; however account managers with the sufficient level of signature authority may request, through Budget Services, a reallocation of funds between operations, in-state travel and wages lines up to the dollar amount of which they are authorized. In addition, deans, department chairs, and program directors may request through Budget Services a transfer of funding from one departmental account to another. Vice presidents have full autonomy to reallocate funding within and throughout their division as deemed necessary. Budget reallocation and augmentation is handled within Budget Services.

Technological Infrastructure

2.G.5

Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The CSN Office of Technology Services (OTS) aligns technology with the college's business, operations and academic needs consistent with the institution's core themes of access, quality and diversity.

The core of the institution's network infrastructure is a state-of-the-art data center that houses nearly 250 physical and virtual application, web and file servers. The physical network includes 30,000 network drops located throughout all CSN campuses. Access to networked resources is bolstered by a high-coverage wireless network available at all campuses. High-availability is engineered into the infrastructure via redundant network topology architecture. Employee remote access to the institution's networked resources is provided by virtual private network (VPN) technology.

The institution maintains approximately 6,000 desktop and laptop computers utilizing both the Windows and Apple platforms. Nearly 2,200 computers are deployed in business operations centers, (e.g. Business Services, Bursar, Student Registration) as well as staff and faculty offices. Another 3,800 computers are distributed among computerized classrooms, libraries and centrally located computer labs. Additionally, smart classroom technology is made available in over 300 classrooms which provide instructors with a desktop computer, projector, document camera, DVD player and a

high-quality sound system. OTS also supports 4,000 VoIP phones with a centralized, unified communications platform.

The institution's online campus is supported by a cloud based multi-tenant Learning Management System. To ensure high availability, the vendor provides automatic, demand based scaling so that more resources are provisioned when demand is highest. Additionally, the service level agreement features a 99.9 percent guaranteed up time. Because of the native cloud model, all upgrades and patches are performed ensuring the most up to date, robust, and secure environment possible.

CSN has a mobile app supported on iPhones and Android devices that allows students to search for classes, access the Learning Management System, view important announcements, calendar, and contact information.

The institution's Enterprise Resource Planning System (ERP) and Student Information System (SIS) is hosted and maintained by the Nevada System of Higher Education (NSHE).

2.G.6

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The institution provides instruction in the use of its technology primarily through the Center for Academic and Professional Excellence (CAPE). Working with all College departments, CAPE formulates designs and coordinates staff and faculty professional development and training to support the institution's strategic goals.

The CSN Office of Technology Services (OTS) provides technology-related information, e.g., tips, tricks and how-to information, to all CSN users by way of the OTS web page and quarterly OTS newsletters. Additionally, OTS, CAPE, and the CSN Foundation host a biannual technology symposium featuring keynote speakers from major technology companies, technology training sessions and vendor demonstrations of emerging technology that could enhance the teaching and learning experience in the higher education space. The vendor sponsorships raise tens of thousands of dollars in scholarship funds during each event.

2.G.7

Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Technological infrastructure planning is conducted jointly by the Office of Technology Services (OTS) and academic departments through a formal technology governance committee. The Academic Technology Advisory Committee (ATAC) is comprised of faculty representation from each department, OTS departmental directors and the chief information officer. Additionally, major technology initiatives are vetted through the

institution's Faculty Senate and student government with final approval from the executive leadership team.

2.G.8

The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

The institution has developed a technology refresh plan which ensures legacy equipment is replaced when it reaches end-of-life. The refresh plan calls for an annual review, identification and refresh of equipment to include, desktop computers, laptop computers, printers, servers and network switches. All computers and laptops follow a four year replacement cycle, and smart classrooms are on a five year replacement cycle.



Standard Three – Institutional Planning

3. A Institutional Planning

3. A.1

The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

Throughout CSN, there are multiple planning efforts (strategic enrollment, budget committee, technology, academic and student services). These planning efforts will be described separately.

Strategic Plan

CSN has been purposeful about its strategic planning for the past seven or eight years. A very inclusive method was used to review and revise the mission, vision and values, followed by an even more inclusive comprehensive effort to create the current strategic plan goals and objectives. Core themes were pulled directly from the one sentence mission statement. In order to obtain the amount of comprehensive feedback and input the college sought as the plan was created, surveys were sent to all students, employees, and numerous business and community partners asking how they would define the core themes for CSN. The surveys were analyzed for common terms and ideas, and all core themes in the plan were subsequently defined using this data. Using subcommittees based on the original three core themes (access, diversity, quality), every subcommittee was tasked with developing goals, objectives and performance indicators for each of the core themes. The availability of the plan, and all following revisions and annual progress reports, can all be found on the strategic planning website (<http://www.csn.edu/pages/2457.asp>).

The annual process includes using the inclusive strategic planning committee to review and revise both the annual reports and the strategic plan. It is then sent forward to the vice presidents, cabinet and the president for approval. Once approval is received, the new report and plan documents are uploaded to the website and announced to the college and stakeholder communities.

The following planning efforts are supportive to the institutional strategic plan.

Strategic Enrollment Plan

CSN is committed to enrolling, retaining, and graduating a diverse, high-quality population of students. The strategic enrollment planning (SEP) process began in summer of 2013 in partnership with Noel-Levitz, Inc. The planning process was predicated on the following precepts: plan will be data and information derived; college wide participation will occur through the Strategic Enrollment Planning Council (SEPC); and the process will be continuous and ongoing. The plan will be evaluated quarterly and modified every three years by the Strategic Enrollment Management Council (SEMC) as new information is accumulated, or sooner if determined by the Strategic Enrollment Management Action Team. CSN will accomplish this, in part, by developing and implemented the strategies, objectives, and action items set forth in the strategic enrollment plan.

The SEP process remains student focused; is based on mission, vision, and values; reflects fiscal responsibility; is data and information driven; educates the campus on what data is to be collected, how to utilize data effectively, and how to disseminate data appropriately; enables the entire college to better understand how each segment of the campus impacts student success and satisfaction; is a continuous process of developing, implementing, evaluating, and modifying enrollment related strategies and tactics. The Strategic Enrollment Management Plan can be found in the electronic resource repository.

Faculty Senate Budget Planning Committee

As outlined in the Faculty Senate website, the Faculty Senate Budget Committee engages in purposeful and systematic planning in the following manner:

The Budget Committee shall review budget and resource allocations made by the college and shall serve as a representative of the faculty as a whole in making recommendations to the administration. These recommendations shall include such items as prioritization of new professional and classified positions, filling of vacated positions, prioritization of capital equipment requests, allocation of existing equipment, purchase of new equipment, establishment and control of revenue accounts, utilization of year-end funds and utilization of revenue in excess of direct expenditures during summer sessions. Such recommendations must be made to the president or appropriate administrators.

Institutional requests made to the Faculty Senate Budget Committee must identify the core theme supported in the budget request.

Campus Master Plans

Over the past two years, CSN has been involved in the process of creating comprehensive physical master plans for each of the main campuses. This process involved a systematic approach to provide a framework for the physical growth and development of the campuses that will support the goals and aspirations of the college's Strategic Plan. The goals were distilled into a set of planning principles, which guided the development of the master plans.

CSN hired three architectural firms, one for each campus. Initially, the architects met with college personnel to analyze the existing sites, and provide the appropriate data to fully evaluate each sites' strengths and weaknesses. Based on the data gathered, the architects created strategies to address any existing issues as well as create a pathway for future growth. The master plans provide a blueprint for transforming the ideals of

quality, access and diversity into the physical infrastructure needed to meet the needs of CSN students, faculty and staff.

The college is sharing the newly created master plans with the college community. In an effort to reach a broad-based group of constituents, several presentations have been arranged to provide opportunities for input. During the week of March 24, 2015, the Facilities Department held an open house at each campus for faculty, staff, and students to view the plans. Members of the surrounding neighborhoods were invited as well as the local governmental entities. Other presentations include Administrative Faculty Assembly, the CSN Foundation and the NSHE Board of Regents.

The College will embark on a space needs study in the Fall of 2015. This study will address current utilization, educational adequacy studies, and a space needs analysis. This study, in combination with the master plans, will help provide the data necessary to help the college articulate its priorities and guide its decisions for future growth.

Academic Master Planning

Academic master plans are required per Board of Regent's Handbook, Title 4, and Chapter 14. On a biennial basis each institution shall present for consideration to the Academic and Student Affairs Committee its Academic Master Plan in conjunction with the NSHE Planning Report required pursuant to Nevada Revised Statutes 396.505. The Academic Master Plan shall include the institution's plans for new academic, research and student service related programs for a planning period of at least two years.

The most recent academic and student affairs plan was developed with the following process:

1. Academic deans were requested to provide listing(s) of anticipated new academic programs for the upcoming two years. These programs need to be based on workforce needs and student demand.
2. Student affairs representatives were requested to provide information on planned services/programs to improve student services at CSN.

The academic master plan for CSN was submitted October 1, 2014 and approved by the Board of Regents in December 2014.

3. A.2

The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

The **Strategic Planning Committee** incorporates members from the ranks of the Classified employees, faculty, administrative staff, Technology Services, Budget, Government Affairs, Communications, Institutional Research, Student Government, Deans, Department Chairs, Associate Vice Presidents, Assessment, Human Resources, Diversity Director, community members and Faculty Senate. All these representatives in turn have conversations with their peers about the strategic plan, and provide the unique perspectives from each area and division.

Each year when the **annual progress report** is approved and uploaded to the website, it is announced to the college community at large, as well as the Strategic Planning Committee, to share as they see fit. Any and all feedback is retained for the next meeting of the committee, when improvements are discussed and revisions are made.

Since 2004, the **Faculty Senate Budget** Planning committee has been expanded to include representation from all areas of the college, now including full-time and part-time faculty, classified staff, administrative faculty, and student government representation.

The vice president of academic affairs realized that strategic enrollment planning affects every area of the college and, based on the organizational structure of CSN, made the decision to appoint individuals to one of three subcommittees; marketing and recruitment, retention, and academics. Six individuals were selected as co-chairs for the subcommittee:

Co-chair of Academics: Marcus Johnson, Dean, School of Business, Hospitality & Public Services

Co-chair of Academics: Hyla Winters, Associate Vice President, Academic Affairs

Co-chair of Marketing and Recruitment: Shellie Keller, Director of the Centers for Academic Success

Co-chair of Marketing & Recruitment: David Morgan, Director of Marketing

Co-chair of Retention: Stephanie Hill, Assistant Vice President, Student Engagement

Co-chair of Retention: James McCoy, Associate Vice President, Academic Success

The vice president of academic affairs then made other appointments to the subcommittees. These individuals represented faculty, staff, and administrative support areas throughout the institution, resulting in the final groups below:

Marketing & Recruitment

Maria Marinch – Executive Director of Community Relations, Diversity & Multicultural Affairs

Jeanette Mitchell – Professor of Business

Kimiko Walton, Director of Student Recruitment & College Connections

Retention

K. C. Brekken – Executive Director of Government Affairs & Communications

Laura Latimer – Assistant Vice President, Community Engagement

Patrick Villa – Professor of Mathematics

Academics

Rick Marks – Manager of Curriculum & Scheduling

Heidi Schneiter – Program Director, Health Sciences

Beth Schuck – Director of Libraries

3. A.3

The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

As the current **strategic plan** has evolved, the target indicators have also become more measurable. The 2014-2015 version has achievement indicators that have been developed in conjunction with various initiatives adopted by CSN over the past few years. For instance, CSN joined the national network of community colleges called Achieving the Dream (ATD) in 2012. Participation in ATD resulted in interventions targeting improving student success based on review of institutional data. NSHE is a Complete College America participant which results in annual collection and reporting of degree completions.

The tasks of the **Budget Committee** are organized into a clearly defined process. Application forms for equipment, classified positions, and professional positions include sections for rationale that are data driven. Special consideration is given to positions and equipment for new programs, when the implementation of those programs enhances and supports the core themes of the College. Rationale for new programs is solicited on the application forms. The Budget Committee holistically weighs the rationale for new and existing programs, and arrives at carefully considered recommendations that support the College's mission.

The Noel Levitz, Inc. assistance with the **strategic enrollment** process started with the request for twenty-two data sets. These data sets included data categories such as external environmental scans, enrollments, demand and capacity, quality of educational experience, levels of student engagement/satisfaction, and outcomes, quality of faculty and staff, and connection to student experience, persistence and graduation outcomes, transfer students, and adult programs. The SEP co-chairs of each of the subcommittees met in November of 2013 to conduct the initial SWOT (strengths, weaknesses, opportunities, threats) analysis of the data sets. A second SWOT analysis took place on February 14, 2014. From this SWOT experience, the SEP subcommittee co-chairs recommended the following strategies be adopted into the SEP:

- Strategy 1 - CSN will reevaluate and streamline recruitment efforts based on student groups identified in research and tagged as desirable (high school, non-traditional, transfer, etc.)
- Strategy 2 – CSN will initiate a marketing campaign to emphasize the strengths and the benefits of a CSN education, and ensure the recruitment plan incorporates this message.
- Strategy 3 – CSN will create a formal communication plan.
- Strategy 4 – CSN will develop a process to engage students to accurately identify their academic goals.
- Strategy 5 – CSN will review, modify, and implement a process for academic program review.
- Strategy 6 – CSN will develop a process to utilize technology to support student recruitment, retention, and persistence.
- Strategy 7 – CSN will redesign the admissions process and create comprehensive enrollment practices to position CSN as the first choice for prospective students.
- Strategy 8 – CSN will implement and refine retention best practices.
- Strategy 9 – CSN will increase recruitment, enrollment, and completion of minority populations.

Each subcommittee was assigned responsibility for 2-3 of the strategies and developed appropriate objectives and actions items for each strategy. A master template was developed for each subcommittee to record action items for assigned strategies/objectives. The template required the following fields to be identified: action item, primary responsibility, other responsibility, target completion date, expected outcome and actual outcome.

3. A.4

The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The linkage between the strategic plan and resource allocation process is direct and measurable. Through the Faculty Senate Budget Committee, all the requests for faculty positions and equipment requests are submitted. As part of that process, required paperwork asks the submitter to provide an answer to the question of how does the request support the college's mission. The requestor must explain how the position or equipment will help support the program, college goals, and core themes.

The Budget Committee aids the college in its overall aim to articulate resource allocation priorities. As noted above, the Budget Committee works on many tasks as needed during the course of an academic year; some are recurring, as in the annual

equipment request and review process. Other tasks are brought to the Budget Committee as they are needed including the following:

- Review and ranking of new classified position requests
- Review and ranking of new administrative faculty requests
- Review and ranking of new teaching faculty requests
- Review of non-instructional units within the College for possible cost-savings
- Review of general budget reduction suggestions

The strategic enrollment management (SEP) plan informs resource allocation decisions through the prioritization of action items. The most important factors to be considered are the continued evaluation of the plan, regular data review including enrollment updates by student category, reinvestment of generated revenue and an institutional commitment to follow the plan.

SEP identifies the following action item implementation schedule:

- Phase 1 – Immediate, items impacting the fall 2015 semester
- Phase 2 – Intermediate, items impacting the 2015-2016 academic year and through December 2016
- Phase 3 – Long term, items requiring an extensive investment in technology and academic program review, through June 2018.

The **Office of Technology Services (OTS)** team works closely with CSN administration and campus stakeholders to plan technology implementations that meet the college's comprehensive strategic plan.

OTS tactical planning works to align technical support and project activities with the strategic objectives of the college. With a strong infrastructure and integration, the team supports the online teaching platform, Canvas, giving students the opportunity to learn anywhere at any time. A strong Wi-Fi infrastructure allows students to use their own devices, the technology that is most comfortable for them, yet while also providing an appropriate set of computers and applications on our campuses for our populations who cannot adequately provide their own. This allows our entire student population to learn the latest and most impactful technologies while at CSN. Furthermore, the move to the Microsoft Office 365 platform provides students with free access on campus or personal devices to the productivity and communications tools that prepare them for the real world after college.

3. A.5

The institution's planning includes emergency preparedness and contingency

The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

CSN has engaged in efforts to include emergency preparedness into college life for administrators, faculty, staff, and students. Having successfully completed an Emergency Management for Higher Education (EMHE) grant program that provided resources for both infrastructure and planning/training efforts, CSN continues to incorporate emergency preparedness and response into the orientation for new students, faculty and staff and ongoing training opportunities throughout the year. The Emergency Response Plan was published and publicized on the CSN website and is revised as necessary.

In the event of catastrophic occurrence that would compromise campus operations, CSN has in place a number of options designed to mitigate the loss and return to normal all aspects of the college's academic instruction, business operations and physical resources.

For example, academic instruction would continue through online services. All academic programs are identified along with each class and section. Every class is incorporated within an operational shell in the college's online Canvas program. This ensures that all classes, both online and campus-based, could continue as operations are resumed following a loss event.

CSN has three main campuses (Cheyenne, Charleston and Henderson) that are located at distances of approximately 20-25 miles from each other. If its business section(s) sustained loss to their physical location, staff could be moved to another campus or off site facility and operations resumed with minimal disruption and down time. The implementation of information technology for backup and system redundancy would facilitate such efforts so that the college's financial operations would continue seamlessly.

Loss of physical resources might prove the most challenging recovery. While all campuses provide for general education opportunities, each of the main campuses provides for specialized programs, i.e., Charleston campus is home of Health Sciences; Cheyenne campus is the site of unique culinary education; and Henderson campus houses the welding program. Loss of facilities and/or equipment to these programs could present delays to program resumption.

The **Office of Technology Services (OTS)** has in place a comprehensive set of processes and tools that facilitate IT emergency preparedness that include providing backup and recovery of critical data that support the operations of the college.

Continuity of IT services is critical to the ongoing operations at CSN, and below are the tools and processes utilized to mitigate the effects of catastrophic events.

IT Security – OTS staff works with the Ellucian security and forensics team to collaboratively plan ahead to mitigate any data or system security breaches that may occur at CSN. In the event of a breach, CSN administration along with the Ellucian Security Hotline are contacted to ensure the appropriate measure are taken to reduce the impact of security breaches and other disruptive events.

Ellucian Emergency Operation Center – The Ellucian Emergency Operations Center works with OTS staff to ensure that critical servers and network equipment are proactively monitored. The system allows OTS staff to know when a system has the potential to become unavailable, and in the event of an emergency will inform OTS staff 24/7 in the event of an outage.

Emergency Alert Systems

- **E2Campus** – Integrated on and off campus cloud-based emergency alert system that enables CSN police or CSN administration to notify students and employees both on and off campus in the event of emergencies via phone and text message.
- **Alertus** – Add on service to E2Campus that provides integrated on-campus alerting services. It allows CSN the additional option to broadcast emergency messages to on-campus computers.
- **Classroom emergency phones** – All CSN classrooms are equipped with emergency phones that dial direct to CSN police upon pickup of the handset.

Data Center – OTS has implemented an off-site back up of all of the centralized CSN servers, email, and files housed on the SAN (Storage Area Network) and other network equipment at the Cheyenne campus.

- **Emergency Power** - Working with the facilities management team, critical data rooms are equipped with back up UPS (Uninterruptible Power Supplies) and also have specific emergency power outlets routed to ensure network and Internet uptime in the event of a power outage. At the main data center located on the Cheyenne campus there are diesel generators maintained by facilities that ensure power is supplied to critical network and server infrastructure.
- **File and Data backup system** – this system provides a full back up Exchange email system, servers and files on network drives are sent from Cheyenne to Charleston campus daily. Files could be restored to new hardware in the event of a catastrophe at the Cheyenne campus that impacts the data center hardware.

Standard Three –Core Theme Planning

Eligibility Requirements

➤ Eligibility Requirement 22 - Student Achievement

Academic faculty have identified student learning outcomes for all degree and certificate programs. These expected program student learning outcomes are published annually in the college catalog. The assessment of student learning plans are designed to measure the mastery of students to demonstrate those expected learning outcomes. Assessment plans include direct and indirect measures of student learning. Some of the academic schools have identified a faculty member to serve as the assessment coordinator for that School. Results of assessment are forwarded to the deans, used in academic program review, and are collected and catalogued by the Office of Assessment. During the preparation of this self study, an Assessment Council, comprised of faculty representatives from every academic school, provided a detailed summary of assessment activities from every academic degree program.

➤ Eligibility Requirement 23 - Institutional Effectiveness

The achievement indicators in the institutional strategic plan have been assigned a champion. It is the responsibility of that champion to report annually on the institutional performance on the achievement indicator. Those reports are collected by the individual assigned responsibility for strategic planning, reported to the President's Cabinet which serves as the Institutional Effectiveness Council.

3. B Core Theme Planning

3. B.1

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

The CSN institutional **strategic plan**, adopted and implemented by CSN in 2010, included a very comprehensive and inclusive process in its creation. Prior to the start of the Enterprise 10-17 Strategic Plan, a lengthy process was followed in reviewing and revising the mission, vision and values statements. Once the new mission statement was approved in 2009 by the Nevada System of Higher Education Board of Regents, from that was derived the three initial core themes (later in the plan the new core theme of student success was added) of quality, access and diversity were identified. Input from all students, faculty, employees, business and community partners and other stakeholders in the success of CSN was vital to the process, and they were contacted with a survey to share their opinions on what the core themes meant to them regarding CSN. That input was provided to the three subcommittees, created from the larger and

inclusive strategic planning committee. Each of the three subcommittees had a core theme assigned to it. All data regarding those core themes were provided to the subcommittees, and in turn the subcommittees identified the recurring themes for each theme in the data, and was tasked with determining goals, objectives and target indicators under the umbrella of the core themes.

As a major component of the strategic plan, annual progress reports are required, along with a review of those reports and a thorough discussion of any revisions motivated by those reports by the entire strategic planning committee.

All documents are available on the strategic planning website of the college, directly from the home page. On that page can also be found a history of the process. By clicking on the pie chart at the bottom of the CSN home page, it takes you to the strategic planning site that has the original plan, all revisions to the original plan, and all annual progress reports. Communication has been widespread throughout the institution as to how important the core themes are to the mission of the College.

Student success, as a core theme, was added to monitor institutional performance under the 100 percent performance funding model. Performance funding for the Nevada System of Higher Education was initiated by the 2013 session of the Nevada Legislature in conjunction with approval of a new funding formula utilized to determine state support for teaching institutions within the Nevada System of Higher Education. The funding for the Performance Pool is derived through a carve-out of general funds allocated to teaching institutions through the new base funding formula. For fiscal year (FY) 2015, five percent of the institutions' base formula funding was set aside and could be earned back by achieving performance targets in academic year 2012-2013. The care-out amount is set to increase each year by five percent until 20 percent of the institutions' appropriate funding is transferred to the Performance Pool in FY 2018. Because of this shift in funding to be performance based, the core theme of student success was added to the strategic plan as part of the revision for 2013-2014.

Student success is monitored based on a baseline of weighted student credit hours completed. For funding to occur to the base budget for CSN, students must be successful in course completion with a grade of A – F. The carve-out for performance adds additional performance metrics in the area of:

- One- to two-year certificate completers
- Minority certificate completers
- Pell-eligible certificate completers
- Associate's and Bachelor's degree completers
- Minority degree completers
- Pell eligible degree completers

- Transfer students
- Efficiency – awards per 100 FTE
- Gateway course completers
- Economic Development – STEM and allied health graduates and Skills Certificates

This change to performance funding solidified the institutional commitment to ensuring student success and thus the core theme of student success was added to the existing core themes of quality, access, and diversity

In each **Budget Committee** request form, applicants are asked to relate the request to the core themes of the institution. This section is reviewed carefully by the Budget Committee in its study of all requests for positions and/or equipment.

Strategic Enrollment Planning

The Strategic Enrollment Plan (SEP) was developed to be supportive of the core themes in the institutional strategic plan. The objectives for each of the nine strategies in the Strategic Enrollment Plan (SEP) are linked to one of the core themes of the institution.

Academic Master Planning

Academic Affairs' six schools develop **programs** consistent with the core themes. Programs are designed to optimize student *access* and *success* by ensuring that remediation is completed early and appropriate prerequisites are completed. Additionally, it is possible for students to earn degrees entirely on line. Each program is required to identify a values and *diversity* component.

Quality education is ensured through college-wide assessment of student learning outcomes as determined and administered within individual schools. This includes 3-year plans, project implementation, reporting, and using results for curricular enhancement. Through the faculty, each core theme is met in a variety of ways including the following:

Student Success

- instructors work one-on-one with students (in office) to personalize education, tailor teaching to each student
- instructors provide degree sheet with pathways to simplify program to get through on time

Access

- course scheduling is based on student need (day and night courses offered, in class and online)
- courses offered throughout the year (spring, summer, fall terms)

Throughout CSN, there exists a robust group of **support services** that speak to all of the core themes. For example,

Student Success is enhanced through tutorial services, the Disability Resource Center, counseling services embedded within the schools, mandatory orientation, and the Achieving the Dream initiatives.

Access has been improved through more coherent and streamlined processes for admission, as well as refined remediation to enhance student access to credit-level courses. Jumpstart, the CSN dual credit program, has increased access by making college more affordable, as well as physically accessible to the high school students.

Diversity is addressed in a plethora of ways: focused programming/events, ethnic-focused councils, the Office of International Education's events, recruitment of international students, and seeking grants that focus on the needs of various ethnicities represented in the student population.

Quality is enhanced through faculty development programs. The college offers travel funds for faculty to attend and present at up to three conferences a year. CAPE offers on-going professional development workshops on topics ranging from Learning Management System skill development to classroom management. CSN also offers a certificate for faculty to earn in on-line course development. Various departments also work with textbook companies to provide professional development activities within the department. Adjunct faculty are included in these opportunities; in addition, the Adjunct Impact Conference – a conference experience designed specifically for CSN's adjunct faculty – is held each fall.

3. B.2

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

The relationship to the college mission and core themes of each and every area of the instructional and non-instructional units within the College are systematically assessed by the **Budget Committee**. In one-time reviews of other budgetary areas of the college, the first section of the rationale for retention of the unit is entitled "Criticality to the College Mission, and/or Mandates."

The **SEP** is structured to include strategy, objectives, and action items. Responsibility has been assigned, with target completion date and expected outcomes. Key performance indicators will be the categories used to gauge the success of CSN's strategic enrollment goals. The categorical data will be used to assess the institution's progress, effectiveness, and efficiency toward achieving the strategic enrollment plan. The following key performance indicators have been established to monitor productivity of the SEP: overall student enrollment, new student enrollment, student retention, persistence, course completion and graduation, and institutional fiscal health.

1) Student Success

- instructors work one-on-one with students (in office) to personalize education, tailor teaching to each student
- instructors provide degree sheet with pathways to simplify program to get through on time

2) Access

- course scheduling is based on student need (day and night courses offered, in class and online)
- courses offered throughout the year (spring, summer, fall terms)

3) Quality Education

- courses provide up-to-date field information, changing practices, built into what we teach
- most programs offer special topics such as social media or magazines to bring current topics to students
- courses are created in accordance with NSHE (UNR and UNLV) goals, codes and transfer capabilities
- Education changes with the times, for example student newspaper program JOUR 105 News Production went online as approximately 50 percent of the jobs in print journalism are online and students need those skills of creating content for Web.

4) Diversity

- diversity skills and cultural competencies are taught in a variety of courses, some of which are special topics, others are regular courses such as World Lit.

3. B.3

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

With this most recent revision of the **Strategic Plan**, a heavy emphasis was put on the ability of the institution to quantify with appropriate data that will be used to easily identify where the College is meeting its indicators and where there is more work to be done. The Office of Institutional Research was instrumental in identifying those measures that were already being collected, or measure that could be collected to help measure achievement of the target indicators within the core themes and goals.

As mentioned in 3.B.2, the **Budget Committee** considers equipment and positions for new programs, as well as existing ones. While the Budget Committee does not plan the core themes, it does apply them as a set of standards when considering new program staffing and equipment. As mentioned before, those who apply for equipment or staffing funds through the Budget Committee must relate their request to the enhancement of the core themes.

The key performance indicators of **SEP** are based on the collection of the following data sets:

- Overall FTE enrollment
- Overall enrollment by student headcount
- Online course enrollment
- Undergraduate student credit hour
- New overall student enrollment (no accumulated credit at time of first enrollment)
- Jumpstart concurrent enrollment
- New adult enrollment (25 and older)
- Diversity of student enrollment
- Recent high school graduate with no accumulated credits
- Recent high school graduates with accumulated credits (dual-enrolled)
- Transfer students
- New students (not recent high school graduates or transfer students)
- Retention rates (first time, full time retained from fall to fall)
- Persistence rates (semester to semester)
- Course completion rates
- Graduation rates
- Appropriations by the state
- Weighted undergraduate student credit hours
- Cost of instruction per student
- Program level
- Tuition and fees per FTE student

All **OTS** planning takes aim at three of the core themes of CSN: **QUALITY**, **ACCESS**, and **DIVERSITY**, all leading to **STUDENT SUCCESS**. With an eye towards quality, the

chief information officer engages Ellucian strategic planning services to ensure technology plans and projects undertaken by OTS staff support the business operations and program goals to include the recently released Strategic Enrollment Plan. The OTS management team also works with higher education consortiums such as Educause, and research analysts at Gartner to ensure technology best practices and standards utilized by colleges and universities across the country are presented to CSN where appropriate. OTS submits general technology related data to Educause contributing to the technology information resources on colleges nationally.

It is important that our student body has access to the technology that supports their educational goals. As mentioned, offering free access to Microsoft's cloud based productivity suite gives students an ability to learn the tools that businesses worldwide expect their employees to have proficiency with. Additionally, aiming our technologies to support smartphones, tablets, and laptops that our students bring to campus gives the most flexible environment for our students to use the technology that they are comfortable with. Yet, in the most diverse institution in the state of Nevada, we need to be sensitive to students with less resources to afford their own technology, as well as students whose backgrounds do not include highly technical engagement. We provide open computer labs on all of our campuses and extension centers with flexible hours and technical assistance available to move them forward in the technology that they need to know without having to expend their own resources to have that access. Additionally, our smart classroom designs are architected with an eye towards access to disabilities as well as a variety of options aimed at diverse learning styles.

The Office of Technology Services works closely with Institutional Research to integrate appropriately defined data into decision support and business operational systems that are utilized by college departments to inform the choices they make and drive business and planning to meet core theme and mission based objectives.



Standard Four – Effectiveness and Improvement

4. A Assessment

4. A.1

The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data-quantitative and/or qualitative, as appropriate to its indicators of achievement-as the basis for evaluating the accomplishment of its core theme objectives.

CSN is committed to learning outcomes for all students. As evidence of this commitment, an Office – Assessment of Student Learning & Accreditation was created with a director dedicated 100 percent to assessment of student learning. The director is responsible for the oversight of assessment of student learning for all programs on all campuses and works collaboratively with faculty to facilitate the implementation of the entire assessment of student learning loop including a multi-year assessment of student learning plan for each program. This includes the oversight, design, implementation, review, and evaluation of all outcomes for all academic degree programs and all courses that support the academic mission, strategic planning, enhancement of learning, as well as assessment of outcomes related to general education. The director also oversees the measurement tool design (i.e., rubric, expanded checklist), collection, analysis, monitoring and reporting of program outcome and course outcome data (annual program reports in the assessment cycle).

With the presence of the Office – Assessment of Student Learning on campus, faculty in all six schools are becoming engaged in outcomes assessment. Working with the deans of each of the six schools at CSN, strategies were developed to integrate outcomes thinking with faculty as the school moves forward with each of their programs multi-year assessment of student learning plan/cycle. Customizing the strategies by school instead of a one size fits all for the institution allows for greater buy-in and implementation of outcome assessment cycles. The following are examples of school-wide activities that support outcomes assessment cycles:

- Currently three schools have Assessment Committees comprised of faculty assessment leads from each program that meet monthly. The Assessment Committee members share program/course outcomes measurement, active learning strategies, and best practices as part of the assessment plan/cycle. Additional school-wide assessment committees are being developed.
- Two schools have designated faculty with release time as “assessment coordinators” to work with the school’s faculty on program outcomes, developing tools of measurement, and collecting data included in annual reports. These practices support faculty working with faculty that enhances student outcomes learning assessment from the program to the course level. It promotes faculty establishing and evaluating clearly identified learning outcomes linked to student achievement.

The director of assessment left the institution in June 2013. A national search for a replacement failed. A CSN faculty member with extensive assessment experience was identified, offered the position, and became the director of assessment effective July 1, 2015.

In preparation for this self-study, an Assessment Council was formed in fall 2014 with faculty representation from all academic Schools. The assessment coordinator with the library and the Achieving the Dream faculty lead joined the council to provide support and input from other areas of the institution engaged in assessment. The members of the Assessment council:

- Identified programmatic assessment occurring within academic programs;
- Provided a summary of assessment methodology, results, and recommendations for improvement;
- Linked assessment activities to one of the core themes: access, quality, diversity, student success.
- Contributed to the summary matrix of assessment activities which is found in the electronic resource library.

Assessment plans and reports are stored in the Office of Assessment, dean's office, office of the department chair or with the associate vice president curriculum and assessment. This Assessment Council identified the need for CSN to make assessment plans and reports more readily available to the campus community.

Institutional Level:

Low Yield Program Review - Based on Board of Regents Handbook, Title 4, Chapter 14, Section 6, low yield programs are defined as associate degree programs that fail to award at least twenty degrees in the last three consecutive years. In fall 2013, CSN conducted a review of all programs identified as low yield. Data used to conduct this low yield program review included enrollment data and completion data. This review process culminated in program deactivations and program merging. For example, the ornamental horticultural program(s) were deactivated. The physical science degree programs were merged from four into one degree. The documentation of this low yield policy review is included in the electronic resource repository.

Achieving the Dream - CSN was accepted into the 2012 cohort of Achieving the Dream (ATD) institutions. Based on the ATD model of reviewing data, the Office of Institutional Research prepared data on the success of CSN students starting with a fall 2009 ATD cohort of 8,278 students. This cohort was chosen because by Summer 2012 150 percent program time for completion of an associate's degree would be achieved. Faculty and staff from across the institution studied the various characteristics of this cohort and three key indicators of performance emerged: persistence (term-to-term enrollment), course completion (high-demand, low-success courses), and developmental math and English. Specific data elements from the ATD process are included in the electronic resource repository. These ATD evaluation teams made

various recommendations for interventions to be administered effective fall 2014.

Evaluating the persistence theme resulted in development and implementation of a mandatory matriculation intervention for incoming, new to CSN, recent high school graduates in fall 2014. This cohort was required to complete orientation (online or on ground), placement testing for math and English, and meet with an academic advisor to select a guided pathway for degree completion. This cohort was blocked from registration for fall 2014 until all required steps had been completed. Prior to registration for spring 2015, this cohort was required to be seen by an academic counselor for proper course selection in spring 2015. Again, enrollment was blocked until this mandatory process was completed. Data from this intervention revealed an 8% increase in cohort persistence from fall 2014 to spring 2015 over similar cohorts of recent high school graduates in the past. The data from this intervention is contained in the electronic resource repository.

The course completion and developmental themes were merged into one intervention in fall 2014. Courses for this intervention were selected based on historical data from Fall 2013 on the ATD 2013 cohort. Courses were sorted by highest 2013 cohort enrollment and then by lowest success rate. Fourteen courses with the lowest success rates from the 25 highest enrollment courses were selected for the intervention effective fall 2014; the use of online success modules, Student Lingo. These success modules were communicated to students via their Communication Center within MyCSN. Faculty who were assigned to teach these courses in fall 2014 were also provided the link to these modules to include in their course syllabi for fall 2014. At this writing, the ATD program evaluation teams are reviewing the data on course completions from fall 2014 to determine whether course success rates improved.

Strategic Enrollment Planning - The strategic enrollment planning (SEP) process began in summer of 2013 in partnership with Noel-Levitz, Inc. This planning process was predicated on the following precepts: plans will be data and information derived, college-wide participation will occur through the Strategic Enrollment Planning Council and the process will be continuous and ongoing. This SEP was informed by 23 data sets, categorized into eight topic areas: external, enrollment, demand and capacity, quality of education experience, level of student engagement/satisfaction and outcomes, quality of faculty and staff, and connection to student experience, persistence and graduation outcomes, transfer students, and adult programs. The SEP was approved by the Strategic Enrollment Planning Council on February 25, 2015, supports the institutional strategic plan, and each strategy is linked to one of the core themes (access, quality, diversity, student success). The plan narrative, with supporting strategies, objectives, action items, and assigned responsibility are available in the electronic resource repository.

Strategic Plan Achievement Indicators - The CSN strategic plan has identified achievement indicators for each of the core theme areas. Each of these indicators has been assigned to a champion who is required to report on an annual basis what the level of achievement might be. The report from June 30, 2014 is located at

[http://www.csn.edu/uploadedfiles/Administration/Institutional Research and Planning/Strategic%20Planning/2013 Strategic Plan Annual Report.pdf](http://www.csn.edu/uploadedfiles/Administration/Institutional%20Research%20and%20Planning/Strategic%20Planning/2013%20Strategic%20Plan%20Annual%20Report.pdf)

School Level

Each academic school has the freedom and latitude to organize an assessment structure that best fits the individual needs of that School. Some of the academic schools have assigned a faculty member to be the assessment coordinator. These faculty members are responsible primarily for assisting program faculty with the development of program learning outcomes, assessment plans, assessment data collection and assessment data reporting. Some of the academic schools have also formed assessment committees which meet on a regularly scheduled basis.

Faculty have participated in the ATD and SEP processes throughout the institution. For example, the ATD efforts are led by Professor Bill Neff, Communications department. Professor Neff communicates ATD interventions throughout the college community and contributes to the monthly student success newsletter. Professor Neff also organized the faculty led program evaluation teams assessing the effectiveness and efficacy of the interventions. These faculty conducted focus groups and developed surveys to assess the interventions. Academic faculty also serve on the strategic enrollment management subcommittees and participated in the development of the Strategic Enrollment Management plan.

Program/Course Level:

Academic Program Review is a faculty senate process designed to improve the quality of academic programs by providing information, analysis, and evaluation that assists the college in identifying program strengths, suggest areas for improvement and make commendations and recommendations. Academic program reviews address and evaluate the relevance of the academic program in meeting community needs as well as the academic needs of the college. Academic program reviews are faculty driven with the review process involving faculty from the program being reviewed and external review from other institutions if possible. Reviews occur every five years and no program may be required to undergo review more often than every five years except as requested by the vice president academic affairs. The academic review cycle since the year three report in 2012 has been School of Math and Science (2011-12), School of Advanced and Applied Technologies (2012-13), School of Health Sciences (2012-13) and School of Arts and Letters (2014-2015).

4. A.2

The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

The academic program review policies are CSN faculty senate policies. The Academic Standards Committee of the CSN faculty senate reviews the academic program review

and annual academic appraisal findings of academic Schools and departments. This academic program review and annual academic appraisal are scheduled on a five year cycle.

Faculty have a primary role in the College Curriculum Committee process. This review of program and course expected learning outcomes is assigned to the College Curriculum Committee. Each academic school has a school curriculum committee which is designed to assist faculty with curriculum development and modification as well as program design and outcomes review and modification.

Each academic School has the freedom and latitude to organize an assessment structure that best fits the individual needs of that school. Some of the academic schools have assigned a faculty member to be the assessment coordinator. These faculty members are responsible primarily for assisting program faculty with the development of program learning outcomes, assessment plans, assessment data collection and assessment data reporting. Some of the academic School have also formed assessment committees which meet on a regularly scheduled basis.

Faculty have also participated in the ATD and SEP processes throughout the institution. For example, the ATD efforts are led by Professor Bill Neff, communications department. Professor Neff communicates ATD interventions throughout the college community and contributes to the monthly student success newsletter. Professor Neff also organized the faculty led program evaluation teams assessing the effectiveness and efficacy of the interventions. These faculty conducted focus groups and developed surveys to assess the interventions. Academic faculty also serve on the strategic enrollment management subcommittees and participated in the development of the Strategic Enrollment Management plan.

CSN has developed learning outcomes for all students. Validating this is a role of the assessment director who is responsible for the oversight of assessment of student learning for all programs on all campuses and works collaboratively with faculty to facilitate the implementation of the entire assessment of student learning loop including a multi-year assessment of student learning plan for each program. This includes the oversight, design, implementation, review, and evaluation of all outcomes for all academic degree programs and all courses that support the academic mission, strategic planning, enhancement of learning, as well as assessment of outcomes related to general education. The director also oversees the measurement tool design (i.e. rubric, expanded checklist), collection, analysis, monitoring and reporting of program outcome and course data.

4. A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course program, and degree learning outcome. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

At the program level, each program submits an assessment report to the assessment office that reflects the ways that they ensure their students are achieving general education and major-related learning outcomes. Most programs have a summative student experience that allows them to assess their graduating students' levels of attainment of educational goals. Many programs work closely with advisory boards to ensure that their instruction coincides with employers' needs. Many programs also have nationally standardized tests or licensure exams that allow the faculty to assess their students' learning against a national or regional standard. Regular reviews of program level learning outcomes occur through formal program review.

Institutional Level:

The Assessment Council conducted an inventory of assessment activity in each academic program, department and school. This inventory provided a baseline for this accreditation self-study to provide accountability as to what assessment activities are currently underway throughout the institution. The reports from each of these academic assessments are in the electronic resource repository.

As an additional resource, a Perkins Grant was received in fall 2012 and again in fall 2013 to support Program Outcome development and assessment of student learning for Career & Technical Education (CTE) Programs. Faculty from 30 CTE programs participated in the 2013-14 grant as professional development to further enhance the work on CTE program outcomes and development of rubrics as measurement tools. Teaching and learning strategies using authentic assessment and active learning were also a key focus of the workshops to assist with improved teaching and learning. Several workshops were held for all CSN faculty through CAPE on active learning, developing measurement tools (i.e., rubrics, expanded checklist), and authentic assessments.

Finally, in addition to the above assessments of student learning, many academic programs are accredited by external accreditation organizations. For those programs, the programmatic self-studies and results of accreditation site visits are maintained at the dean and program level.

4. A.4

The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

The institution evaluates holistically the alignment, correlation, and integration of planning resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.5

The institution evaluates holistically the alignment, correlation, and integration of planning resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

The president, vice presidents and deans are ultimately responsible for institution-wide alignment of programs and services with the Core Themes in fulfillment of CSN's mission. They use indicators described in this self-study to assess whether objectives are being met and what institution-wide corrective action is needed, if any.

The president and vice presidents articulate strategic goals, initiatives and performance metrics to the Board of Regents and to the college community.

When the Assessment Council was convened in fall 2014, the assignment to conduct the inventory of assessment activities included linkage to the institutional strategic plan and core themes. This self-study attempts to document that linkage to the institutional strategic plan and core themes.

The institutional champions assigned in the strategic plan report on an annual basis the achievement of indicators for each of the core themes. These reports are consolidated into an annual report and shared with the administration.

The Strategic Enrollment Planning process has identified the need for CSN to invest in dashboard technology to broadly communicate in a more timely fashion institutional achievement of the indicators of performance for each core theme.

The predominant evaluation of CSN's assessment with respect to achievement of the goals or intended outcomes of programs or services occurs on an annual basis with the reporting, from assigned champions, to each of the goals and objectives of the institutional strategic plan.

Supportive to the institutional strategic plan, are the annual reports filed with ATD. For each of the three years that CSN has been in the ATD network, an annual report is filed. These annual reports are available in the electronic resource repository.

CSN reported to the Board of Regents the impact of the new formula funding

implementation. CSN has also prepared a holistic impact statement on the plans to implement the proposed 4 percent tuition increase effective fall 2015.

All of these reporting activities support the institutional core themes of access, student success, quality and diversity.

Finally, CSN hired a faculty member to accept responsibility as the director of assessment of student learning effective July 1, 2015. One of the preliminary assignments to this individual will be to make recommendations as to how the various pockets of assessment throughout the institution can be centralized, catalogued and reported. Through the process of preparing this accreditation self-study document, evidence of assessment exists:

- Academic assessment committees
- Academic assessment coordinators
- Academic standards committee
- ATD work teams
- SEP work teams
- Academic external accreditation self-studies
- Academic external accreditation reports
- Strategic plan annual reporting

Standard Four – Effectiveness and Improvement

4. B Improvement

4. B.1

Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Results of core theme assessments are made to the Office of Strategic Planning and can be found on the strategic planning website. Academic programs throughout CSN have identified assessment results of student learning outcomes and made recommendations for improvement to the respective Dean. Curricular changes were instituted through the College Curriculum process. Programmatic and/or departmental policy changes were delegated to the appropriate academic unit. Through the efforts of the Assessment Council, all of the academic programs who reported on the inventory of assessment activities are available in the electronic resource library in an assessment matrix. The supporting documentation is also available in the electronic resource library.

The Achieving the Dream programmatic evaluation teams engaged in focus groups and review of quantitative data to determine the effectiveness of the interventions implemented in fall 2014. This qualitative and quantitative data will be compiled in the annual report to Achieving the Dream. One of the preliminary recommendations on mandatory matriculation will be to implement in fall 2015 and include recent high school

graduates who have some earned CSN credit. It is anticipated the Student Lingo modules will be made available to faculty throughout the institution to include into course content.

The strategies and action items in the Strategic Enrollment Plan have all been linked to one of the four core themes. As action items are addressed, the actual outcomes, compared to expected outcomes, will be reported within the strategic enrollment plan. The strategic enrollment management plan continues to be monitored and updated by the members of the Strategic Enrollment Management Action Team.

Academic program review is reported from the appropriate academic department, to the Dean, to the Faculty Senate Academic Standards Committee and then the vice president academic affairs. Summaries from academic program review are submitted to the Board of Regents in the fall of every year. During the 2013-2014 academic year, the Schools of Health Science and Advanced and Applied Technology conducted academic program review.

Significant findings/trends noted in the School of Health Science are: decreased enrollment in some programs, increased attrition in some programs; competition from proprietary schools; deactivation of three programs; employment outlook for most disciplines remains strong, yet some new graduates having difficulty gaining initial employment; several programs require implementation of Work Keys assessment or Test of Essential Academic Skills to identify deficiencies prior to professional program admission, and accreditation issues in cardiorespiratory sciences and surgical technology.

Significant findings noted in the School of Advanced and Applied Technology are: weak completion and graduation rates for many programs; increasing recruitment and retention in low-enrollment programs; improving lab fee process to reflect changes in costs of acquiring consumables; assuring readiness of students in academically rigorous programs; few interdisciplinary activities across programs; competition from proprietary schools; integration of advising into daily faculty activities.

4. B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

The Assessment Council requested and received examples of programmatic assessment of student learning that has informed the enhancement of student learning across the institution. The detailed reports are available in the electronic resource repository. However, examples are provided here:

Education Department – Assessment data is collected from the education capstone course, including practice Praxis scores, portfolio completion, synthesis of program outcomes in group presentation, and capstone course completion. Assessment of the Praxis scores from summer 2013 to spring 2015 reveal that 75 percent of students are

unlikely to pass the reading section of the Praxis exam; 37 percent are unlikely to pass the math section; and 37 percent are unlikely to pass the writing section. The education faculty are working with the English and math departments to develop Praxis review courses that students can enroll in to improve their scores. The first Praxis Review courses will be offered summer 2015.

Engineering Technology – Assessment data from 2012-13, revealed a shortfall in student understanding of medical terminology. The engineering technology faculty worked with the health information technology faculty to identify possible changes to the medical terminology course, suggested prerequisites, or assessment criteria. In the 2013-2014 year, assessment finding found that students were having difficulty understanding the functional characteristics of the human body. Again the faculty worked with the health information technology faculty to identify possible changes to the course. Another assessment identified shortfall was the student's ability to identify active electronic components. Course syllabi were reviewed and changed as required before the second week of class.

Construction Technology – In fall 2012, nine students were assessed in five categories targeting the design and creation of an electrical system. On average the students met three of the five standards used in the assessment. The recommended changes targeted the electrical project. Students were to use at least three judges, using glue to attach magnets was to be avoided, as was pain under magnets, students were not permitted to use any type and/or size of light bulb and the category titles were changed to be more meaningful.

Computing and Information Technology – The CSN IT faculty decided to adopt IC3 (Computing fundamentals, Key applications, and Living Online) as the digital literacy standard. All faculty, administrative staff and OTS full time staff took the exams and pass all three earning their IC3. IS 100 (Core Computing Competency, a zero credit course allows students who believe they are digitally literate the opportunity to register and earn the IC3 certification. To date, only 7 students have attempted the IS 100 course; six have passed. Specific data on students who have taken exams in IS 101 will foster a better assessment process for IS 101.

Commercial Photography – Direct measures of program outcomes are portfolios and program exit interviews. Data was collected during the spring 2014 pilot. On a scale of one to five, with five being highest rating, the aggregate average of professionalism was 4.3, website presence was 4.6, student engagement with evaluators was 4.6 and professionalism of promotional materials was 4.5. There is a need for improving the focus on career opportunities and practices as well as enhancing promotional and communication skills. The photographic portfolio course will be included as a requirement for graduation beginning fall 2015.

Biology – Assessment results identified the need to recommend to the library that JoVE Science Education videos on Basic Methods in Cellular & Molecular Biology be added to support BIOL 196. Assessment of student learning in BIOL 189 pointed to

deficiencies in the preparation of incoming students. The biology faculty requested that BIOL 189 be “enrolled” in the ATD intervention of Student Lingo for high enrollment, low success courses.

Physical Science – General education assessment has been performed every spring since 2012. Systematic assessment of selected chemistry courses (i.e. CHEM 121 and CHEM 122) is performed via a common exam.

Mathematics – Based on assessment results from various applied science degree programs, the math faculty developed MATH 104 to replace several math courses. MATH 104 offers versatility for students who would like to complete several degrees and not have to take other math courses.

Psychology – The faculty chose to introduce an exit exam for PSY 298 Capstone. After evaluative semesters, the faculty of the Psychology Curriculum-Assessment Committee have decided that the assessment measure may not be providing the information needed to adequately assess to what extent the program outcomes are being met. A re-constructed assessment measure and student exit survey will be developed.

Mental Health Developmental Disability – 100 percent of the students completing the capstone project for the Certificate of Achievement in MHDD met the success criteria set for program outcomes as measured using the capstone rubric.

Criminal Justice – The direct measure of student learning was a capstone project embedded in the Introduction to Criminology course, CRJ 270. Eight sections of CRJ 270 in Spring 2013, summer 2013 and fall 2013 were evaluated. The faculty assessment team concluded that the best course of action was to remove the capstone project from the Introduction to criminology class and create a Second Year Capstone in Criminal Justice to provide a venue to control the capstone project assessment of program learning outcomes.

Hospitality Management – Culinary and Pastry Arts faculty use a checklist of core competencies required by the American Culinary Federation. Food and Beverage Management, Casino Management, Hotel Management, and Travel and Convention Administration use a capstone project to evaluate student achievement.

Business Administration – Results from assessment will result in curriculum changes for the 2015-2016 academic year; updating and revising the AAS degree in Marketing, creation of two certificates of completion in real estate, and ensuring certificates of achievement are direct pathways to the AAS degree.

English – The English faculty have matched program requirements to degree programs in English and Creative Writing. The English department has used results of outcome assessment to determine need for professional development, changes in outcomes and required textbooks.

Communication – The communication faculty have expanded their ability to ensure

outcomes for a course or program are met with the use of Classroom Assessment Techniques (CATS), stronger grading rubrics and more focus on the sequencing of courses through guided pathways.

Fine Arts – Fine arts faculty have developed scoring rubrics in specific subject areas that relate directly to learning outcomes. The faculty have also developed guided pathways to encourage timely completion of degrees and certificates.

International Languages – The latest assessment period in Fall 2014 resulted in the creation of a Guide to ESL Course Goals, Objectives, Student Learning Outcomes and Assessment posted on the International Languages website. The ESL Program has recently restructured its course sequence, deleted a required course to make the program more efficient, and changed textbooks that more closely align with program goals and intended outcomes.

Nursing (registered and practical) – Nursing faculty analyzed withdrawals due to failing dosage and calculation exams. A working group was formed; policy revised to include instructors will only teach dimensional analysis; continuation of Toolbox for Nursing Success with changes was made and a nursing faculty member taught a 3 CEU workshop on Dimensional Analysis for the faculty.

Additional health science programmatic assessments are located in the electronic resource repository.

Through this institutional self-study process, it is apparent that CSN does not regularly communicate results of assessment to the appropriate constituencies. The results referenced in this self-study were obtained through Assessment Council representatives, ATD work teams, SEP work teams, and annual reports on achievement indicators in the strategic plan.

Standard Five – Mission Fulfillment, Adaptation, and Sustainability

➤ Eligibility Requirement 24 – Scale and Sustainability

The Nevada System of Higher Education is 100% performance based funded. Base budget funding is calculated on weighted student credit hour completion. Performance funding is carved out of the base and must be earned back based on metrics established for each institution. This funding model remains integral to all planning processes as well as the evaluation of institutional effectiveness.

Institutional Effectiveness at CSN



5. A Mission Fulfillment

5. A.1

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

5. A.2

Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

5. B Adaptation and Sustainability

5. B.1

Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

5. B .2

The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

5. B .3

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

CSN engages in regular assessment of accomplishments through many mechanisms. In preparation for this self study, data reports that are used by various constituent groups throughout the institution were identified and linked to one of the core themes (access, quality, diversity, student success). This master listing is included in this self study.

Access

- Annual report of achievement indicators – These reports are compiled by the identified champions in the institutional strategic plan. Annual reports are submitted to the executive director of strategic planning who compiles and forwards to the president’s leadership team for review.
- SEP – Recruitment and Marketing – Strategies 1 and 2 and Strategy 4 – The SEP Action Team meets monthly, updates progress on the action items of each strategy and reports quarterly to the Executive Leadership Team.
- VFA – CSN participates in the Voluntary Framework of Accountability. These results were shared with Executive Leadership Team and will be shared at the fall Convocation with faculty and staff.
- IPEDS – The CSN IPEDS report is shared with the Executive Leadership Team.
- H SI annual reports – The H SI data is reported annually to the US Department of Education and shared with the Executive Leadership Team and the HSI Task Force.
- Perkins Performance Indicators – These performance indicators are shared with the deans of Career and Technical Education on an annual basis.

- 25Live Space Utilization – This report is under preparation and will be shared with academic deans in summer 2015 for the first time. This report will help future semester schedule building.
- Remediation Task Forces – Math and English – The Nevada System of Higher Education prepares data on number of CSN students who complete gateway math and English by the end of the first year. The data are shared with the Board of Regents on an annual basis.
- eLearning Task Force – This NSHE task force has identified general education courses, offered in an on-line format and prioritized the development of standard student learning outcomes for each course.
- Library Assessment in Action – The results of this Library Assessment are shared with the Assessment Council and the Executive Leadership team.
- Financial aid productivity – Periodic reports on productivity of financial aid are shared with Executive Leadership and the Board of Regents.
- Excess Credit Appeals – The actions taken by the excess credit appeals committee are shared with Executive Leadership Team.
- Placement Data – Results of placement tests are shared with academic deans and Executive Leadership team.

Quality

- Assessment of student learning outcomes – Assessment of student learning outcomes are shared with academic Schools, Assessment Council, and the vice president academic affairs.
- External program accreditation – Results of external program accreditation are shared with academic deans, program directors and the vice president academic affairs.
- Academic Program Review and Appraisal – The results of academic program review and appraisal are shared with Academic Standards Committee of the Faculty Senate, the vice president academic affairs and the Academic Affairs Council of the Board of Regents.
- SEP – Strategy 5 - The SEP Action Team meets monthly, updates progress on the action items of each strategy and reports quarterly to the Executive Leadership Team.
- Campus Climate – The Campus Climate Committee shares results with the CSN community through Convocation and President's Chronicle and blog.
- Crime statistics – The CSN Police Department posts the annual crime statistics on the CSN web page.
- eLearning Task Force – Quality Matters – The eLearning Task Force recommended that institutions adopt Quality Matters as a quality indicator for all distance education courses. The CSN policy requires either Quality Matters or another rubric of assessment. Results of review of distance education courses is reviewed by department faculty and the academic dean.
- Library Assessment in Action - The results of this Library Assessment are shared with the Assessment Council and the Executive Leadership Team.
- Ombudsmen – faculty and student – The faculty and student ombudsmen report annually to the vice presidents of academic and student Affairs.

- Crisis Response Intervention Team – The leader of this Team reports annually to the vice presidents of academic and student affairs.

Diversity

- Annual Diversity Report – The annual diversity report is prepared by office of diversity and shared with academic and student affairs leadership on an annual basis.
- SEP – strategy 9 -- The SEP Action Team meets monthly, updates progress on the action items of each strategy and reports quarterly to the Executive Leadership Team.
- Affirmative Action Report – This report is prepared annually by the office of human resources and shared with the executive leadership team.
- IPEDS - The CSN IPEDS report is shared with the Executive Leadership Team.
- H SI annual report - The H SI data is reported annually to the U.S. Department of Education and shared with the Executive Leadership Team and the HSI Task Force.
- Perkins Performance Indicators - These performance indicators are shared with the deans of Career and Technical Education on an annual basis.
- ATD – Data on results of the Achieving the Dream interventions are shared widely throughout the institution: ATD Core Team, academic deans and department chairs, vice presidents of academic and student affairs and the Executive Leadership team. CSN also submits an Annual Reflection report to Achieving the Dream on institutional improvements.

Student Success

- ATD - – Data on results of the Achieving the Dream interventions are shared widely throughout the institution: ATD Core Team, academic deans and department Chairs, vice presidents of academic and student affairs and the Executive Leadership team. CSN also submits an Annual Reflection report to Achieving the Dream on institutional improvements.
- SEP – strategy 6 and 8 - The SEP Action Team meets monthly, updates progress on the action items of each strategy and reports quarterly to the Executive Leadership Team.
- VFA - – CSN participates in the Voluntary Framework of Accountability. These results were shared with Executive Leadership Team and will be shared at the fall Convocation with faculty and staff.
- Performance Pool Metrics
 - WSCH
 - Performance pool completions – This data is compiled on an annual basis by the Nevada System of Higher Education. The results are shared with the President who then distributes to the executive leadership team.
- Complete College America – The annual performance of CSN against the Complete College America goal is reported by the associate vice president academic affairs to the executive Leadership Team.
- IPEDS - The CSN IPEDS report is shared with the Executive Leadership Team.

- H SI annual report - The HSI data is reported annually to the US Department of Education and shared with the Executive Leadership Team and the HSI Task Force.
- Perkins Performance Indicators - These performance indicators are shared with the deans of Career and Technical Education on an annual basis.
- Finish in Two – Data on compliance with CSN students' full time enrollment is reported by the NSHE to the Board of Regents.
- Remediation Task Force - The Nevada System of Higher Education prepares data on number of CSN students who complete gateway Math and English at the end of the first year. The data are shared with the Board of Regents on an annual basis.
- eLearning Task Force – This NSHE task force has identified general education courses, offered in an on-line format and prioritized the development of standard student learning outcomes for each course.
- Library Assessment in Action - - The results of this Library Assessment are shared with the Assessment Council and the Executive Leadership Team.
- Tutorial Utilization – The utilization of tutorial services by CSN students is reported to the associate vice president academic success and shared with CSN stakeholders through the Student Success newsletter.
- Academic Warning, Suspension, Probation – Data on students reviewed for academic warning, suspension, probation are shared with the vice president academic and student affairs.
- Satisfactory Academic Progress/PACE – Data on outcomes of students on financial aid review are shared with the senior vice president strategic initiatives.
- Placement data - – Results of placement testing data are shared with academic deans and Executive Leadership Team.

Examples of each of the above reference data reports are available for review in the Electronic Resource Repository.

During this self study process, this data was readily available and the self study team was able to identify when data was prepared, who prepared the data, who reviewed the data, and when data was reviewed. The Executive Leadership Team (president, senior vice president, vice presidents) were aware of the existence of the data. This self study process also identified, as with results of assessment of student learning, there is not a central repository for all this data. The data was decentralized throughout the institution, but was often reported in President's Chronicle, NSHE web site, Newsletters on SEP/ATD/Student Success and on the CSN web page.

The culmination of a data utilization process is instrumental in CSN's ability to validate mission fulfillment. The President and his executive leadership team are able to stay informed on institutional progress, or lack thereof, toward the strategic initiatives which are supporting the institutional mission and core themes of access, quality, diversity and student success.

Conclusion

As the first Hispanic Serving Institution in Nevada, CSN is proud to be the largest and most diverse public institution of higher education. The approximately 36,000 credit based students at CSN account for nearly 40 percent of all students enrolled in Nevada public colleges and universities. A third of CSN students are Pell Grant recipients and approximately 40 percent receive federal need-based aid or Title IV awards; we recognize and embrace the population we serve.

This self-study process of examining the institution's compliance with Standards 1, 2, 3, 4, and 5 has benefited the institution in the following manner:

- Development of an institutional assessment council to monitor the assessment of student learning efforts throughout the institution;
- Monitoring of continued compliance with standards 1 and 2 while gauging compliance with standard 3, 4, and 5;
- Continued process improvement of the strategic plan and accountability reporting;
- Identification and organization of a multitude of performance data reports throughout the institution;
- Continued focus on data driven decision making.

Even though this self-study is a description of CSN as of June 30, 2015, the process has provided direction for improvements that will improve the overall efficiency and efficacy of the institution. This process also provided continued collaboration with all stakeholders throughout the institution, who collectively strive to ensure CSN meets the mission fulfillment core themes of access, diversity, quality, and student success.



Crosswalk of Standards to Core Themes				
Standard	Quality	Access	Diversity	Student Success
1.A	X	X	X	X
1.B	X	X	X	X
2.A.1	X		X	
2.A.2	X		X	
2.A.3	X			
2.A.4	X		X	
2.A.5	X			
2.A.6	X		X	
2.A.7	X	X	X	X
2.A.8	X		X	X
2.A.9	X	X	X	X
2.A.10	X		X	X
2.A.11	X	X	X	X
2.A.12	X	X	X	X
2.A.13	X	X	X	X
2.A.14	X	X	X	X
2.A.15	X	X	X	X
2.A.16	X	X	X	X
2.A.17	X	X	X	X
2.A.18	X	X	X	
2.A.19		X	X	
2.A.20		X		
2.A.21	X	X	X	X
2.A.22	X	X	X	X
2.A.23	X			
2.A.24	X			
2.A.25	X	X		
2.A.26	X	X	X	
2.A.27	X	X		
2.A.28	X	X		
2.A.29	X	X		
2.A.30	X	X		X
2.B.1	X		X	
2.B.2	X			
2.B.3	X	X	X	
2.B.4	X		X	

Crosswalk of Standards to Core Themes				
Standard	Quality	Access	Diversity	Student Success
2.B.5	X		X	X
2.B.6	X		X	X
2.C.1	X	X	X	X
2.C.2	X	X	X	X
2.C.3	X	X	X	X
2.C.4	X	X	X	X
2.C.5	X	X		X
2.C.6	X	X		X
2.C.7	X	X	X	X
2.C.8	X	X	X	X
2.C.9	X	X	X	X
2.C.10	X	X	X	X
2.C.11	X	X	X	X
2.C.12	N/A	N/A	N/A	N/A
2.C.13	N/A	N/A	N/A	N/A
2.C.14	N/A	N/A	N/A	N/A
2.C.15	N/A	N/A	N/A	N/A
2.C.16	X	X		
2.C.17	X	X	X	
2.C.18	X	X	X	
2.C.19	X	X	X	
2.D.1	X	X	X	X
2.D.2	X	X	X	X
2.D.3		X	X	X
2.D.4		X	X	X
2,D,5		X	X	X
2,D,6	X	X		X
2.D.7	X	X		X
2.D.8	X	X	X	X
2.D.9	X	X	X	X
2.D.10	X	X		X
2.D.11	X	X	X	X
2.D.12	X	X	X	X
2.D.13	X	X	X	X
2.D.14		X	X	X
2.E.1	X	X	X	X

Crosswalk of Standards to Core Themes				
Standard	Quality	Access	Diversity	Student Success
2.E.2	X	X	X	X
2.E.3	X	X	X	X
2.E.4	X	X	X	X
2.F.1	X	X		X
2.F.2	X	X		X
2.F.3	X	X		X
2.F.4	X	X		X
2.F.5	X	X		X
2.F.6	X	X		X
2.F.7	X	X		X
2.F.8	X	X	X	X
2.G.1	X	X	X	X
2.G.2	X	X		X
2.G.3	X	X	X	X
2.G.4	X	X		X
2.G.5	X	X	X	X
2.G.6	X	X		X
2.G.7	X	X		X
2.G.8	X	X		X
3.A.1	X	X	X	X
3.A.2	X	X	X	X
3.A.3	X	X	X	X
3.A.4	X	X	X	X
3.A.5	X	X	X	X
3.B.1	X	X	X	X
3.B.2	X	X	X	X
3.B.3	X	X	X	X
4.A.1	X	X	X	X
4.A.2	X	X	X	X
4.A.3	X	X	X	X
4.A.4	X	X	X	X
4.A.5	X	X	X	X
4.A.6	X	X	X	X
4.B.1	X	X	X	X
4.B.2	X	X	X	X
5.A.1	X	X	X	X

Crosswalk of Standards to Core Themes				
Standard	Quality	Access	Diversity	Student Success
5.A.2	X	X	X	X
5.B.1	X	X	X	X
5.B.2	X	X	X	X
5.B.3	X	X	X	X

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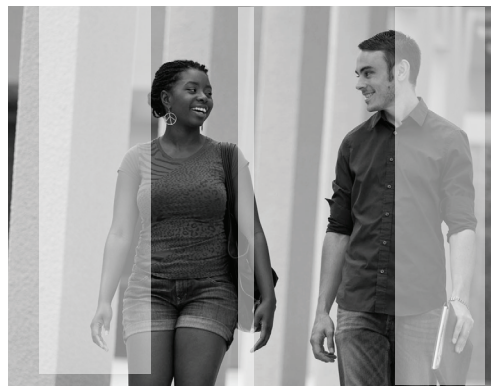
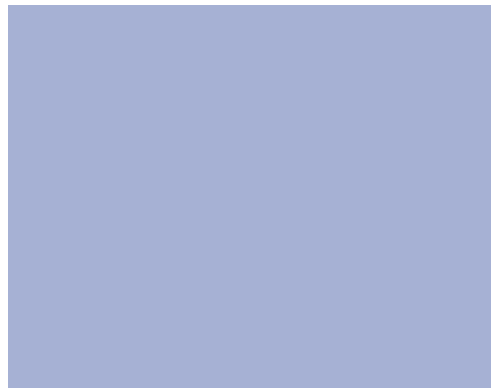
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