ADDENDUM FALL 2018
MID-CYCLE EVALUATION REPORT
RESPONSE TO RECOMMENDATIONS 1, 2, AND 3

COLLEGE OF SOUTHERN NEVADA

LAS VEGAS, NEVADA
SUBMITTED ON: SEPTEMBER 7, 2018

CSN
COLLEGE OF
SOUTHERN NEVADA

College of Southern Nevada
Addendum to Fall 2018 Mid-Cycle Evaluation Report

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Introduction

Established in 1971, the College of Southern Nevada (CSN) is a large public community college that offers several four-year degrees and more than 180 two-year degrees and certificates, including technical, medical, and academic programs (see Exhibit A for our understanding of this and other terms). It serves the Las Vegas metropolitan area and rural areas of Clark and Nye counties as well as online students. CSN is accredited through the Northwest Commission on Colleges and Universities (NWCCU).

This Mid-Cycle Report finds us at an exciting time of transition. Our long-time president, Dr. Michael D. Richards, has retired; our new Vice President for Academic Affairs, Dr. Margo Martin, has served as our Acting President. Our new president, Dr. Federico Zaragoza, began his tenure on August 15.

One important change Dr. Martin enacted before moving to the Acting Presidency was to institute an Accreditation Leadership Team with members representing Academic Affairs, Student Affairs, Student Support, Assessment, Curriculum and Scheduling, Institutional Research, and Faculty. Having a team of people in place, all of whom are developing knowledge about accreditation and who approach it from a variety of angles, has already changed the way we view accreditation and should help accreditation both remain foremost in our minds and become a more natural, routinized part of what we do.

As requested by the NWCCU (Exhibit B), CSN has prepared the following Addendum to the Fall 2018 Mid-Cycle Evaluation Report to provide evidence of the advancements made to address Recommendations One, Two and Three of the Fall 2015 Year Seven Peer Evaluation Report.

Recommendation One. The Evaluation Committee recommends that the College of Southern Nevada consistently document and use assessments to improve achievement of its identified student learning outcomes across its entire general education core and across all its courses, programs, and degrees, wherever offered and however delivered (Standard 4.A.3 and Standard 4.B.2).

Standard 4A Assessment
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 outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Standard 4B Improvement
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.

Progress and Compliance

CSN's progress toward compliance with this recommendation is evident in four targeted areas: (a) consistency and quality of reporting evidence and student learning outcome (SLO) achievement, (b) strategies to differentiate learning by campus site and delivery type, (c) proposal of institutional learning outcomes (ILO) as core theme indicators of student learning, and (d) modifications to our general education system. A summary and supporting evidence of progress for each target area follows. In addition, appendices are cited for larger documents that illustrate the policies, plans, and systems we have planned or established.

Evidence and Use of SLO Achievement: Degree and Certificate Program-level Assessment

Documentation of student learning outcome achievement has become more evident in annual program assessment reports of degree and certificate SLOs. Although CSN has a 10-year history of collecting reports of assessment activity from academic programs, specific reporting and an emphasis on evidence of SLO achievement did not occur until 2016 and 2017 annual assessment reports. Our strategic plan goal for annual reporting of program SLO achievement is an admirable 100% (see Figure 1A).

Figure 1A. Annual Assessment Reporting 2015-2016 and 2016-2017
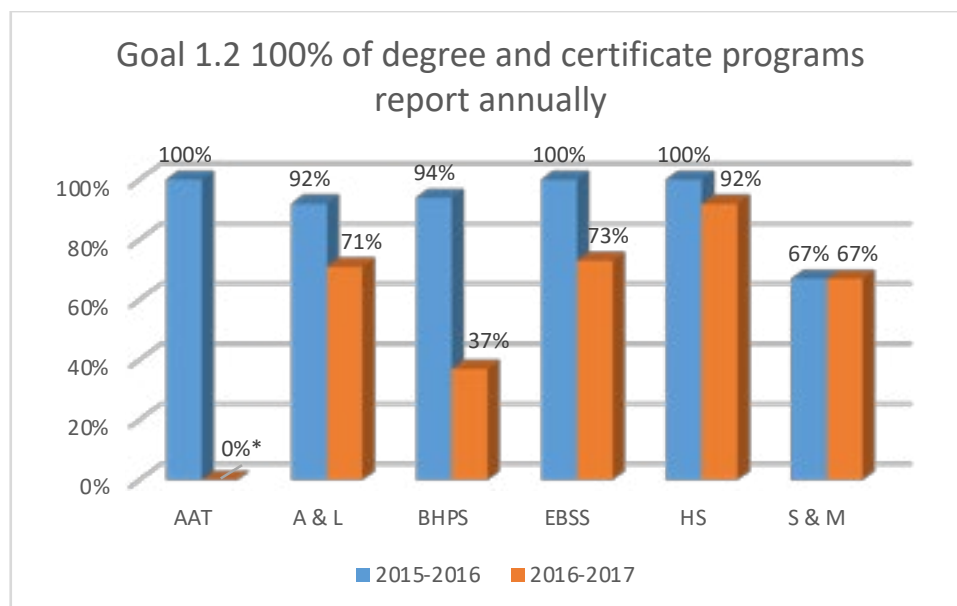
Notes. A & L = Arts and Letters, BHPS = Business, Hospitality and Public Safety, EBSS = Education, Behavioral, and Social Sciences. HS = Heath Sciences, S &M = School of Science and Mathematics

In the academic year (AY) 2015-2016 reporting cycle, three schools met our strategic plan goal indicator, and the other schools were on target for achievement. The overall program reporting percentage was 92%. Note for AY 2016-2017 in column one, the School of Advanced and Applied Technology (AAT) completed its four-year cycle of extensive program review (evaluation), and annual reporting was included in the evaluation process. However, some schools did submit annual assessment reports. Comparing reporting percentages for AY 2015-2016 and AY 2016-2017, there is an overall 28% decrease in programs reporting SLO achievement. Since a new timeline for turning in annual assessment reports was implemented in AY 2016-2017 some programs did not report by the due date. However, with an increase in academic dean support of assessment, program leaders have shown greater awareness of due dates and preparedness in reporting. We expect full participation in program SLO reporting over the next two academic years.

Figure 1B. SLO Benchmark Attainment Year-to-Year
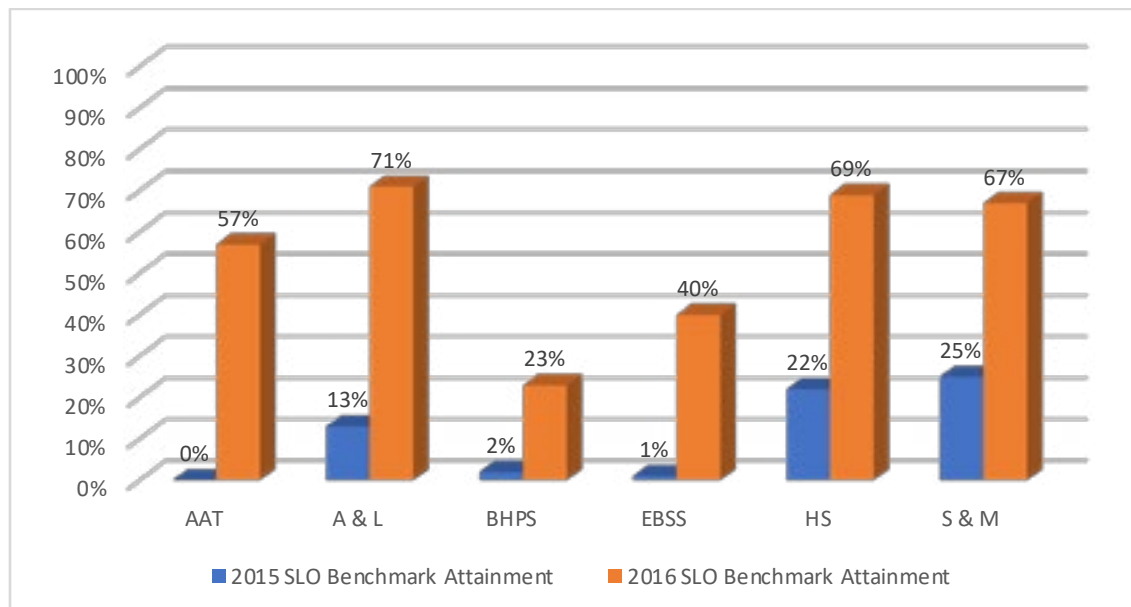
Notes. A & L = Arts and Letters, BHPS = Business, Hospitality and Public Safety, EBSS = Education, Behavioral, and Social Sciences. HS = Heath Sciences, S &M = School of Science and Mathematics

Although there was a decline in annual reporting for AY 2016-2017, Figure 2 shows a significant reciprocal effect in program attainment of SLO benchmarks from 2015-2016 to 2016-2017 cycles $t\,(5)$ = - 7.783, p < .001. Currently, many programs are recognizing that their program and course SLOs have not been updated in a while or are not measurable. Over the last three years all schools have been actively changing their SLOs and gaining approval of the curriculum changes from our Faculty Senate Curriculum Committee. These changes will affect annual increases in reporting achievement of SLOs in AY 2018-2019. Program leaders and faculty have participated in course curriculum mapping, which has given them the opportunity to align signature assessment measures with their SLOs. Programs have also produced greater quality in displaying and representing evidence of their assessment findings.

or the AY 2016-2017, there was an increase in programs documenting evidence of SLO achievement in annual assessment reporting (see   igure 1C). Programs were also able to differentiate partial achievement and non-achievement of SLOs. Evidence included descriptive data sets, charts, and verified external certification/ licensure exam scores. Evidence included pre- and post-test results, examples of capstone projects and rubric scores, examples of written assignments and rubrics, and final exam question analysis. In addition, the quality of reporting increased in detail of describing assessment activities, measurement instruments, data analysis processes, and use of SLO evidence.

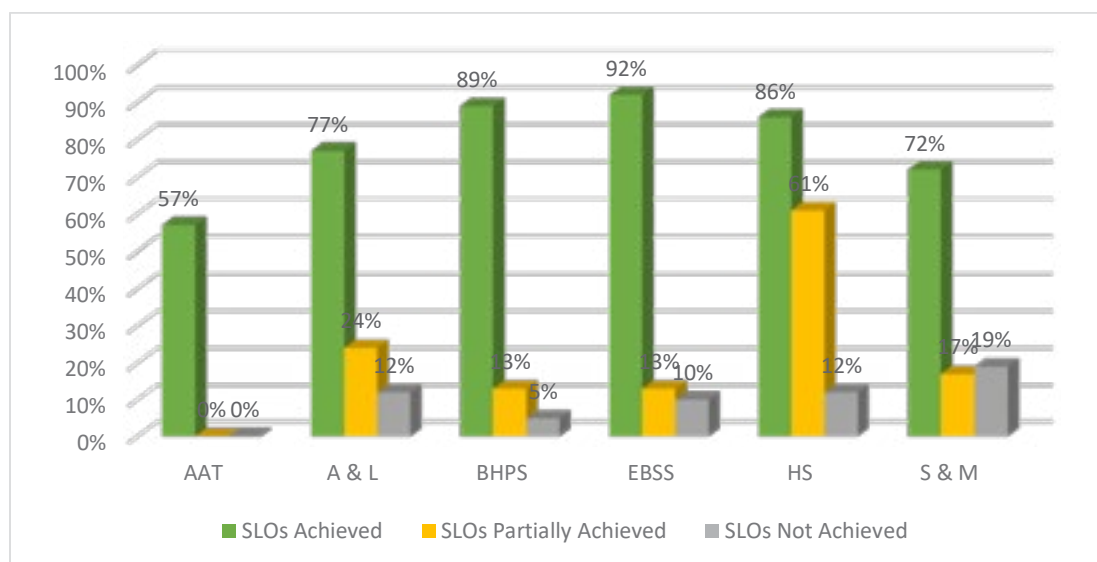igure 1C. 2016-2017 Program SLO Achievement Levels by School

Notes. A & L = Arts and Letters, BHPS = Business, Hospitality and Public Safety, EBSS = Education, Behavioral, and Social Sciences. HS = Heath Sciences, S &M = School of Science and Mathematics

   aculty development provided in 2016 and 2017 emphasized using a variety of assessment types; subsequently, there has been greater variety of assessment measures used across all schools (see   igure 1D). This has changed dramatically since AY 2015-2016, where most reported measures were course pass rates at a C- grade. Three schools (BHPS, HS, and S & M) show exams as their most frequently utilized assessment method, but most programs in these schools are aligning final exam questions with SLOs to measure achievement.

igure 1D. Types of Assessment Measures Used by Academic School
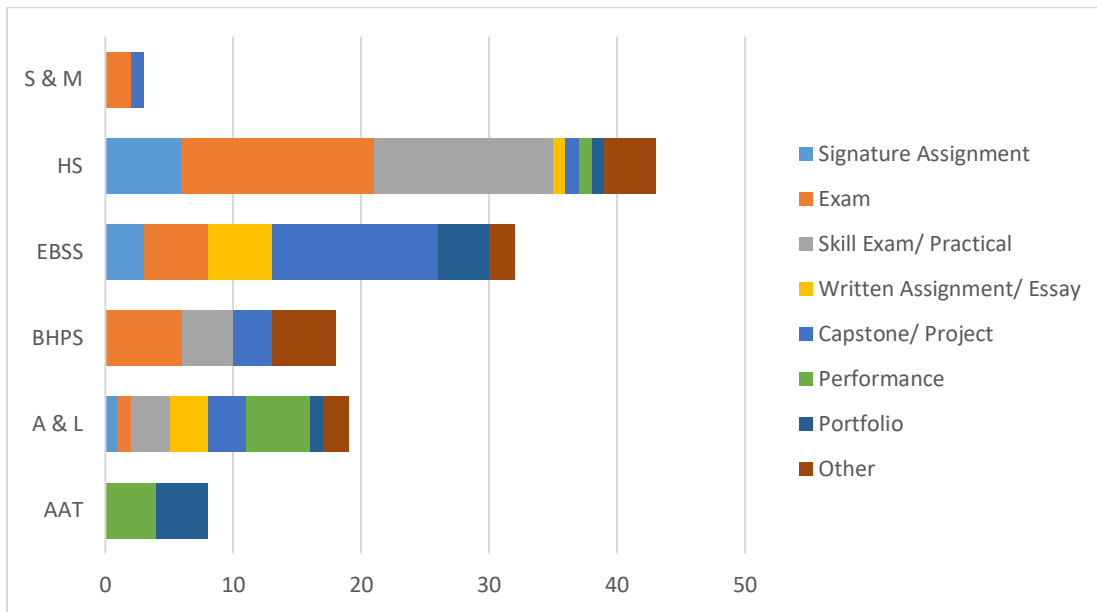
Along with increased reporting of assessment methods in AY 2016-2017, there was greater reporting on how assessment data have been used to inform course and program improvement (see igure 1E). The most prevalent uses for improvement have been curricular change and assessment measure refinement or change. In addition, programs have reported reasons for change to assessment measures as the need for authenticity in determining workforce ability, or to increase validity of measurements to indicate SLO achievement.

igure 1E. Use of Assessment Data
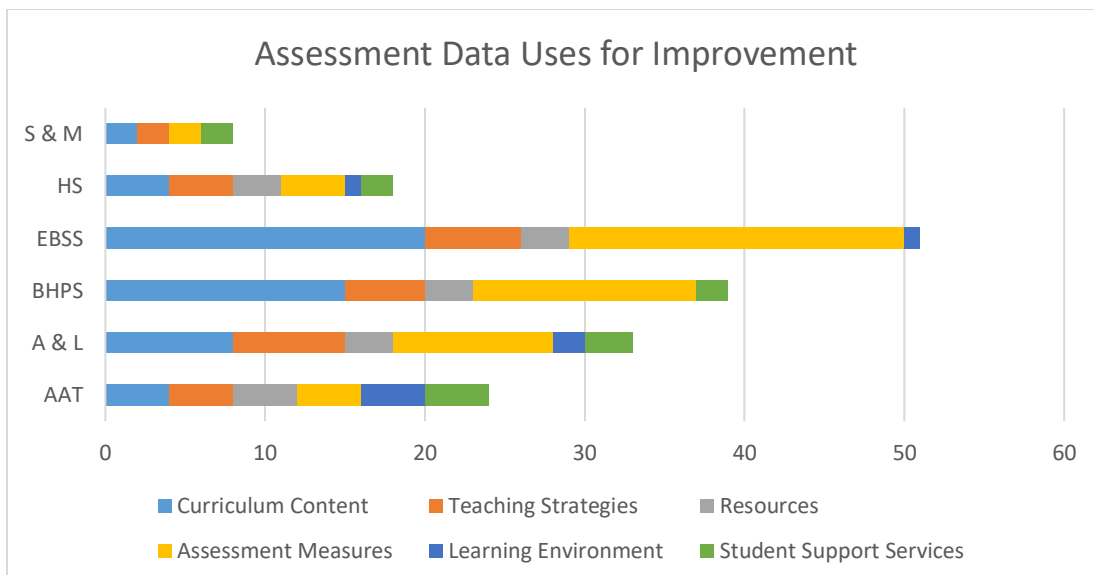
Evidence and Use of SLO Achievement: Course-level Assessment

CSN placed greater emphasis on course-level assessment during 2016-2017 and provided focused professional development workshops on developing and implementing classroom assessment techniques, completing curriculum mapping of program courses, reporting achievement of course SLOs, and documenting evidence of student learning in courses distinguished by campus location and type of instruction. This effort has been a significant undertaking for the college and continues to evolve as CSN leadership, faculty, and staff work toward establishing a culture of assessment at the institution.

Our strategic plan goal for compliance with reporting of SLO achievement at the course level is set at 100% over the span of a three-year assessment cycle. All faculty of courses of degree and certificate programs are asked to complete curriculum mapping as part of a course review process. The purpose is to collaboratively evaluate course curriculum and learning occurrence through mapping and discussion of course SLOs, curriculum content, learning activities, and assessment measures. Because CSN has a staggered reporting timeline for academic schools with established mechanisms for regular reporting, complete mapping of all program courses and reporting course SLO achievement could occur as soon as 2023. This past year (2017-2018), the School of Arts and Letters completed course reviews and created curriculum maps for 53 courses across varying disciplines. Detailed documentation of curriculum maps is maintained in the Office of Assessment. Two discipline-specific examples of course-level assessment are highlighted next to demonstrate the beginning and intermediate stages of progressing compliance, the diversity in their assessment processes and measures, and findings during this first year of course-level assessment reporting.

Beginning stage: Academic and Life Success 101 (ALS 101) is a college readiness and personal development course and is required for some degrees and optional for others. This course was targeted in our "Achieving the Dream" initiative to determine whether the course should be required for all learners at CSN. Exhibit 1-A, the ALS 101 Annual Course Assessment Reporting Form, documents the English department project to assess student success by determining student persistence in 2016-2017. Project findings indicate a 91% persistence rate from semester to semester for students who receive a C or better in ALS 101 compared to worse persistence rates by those who received a D or less in the course. Yet, if and how student learning occurred in the course was not evident. It was determined that course SLOs were not linked to course assessment measures, and no SLO achievement was being determined or reported in 2016-2017 for any of the 126 sections offered. During review of the course, the lead faculty recognized this as a concern and determined actions to clarify and improve course assessment measures. The lead faculty identified that course SLOs were not measurable and did not have the capability of guiding the course curricula. As well, not all faculty were teaching each learning concept according to instructional objectives and activities. The lead faculty agreed to conduct a pilot study of ALS 101 where faculty focused on collecting assessment data for one primary outcome that addressed goal setting. Data collected were used to compare SLO performance and types of assessment measures used by course site and delivery type (traditional, online, campus site, prison education program). Data were collected during Fall 2017 at two campus sites (both traditional and online courses, and a community outreach site, the women's prison). Data are currently being analyzed for faculty review. This beginning stage assessment activity shows how CSN faculty are focusing on establishing assessment processes to learn about

courses offered and determining how to gain information needed to make decisions about curriculum content, teaching strategies, and teaching resources.

Intermediate stage: This example shows how established curricula and assessment processes are evolving to refine and improve student learning in courses. Five full-time professors from the Department of Public Safety and Human Services participated in assessment activities over the 2017-2018 academic year to determine whether students in six special program courses common to the AA Criminal Justice, AAS Criminal Justice, and Certificate of Achievement in Criminal Justice programs had learned course content aligned with SLOs. The faculty selected a Pre/Post-test methodology administered the first and last weeks of five different courses. Each test consisted of ten items; two items were created to measure each of the five course SLOs. Table 1 displays the findings from repeated measured analysis showing statistically significant higher student performance on post-tests for each course. Faculty actions for use of findings include greater alignment of specific curriculum content with course SLOs, modifications to test items, and differentiation of results by course site and course type (on-site and online).

Table 1. CRJ Pre-and Post-test Repeated Measures Analysis

Course	Pre-test N	Post-test N	Pre-test M	Pre-test SD	Post-test M	Post-test SD	t	Sig
CRJ 104	1442	1144	32.9	13.6	86.1	8.02	-16.242	.001
CRJ 106	64	64	54.7	24.4	83.3	21.4	-5.943	.001
CRJ 107	92	88	40.5	16.01	66.3	12.2	-8.179	.001
CRJ 225	43	43	70.9	12.6	87.2	9.02	-3.280	.010

Assessment of Student Learning by Course Site and Type

This past academic year (2017-2018), several programs and departments created and carried out plans to identify whether there were differences in student learning by where and how they received instruction. Although data were collected from these samples, often the data were not disaggregated in 2016-2017 annual assessment reports. In addition, the methodologies employed to obtain valid samples varied significantly.

Recognizing that quality and consistency in all instruction, regardless of campus or delivery modality, are important facets of SLO assessment, the English Department conducted a pilot project within the English Literature program with five of seven World Literature II (ENG 232) faculty, which represented six of the ten sections offered in 2016-2017, to determine the best methodology for implementing college-wide procedures to consistently obtain disaggregated data by course site and course type. Written assignments were collected from two of the three CSN main campuses and online sections (West Charleston N = 6, Henderson N = 5, Online N = 26). From this sample, written assignments were randomly selected for evaluation (n = 18). Eight faculty evaluators participated in norming and calibration exercises using a literary rubric aligned with ENG 232 course outcomes (Exhibit 1-B). The evaluation rubric consisted of ten criteria of which five determined continuity of learning experiences and five determined student learning. Faculty reviewed course syllabi learning activities required of the students and responded Yes or No to the presence of learning activities required of students. Thereafter, each essay was read

by two different faculty and a score determined for each of five criteria to evaluate the level of student learning from essay performance. To assure continued progress and compliance with disaggregation of assessment data, annual assessment forms will be modified to request reporting of data by course site and type of instruction. Plans have been made to provide faculty development offerings to support this change. A summary of findings indicated the following result: all students were found to have read works of literature and thought about the works; student engagement was high within the courses; parenthetical references and textual evidence were thorough; and writing was found to be of reasonable sophomore-level quality, most students demonstrated an average to high level of understanding of the text (see Table 2). The department assessment committee then reviewed ENG 232 syllabi and course requirements to evaluate alignment with SLOs. A primary issue for improvement was to encourage faculty broadening of the course focus from Western centric literature to Global literature. As well, the focus of the survey course's content was intended to span the 17th to 20th centuries, but some faculty syllabi focused almost exclusively on one century.

Table 2 demonstrates an example of a question broken down by course delivery site and modality. The scoring range is in the left-most column; subsequent columns break these totals and percentages down by site, and the last two columns give the overall totals and percentages such that the three locations and modalities add up to the overall columns.

Table 2. Summary of English 232 Sample Written Assignment Scoring: What level of understanding of text does student show?

(Low=1, Average=2, High=3)	Online		Charleston		Henderson		Overall	
Low	1	3.85%	1	16.67%	0	0.00%	2	5.41%
Average	18	69.23%	4	66.67%	4	80.00%	26	70.27%
High	7	26.92%	1	16.67%	1	20.00%	9	24.32%
	26	100.00%	6	100.00%	5	100.00%	37	100.00%

Institutional Learning Outcomes

This last academic year, CSN's Faculty Senate General Education Assessment Committee proposed institutional student learning outcomes as student learning indicators for core themes of our strategic plan. These outcomes were adopted by the Faculty Senate and guide outcome alignment across academic course, program, and general education levels (Exhibit 1-C). In addition, the college determined to have all units of CSN integrate their planning and assessment activities to focus on achieving or supporting these outcomes as institutional learning outcomes (ILOs) (Exhibit 1-D). Faculty Senate has proposed the following three outcomes as a platform to gain input and dialog from non-academic units, executive leadership, and the Director of Assessment for final refinement in Fall 2018. Currently, the proposed institutional learning outcomes are as follows:

ILO 1- Apply critical thinking in a variety of situations.
ILO 2- Use effective communication in personal and professional contexts.
ILO 3- Collaborate professionally to benefit our diverse community.

The purpose, use, and assessment of ILOs are as follows:
Purpose:
1) To assure all learners are provided a community college experience that mirrors the CSN mission, vision, and values.
2) To assure that all degree and certificate graduates can show integrated learning and lifelong learning abilities.
Use:
1) All academic, apprenticeship studies, and workforce education courses must provide content and assess student ability in at least two of the three ILOs.
2) All degree and certificate programs must provide a culminating experience where students can show integrated learning and lifelong learning abilities upon graduation.
3) All non-academic units must provide activities or services to support student learning and success in at least two of the three ILOs.
Assessment:
1) All academic courses will have curriculum content and assessment measures mapped to ILOs during course review, and evidence of assessment will be included in annual assessment reports that document course review in the planned academic cycle.
2) Rubrics to assess culminating experiences must include criteria that parallel the VALUE Rubrics for integrated and lifelong learning.
3) All non-academic units will include a summary of activity or service descriptions, assessment measures, and assessment evidence in annual unit evaluations.

We believe that the creation of ILOs will facilitate a new perspective and procedures for integrating college-wide planning across academic and non-academic units. This will also facilitate greater collaboration across academic and non-academic units to utilize resources and expertise. Last, both student learning outcome achievement and course/program performance rates (i.e., persistence, retention, and graduation) will be included as strategic plan goal indicators of institutional effectiveness and mission fulfillment (Exhibit 1-E). This strengthens our ability to know whether we have valid goals, objectives, and processes in place to determine mission fulfillment.

Assessment of General Education System
CSN has a two-pronged general education system to assure curriculum delivery and measured student ability. The first prong is outlined in a distribution model that identifies courses approved for ten academic content areas: English composition, mathematics, social science, natural science, communication, humanities and fine arts, constitutions, analytical reasoning, literature, values, and diversity. Degree and certificate guided pathways (plans) specify the course and credit requirements for satisfying the distribution model requirements for graduation. Courses approved in each distribution category must

demonstrate that 80% of course content supports learning ability in the general education outcomes.

The second prong addresses the evolution of a student's general education knowledge and ability to integrate that knowledge within his or her selected program major. The content areas of the general education distribution model have been condensed into seven categorical areas of general education ability (Exhibit 1-C). The Faculty Senate General Education Assessment Committee shepherded a couple policies through Faculty Senate in the 2017-2018 school year that directly established the General Education Categories (one policy was for A.A., A.S., and A.B. degrees (Exhibit 1-F), while the other was for A.A.S. degrees (Exhibit 1-G). These categories were derived from the essential outcome areas of the Liberal Education and America's Promise (LEAP) initiative identified by national assessment leaders, the American Association of Colleges and Universities (AAC&U). The categories that CSN selected are as follows:

- Written Communication;
- Oral Communication;
- Quantitative Thinking;
- Critical Thinking;
- Civic Engagement;
- Intercultural Competence; and
- Information Literacy.

General education outcome abilities are clarified by assessment criteria within the AAC&U VALUE Rubrics, which were designed to measure the essential LEAP outcomes and identify learner ability to attain institutionally determined performance indicators as benchmarks of progressive learning. Table 3 shows the alignment relationship of all general education system components with the proposed ILOs.

Table 3. CSN General Education System

Distribution Category	GE Outcome Abilities	Qualifying criteria and Assessment measure (LEAP Value Rubrics)	Institutional Learning Outcome
I. Composition VI. Communication	Written Communication Oral Communication *Students effectively communicate orally and in writing* Information Literacy *Students analyze information using technology, library resources, and other modalities*	• Written Communication • Oral Communication • Information Literacy	ILO 2- Use effective communication in personal and professional contexts

II. Mathematics	Quantitative Thinking *Students develop quantitative literacy necessary for their chosen field of study*	• Quantitative Literacy • Problem Solving	ILO 1- Apply critical thinking in a variety of situations
III. Values and Diversity V. Constitutions VII. Literature X. Humanities and Fine Arts	Civic Engagement *Students produce learning artifacts indicating understanding of the political, historical, economic or sociological aspects of social change* Intercultural Competence *Students acknowledge human differences and act on standards of professionalism and civility.*	• Civic Engagement • Intercultural Knowledge and Competence • Teamwork • Reading • Creative Thinking • Ethical Reasoning	ILO 2- Use effective communication in personal and professional contexts ILO 3- Collaborate professionally (personal and social responsibility) to benefit our diverse community
IV. Analytic Reasoning VIII. Natural Science IX. Social Sciences	Critical Thinking *Students engage in reasoning effectively from available evidence* *Students demonstrate effective problem solving making connections across disciplines* *Students apply scientific methods to the inquiry process.*	• Critical Thinking • Inquiry and Analysis • Problem Solving • lobal Learning	ILO 1- Apply critical thinking in a variety of situations ILO 3- Collaborate professionally (personal and social responsibility) to benefit our diverse community

The   aculty Senate   eneral Education Assessment Committee has developed a plan to randomly assess coursework from each of the seven general education abilities on a rotating cycle based on current processes in place within academic schools. The committee is charged with educating, coordinating, and collaborating with school and department assessment committees that operate under academic deans. During 2018-2019, this committee will refine the policies and procedures for assessing artifacts, develop standardization and calibration exercises, and develop a reporting process. The committee is working in collaboration with the Offices of Assessment and e-Learning to simplify methods of artifact collection and assessment using the Canvas outcomes tool. Currently, the Office of e-Learning staff members have entered course and program student learning outcomes into Canvas for an institutional data collection system. This project was pilot-tested with specific instructors teaching Composition II (EN   102) and Introduction to Business (BUS 101)

courses to assess the effectiveness of the Canvas data collection system. Data were collected in spring 2018 for two sections of ENG 102 and two sections of BUS 101 courses and are currently being analyzed. In Fall 2018, general education outcomes and AAC&U VALUE Rubrics will be added to ENG 102. A similar project has been developed, and data collection will commence in fall 2018 for three programs (B.S. Dental Hygiene, A.S. Dental Hygiene, and Certificate of Achievement in Hospitality Management) to assess course and program outcomes and culminating experiences for ILO assessment.

Demonstrating Mission Fulfillment and Sustainability—Recommendation One

CSN has worked diligently to enhance existing academic assessment systems and processes to help faculty become more aware of the relationship among curriculum, teaching methods, and assessment measures. We have focused on assessment infrastructure to facilitate greater education and communication of policies and processes across academic schools and among academic leaders. The culture of assessment at CSN has dramatically permeated the institution, and we feel confident that although evolving, we have demonstrated compliance with NWCCU Standards 4.A.3 and Standard 4.B.2 and Recommendation One. The systems and measures we have established will yield the necessary evidence to show achievement of core theme indicators for our draft 2017-2024 Strategic Plan which is currently in draft form. Evidence of SLO achievement will add to and confirm our mission fulfillment and sustainability.

Recommendation Two: The Evaluation Committee recommends that the College implement an effective, regular system to evaluate all of its programs and services to ensure that they are achieving their intended goals or outcomes and to use the results of these evaluations for informing planning, and decision-making, and allocation of resources and capacity (Standard 4.A.2 and Standard 4.B.1).

Standard 4A Assessment

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.

Standard 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.

Program Evaluation of Academics (Academic Program Review)

The Board of Regents (BOR) of the Nevada System of Higher Education (NSHE) requires a review of academic programs at least once every ten years. The review must include criteria to determine program quality, need/demand, relationship to institutional

mission, cost, relationship to other programs in the NSHE system, student outcomes, and quality and adequacy of resources (BOR Handbook Title 4, Chapter 14, Section 4.1.b). CSN has established a four-year rotating cycle of program evaluation for our six academic schools. However, CSN academic program review policies do not include an evaluation rubric for required elements of the review. Academic program review is stated in policy to be a self-evaluative process for program improvement. However, the majority of leadership decision-making on program sustainability or viability is highly dependent upon program performance rates and infrastructure costs. Consideration of program cost due to rigor or student capacity is acknowledged for limited-entry programs or those awarded specialized accreditation, but other non-limited entry programs may be considered with documentation. Results of the program review process are used to inform planning, decision making, and allocation of resources and capacity specifically in the areas of the academic master plan, staffing plans, program offerings, and budgets as well as expansion or downsizing of programs.

For academic year 2017-2018, the School of Advanced and Applied Technologies completed its program review process for its Associate of Applied Science degrees and Certificate of Achievement pathways. Program reviews were completed for the following areas:
- Air Conditioning
- Aviation
- Computer Aided Drafting and Design
- Construction
- Engineering Technologies
- Transportation
  - Automotive
  - Collision
- Diesel
- Welding

In our most recent academic program review process, the Dean completes an executive summary evaluation of all reviews with recommendations regarding program expansion, modifications, discontinuance, staffing addition and changes, and budget and resource allocations. The Dean's executive summary is presented to the Vice President of Academic Affairs (VPAA) by December 1. The Dean and VPAA collaborate, review the academic master plan, and make final decisions for academic programs.

Evaluation of Academic Review Process

An evaluation of the academic program review process revealed four primary areas for improvement that could provide CSN with greater information and better prepare us in moving toward mission fulfillment:
1) Consolidate the processes used to conduct and report academic program review.
2) Provide greater clarity in the timeline and programs due for academic program review.
3) Create a self-evaluation rubric for academic program review elements that can inform strengths and weaknesses.

4) Define how results of academic program review will be used and accounted for in program and institutional planning and resource allocation.

The following actions have been implemented to address these four improvement areas.

Policy Consolidation

CSN has two existing policies that govern and direct academic program review: the Program Review Policy and the Annual Academic Appraisal Policy (Exhibits 2-A and 2-B). During the 2016-2017 academic year, the CSN Faculty Senate Academic Standards committee conducted multiple sessions to combine the two existing policies governing academic programs into a cumulative policy, process, and format that included the use of evidence from ongoing assessment of learning outcomes and called it the Academic Appraisal Policy (Exhibit 2-C). This new Academic Appraisal Policy was slated to be approved by the Faculty Senate during the 2017-2018 academic year. However, stakeholders decided to table approval of the policy until the Board of Regents' recently adopted strategic plan goals and CSN's new strategic plan goals and core theme indicators can be incorporated. The revised Academic Program Review policy would include evaluation criteria for demonstrating academic program alignment with both the Board of Regents and CSN strategic plans. Thus, programs would have a guide for aligning program effectiveness with institutional and organizational effectiveness. The Faculty Senate will develop, approve, and implement an amended Academic Appraisal Policy for approval in the 2018-2019 academic year.

Revision of Academic Program Review Timeline

Faculty Senate representatives, the VPAA, and the Director of Assessment collaborated to modify the academic assessment planning and reporting cycle of three years to a four-year cycle that includes academic program review in the fourth year (Figure 2A). In addition, the schedule of programs to be reviewed was condensed to assure two schools would be reviewed each year and expanded to include a review of General Education as a program (Figure 2B).

Figure 2A. Four-year Planning Cycle

Four-year Academic Assessment & Program Review Cycle			
AY1	AY2	AY3	AY4
Year 1 implement	Year 2 implement	Year 3 implement	Program Review Due Dec. 1
Assess/Collect Data	Assess/Collect Data	Assess/Collect Data	New 4 year Assessment Plan Due May 1
Report Year 1 SLOs	Report Year 2 SLOs	Report Year 3 SLOs	

Notes. AY = academic year, SLOs = student learning outcomes

The modified timeline will allow program and course student learning outcomes to be measured annually and reported over years one through three with formative changes tracked for improvement. In addition, explaining how assessment data are being used for improvement can have greater meaning in the academic program review process.

Figure 2B. CSN Program Review Tracking

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
AAT		X			DUE			
AL				DUE				DUE
EBSS						DUE		
HS			DUE			DUE		
BHPS				DUE				DUE
SM	X				DUE			
GEN ED							DUE	

	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
AAT			X				X	
AL		X				X		
BHPS	X				X			
EBSS	X				X			
HS			X					X
SM				X				

Notes. AAT = Advanced and Applied Technology, AL = Arts and Letters, EBSS = Education, Behavioral and Social Sciences, HS = Health Sciences, BHPS = Business, Hospitality, and Public Safety, SM = Science and Mathematics, GEN ED = general education

Self-evaluation Rubric

The current self-evaluation system does not offer objectivity in comparing programs for sustainability and viability based solely on strengths, weaknesses, and improvement actions. A rubric would allow weighting or emphasis on critical components and inform self-evaluation of program components. Such a rubric will be developed and implemented for the upcoming program review cycle.

Use of Academic Program Review Findings

Currently, academic program review findings are being used by the academic school Dean and VPAA in decision-making of the academic master plan, budget requests, staffing requests, and program resource allocation. Efforts are underway to expand academic program review findings as a component in the integrated planning and resource allocation process proposed and explained further in the response to Recommendation Three.

Program Evaluation of Student Services

The CSN Division of Student Affairs supports and promotes the values, mission, vision, goals, and objectives of the College by providing and advocating for evidence-based student support services and programs that aid students in their pursuit of successful academic, lifelong career, and personal goals. The division is the second largest at the College of Southern Nevada and includes the Registrar's Office (Admissions and Records), Advising and Academic Counseling, Financial Aid, Disability Resource Center (DRC), Recruitment and College Connections, Counseling and Psychological Services (CAPS), Testing Centers, Career Services and Re-Entry, Veteran Education and Transition Services (VETS), TRIO Student Support Services, Student Life and Leadership, International Education, and the Campus Police Department, among others.

Laying the Foundation for Effective Student Services and Evaluation

The Division of Student Affairs has continued its focus on the importance of evaluation of services in student affairs. Initial efforts made in this direction included the engagement of credible professional organizations for third-party peer review and evaluation, identification of goals, and development of strategies for improving student services and programs in the Student Affairs Division. As reported last year, the division of student affairs obtained the services of the National Academic Advising Association (NACADA) and the National Association of Student Financial Aid Administrators (NASFAA). Prior year efforts involved consultation and findings from contracting with Ruffalo Noel-Levitz. This year, as planned, the engagement of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) is underway. As with previous peer reviews, the objective is to evaluate services, identify goals, and develop strategies for improving services at CSN. The outcome of these assessments is that, through comprehensive evaluation and review by professional organizations, information will be derived which aids the College leadership in identifying strategies to meet the goals identified in the 2010-2017 CSN Strategic Plan (Exhibit 2D). Specifically, the Student Affairs Division has used the findings of these organizations to reposition and strengthen student support services toward meeting the CSN and Nevada System of Higher Education (NSHE) goals of facilitating equitable access, closing the achievement gap, fostering academic progress, supporting marketable career aspirations, establishing a culture of prioritizing student success, and public and community services.

Based on the recommendations of these studies, we have undertaken a number of reforms. Notably, in response to the NACADA recommendations, we have hired an Associate Vice President of Advising, Counseling, and First Year Experience. Further, the Division was able to hire a Senior Specialist for Assessment. The staff member began work in February 2018 and has been supporting the important work of strengthening and cultivating a culture of assessment within the Division and its departments. All directors and assessment-responsible staff attended a division-wide assessment retreat conducted by this Senior Specialist. This Assessment Specialist has worked with each department within the Division of Student Affairs to develop mission, vision, and goals, which are in alignment with those of the Division and the college.

Initial Self-Assessment

At the Assessment and Evaluation Retreat, all of the departments in the Student Affairs Division were coached on planning and carrying out the assessment and evaluation of the services they provide. As a result, each of the units engaged in a self-assessment process using an adapted instrument from the Council for the Advancement of Standards (CAS) in Higher Education as applicable to the various units. The essence of this initial self-assessment was to ascertain the baseline of the different student services departments and their readiness to provide effective student support services. The areas covered by the self-evaluation are Mission Statement, Program, Organizational Leadership, Human Resources, Law and Governance, Equity and Access, Internal and External Relations, Financial Resources, Technology, Facilities and Equipment, and Assessment. This self-assessment process will become a routine for the review of each service every two years for the next four years, and every three years after that.

Assessment Methods, Procedures, and Improvement of Student Services and Programs

The departments under the Student Affairs Division have been guided to establish Specific, Measurable, Relevant, and Time-bound (SMART) Outcomes. The units must align each of their Service Outcomes to one or more of the strategic goals of CSN/NSHE, namely, equitable access, promotion of student success, closing the achievement gap, collaboration to address the career/occupational needs of the state of Nevada, or research solutions to the problems of the State of Nevada. Other measures that the departments were assisted to put in place include performance indicators, benchmarks, and the type of parameters used (for replication and verification purposes) to ensure meaningful assessment of their services and programs.

The major key performance indicators (KPI) and measures/tools used by service and program areas to gather data in the division include the following:
- Rate of Service Satisfaction survey - Questionnaire
- # of service recipients – counts/logs
- # of participants at events – counts/logs
- # of personnel in the unit/department– charts/org. chart
- # of applications/requests submitted and processed– counts/log
- Income and expenditure per Fiscal Year – excel spreadsheet
- # of users of a service, e.g., online services – counts/logs
- # of calls/issues resolved – call logs
- Average Service requests Processing time (business days)- received/processed time log
- Average wait time at the queue (e.g., 0-5Mins, 5-10Mins.) – QLess

The effectiveness of the services provided by these units is assessed through the determination of whether the benchmarks established were met, partially met, or unmet. If any parameter is unmet, there is a review focused on the adequacies of facilities, human resources, business processes, among others toward a determination of what resource allocations are needed to cushion the challenges and gaps that exist.

Annual Planning, Budgeting and Assessment Timeline

The Student Affairs Division has established the following timelines for annual planning, budgeting, and assessing its programs and services:

- March-April: Data collection, collation, and dissemination within the unit for inputs
- May-June: Data analyses and recommendations for actions (improvement) to Associate Vice Presidents
- July-August: Submission of Annual Planning, Budgeting, and Assessment Report to Vice President

ollowing are the elements of the annual planning, budgeting, and assessment report that is currently under development:

- Description of the Unit/Department (functions, structure, and purpose)
- Mission Statement (must be aligned with the Mission of the college and demonstrate that it supports the Mission of CSN)
- Outcomes (list of Unit Outcomes as aligned with Student Affairs Division KPIs and NSHE Strategic oals)
- Resources Used (personnel, income and expenditures, and facilities)
- Unit-and-Department-specific Supports that Contribute to Student Success
- Completing Columns 1-7 of the Assessment Template
- Assessment Methods and Procedures Used (refer to Questions Driving Assessment)
- Data Analysis and the Use of Results (description of your conclusions, stating the significance and impact of the results)
- Actions Taken for Improvement (how results are used to guide changes)

Evaluation and Improvement of Selected Departments

Evaluation of Student Services and programs in the Division of Student Affairs is an evolving process as earlier indicated. In this regard, the implementation of the process in the division is incremental as designated staff members from each department undergo and complete professional development on assessment. The service areas that underwent peer review are steadily implementing the recommended changes. In these respects, the practice of assessment and measures toward service improvement are more visible in some departments and units. The departments and units where the process is prevalent include Advising and Academic Counseling, the Disability Resource Centers (DRC), and inancial Aid Services.

Assessment-driven Improvements in Advising and Academic Counseling Services

CSN Advising and Academic Counseling primarily uses the holistic models, which is applied to assist the unique individual needs of the students. The use of this model is in recognition that every student who approaches the department has unique needs. In this department, students are helped with their educational plans, the monitoring and evaluation of their academic progress, and other services in the college that may be beneficial.

The results obtained indicate challenges and gaps in student-faculty interaction, putting students on a clear career track, difficulty comprehending the curriculum, course sequencing, course pre-requisites, and the consequences of changes of majors, as well as student-advisor ratio issues, among other findings.

Allocation of resources to this department is geared to address the gaps and challenges determined by the assessment of the services provided. Budget requests have been made in the current and the following Fiscal Year to aid improvement of services in the areas where gaps and challenges exist.   or example, such resource allocations have helped the department to engage an Associate Vice President for Counseling, Advising and   irst Year Experience (YE), ten Academic Advisors, and a planned one-stop Center, among others.

The addition of the Associate Vice President for Counseling and   YE was based in part on the recommendations from the National Academic Advising Association (NACADA), representing a significant cultural shift within the institution to improve student success.

Assessment-driven Improvements in Disability Resource Center (DRC) Services
The CSN DRC services include classroom accommodations (note-taking assistance and lab assistance), testing accommodations (extended time, reader, and scribe), sign language interpreter, alternative text, adaptive equipment loan, and adaptive computer lab. Over three years the DRC has experienced increasing number of students who claim the need for accommodations. The Center has addressed the increasing pressure on its resources by hiring more disability specialists as needed in the areas earlier enumerated.

Assessment-driven Improvements in Financial Aid Services
  inancial Aid provides services that are important to the attainment of student success. Over the years, about 35% of CSN students receive some form of financial assistance for their education. In order to ensure effective provision of service, CSN engaged the services of the National Association of Financial Aid Administrators (NA SAA) to carry out a peer review that included a Standard of Excellence Review (SOE), with the goal toward enhancing the provision financial aid administration services that are in line with best practices. The peer evaluation addressed compliance as well as best practices in the administration of Title IV Federal Financial Aid. The SOE Review recommendations have become the basis for allocation of resources toward the improvement of financial aid operations and services. In this regard, CSN   inancial Aid has implemented outreach plans, improved its call center services, terminated third-party vendors, and initiated improved contracted services, and increased timely and accurate completion of financial aid applications.

The CSN Division of Student Affairs is poised to improve on the assessment improvement of student services under its jurisdiction by working toward a more effective system of establishing evidence-based student services. The division will continue to work to ensure full evaluation of the remaining student services.

Program Evaluation of Operational Services
The CSN operational services teams have organized to establish a formal system of annual unit evaluation. All nonacademic services departments supporting college operations participated in two area-specific assessment and program evaluation training workshops facilitated by the Director of Assessment and Student Affairs assessment champions. These workshops provided comprehensive training, strategies, and approaches to educate and facilitate staff and administrator responsibilities to guide service-level

planning and assessment in support of the CSN mission, core themes, and student success and learning (See Exhibit 2E for List of CSN Assessment Champions).

Training included all units of the College outside of Academic Affairs and Student Affairs. As part of these workshops, all nonacademic departments have established and are implementing assessment efforts. Two of the units deploying the planning and assessment process obtained through this training are Facilities Management and Site Administration. These units have engaged in additional departmental planning workshops that have generated the following outcomes:

- Development of unit mission and vision statements that describe their primary function and support of student learning at the institution.
- Creation of unit goals for core unit functions that include measurable objectives from work teams within the units.
- Development of assessment measures and three-year assessment planning targets that will support annual program evaluation.

The three-year assessment planning as outlined above provides targeted unit goals for core unit functions in addition to current operational evaluation activities. Efficiency, effectiveness, and continuous improvement are guiding principles within the Facilities Management Department. The department utilizes key indicators for ongoing evaluation of operational activities:

- Space Utilization: efficiency of space utilization throughout the CSN facilities to inform improvement and effectiveness of space resources.
- Preventive Maintenance: maintaining and sustaining the CSN campus infrastructure, equipment and systems is assessed continually to ensure priorities are established that support a conducive learning environment.
- Utility Utilization: ongoing and systematic review of CSN's use of utilities is performed for early detection of potential repairs and indicators of possible system replacement priorities.
- External Regulatory Compliance: CSN monitors, tracks and evaluates required compliance with external regulatory areas associated with campus facilities and operations.

Further, CSN Facilities Management has implemented the TMA Systems maintenance management software tool, which provides analytics of work orders and projects. Management reviews activity and trends to determine priorities, resource requirements, and potential policy implications. To track and report their efforts, these departments developed an assessment tracking and reporting tool for Facilities Management and Site Administration (Exhibit 2F, Facilities Management Assessment Planning Summary; Exhibit 2G, Facilities Management Annual Assessment Plan; Exhibit 2H, Site Administration DRAFT Assessment Planning Summary; Exhibit 2I, Site Administration DRAFT Annual Assessment Plan). This tool is intended to guide internal progress, recommendations, and requests for goal achievement of the assessment measures for the respective functions.

Another nonacademic division of the College that participated in these workshops and developed mission statements, goals, core functions, core outcomes, performance indicators, and assessment plans for their respective units is the Division of Finance and Administration that includes: Budget Services, Controller's Office, Human Resources Department, CSN Purchasing Department, Workday, and CSN Auxiliary Services Department

(Exhibit 2J). In an effort to closely tie the allocation of resources to planning and decision-making, the Budget Services unit has developed a draft form to be vetted by their unit (Exhibit 2K) that will be incorporated into the Institutional Effectiveness and Assessment Plan as a means for academic and nonacademic departments across the college to demonstrate evidence-based need for all types of funding. Furthermore, several units that report directly to the President also participated in the assessment workshops and developed their respective assessment summary reports. These units include Diversity and Multicultural Affairs, Community Engagement, Office of Marketing and Communications, Office of Technology Services, Emergency Management and Preparedness, Government Affairs, and the Office of Intercollegiate Athletics and Recreation (Exhibit 2L).

In response to Recommendation Two, CSN has made great strides to implement an effective, regular system to evaluate all of its programs and services to ensure that we are achieving our intended goals or outcomes and using the results of these evaluations for informing planning, and decision-making, and allocation of resources and capacity in compliance with Standard 4.A.2 and Standard 4.B.1.

Recommendation Three: The Evaluation Committee recommends that the College connect its Strategic Plan, Academic Master Plan, Strategic Enrollment Management Plan, Campus Master Plan, and budgeting process to document that its mission, core themes, and objectives are the demonstrable basis for institutional decision-making, resource allocation, and assessment activities. (Standard 3.A.1)

Standard 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.

CSN has made exceptional strides to be compliant with Recommendation Three. Several events and actions have situated us for an integrated planning and resource allocation system. First, CSN Faculty Senate adopted an Institutional Assessment Policy (Exhibit 1D) that establishes a collaborative process to describe systematic and comprehensive assessment across CSN, and an Integrated Strategic Planning policy (Exhibit 1E) that directs all unit planning to align with the 2010-2017 CSN Strategic Plan (Exhibit 2D) and to provide evidence for strategic plan indicators. Second, the Executive Leadership Team adopted an Institutional Effectiveness and Assessment Plan (Exhibit 3A) that outlines how planning and reporting of assessment data and integration of institutional research data will inform decision making at CSN.

Institutional Effectiveness and Assessment Plan
While there has been ongoing planning throughout the college, the development of the Institutional Effectiveness and Assessment Plan (IEAP) gives direction and focus to help these efforts gain traction and synergy. The IEAP outlines the types of assessment data to be collected, assessment committees and coordinators, and reporting processes. The plan describes how unit plans and reports are submitted to the Office of Assessment to provide an institutional assessment report to our Institutional Effectiveness Council (IEC). In

addition, all unit budget requests are submitted to the IEC with evidence supporting the budgetary need and indicate how activities that are funded will contribute evidence for specific strategic plan goals and outcomes.

Exhibit 3A, Figure 1. Institutional Effectiveness and Assessment Plan Flow Chart
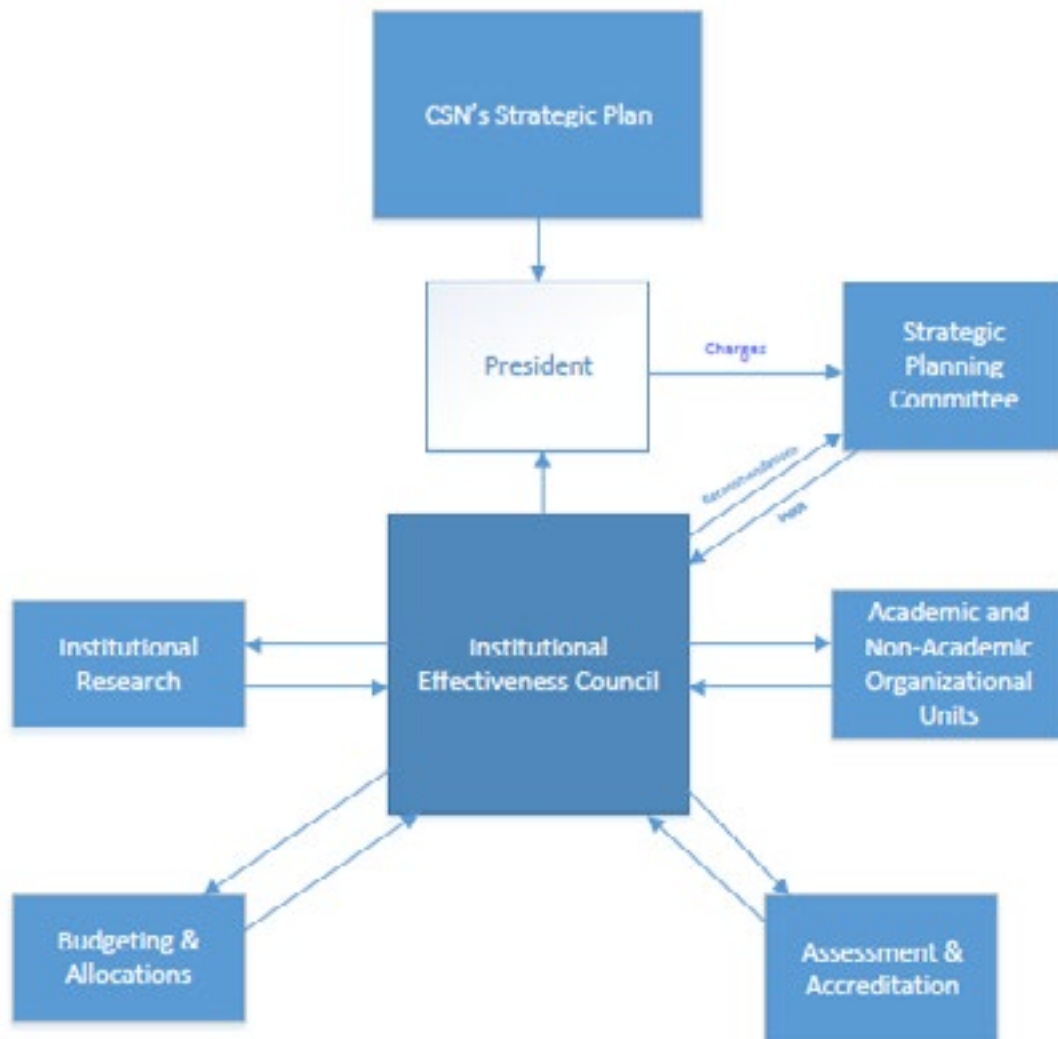
      Members of the IEC will use an Institutional Effectiveness Reporting Metric (IERM) to evaluate and rank information received and will provide recommendations to inform decision-makers at the institution (See Exhibit 3A, Appendix B). Core theme goals, objectives, and achievement indicators will be reviewed annually using the IERM produced by the IEC. The President will use the information from the IEC report to set priorities and direct new and continuing initiatives for the next assessment cycle. The IEC recommendations will inform the CSN President of strategic plan progress, aid the Vice Presidents in evaluating budget requests, and provide formative guidance on improvement measures to all CSN units. Members of the IEC will communicate the President's priorities to

committees and leaders who work with academic departments and non-academic units to align area goals and priorities and guide their annual assessment activities. Annual assessment reports will include an analysis of assessment results, summary evidence, and achievement of core theme indicators, and provide action plans for improvement. Assessment plans will be submitted to unit leadership for review and approval, and then will be forwarded to the Office of Assessment.

As delineated in the IEAP (Exhibit 3A), the following diagram describes the cyclical steps of the Institutional Assessment Process (IAP) for collecting data at the College of Southern Nevada.

Data Collection- Institutional Assessment Process

The six stages address student learning and student success through a regular, systematic process of improvement. The six stages involve setting goals/outcomes, determining appropriate assessment measures, implementing planned assessment activities or services, collecting and analyzing data, action planning for improvement, and reporting to gain feedback. Data collection occurs through three primary streams:

- Academic Affairs - data collection for student learning outcome achievement and program evaluation (review)
- Student Affairs - data collection for goal achievement and program evaluation
- Administrative and Operational Affairs - data collection for goal achievement and program evaluation

Furthermore, CSN has committed to the Integrated Strategic Planning, Assessment, and Budgeting Timeline (See Exhibit 2A, Figure 2), which will drive systematic and comprehensive assessment planning and reporting across the institution, integrate institutional research data, and inform institutional decision making and resource allocation.

Exhibit 2A, Figure 2 Integrated Strategic Planning, Assessment, and Budgeting Timeline

	SPRING					SUMMER			FALL			
	January	February	March	April	May	June	July	August	September	October	November	December
	Institutional Research data collection				IR provides institutional performance data to IEC	IEC reviews data and creates an IERM	IEC presents IERM to the President/VPs	Results of IERM publicly shared	Institutional Research data collection			IR provides data to academic programs for program evaluation (review)
	IEC meets monthly and constructs reports as needed.					IEC reviews data and creates an IERM	IEC presents IERM to the President/VPs	Results of IERM publicly shared	IEC meets monthly and constructs reports as needed.			
	Programs scheduled for program review in the upcoming academic year initiate program evaluation (review) processes	Academic programs analyze data from previous academic year student learning outcomes assessment processes		Academic units submit reports to Chairs & Deans for review & approval	Academic Deans submit reports to Office of Assessment and are forwarded to IEC for review	IEC reviews data and creates an IERM	IEC presents IERM to the President/VPs	Results of IERM publicly shared	Academic programs utilize IEC recommendations and collect data		Programs completing Program Evaluation (Review) submit reports by Dec. 1 to VPAA	Programs completing Program Evaluation (Review) prepare Board of Regents reports and submit to VPAA by Jan 1
	Non-Academic Units utilize recommendations and collect data				Non-academic units submit reports to Officer of Assessment and are forwarded to IEC for review	IEC reviews data and creates an IERM	IEC presents IERM to the President/VPs	Results of IERM publicly shared	Non-Academic Units utilize recommendations and collect data			
	Units and programs access and complete online budget request forms.				Previously awarded budget requests submit reports	IEC reviews data and creates an IERM	IEC presents IERM to the President/VPs	Results of IERM publicly shared	Budget requests due	VPs review budget request	IEC reviews budget requests and makes recommendations	President with VPs awards budget request based upon IEC recommendations

Our progress on Recommendation Three is also demonstrated by the processes and examples described in the responses to Recommendations One and Two, which together provide the structure and evidence for a culminating system.

By implementing the processes outlined in the IEAP, CSN is able to connect its Strategic Plan, Academic Master Plan, Strategic Enrollment Management Plan, Campus Master Plan, and budgeting process. This will allow CSN to document that its mission, core themes, and objectives are the demonstrable basis for institutional decision-making, resource allocation, and assessment activities. This system of accountability focuses on improvement from year to year and the processes we are putting into place that will bring us into compliance with Standard 3.A and Recommendation Three.

Glossary of Terms

Located at https://www.csn.edu/assessment-glossary

Academic Program Review (Evaluation)
A review of existing academic programs conducted by the college at least every 4 years to ensure academic quality, and to determine need, student demand, and available resources support their continuation. The review must include both quantitative and qualitative dimensions of program effectiveness, and peer review and address program quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the System, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services (NSHE Board of Regents Handbook).

Academic Year
Instruction equivalent of two semesters, approximately 15 weeks each, inclusive of examination days (drawn from NWCCU glossary), within a twelve-month period coinciding with the NSHE designated fiscal year from July 1 to June 30 (NSHE Procedures and Guidelines).

Aggregate Data
Data aggregation is any process in which information is gathered and expressed in a summary form, for purposes of statistical analysis to examine trends, make comparisons, or reveal information and insights that would not be observable when data elements are viewed individually (Glossary of Education Reform)

Assessment for Improvement
Assessment that feeds directly, and often immediately, back into revising the course, program or institution to improve student learning results. Can be formative or summative (AAC&U, Leskes, 2002).

Assessment of Programs
Assessment of programs uses the department or program as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement or for accountability. Ideally program goals and objectives would serve as a basis for the assessment. (AAC&U, Leskes, 2002). Program review is a comprehensive evaluation of an academic program that is designed to foster improvement and demonstrate accountability. Because student learning is a fundamental goal of any academic program, student learning assessment should be a primary component of the program review process (Suskie, 2009).

Assessment of Student Learning
The systematic collection, review, and use of information about courses and programs undertaken for the purpose of improving student learning and development (Palomba & Banta, 1999).

Authentic Assessment
Performance assessments that ask students to do real-life tasks such as analyzing case studies with real data, conducting real laboratory experiments, completing real working internships. Performance assessments have two components: the assignment that tells students what is expected of them and a scoring guide or rubric to evaluate their observed behavior or completed work. Authentic assessment merges learning and assessment ([Suskie, 2009](#)).

Benchmark
Specific performance standards or targets against which success is gauged in outcome achievement. Benchmarks can be set to compare college performance data with local, regional, or national data ([Suskie, 2009](#)).

Classroom Assessment
An approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. ([Vanderbilt.edu:Angelo & Cross, 1993](#))

Course Curriculum Map
A matrix that connects learning outcomes for a particular course to the activities within the course that allow for the achievement of the outcomes; it is an auditing tool that helps identify potential disconnects between course activities and the learning objectives established for the course ([Vanderbilt.edu:Angelo & Cross, 1993](#)).

Curriculum Alignment
The task of building curricular coherence to develop an environment that promotes deep and meaningful learning ([AAC&U](#)). On a course-level, curriculum content, instructional objectives, learning outcomes and measures, are aligned or matched to ensure that students are provided appropriate learning opportunities in order to achieve the identified learning outcomes ([CSUN](#)). On an institution-level, a methodology where achievement of all levels of outcomes can be measured to demonstrate institutional effectiveness and attainment of the institution mission and vision ([NWCCU glossary](#)).

Curriculum Map
A matrix that connects goals or objectives to any courses within a particular discipline that allow for achievement of the goals/objectives; it is an auditing tool that helps identify potential gaps in the curriculum ([Angelo & Cross, 1993](#)).

Degree
The award given to graduates based on educational level. The basic levels include associate's degree and bachelor's degree (AA, AB, AS, AAS, BA, BS, BAS), (CSN Definition).

- **AA** - A two-year, lower-division undergraduate program (approximately 60 semester credits) of college study or its equivalent in depth and quality of learning experience. Designed for transfer and completion of a bachelor's degree at a four-year institution.

- **AB** - A two-year, lower-division undergraduate program (approximately 60 semester credits) of college study or its equivalent in depth and quality of learning experience. Designed for transfer and completion of a bachelor's degree at a four-year institution.
- **Associate Applied Science (AAS)** - A two-year program for a specific occupation intended to respond to the needs of the workforce that may be transferred to a NSHE institution offering a BAS degree.
- **AS** - A two-year, lower-division undergraduate program (approximately 60 semester credits) of college study or its equivalent in depth and quality of learning experience. Designed for transfer and completion of a bachelor's degree at a four-year institution.
- **BAS** - A four-year undergraduate degree (approximately 120 semester credits) of college study or its equivalent in depth and quality of learning experience for a specific occupation intended to respond to the needs of the workforce.
- **BS** - A four-year undergraduate degree (approximately 120 semester credits) of college study or its equivalent in depth and quality of learning experience which may be designed for transfer to an institution offering graduate degrees.
- **Certificate of Achievement** - a one year program within an occupational area that certifies that certain training or educational requirements have been achieved.

General Education Requirements
Minimum general education requirements for transfer degrees (AA, AS, AB) 3-6 credits English Composition including English 102, 3 credits Mathematics, 6 credits Natural Science to include at least one laboratory experience, 9 credits of either the Social Sciences or Humanities/Fine Arts TOTAL 21-24 minimum credits. Requirements also include essentials of the Constitution of the United States and the Constitution of the State of Nevada, including the origin and history of the Constitutions and the study of and devotion to American institutions and ideals pursuant to Nevada Revised Statutes 396.500 that may be included in the previous coursework (Board of Regents Handbook Title 4).

Major
The primary field of study within a degree characterizing the body of knowledge gained within a discipline (CSN Definition).

Mission Fulfillment
Accomplishment of institutional intentions and realization of institutional purpose (NWCCU glossary). CSN's Mission Fulfillment is defined as achieving 80% of our strategic plan goal indicators.

Objectives
The instruction process in detailed aspects. Measurable statements of essential learning concepts (knowledge and skills) that are taught by the instructor and must be learned by the students to support student achievement of course outcomes. Instructional or course objectives can be specific to a learning session or multiple sessions within a learning module (Suskie, 2009).

Outcomes
Learning goals that refer to a destination rather than the path taken to get there-the end rather than the means, or process (Suskie, 2009).

Performance Indicator
Quantitative measures of overall student performance or other aspects of college performance. Performance indicators usually clarify minimally acceptable scores or achievement break points to differential skill levels (Suskie, 2009).

Program
A systematic, usually sequential, grouping of courses, forming a considerable part, or all, of the requirements for a degree or a credential. In this context, the General Education components of transfer baccalaureate degrees (B.S.), transfer associate degrees (A.A., A.S., A.B.), and the related instruction components of applied degrees are considered to be programs (drawn from NWCCU glossary).

Program Evaluation
A systematic methodology for collecting, analyzing, and using information to answer questions about program projects, policies and structure. Primary inquiry focuses on effectiveness (goals and objectives), adequacy (roles and responsibilities), and efficiency (utilization of resources; specifically time, money, and supplies). Secondary inquiry focuses on quality, ethics, and alternatives for program improvement. Program evaluation consists of a team of internal and external stakeholders that work collaboratively to answer a predetermined evaluation plan (Mertens & Wilson, 2012; Murphy, 2014).

Rubrics
Specific sets of criteria that clearly define for both student and teacher what a range of acceptable and unacceptable performance looks like. Criteria define descriptors of ability at each level of performance and assign values to each level. Levels referred to are proficiency levels that describe a continuum from excellent to unacceptable product (Suskie, 2009).

Skills Certificates
An industry-driven and defined certificate recognizing identified core competencies and issued by an academic department upon completion of a defined set of courses of a specific duration with at least six semester credits of related instruction (CSN Definition).

Student Learning Outcomes
Student learning outcomes are statements that clearly indicate the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education. They should be specific to various levels (institution, program, course), clearly expressed and easily understandable by multiple audiences, prominently posted or easily accessible, updated regularly, and subjected to feedback for quality and utility (NILOA).

February 1, 2018

Dr. Margo Martin
Acting President
College of Southern Nevada
6375 West Charleston Blvd. W3D
Las Vegas, NV 89146

Dear President Martin:

This letter serves as formal notification and official record of action taken concerning the Fall 2017 Ad Hoc Evaluation of the College of Southern Nevada by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on January 10-12, 2018. This action was taken after consideration of the Institutional Report.

Based on these materials and deliberations, the Commissioners took the following actions.

Action
- Accept the Fall 2017 Ad Hoc Report

Status of Previous Recommendations Addressed in This Evaluation
- Recommendations 1, 2, and 3 of the Fall 2015 Year Seven Peer Evaluation Report are substantially in compliance but in need of improvement

Required Follow-Up
The Commission requests the College of Southern Nevada:

- Submit an Addendum to the Fall 2018 Mid-Cycle Evaluation Report to again address Recommendations 1, 2, and 3 of the Fall 2015 Year Seven Peer Evaluation Report
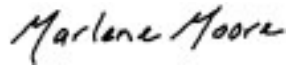
Future Evaluations
- Mid-Cycle Evaluation in Fall 2018
- Addendum to the Fall 2018 Mid-Cycle Evaluation Report to again address Recommendations 1, 2, and 3 of the Fall 2015 Year Seven Peer Evaluation Report
- Year Seven Evaluation in Fall 2022
- Mission and Core Themes Report in Spring 2024

If you have any questions, please do not hesitate to contact NWCCU.

Sincerely,

Marlene Moore, Ph.D.
President

MM:rb

cc: Ms. Patricia A. Charlton, Senior Vice President Strategic Initiatives and Administrative Services

Year Seven *Mission Fulfillment and Sustainability* Evaluation
Fall 2015
College of Southern Nevada
Recommendations

1. The evaluation committee recommends that the College of Southern Nevada consistently use and document assessments to improve achievement of its identified student learning outcomes across its entire general education core and across all of its courses, programs, and degrees, wherever offered and however delivered (Standard 4.A.3 and 4.B.2).

2. The evaluation committee recommends that the College implement an effective, regular system to evaluate all of its programs and services to ensure that they are achieving their intended goals or outcomes and to use the results of these evaluations for informing planning, decision-making, and allocation of resources and capacity (Standard 4.A.2 and 4.B.1).

3. The evaluation committee recommends that the College connect its Strategic Plan, Academic Master Plan, Strategic Enrollment Management Plan, Campus Master Plan, and budgeting process to document that its mission, core themes, and objectives are the demonstrable basis for institutional decision-making, resource allocation, and assessment activities (Standard 3.A.1).

4. The evaluation committee recommends that the College's governing board, the Board of Regents of the Nevada System of Higher Education, establish a process to regularly evaluate its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner (Standard 2.A.8).

5. The evaluation committee recommends that the College clearly define and articulate the relationship between the College and the Foundation in a written agreement (Standard 2.F.8).

COLLEGE OF SOUTHERN NEVADA
ALS 101 COURSE ASSESSMENT
ACADEMIC PROGRAM TITLE: English
EXAMPLE: ANNUAL ASSESSMENT REPORTING FORM

Report of Academic Year: 2016-2017	
Department: Arts & Letters	
Date Report Completed: December 20, 2017	
Completed By: Robyn R. Rohde and Linda Gannon	
Contact Email: robyn.rohde@csn.edu or linda.gannon@csn.edu	
Contact Phone: (702) 651-7480	

PROGRAM STUDENT LEARNING OUTCOME ACHIEVEMENT

Reporting Cohort

The approximate number of students enrolled in ALS 101 for this reporting year is roughly 850 students.

Term:	Sections made:	Term:	Sections proposed:
Summer 2016	14	Summer 2017	17
Fall 2016	62	Fall 2017	64
Spring 2017	50		

Program SLOs and Assessment Artifacts

List the program SLOs and report the data collected from the assessment artifacts that show achievement of SLOs.

Assessment Projects Completed:

- In collaboration with our Achieving the Dream data-gathering efforts, the following conclusions were seen in looking at the persistence of ALS 101 students (i.e. "Do they do better than other students at CSN?"):
    1. Students who took ALS their first term seem to persist at higher rates than those who NEVER took ALS.
    2. Students who took ALS and received an C or better persisted better than the general population (a 91% persistence rate, while those who received a D or worse persisted worse than the general population. It looks like a student's grade in ALS might work as a good "Risk" indicator. If a student does not pass ALS, they are in danger and a candidate for intervention.
- All current CSN guided pathways and advising sheets were reviewed to see if/where ALS 101 fell as an option/requirement (see attached report in Appendix A). ALS 101 is listed on 55 degree/pathway sheets (12 of those are limited entry health science programs). This information is useful for future scheduling and also relates to the ATD data in that many programs are recommending that the Human Relations requirement be met later than the first semester of enrollment. ALS 101 has also been proposed for the first time ever as a requirement in a CSN certificate program.
- A rubric by which to evaluate course textbook/materials for the upcoming school year was developed; however, this process and decision was delayed until 2017-2018 due to continued availability and lower cost of our current text.

Other Program Highlights:

- ALS faculty participated in several New Student Orientation and Boot Camp sessions in 2016 at all three main campuses along with the annual STEM Expo at our North Las Vegas Campus in April 2016 and 2017.
- ALS 101 was the pilot course in the CSN/Mojave High School Dual-Enrollment Partnership, with three hybrid sections being offered on MHS's campus in Fall 2016.
- ALS 101 is participating in the efforts to expand our Las Vegas City Hall Campus by taking part in "Lunch and Learn" orientation sessions and offering course sections at the site in Spring 2017 and Fall 2017.

- An ALS 101 workshop is included in the new College Camp initiative via the Office of Community Relations, Diversity, and Multicultural Affairs with the purpose of introducing area high school students to CSN programs.
- ALS 101 was invited to participate in the Fall 2016 Global Community for Academic Advising (NACADA) review of advising and counseling roles at CSN.
- ALS 101 has been added to the Jumpstart Concurrent Enrollment Program for Fall 2017 with courses offered at three CCSD schools: Northwest Technical and Career Academy and Cheyenne and Indian Springs High Schools.
- The CSN 2017-2024 Strategic Plan, which will be presented to the Board of Regents in June, includes the following Identified Strategy under Student Success-Completion: Research and evaluate the merits of a mandatory ALS course (SS06 p. 15).

SLO Assessment:

This year, ALS 101 lead faculty looked into the current SLOs for the course that are being utilized and those that the institution has loaded in curricunet. The SLOs in curricunet need to be updated to reflect the current course outcomes being utilized by ALS 101 instructors. In addition to this, the ALS 101 Lead Faculty took the initative to condense and redraft the current SLOs for ALS 101 to a more effective set of outcomes. This draft of revised SLOs will be sent to the curriculum committee for review. The following is a list of the current course outcomes used on all current ALS 101 syllabi as well as a list of proposed SLOs for future adoption. No SLO were assessed for this year's report. The SLO of "Setting realistic and attainable goals" is currently being assessed for future report. A draft of revised SLOs has been prepared for curriculum committee review.

Current Course Outcomes

Course learning outcomes: After successfully completing ALS 101, students will be able to:
1. Discuss how they are responsible for creating their own successful college experience,
2. Practice positive behavioral changes,
3. Locate and utilize campus and community resources,
4. Identify and employ specific active learning strategies such as:
   a. Setting realistic and attainable goals
   b. Managing priorities effectively
   c. Reducing stress
   d. Discovering and using one's dominant learning style to best advantage
   e. Reading texts with improved focus, comprehension, and retention
   f. Listening and comprehending lectures
   g. Taking effective, useful notes
   h. Improving memory and recall techniques
   i. Preparing for and taking tests successfully
   j. Presenting clear oral and written reports
   k. Improving creative and critical thinking skills
5. Locate and utilize a variety of library and technical resources,
6. Implement plans to effectively manage financial resources,
7. Understand personal health and wellness issues,
8. Recognize and understand the value and complexity of a diverse society,
9. Develop stronger and healthier relationships, and
10. Develop a personal, unique career development plan.

Proposed Draft of Future Outcomes for Curriculum Committee Approval

For Curriculum Committee approval (goal = concise and easily measurable:

After successfully completing ALS 101, students will be able to:

- Discuss the factors leading to a successful college experience (1/2/8 above)
- Locate and utilize campus and community resources (3/5 above)
- Identify and employ active learning strategies (4 above)
- Implement effective financial, time/priority, and wellness management strategies (6/7/9 above)
- Develop a personal higher education and career plan (10 above)

Assessment Projects Proposed for 2017-2018:

- Work with IR to monitor the persistence of our Mojave High School pilot students from Fall 2016 to Fall 2017.
- Work with IR to monitor the persistence of our Jumpstart students from Fall 2016 to Fall 2017.
- Create and administer a survey of ALS 101 completers about the ideal timeline for enrolling in ALS 101.
- Revise current ALS 101 student learning outcomes and measurement tools and submit to curriculum committee for review

Meaning and Use of Findings

1. **Describe your interpretation (meaning) of the overall student performance and achievement of outcomes.**

Students who took ALS their first term seem to persist at higher rates than those who NEVER took ALS.

Students who took ALS and received an C or better persisted better than the general population (a 91% persistence rate, while those who received a D or worse persisted worse than the general population. It looks like a student's grade in ALS might work as a good "Risk" indicator. If a student does not pass ALS, they are in danger and a candidate for intervention.

2. **Indicate how the assessment findings will be used to improve student success.**

We will use the findings to communicate student achievement as well as degree placement of the course faculty stakeholders and with administration. We determined the current SLOs for ALS 101 need to be updated in CSN's database and that the current SLOs need to be condensed and revised. Revising these outcomes will aid in future student achievement assessment.

PREVIOUS ACTION PLAN FOR IMPROVEMENT

Report the activity results from the previous annual report action plan for improvement

Courses Reviewed

For each course review: a) describe the review process, b) provide an overall summary pertaining to student learning outcome achievement, and c) discuss what course changes were made and how the changes will improve student success (e.g., revision of student learning outcomes, curriculum, assessment artifacts, etc.).

Not applicable

Action Plan for Improvement

1. Identify any gaps or areas for improvement found during assessment review for items indicated.
2. Indicate planned activities to address the gaps or areas for improvement, the person(s) assigned tasks to complete the activities, the activity steps or process that needs to take place, and a target date for completion.

1. Assessment Review Findings:

Curriculum Content	Teaching Strategies	Curriculum Resources	Assessment Measure(s)	Learning Environment	Collaboration with Student Support Services
			X		

2. Planned Activities	Person(s) Responsible	Action Steps	Target Date
New measurable SLOs have been drafted for review by the curriculum committee	Linda Gannon & Curriculum Committee	Email draft of new SLOs to curriculum Committee.	Jan. 2018

Mission, Student Success, & Institutional Effectiveness
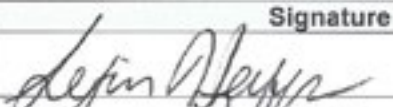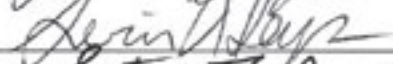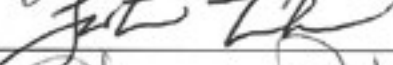
Describe how the results of program outcomes assessment support CSN mission fulfillment, student success, and contributes to institutional effectiveness.

The assessment findings support CSN's mission to increase student retention and completion. When students take ALS 101 is predicted to have a significant impact on their success. Included is the study of what degree plans include ALS 101 and when.

Report and Disseminate Results

1. Indicate those internal and external stakeholders that need to know and should know your assessment results.
2. Describe any stakeholder feedback and the impact of that feedback to the program.

Assessment findings will be reported to the English department chair and Dean of Arts & Letters. Additionally, these findings will be shared with those individuals working on degree planning as well as key stakeholder faculty and department chairs in programs that include ALS 101 in their plans.

Review & Approval	Signature	Date
Program Director/Lead Faculty		4-3-18
Department Chair		4-3-18
Academic Dean		4/3/18
Director, Office of Assessment	Brian Peterson	APR 1 5 2018

https://www.csn.edu/2016-2017-degree-list Guided Pathway recs for Majors with ALS 101 on degree sheet (Human Relations option - AAS) *recommended/**required/***no semester specified	Sem1	Sem2	Sem3	Sem4	Sem5
Accounting			x		
*Air Conditioning Technology			x		
*Air Conditioning Technology - Central Plant	x				
*Air Conditioning Technology - Food Service Refrigeration		x			
Architectural Design Technology – Residential Design					x
*Automotive Technology - Alternative Fuels/Hybrid Tech.	x				
*Automotive Technology - Collision Repair	x				
*Automotive Technology - Master Technician	x				
*Automotive Technology - Performance Technician	x				
*Automotive Technology - Service Technician	x				
Business Management	x				
***Cardiorespiratory Sciences (limited entry)					
Casino Management	x				
Commercial Photography	x				
Computer Office Technology	x				
Computing and Information Technology - Cyber Security - Digital Forensics	x				
Computing and Information Technology - Cyber Security - Network Security	x				
Computing and Information Technology - Networking - Client/Server			x		
Computing and Information Technology - Networking - Linux			x		
Computing and Information Technology - Networking - Router/Switch			x		
Computing and Information Technology - Software – Database	x				
Computing and Information Technology - Software – Programming	x				
Computing and Information Technology - Software – Web Development	x				
*Construction Management (one of two HR options)		x			
Deaf Studies		x			
Deaf Studies - Interpreter Preparation				x	
***Diagnostic Medical Sonography-Cardiac (limited entry)					
***Diagnostic Medical Sonography-General (limited entry)					
*Diesel Heavy Equipment Master Technician	x				
Floral Design Technology (one of three HR options)				x	
Food and Beverage Management			x		
Graphic Communications - Graphic Design			x		
Graphic Communications - Web Design			x		
Health Information Technology		x			
Hotel Management	x				
Marketing	x				
Medical Laboratory Scientist (BAS – limited entry)	x				
***Medical Laboratory Technician (limited entry)					
*Ophthalmic Technology – Ophthalmic Dispensing Technician				x	
Paralegal Studies	x				
***Paramedic Medicine-Academy Track (limited entry)					
***Paramedic Medicine-Regular Track (limited entry)					
Radiation Therapy Technology (limited entry)		x			
Real Estate	x				
Real Estate (Certificate of Achievement)	x				
***Surgical Technology (limited entry)					
Tourism, Convention, and Event Planning				x	

*Veterinary Technology (limited entry)	x				
Videography and Film			x		
Water/Wastewater Treatment - Wastewater Treatment (one of two HR options)				x	
Water/Wastewater Treatment- Water Treatment (one of two HR options)				x	
Welding Technology – Advanced Level Welder		x			
**Welding Technology – Entry Level Welder (Certificate of Achievement)	x				
**Associate of Science Degree Dental Hygiene Application Packet Checklist (limited entry) http://sites.csn.edu/health/pdf/ASDHcheck.pdf Physical Therapy Assistant (limited entry – 1 point earned) http://sites.csn.edu/health/pdf/ptacrit.pdf					

TOTAL: 55 degree programs (12 limited entry)

Proposed for 2017-18:
ESL Certificate – required course

(compiled by Linda Gannon with assistance from Jennifer Torgerson, Health Sciences Advisor)

CSN Academic and Life Success
ALS 101: College Success

Course description: This course is designed to assist the student in obtaining skills and knowledge necessary to reach his/her educational objectives. Topics to be covered include memory development, time/priority management, test-taking, communication skills, study techniques, critical thinking, wellness management, understanding diversity, and career issues that face many college students. This course is recommended for all new students, returning students, and others who may benefit.

Course learning outcomes: After successfully completing ALS 101, students will be able to:
11. Discuss how they are responsible for creating their own successful college experience,
12. Practice positive behavioral changes,
13. Locate and utilize campus and community resources,
14. Identify and employ specific active learning strategies such as:
    a. Setting realistic and attainable goals
    b. Managing priorities effectively
    c. Reducing stress
    d. Discovering and using one's dominant learning style to best advantage
    e. Reading texts with improved focus, comprehension, and retention
    f. Listening and comprehending lectures
    g. Taking effective, useful notes
    h. Improving memory and recall techniques
    i. Preparing for and taking tests successfully
    j. Presenting clear oral and written reports
    k. Improving creative and critical thinking skills
15. Locate and utilize a variety of library and technical resources,
16. Implement plans to effectively manage financial resources,
17. Understand personal health and wellness issues,
18. Recognize and understand the value and complexity of a diverse society,
19. Develop stronger and healthier relationships, and
20. Develop a personal, unique career development plan.

For Curriculum Committee approval (goal = concise and easily measurable:

After successfully completing ALS 101, students will be able to:

- Discuss the factors leading to a successful college experience (1/2/8 above)
- Locate and utilize campus and community resources (3/5 above)
- Identify and employ active learning strategies (4 above)
- Implement effective financial, time/priority, and wellness management strategies (6/7/9 above)
- Develop a personal higher education and career plan (10 above)

World Literature 232 Assessment #1 – Syllabi and Course Requirements

Eng 232 Outcomes:
      1. Use critical reading and writing skills to engage and analyze texts.
      2. Demonstrate the ability to connect and contextualize literary works.
      3. Demonstrate an awareness that literature reflects the diversity of human experience
across time and place.

For purposes of this assessment:

Traditional Western Literature
European, North American

Global Literature
Asian, Indian, Middle Eastern, African
Central/South American, African
Island and Indigenous cultures

1) Does this syllabus include the correct course description?   Yes   No
2) Does this syllabus include the correct outcomes?   Yes   No
3) Are students required to read original literary texts?   Yes   No
4) Are students required to write one or more essays about literature?   Yes   No
5) Are written essays other than reading responses required?   Yes   No
6) Are texts from at least three areas of global literature included?   Yes   No
7) Does the class appear to cover the entire time period?   Yes   No
      If no, please circle the time periods NOT covered:

ENG 231:	Ancient World	Medieval World/	Early Modern Period
ENG 232:	17th/18th Centuries	19th Century	20th Century
ENG 223:	Coverage seems appropriate for the topic		Yes No

(Estimate the following by looking at number of class sessions devoted to each. Indicate your estimate by weeks/total weeks, or days/total days. Example: 3/16 weeks, or 7/32 days, or 2/8 weeks, or 5/16 days)

8) How much class time is spent on prose?
9) How much class time is spent on poetry?
10) How much class time is spent on drama?
11) How much class time is spent on western literature?
12) How much class time is spent on global literature?

World Literature Assessment #2 – Student Outcomes

Use "Can't Assess" if the sample is not capable of providing this information about any student.

OUTCOME 1: Use critical reading and writing skills to engage and analyze texts.

Has student read a literary text in this course?   Yes   No   Can't Assess
What level of understanding of text does student show? Low   Average   High   Can't Assess
Has student written critically about a literary text in course?   Yes   No   Can't Assess
What level of literary writing is demonstrated?   Low   Average   High   Can't Assess
Has student engaged or analyzed a literary text in course?   Yes   No   Can't Assess
What level of engagement or analysis is demonstrated?   Low   Average   High   Can't Assess

OUTCOME 2: Demonstrate the ability to connect and contextualize literary works.

Has student made connections between texts in course?   Yes   No   Can't Assess
Has student demonstrated ability to put a text in a literary, historic, or social context?
                                                                                             Yes   No   Can't Assess

OUTCOME 3: Demonstrate an awareness that literature reflects the diversity of human experience across time and place.

Does student demonstrate awareness that literature reflects human experience?
                                                                                             Yes   No   Can't Assess
Does student demonstrate awareness that literature is influenced by time or place?
                                                                                             Yes   No   Can't Assess

	CSN Policy	**Academic Assessment Policy**
Category: Faculty		**Effective Date: 06/13/2018**

New policy

I. POLICY PURPOSE

A. This policy provides a procedure for academic assessment, defined in this policy as the systematic process of gathering, interpreting, and acting upon data related to student learning for the purposes of course, program, and institutional improvement. The policy's purpose is to establish processes to better understand what students are learning and how well they are prepared for their chosen professions, and to ensure that students who complete CSN degrees possess a common set of skills and dispositions characteristic of well-rounded, productive citizens.

B. For faculty participating in academic assessment, the results of any assessment project may indicate opportunities to hone their skillsets, contributing to a culture of continuous improvement.

C. This policy represents CSN's commitment to achieving the Northwest Commission on Colleges and Universities assessment standards, especially that "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 outcomes" (NWCCU Standard 4.A.3).

II. POLICY STATEMENT

A. Assessment shall take place at the course, program, and general education levels of CSN's academic program.

B. Faculty are expected to submit all requested data (assignments, papers, grades, syllabi) to be used as part of the academic assessment procedures described in this policy.

C. For the purpose of faculty evaluation, faculty participation in assessment is considered to contribute to department, school, or institutional service. For a non-exhaustive list of ways to participate in assessment, see Attachment B.

D. The results of any assessment project cannot be used negatively in faculty evaluations. Faculty identifying a potential growth area is to their credit, not detriment.

E. For faculty taking a leadership role in assessment, especially as School or Program Assessment Coordinators, appropriate financial or release time incentives may be initiated as funding becomes available.

F. A formal Academic Assessment Plan (AAP) is required for each academic program covering the majors and certificates of the program, and its non-programmatic courses. AAPs must identify program-level student learning outcomes and include their planned and completed assessments.

G. To ascertain whether CSN students who have earned associate degrees possess a common set of skills and dispositions, this policy establishes the following three Institutional Learning Outcomes:
- Apply critical thinking in a variety of situations.
- Use effective communication in personal and professional contexts.
- Collaborate professionally to benefit our diverse community.

H. The above Institutional Learning Outcomes will be assessed as the following seven General Education student learning categories:
- Written communication
- Oral communication
- Quantitative thinking
- Critical thinking
- Civic Engagement
- Intercultural Competence

- Information Literacy

I. Over a designated cycle, all academic programs and the seven General Education categories constituting the three Institutional Learning Outcomes listed in II.G and H will be assessed.

III. PROCEDURE

A. Under the leadership of the Department Chair, Program Director, Dean, or equivalent, each unit must maintain an appropriate structure, which includes faculty participation, for managing unit assessment efforts. This can be accomplished in various ways, typically by including assessment in the charge of program-level curriculum committees and by developing School assessment committees.

B. The assessment of an institutional outcome or general education category can be achieved through a Signature Assignment, such as a capstone project or a portfolio, or a new authentic assessment designed specifically for this purpose.

C. Although a graded assignment may be used for the purpose of assessing a General Education category outcome, its assessment is separate from evaluation of the student work and cannot be summarized by the grade achieved on the assignment.

D. The Faculty Senate General Education Assessment Committee, in collaboration with the Office of Assessment, will work with programs to develop, approve, and assess assignments to be used for assessing Institutional Learning Outcomes and General Education category outcomes.

E. On an annual basis, the Faculty Senate General Education Assessment Committee shall review and report to Faculty Senate and the Vice President of Academic Affairs on the program, General Education, and educational institutional assessment conducted during the previous academic year.

F. The Office of Assessment shall compile and publish program, General Education, and institutional assessment data and reports for internal and external stakeholders.

IV. AUTHORITY AND CROSS REFERENCE LINKS

Northwest Commission on Colleges and Universities Standard 4.A Assessment:
http://www.nwccu.org/accreditation/standards-policies/standards/

V. DISCLAIMER

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Recommending Authority.

VI.   SIGNATURES

Recommended by:

/s/ Jill Acree_____   6/7/18_____
Jill Acree, Faculty Senate Chair   Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley_____   6/7/18_____
Richard Hinckley, General Counsel   Date

Approved by:

/s/ Dr. Margo Martin_____   6/13/18_____
Dr. Margo Martin, Acting CSN President   Date

VII.   ATTACHMENTS

A. History
B. Ways to participate in assessment

Attachment A: HISTORY

New Policy

- o 06/13/2018:   Approved by CSN President

- o 06/07/2018:   Reviewed by General Counsel

- o 05/11/2018:   Recommended by Faculty Senate (J. Acree)

- o 03/09/2018:   Presented to the Senate by the General Education Assessment Committee (D. Berry)

Attachment B

Ways to participate in assessment

- Attend a CAPE workshop on assessment
- Attend a conference on assessment
- Attend assessment meeting (at the school/department/discipline level)
- Outcome review
- Write plan
- Write curriculum map
- Review/revise plan
- Plan project
- Revise or write rubric or other instrument
- Submit data
- Participate in project
- Review data
- Discuss results (what to do with data)
- Write report
- Take part in project to close loop (act on results)
- Curricular review and revisions based on assessment results
- Program Review
- Accreditation activities

New policy

I.   POLICY PURPOSE

The purpose of this policy is to describe assessment across the College of Southern Nevada.

II.   POLICY STATEMENT

A. Assessment at the College of Southern Nevada (CSN or College) has five purposes, related to the strategic plan and mission of the College:
- Engage in a continuous process that is systematic and collaborative among faculty and staff to improve student success and to inform decision-making, policy initiatives, and resource allocation.
- Ensure student learning proficiency in course, program, and institutional student learning outcomes.
- Improve teaching, learning, and the collegiate experience among diverse students at the course, credential, and program level.
- Conduct assessment to improve instruction and services and provide public accountability.
- Serve as a complement to external compliance measures.

B. To ascertain whether CSN students possess a common set of skills and dispositions, this policy establishes the following Institutional Learning Outcomes:
- Apply critical thinking in a variety of situations.
- Use effective communication in personal and professional contexts.
- Collaborate professionally to benefit our diverse community.

C. Institutional assessment takes place in many different areas in the College, in a decentralized approach. Each unit or division of the College determines the best way to measure assessment of student success. Assessment of academic units will occur as indicated in the Academic Assessment Policy.

D. The Office of Assessment has the primary responsibility for coordinating assessment planning and reporting.

III.   AUTHORITY AND CROSS REFERENCE LINKS

Northwest Commission on Colleges and Universities Standard 4.A Assessment:
http://www.nwccu.org/accreditation/standards-policies/standards/

IV.   DISCLAIMER

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Recommending Authority.

V. SIGNATURES

Recommended by:

/s/ Jill Acree_____   6/7/18_____
Jill Acree, Faculty Senate Chair   Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley_____   6/6/18_____
Richard Hinckley, General Counsel   Date

Approved by:

/s/ Dr. Margo Martin_____   6/13/18_____
Dr. Margo Martin, Acting CSN President   Date

VI. ATTACHMENTS

A. History

HISTORY

New Policy

- o   06/13/2018:   Approved by CSN President

- o   06/06/2018:   Reviewed by General Counsel

- o   05/11/2018:   Recommended by Faculty Senate (J. Acree)

- o   04/13/2018:   Submitted by Faculty Senate Executive Committee (D. Dockstader)

CSN Policy		Integrated Strategic Planning Policy
Category: General		**Effective Date: 06/13/2018**
	New policy	

I. POLICY PURPOSE

This policy identifies the College's integrated strategic planning process. Integrated strategic planning is mandated in the Standards of Accreditation by the Northwest Commission on Colleges and Universities (NWCCU).

II. POLICY STATEMENT

The College continually engages in the development of its integrated strategic plan. The development of CSN's Strategic Plan ("the Plan") is a College-wide effort and includes the College's Mission, Vision, and Values, Core Themes, Goals, and Objectives. Accordingly, the Plan provides the foundation for all other planning efforts at every level, ensuring an integrated planning environment within the College that is guided by the CSN Mission, Vision, and Values.

Operational decisions and resource allocations shall be consistent with institutional planning efforts, assessment, evaluation, and continuous improvement strategies.

The Plan is operationalized through development of other specific institutional, division, and departmental plans, which shall include by way of example and not limitation: The Academic Master Plan, Budget and Financial Plans, Student Services Success Plan, Campus Master Plans, Technology Plan(s), Diversity Plan, School Plans, Department Plans, E-Learning Plan, etc.

All other college plans will include reference to and document their direct connection to the Plan as well as the CSN Mission, Vision, and Values. This may be accomplished with references throughout the document or with a summary page showing the linkage. All plans should include assessment metrics for evaluation of their effectiveness in annual reviews and reporting. All plans should include appropriate resource analyses.

Integrated Strategic Planning at CSN is a seven-year process, corresponding with the length of the accreditation cycle directed by NWCCU. The Plan will be reviewed in its entirety at the end of each seven-year cycle to evaluate the mission, vision, and values of the College, along with the overarching core themes. However, the Plan's goals and objectives may be modified during the seven-year cycle. At a minimum, the Plan should be reviewed at every three-year reporting cycle based on the annual reviews and reports.

The Plan and any modifications will be approved by the President. All other plans will be presented to the Institutional Effectiveness Council for review and recommendation to the President. This Council will coordinate overall planning efforts and provide other input.

The Office of the President or designee will maintain the Plan and all other approved plans and is responsible for storing, coordination and college-wide dissemination, as appropriate. The Plan and other college plans will be assessed on established goals and objectives, and evaluation of institutional capacity. Plan modifications will be reported on as needed.

The Office of the President or designee will also direct the completion of the annual assessment of each plan and report to the Institutional Effectiveness Council.

III.   **AUTHORITY AND CROSS REFERENCE LINKS**

College of Southern Nevada, 2017-2024 Strategic Plan

Northwest Commission on Colleges and Universities Standards for Accreditation (revised 2010)
http://www.nwccu.org/accreditation/standards-policies/standards/

IV.   **DISCLAIMER**

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Recommending Authority.

V.   **SIGNATURES**

Recommended By:

/s/ Jill Acree	6/7/18
Jill Acree, Faculty Senate Chair	Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley	6/6/18
Richard Hinckley, General Counsel	Date

Approved By:

/s/ Dr. Margo Martin	6/13/18
Dr. Margo Martin, Acting CSN President	Date

VI.   **ATTACHMENTS**

Attachment A: History

Attachment A: HISTORY

New Policy

- o 06/13/2018: Approved by CSN President

- o 06/06/2018: Reviewed by General Counsel

- o 05/11/2018 – Recommended by Faculty Senate (J. Acree)

- o 04/30/3018 – Recommended by Executive Committee (J. Acree)

CSN Policy	General Education for AA, AS and AB Degrees Policy
Category: Faculty	**Effective Date: 06/13/2018**

MOST RECENT CHANGES

Attachment D revision

I. POLICY PURPOSE

The purpose of this policy is to 1) provide General Education requirements for CSN's Associate of Arts, Associate of Science and Associate of Business degrees, 2) provide a mechanism for assessing General Education course offerings in terms of outcomes, and 3) provide a process for additions to and removals from the General Education course offerings at CSN for the Associate of Arts, Associate of Science and Associate of Business degrees.

II. POLICY STATEMENT

A. The CSN General Education requirements, outcomes, and course offerings for the AA, AS and AB degrees are described in Attachments B, C and D. Attachment B provides an overview of the framework for the General Education requirements and some relevant notes. Attachment C lists the courses for all General Education requirements. Attachment D defines all General Education requirements with outcomes. These outcome definitions will allow CSN to assess General Education course offerings, as well as make changes in General Education course offerings.

B. The procedures for changes to the CSN General Education course offerings for the AA, AS and AB degrees are described in the procedures section and are subject to approval by the Curriculum Committee. Corresponding changes to individual AA, AS and AB degrees are considered and approved according to the Curriculum Committee Policy.

III. PROCEDURE

A. The Curriculum Committee will serve as the regulating body for General Education course designations:

The Curriculum Committee will consider General Education proposals at least once each semester. The Curriculum Chair will determine the appropriate meeting(s) for General Education proposals and include them in the semester's published calendar for Curriculum Committee meetings.

The Curriculum Chair will create a General Education Advisory Committee (GEAC) as a standing subcommittee of the Curriculum Committee. The GEAC will be comprised of representatives from a diverse set of College Departments and Programs. The GEAC will function in the same way that School Curriculum Advisory Committees (SCACs) currently function. This uses an already existing mechanism in support of the General Education process.

Requests for courses to be added to or removed from a category of General Education outcome category will first be presented to the GEAC. The GEAC will set a date to meet and hear proposals with an adequate amount of lead time before the full Curriculum Committee is scheduled to discuss General Education issues. If the GEAC determines that a proposal is complete and meets the relevant requirements (see below), then the GEAC will pass that proposal on to the full Curriculum Committee for a vote.

In order for a proposal to be forwarded to the full Curriculum Committee, it must first be approved by the GEAC. If a course is found to be incomplete or deficient by the GEAC then it will be

returned to the presenter with the problem(s) identified.

B. Adding a course to a General Education requirement populated course list:

Each CSN General Education requirement is defined by an outcome or outcomes. A proposal for adding a course to the General Education curriculum must apply to a specific requirement and demonstrate that the course meets the specified outcome(s) for that requirement. The burden of proof is on the presenter of a proposal to demonstrate that the proposed course adequately addresses the relevant outcome(s).

A General Education Application Form will be created by the Curriculum Committee to facilitate the process. Alternatively, a General Education Application will be incorporated into an existing Curriculum form or forms. The functional application process for adding a course to the General Education curriculum is to be determined by the Curriculum Committee, to manage its workload as the committee sees fit. The Curriculum Committee will be responsible for revising and updating the application process as needed.

    The GEAC and the Curriculum Committee will require the following:
    1. Proposals must be complete and accurate, and all Administrative signatures must be obtained.
    2. The Curriculum Form for the proposed course must incorporate at least 80% of the
    required General Education outcome category requirements.
    3. The proposed syllabus and textual materials for the course must demonstrate the
    adequate fulfillment of the required General Education outcome category requirements.
    4. The General Education Application form will require a written justification of (2) and (3).
    5. The GEAC and the Curriculum Committee may invite and utilize the advice of external
    subject matter experts when needed to evaluate an application proposal.

If a course is tabled or rejected by the Curriculum Committee then it will be returned to the presenter with the problem(s) identified. Appropriate corrections must be addressed before the course can be reconsidered as a General Education candidate.

C. Removing a course from a General Education requirement populated course list:

Automatic Removal: If a General Education course is eliminated from the Catalogue because of a Curriculum "Shelf Life" policy or because a program discontinues that course, then it will automatically be removed from the General Education curriculum. The Curriculum Committee is already responsible for administering requests for the discontinuation of a course. Course discontinuations, henceforth, will be cross referenced with General Education course lists and removed from the General Education course lists when appropriate.

Initiated Removal: A course can also be removed from the General Education curriculum if the common practices in the course deviate from the General Education outcomes for a requirement. Departments or Programs will initiate this kind of deactivation request in consultation with, and the approval of, relevant Chairs and Deans.

A General Education Deactivation Form will be created by the Curriculum Committee to facilitate the process, as the Curriculum Committee sees fit. The Curriculum Committee will be responsible for revising and updating the process as needed.

The GEAC and the Curriculum Committee will require the following:
1. Proposals must be complete and accurate, and all Administrative signatures must be obtained.
2. The proposal should demonstrate that the common practices in the course proposed
for removal deviate from the required General Education outcome requirements.
3. The General Education Deactivation form will require a written explanation of (2)

In the unlikely scenario that all courses satisfying a specific General Education requirement are discontinued, then a Faculty Senate must determine what is to be done with the General

Education requirement without any assigned courses.

IV.   AUTHORITY AND CROSS REFERENCE LINKS

Board of Regents Handbook Title 4 Chapter 14 Section 19

V.   DISCLAIMER

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Faculty Senate Chair (office.facultysenate@csn.edu, 702.651.7330).

VI.   SIGNATURES

Recommended By:

/s/ Jill Acree   6/7/18
Jill Acree, Faculty Senate Chair   Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley   6/6/18
Richard Hinckley, General Counsel   Date

Approved By:

/s/ Dr. Margo Martin   6/13/18
Dr. Margo Martin, Acting CSN President   Date

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VII. ATTACHMENTS

A. History
B. Framework Overview
C. Requirements and Indicated Courses
D. Requirements Defined by Outcomes

Attachment A

HISTORY

- Version 6
    - 06/13/2018: Approved by Acting CSN President Martin

    - 06/06/2018: Reviewed for Legal Sufficiency

    - 05/11/2018: Recommended by Faculty Senate (Senate Chair Jill Acree)

    - MM/DD/YYYY: Submitted to Faculty Senate by Assessment Committee (Debra Berry)

- Version 5.1
    - Policy developed and presented to Faculty Senate by ad hoc General Education Committee 3/9/12 (D. Dockstader)
    - Approved by the Faculty Senate 3/9/2012 (T. Sherman)
    - Put into policy format as described in GEN 1.2, and approved by Faculty Senate Executive Committee 04/13/2012 (T. Sherman)
    - Removed development language from the policy draft. 9/25/12
    - Literature requirement amended by Senate Executive Committee: The Literature requirement is changed from "ENG 120 or higher" to "ENG 231 or higher". This is done to facilitate direct articulation to UNLV's Second Year Experience course and details about the UNLV Second Year Experience course that were not codified when the CSN Faculty Senate voted to approve the AA, AS and AB proposal. 10/16/2012
    - Values and Diversity indicated course list amended by Senate Executive Committee: CRJ 120 (Community Relations) is added to the Values and Diversity course list. This is done to facilitate a late, but complete and compelling application from Criminal Justice for CRJ 120. 10/16/2012
    - Changes 4-6 approved by Faculty Senate Executive Committee. 10/18/12 (C. Milne)
    - Signed by CSN President M. Richards 2/11/13.

Attachment B

Framework Overview: Associate of Arts, Associate of Science and Associate of Business General Education Requirements

This is an overview of General Education requirements for AA, AS and AB degrees. See Attachment C for Courses satisfying those requirements, and Attachment D for the Outcome definitions for each requirement.

Requirements	Credits	Notes
Common Core Requirements		
English Composition	6	English 100 with at least a C- or 101 or 113, and 102 or 114. (Satisfies the NSHE English requirement.)
Mathematics	3	(Satisfies NSHE Math requirement.)
Values and Diversity	3	
Subtotal	**12**	

Subject Area Requirements

Students pursuing a General Associate of Arts or Associate of Science must complete all three Subject Area requirements.

Students pursuing a declared major will complete the two categories of Subject Area requirements outside the student's major. Degree requirements for specific majors will contain requirements fulfilling the General Education requirements for the declared major Subject Area.

Business majors reside in the Social Science Subject Area. History majors reside in the Humanities and Fine Arts Subject Area.

Natural Science	9-10	Requires at least two Natural Science courses - one must be a lab course, plus one Analytic Reasoning course. (Satisfies NSHE Science requirement.)
Social Science*	9-10	Requires any two Social Science courses, plus one Communication course. * Political Science PSC 101 can be used to satisfy the NSHE Constitutions requirement in Social Science. The NSHE Constitutions requirement must be satisfied in either Social Science or Humanities.
Humanities & Fine Arts^	9-12	Requires one Humanities course and one Fine Arts course, plus one Literature course. (Satisfies NSHE Humanities and Fine Arts requirement.) ^ HIST 101 or 111, and HIST 102 or 217 can be used to satisfy the NSHE Constitutions requirement in Humanities. The NSHE Constitutions requirement must be satisfied in either Social Science or Humanities.
Subtotal	**18-22**	
TOTAL CREDITS REQUIRED	**30-34**	

Attachment C

Requirements and Indicated Courses: Associate of Arts, Associate of Science and Associate of Business General Education Requirements

Common Core Requirements Subtotal =	12 credits
Subject Area Requirements Subtotal =	18-22 credits
Total General Education requirements =	**30-34 credits**

All students must satisfy the General Education requirements given in the Common Core. Subject Area requirements will vary depending on the student's chosen course of study.

Courses satisfying the BOR Constitutions designation can be counted as satisfying both the Constitutions General Education requirement and a Subject Area General Education requirement. Otherwise, a single course cannot be used to satisfy more than one General Education requirement. Business majors reside in the Social Science Subject Area. History majors reside in the Humanities and Fine Arts Subject Area.

Common Core Requirements and Courses:

Common Core Requirements	Credits	Common Core Indicated Courses
English Composition	6 Credits	ENG 100 with at least C- or 101 or 113, and 102 or 114
Mathematics	3 Credits	MATH 120 or higher
Values and Diversity	3 Credits	**Requires one course from the following:** ANTH 101 or 106 or 201 or 204 or 205 or 206 or 207 or 209 or 215 or 216 or 217 ART 253 or 260 or 261 or 262 or 263 or 264 or 265 or 267 or 270 CRJ 120 BUS 101 DAN 101 ECON 180 EDU 280 ENG 223 or 231 or 232 HIST 105 or 106 or 107 or 150 or 151 or 208 or 209 or 210 or 222 or 227 or 228 or 247 or 260 or 275 or 280 or 285 or 286 or 293 LAS 100 or 101 or 210 or 223 or 224 MHDD 110 MKT 210 or 250 MUS 121 or 125 or 126 or 134 or 140 PHIL 124 or 135 or 202 or 207 or 210 or 215 or 245 or 247 PSC 201 or 205 or 222 PSY 101 or 101G or 102 or 207 or 208 or 222 or 224 or 233 or 234 or 241 or 261 or 276 RST 101 or 136 or 150 or 170 or 260 or 270 SOC 101 or 102 or 205 or 222 or 225 or 270 or 275 or 276 WMST 101 or 113 or 255 or 285 or 286
12 Credits Subtotal		

Subject Area Requirements and Courses

Students pursuing a General Associate of Arts or Associate of Science must complete all three Subject Area Requirements. Students pursuing a specific major will complete the two Subject Area Requirements outside the student's major. Degree requirements for specific major's will contain requirements fulfilling the General Education requirements for that majors' Subject Area.

EXAMPLE 1: A student seeking a degree in BIOL would only need to take courses in the Social Science Subject Area, plus the Humanities and Fine Arts Subject Area. The student's Degree Requirements will include sufficient credits to satisfy the Natural Science Subject Area General Education requirements.

EXAMPLE 2: A student seeking a degree in PSC would only need to take courses in the Natural Science Subject area, and the Humanities and Fine Arts Subject Area. The Student's Degree Requirements will include sufficient credits to satisfy the Social Science Subject Area General Education requirements.

Subject Area Requirements	Credits	Subject Area Indicated Courses
Natural Science	9-10 Credits	**Requires at least two courses from the following - one of which must include a lab:** ANTH 102 AST BIOL 101 or above CHEM 105 or above EGG ENV GEOG 103 or 104 or 117 GEOL PHYS **AND** **One Analytical Reasoning course from the following:** PHIL 102 or 114 or 302

Social Science	9-10 Credits	**Requires two courses from the following. Both cannot be in the same discipline:** ANTH 101 or 104 or 106 or 112 or 201 or 202 or 205 or 207 or 209 or 212 or 214 or 215 or 225 or 291 or 299 CRJ 104 ECON PHIL 135 or 205 or 207 or 216 or 244 or 245 or 246 or 249 or 311 PSC PSY (except 270) RST SOC **AND** **One Communication Course from the following:** COM 101 **Note:** PSC 101 can be used to satisfy the Constitutions requirement in Social Science. The NSHE Constitutions requirement must be satisfied in either Social Science or Humanities.

Humanities and Fine Arts	9-12 Credits	**Requires one course from the following Humanities:** ANTH 105 or 204 or 206 or 211 or 216 or 217 ENG HIST International Languages 111 or above PHIL 101 or 119 or 129 or 201 or 202 or 203 PSY 270 **AND** **Requires one course from the following Fine Arts:** ART DAN 101 Music THTR **AND** **One Literature course from the following:** ENG 231 or 232 if the student is not transferring without a degree ENG 223 or higher if the student is transferring with a degree **Note:** HIST 101 or 111, **and** HIST 102 or 217 can be used to satisfy the NSHE Constitutions requirement in Humanities. The NSHE Constitutions requirement must be satisfied in either Social Science or Humanities.
18-22 Credits Subtotal		

TOTAL GENERAL EDUCATION CREDITS REQUIRED 30-34

Attachment D

CSN's General Education curriculum consists of a number of courses designed to increase students' knowledge, skills, and dispositions. All courses at CSN are subject to course-level evaluation, so knowledge-based outcomes will be assessed at the course level.

At the skill and disposition levels, CSN has established the following Institutional Learning Outcomes:

- Apply critical thinking in a variety of situations.

- Use effective communication in personal and professional contexts.

- Collaborate professionally to benefit our diverse community.

General Education assessment will take place in the following categories within the Institutional Learning Outcomes:

- Written communication

- Oral communication

- Quantitative thinking

- Critical thinking

- Civic Engagement

- Intercultural Competence

- Information Literacy

These items will be assessed on the cycle determined by the Office of Assessment and using processes and tools developed or selected by the Faculty Senate General Education Assessment Committee.

MOST RECENT CHANGES

Attachment C revision

I. POLICY PURPOSE

The purpose of this policy is to 1) present an outcome based rationale for CSN's General Education requirements that reflect the NSHE Board of Regents general education minimums, 2) provide a mechanism for assessing General Education course offerings, and 3) provide a mechanism for additions to and removals from the General Education course offerings at CSN for AAS degrees.

II. POLICY STATEMENT

A. The CSN General Education requirements and outcomes, and course offerings for the AAS degrees are described in Attachments B and C, respectively. Attachment B, The AAS Framework, provides an overview of the Proposed General Education requirements for AAS degrees. Attachment C, The Distribution Outcomes and Requirements, define the Distribution Categories and assign outcomes to those Categories. These definitions and outcomes will facilitate assessment of General Education course offerings, as well as allow future changes in General Education course offerings.

B. The procedures for changes to the CSN General Education course offerings for the AAS degrees are described in the procedures section and will involve the Curriculum Committee. Corresponding changes to AAS degrees will be considered and approved according to the Curriculum Committee Policy.

III. PROCEDURE

A.   The Curriculum Committee will serve as the regulating body for General Education course designations. The Curriculum Committee will consider General Education proposals once each semester. The Curriculum Committee Chair will determine the appropriate meeting for General Education proposals and include them in the semester's published calendar for Curriculum Committee meetings.

The Curriculum Committee Chair will create a General Education Advisory Committee (GEAC) as a subcommittee of the Curriculum Committee. The GEAC should be comprised of representatives from a diverse representation of College programs. The GEAC will function in the same way that School Curriculum Advisory Committees (SCACs) currently function. This uses an already existing mechanism in support of the General Education process.

Requests for courses to be added to or removed from a category of General Education outcome will first be presented to the GEAC. The GEAC will set a date to meet and hear proposals with an adequate amount of lead time before the full Curriculum Committee is scheduled to discuss General Education issues. If the GEAC determines that a proposal is complete and meets the relevant requirements (see below), then the GEAC will pass that proposal on to the full Curriculum Committee for a vote. If a proposal is found to be incomplete or deficient it will be returned to the presenter with the problem(s) identified.

B. Adding a course to a General Education outcome category.

The CSN General Education definitions give a variety of outcome categories. A proposal for adding a course to the General Education curriculum must identify a specific outcome category. The burden of proof is on the presenter of a proposal to demonstrate that the proposed course adequately addresses the outcomes required for the outcome category. A General Education Application Form will be created for each of the

designated course categories.

The GEAC and the Curriculum Committee will require the following:
1. Proposals must be complete and accurate, and all Administrative signatures must be obtained.
2. The Curriculum Form for the proposed course must incorporate at least 80% of the required General Education outcome category requirements.
3. The proposed syllabus and textual materials for the course must demonstrate the adequate fulfillment of the required General Education outcome category requirements.
4. The General Education Application form will require a written justification of (2) and (3).
5. The GEAC and the Curriculum Committee may invite and utilize the advice of external subject matter experts when needed to evaluate a proposal.

If a course is tabled by the GEAC or the Curriculum Committee then appropriate corrections must be addressed before the course can be reconsidered as a General Education candidate. If a course is rejected by the GEAC or the Curriculum Committee then appropriate corrections must be addressed before the course can be reconsidered as a General Education candidate.

C. Removing a course from a General Education outcome category

A course can be removed from the General Education curriculum if the common practices in the course deviate from the required General Education outcome category requirements.

The GEAC and the Curriculum Committee will require the following:
1. Proposals must be complete and accurate, and all Administrative signatures must be obtained.
2. The proposal should demonstrate that the common practices in the course proposed for removal deviate from the required General Education outcome category requirements in such a way that the course Curriculum Form needs to be changed.
3. The General Education Application form will provide a written explanation of (2).

If a General Education course is eliminated from the Catalogue because of a Curriculum "Shelf Life" policy or because a program discontinues that course, then it will automatically be removed from the General Education curriculum.

IV.   AUTHORITY AND CROSS REFERENCE LINKS

NSHE Handbook - Title 4, Chapter 16, Section 25
(BOR 11/29/2012 Handbook Revision)

Curriculum Committee Policy
https://www.csn.edu/sites/default/files/documents/curriculum_committee_policy_2_0.pdf

V.   DISCLAIMER

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Faculty Senate Chair (office.facultysenate@csn.edu, 702.651.7330).

VI.   SIGNATURES

Recommended By:

/s/ Jill Acree   6/7/18
Jill Acree, Faculty Senate Chair   Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley   6/6/18
Richard Hinckley, General Counsel   Date

Approved By:

/s/ Dr. Margo Martin   6/13/18
Dr. Margo Martin, Acting CSN President   Date

VII.   ATTACHMENTS

      A. History
      B. AAS Framework
      C. Distribution Outcomes and Requirements

Attachment A

History

- Version 2
    - o 06/13/2018: Approved by Acting CSN President Martin

    - o 06/06/2018: Reviewed for Legal Sufficiency

    - o 05/11/2018: Recommended by Faculty Senate (Senate Chair Jill Acree)

    - o MM/DD/YYYY: Submitted to Faculty Senate by Assessment Committee (Debra Berry)

- Version 1
    - o 02/22/2013:   Approved by CSN President Michael Richards

    - o 02/21/2013:   Reviewed for legal sufficiency by CSN General Counsel Richard Hinckley

    - o 02/01/2013:   Approved by the CSN Faculty Senate (C. Milne)

    - o 01/25/2013:   Draft prepared by the CSN Faculty Senate ad hoc General Education Committee (D. Dockstader).

Attachment B

Framework: Proposal for AAS General Education Requirements

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This is a structural summary of the AAS Degree proposal. See the corresponding Course Outcomes proposal for the specific General Education outcomes associated with each type of course and a populated list of recommended course options. See the Procedures section for the mechanism for adding or removing courses from the General Education Requirements.

Requirements	Credits
ASSOCIATE OF APPLIED SCIENCE	
Communications	3
English Composition	3-5
Human Relations	3
Mathematics	3
Natural Science	3
Fine Arts/Humanities/Social Science	3
US and Nevada Constitutions	4-6
Gen Ed Subtotal	**22-26**

Attachment C

The Associate of Applied Science degree provides employment related and career enhancing skills necessary to succeed in a chosen occupational or technical field of study. Although the AAS degree is not designed to transfer to a four-year program, many of the courses will transfer to four-year colleges and universities.

CSN's General Education curriculum consists of a number of courses designed to increase students' knowledge, skills, and dispositions. All courses at CSN are subject to course-level evaluation, so knowledge-based outcomes will be assessed at the course level.

At the skill and disposition levels, CSN has established the following Institutional Learning Outcomes:

- Apply critical thinking in a variety of situations.

- Use effective communication in personal and professional contexts.

- Collaborate professionally to benefit our diverse community.

General Education assessment will take place in the following categories within the Institutional Learning Outcomes:

- Written communication

- Oral communication

- Quantitative thinking

- Critical thinking

- Civic Engagement

- Intercultural Competence

- Information Literacy

These items will be assessed on the cycle determined by the Office of Assessment and using processes and tools developed or selected by the Faculty Senate General Education Assessment Committee.

CCSN Policy	Section: ACF	Number: 15
Title: Academic Program Review		**Policy Effective Date:** **January 4, 2007**

Approved:

Richard Carpenter   _January 4, 2007_
CCSN President   Date

_____

Faculty Senate Recommendation   Faculty   Senate Recommendation Unnecessary

Recommended   Not Recommended*   (if not recommended, reasons are set forth in a separate attached memo)

Alok Pandey   _December 28, 2006_
Faculty Senate Chair   Date

ACADEMIC PROGRAM REVIEW

CCSN reviews academic programs pursuant to policies of the Nevada Board of Regents. Reviews are conducted under the direction of the CCSN Vice President for Academic Affairs (VPAA) following a rotating schedule (see Appendix A) and are submitted to the CCSN President, the NSHE Office, and the Board of Regents. Systematic program review is a significant dimension of the CCSN assessment program.

A. **PURPOSE OF ACADEMIC PROGRAM REVIEWS:** The purpose of Academic Program Review is to improve the quality of academic programs. The review provides information, analysis, and evaluation that will assist the college to identify program strengths, suggest areas for improvement, and make commendations and recommendations. Program reviews address and evaluate the relevance of the academic program to community needs and the academic needs of the college.

B. **CHARACTERISTICS OF ACADEMIC PROGRAM REVIEWS:**
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. Academic Program Reviews occur on a regular cycle (See Appendix A). No program may be required to undergo review more often than every five years except as requested by the VPAA. Departments may voluntarily conduct a program review earlier than scheduled.   Academic Program Reviews are evaluative as well as descriptive. Academic Program Reviews are forward looking focusing on continuous improvement. Their purpose is to improve the quality of certificate and degree programs. They are concise, balanced, and accurate, and result in an action plan that will be implemented by the faculty.

C. **DEFINITIONS:**
1. **Academic Program** is an instructional program leading toward a certificate or degree or resulting in credits which can count for obtaining a certificate or degree.
2. **Academic Standards Committee (ASC)** is a standing committee of the Faculty Senate with members appointed by the Faculty Senate Chair. Ex Officio representation on the ASC may be provided by the office of Curriculum and Scheduling.
3. **Program Review Committee (PRC)** is a committee appointed by the department chair and approved by the appropriate Dean to review the selected program and write the Program Review Document. The committee shall consist of three faculty members from the reviewed program. If that is not possible, the committee shall consist of as many

faculty who teach in the program as possible, with the others appointed from the department in which the program resides.

4. **External Reviewers** are faculty or administrators from outside CCSN who examine the Program Review Document and may spend time on campus interviewing students, faculty and administrators and examine program resources (library, facilities, technical, etc.). External reviewers will consist of at least two faculty members, one representing a NSHE institution and a second representing a national perspective. The purpose of external reviewers is to provide additional perspective. Programs whose degree or certificates are accredited or are seeking specialized accreditation may substitute the evaluation of the accrediting team for the external review. External reviewers are selected by the department chair, dean, and VPAA. The VPAA provides compensation for external reviewers.

D. **ACADEMIC PROGRAM REVIEW PROCESS:**

1. The Academic Standards Committee oversees and monitors the Academic Program Review Process. The ASC meets at least once each semester to identify programs to be reviewed (fall meeting), and review and comment on the Academic Program Review Document and the External Review Report generated by the process (spring meeting).

2. The Vice President for Academic Affairs notifies the appropriate Dean and the Academic Standards Committee of a scheduled program review. Upon being notified by the VPAA, the Dean notifies the appropriate department chair of the scheduled review, asks the department chair to appoint a Program Review Committee (PRC), and requests all relevant program information from Institutional Research. This information is provided to the Program Review Committee. The VPAA, Dean, and Department Chair work cooperatively to identify appropriate and qualified external reviewers.

3. Upon notification by the Dean the Department Chair appoints the Program Review Committee, designates the chair of that committee and forwards the names of those appointed to the Dean for confirmation. The Department Chair gathers all additional material needed for the program review (course syllabi, college catalogues, etc.) and provides them to the Program Review Committee.

4. The Program Review Committee reviews the material provided by the Dean, Office of Institutional Research, and the Department Chair. Following the criteria and format outlined in Appendix B of this document, the Program Review Committee analyzes the data and information and prepares a Program Review Document. (A self study prepared for specialized accreditation may satisfy this requirement.)

5. Upon completion the Program Review Document is forwarded by the chair of the Program Review Committee to the appropriate Department Chair. The Department Chair reviews the draft Program Review Document and forwards it, along with his/her comments and recommendations as specified in Appendix B, to the appropriate Dean. The Dean reviews the Program Review Document and provides the information requested in Appendix B specific to the Dean, then forwards it, along with his report and comments and the chair's comments and recommendations to the VPAA. The VPAA forwards a copy of the Program Review Document, along with all comments and recommendations, to the ASC and the External Reviewers.

6. The External Reviewers consider the Program Review Document and comments as well as any supporting materials provided. The External Reviewers may spend time on campus interviewing students, faculty and administrators and looking at program resources (library, facilities, technical). The External Reviewers prepare a report of their findings and recommendations. Copies of the External Reviewers Report are sent to the VPAA who sends them to the Program Review Committee, the Department Chair, the Dean, and the ASC.

7. The Program Review Committee, Department Chair, and Dean review the External Review Report and comment. Their comments are sent to the VPAA. The VPAA forwards the comments to the ASC.

8. The ASC reviews the Program Review Document, comments and recommendations, and the External Review Report, comments and recommendations. The ASC drafts commendations and recommendations which are sent to the VPAA and the Faculty Senate Chair.

9. The VPAA summarizes all findings and recommendations and forwards them to the CCSN President.

E. TIMELINE

September
- VPAA notifies Dean and the ASC of scheduled review
- Dean notifies Department Chair of scheduled review
- Department Chair appoints Program Review Committee
- Program Review Committee finalized by last working day of September
- VPAA, Dean, and Department Chair begin process of identifying external reviewers

October
- Program Review Committee reviews and analyzes information and drafts Program Review Document

- VPAA, Dean and Department chair continue process of identifying external reviewers

November
- Program Review Committee reviews and analyzes information and drafts Program Review Document
- Program Review Document completed by the last working day of November
- VPAA, Dean and Department Chair identify external reviewers by last working day of November

December
- Program Review Document forwarded to Department Chair who adds comments as specified in Appendix B.
- Chair forwards Program Review Document to Dean no later than the tenth working day of December. The Dean reviews and comments as specified in Appendix B.
- Dean forwards Program Review to VPAA and ASC with comments by the last working day of December.

January
- Program Review Document is sent to External Reviewers by the VPAA.
- External Reviewers consider document
- External Reviewers may visit campus

February
- External Reviewers consider document
- External Reviewers may visit campus
- External Reviewers draft External Review Report
- External Review Report received by Program Review Committee, Department Chair, Dean, VPAA, by last working day of February

March
- Program Review Committee, Department Chair, and Dean review the External Review Report and comment.
- Comments on the External Review Report by the Program Review Committee, Department Chair, and Dean are sent to the VPAA.
- VPAA sends the External Review Report and all comments to the ASC by the last working day of March

April
- ASC reviews Program Review Document, recommendations and comments
- ASC reviews External Review Report, recommendations and comments
- ASC drafts recommendations regarding changes to the reviewed program

- ASC forwards their recommendations to the VPAA and the Faculty Senate Chair by the last working day of the spring semester.

F. RESPONSIBILITIES

1. VPAA
- Notifies the appropriate Dean of a scheduled program review
- Notifies the ASC of a scheduled program review
- Collaborates with the Dean and Department Chair to identify External Reviewers
- Provides compensation for External Reviewers
- Reviews and comments on the Program Review Document
- Forwards Program Review Document to the ASC
- Reviews and comments on the External Review Report
- Forwards External Review Report to the ASC
- Receives the commendations and recommendations of the ASC
- Summarizes all findings and recommendations and forwards them to the CCSN President

2. Dean
- Coordinates and monitors the internal and external review process for all programs in the division
- Notifies the department chair of a scheduled program review
- Requests Department Chair to appoint Program Review Committee
- Confirms Program Review Committee
- Asks Institutional Research to furnish all relevant data
- Collaborates with VPAA and Department Chair to identify External Reviewers
- Reviews and comments on the Program Review Document
- Provides comments as specified in Appendix B
- Reviews and comments on the External Review Report

3. Department Chair
- Appoints Program Review Committee.
- Designates Chair of Program Review Committee.
- Forwards the names of the designated Program Review Committee and the chair to the Dean for confirmation.
- Gathers all needed material (course syllabi, college catalogues, etc.) and provides it to the PRC.
- Summarizes student ratings of teaching and provides the summary only to the PRC.
- Reviews and comments on the Program Review Document.
- Provides comments as specified in Appendix B.
- Reviews and comments on the External Review Report .

4. Program Review Committee

- Reviews criteria in Appendix B.
- Analyzes available data.
- Prepares Program Review Document.
- Forwards Program Review Document to Department Chair.
- Reviews and comments on the External Review Report.

5. External Reviewers
- Review Program Review Document.
- May Interview Program faculty, students, and/or administrators.
- May Examine Program resources: library, facilities, technical.
- Prepare External Review Report.
- Provide External Review Report to the VPAA.

6. Academic Standards Committee
- Monitors process ensuring that program reviews are initiated and completed.
- Receives and reviews Program Review Document and comments.
- Receives and reviews External Reviewer Report and comments.
- Drafts commendations and recommendations and forwards to VPAA and Faculty Senate Chair.

APPENDIX A
SCHEDULE OF PROGRAM REVIEWS

During the academic year indicated, all programs in the units specified will be reviewed.
Programs with specialized accreditation may be reviewed on their accreditation cycle.

2005-06 NWSC self-study; ABET and other specialized accreditation visits

2006-07 NWSC evaluation visit; ACBSP self study.

2007-08 Division of Science and Mathematics and other programs as may be selected by the VPAA. Process completed by the last working day of spring 2008 semester.

2008-09 Divisions of Health Science, and Advanced and Applied Technology, and other programs as may be selected by the VPAA. Process completed by the last working day of spring 2009 semester.

2009-10 Divisions of Arts and Letters and Information Technology and Telecommunications, and other programs as may be selected by the VPAA. Process completed by the last working day of spring 2010 semester.

2010-11 Division of Social Science and Education and the Library, and other programs as may be selected by the VPAA. Process completed by the last working day of spring 2011 semester.

2011 NWSC Interim report and visit reports due as requested by NWSC

APPENDIX B
CRITERIA FOR ACADEMIC PROGRAM REVIEWS

A. INFORMATION PROVIDED BY OFFICE OF INSTITUTIONAL RESEARCH. The Office of Institutional Research will provide all relevant statistical information regarding the reviewed program for the fall and spring semesters of the previous five years. This information will include, but not be limited to, duplicated and unduplicated headcount, FTE generated by the program, numbers of sections offered, numbers of students enrolled in program courses, grades earned in program courses, completion rates in program courses, number of students earning certificates and/or degrees in program courses, average number of credits to graduation, and/or budget information.

B. INFORMATION PROVIDED BY DIVISION AND/OR DEPARTMENT. The division and/or department will provide additional information including, but not limited to, number of full time faculty who teach program courses, number of part time faculty who teach program courses, number of sections offered by full time faculty, number of sections offered by part time faculty, faculty profiles, student learning outcomes, summary of student evaluations of teaching, and /or course syllabi.

FORMAT FOR ACADEMIC PROGRAM REVIEWS

MISSION STATEMENT
- Provide copy of college mission statement
- Provide copy of program mission statement where available
- Explain the relationship of the program to the college mission

INSTITUTIONAL RESEARCH DATA
- Include data provided by Office of Institutional Research
- Comment on trends identified in the data
- Compare, if possible, with programs in other institutions
- Discuss, where applicable, impact of accreditation

FACULTY INFORMATION
- Provide a faculty profile for each full time and part time faculty member who teaches in the program. This profile will include a summary of qualifications, tenure status, scholarly/creative activity, institutional and professional service, and professional development activities for the previous five years.
- Describe indicators of teaching and advising quality (this will include but not be limited to, innovative features of the program related to teaching, special awards, teaching accomplishments of the faculty, advising success,

advanced degrees earned, workshops attended, and/or papers presented).
- Summarize student evaluations of teaching by program.

STUDENT INFORMATION AND ASSESSMENT
- Provide a summary student profile including program selectivity (limited entry programs), GPA averages in program courses and average number of credits to graduation
- Provide information regarding student completers which gives evidence program graduates achieve success appropriate to the discipline. This evidence might include, where possible, the number of completers employed in areas related to the program, and/or the number of completers pursuing educational goals at a transfer institutions.
- Provide a copy of the student learning outcomes for the program
- Provide evidence of how the student learning outcomes are measured
- Provide evidence of how academic quality is assessed and maintained in all modes of delivery.

CURRICULUM INFORMATION
- Provide evidence of curricular strength or weakness. This may include, but is not limited to, pass rates on certification or licensure exams, accreditation or other external review reports, results of exit exams, awards and honors, explanations of course rotations and sequencing, results of satisfaction surveys.
- Provide evidence of curricular analysis ensuring that programs are current, technologically enhanced as appropriate, and relevant.
- Describe how weaknesses are addressed.

INFORMATION, TECHNOLOGY, SPACE AND EQUIPMENT RESOURCES
- Evaluate library resources for the program.
- Evaluate computer access and adequacy of software programs for program faculty and students, if appropriate.
- Evaluate the adequacy and currency of facilities including utilization rates of current facilities, quality of facilities maintenance, and condition of departmental space.
- Evaluate the adequacy and currency of instructional equipment to achieve the objectives of the program.

EXTERNAL FACTORS
- Describe enrollment trends. Over the last three years, what is the trend of the student/faculty ratio? If possible, compare the ratio of completers to FTE faculty at CCSN and at peer institutions (where applicable).
- Evaluate the demand for program graduates. Provide any evidence of employer recruitment activity where applicable. Where possible provide the percent of completers that are placed in jobs or are pursuing degrees at transfer institutions.
- Provide evidence of completer satisfaction with the program if possible. This may include alumni surveys that demonstrate satisfaction with program preparation for careers or additional education.
- Discuss the unique elements of the program. What special advantages does it have? What challenges does it face? What community impact has it had? What type of student/faculty involvement has there been?

EXTERNAL VALIDATION
- Provide letters of accreditation status and/or external evaluators where applicable.

INFORMATION PROVIDED BY THE DEPARTMENT CHAIR
- Address the accreditation status of the program, where applicable.
- Explain how assessment results are used in the program and in the department
- Discuss the need for and the reallocation of resources to meet program needs. This might include the need for additional faculty, space, equipment, budget, etc.
- Write a summary evaluation of the strength and weaknesses of the program.

INFORMATION PROVIDED BY THE DEAN
- Comment on the mission of the Division, Department, and program.
- Comment on or clarify the data and information supplied by the Office of Institutional Research.
- Comment on the Faculty Information of the program.
- Comment on the Student Information and Assessment Information of the program.
- Comment on Information, Technology, Space, and Equipment Resources of the program.
- Comment on External Validation information of the program.
- Comment on the Department's Evaluation and Strengths and Weaknesses statement.

- Write a summary evaluation of the strength and weaknesses of the program.
- Explain the plan for sharing the program review commendations and recommendations with faculty.

MOST RECENT CHANGES
Version 2.1
1. Section III. Reformatted in approved format, as per GEN 1.2.

I. POLICY PURPOSE

This policy provides a method to annually collect, analyze and review data about performance of academic units for academic planning, that may lead to expansion, reduction, or elimination of academic programs.

II. POLICY STATEMENT

This policy provides for the annual collection, analysis and review of data and information for academic planning, which may include decisions about size, scope, and resource allocation. The policy provides an opportunity to academic units (units at the college that offer disciplines) for self-evaluation, analysis, planning and, if necessary, development of action plans. It establishes a mechanism for communicating the data, the results of self-evaluation and the action plans (if necessary), to all interested parties. It provides for the archiving of all materials throughout the process, and the publication of those materials at the end of the process.

.
III. PROCEDURE

A. This procedure is outlined in the timeline and flowchart for Annual Academic Appraisal Process, Attachment B.

1) Institutional Research (IR) will provide a prescribed set of data to the department chairs.

2) Department chairs will check the data for accuracy and completeness. Department chairs and faculty will provide narrative information about the core mission of the department, the quality of departmental offerings, and the demand for these offerings. Department chairs will provide the data with the narrative information to the group of all academic deans and to the chair of the Academic Standards Committee (ASC).

3) The group of all academic deans will review the data and the narrative information to determine areas of concern. The group of all academic deans will document identified areas of concern and provide to the ASC.

4) The individual deans, in consultation with the department chairs and the faculty of affected disciplines, will develop action plans. Action plans must include identification of every area of concern, responses and signatures of dean and department chair. The individual deans will submit all data with narrative and action plans to the Vice President of Academic Affairs (VPAA).

5) The VPAA will approve or request revision of action plans. The VPAA will submit approved plans to the ASC, who will deliver the data with narrative information, the list of areas of concern and the approved action plans to Institutional Research, and the ASC will report to Faculty Senate. All datasets, identified areas of concern and approved action plans will be published on the IR website for review by interested parties.

6) This process will be repeated annually.

B. The following have roles:

1. IR - provide data to chairs about previous academic year; publish on website at end of
   process
2. Chairs with selected department faculty - review data provided by IR and develop
   answers to supplemental questions; provide input on action plans
3. Group of all Academic Deans - identify areas of concern
4. Individual Academic Deans - develop action plans with chairs and faculty
5. ASC - receive, review, and report annually to Faculty Senate; deliver to IR for publication
6. VPAA - receives departmental reports, analysis of outliers with action plans

IV. AUTHORITY AND CROSS REFERENCE LINKS

N/A

V. DISCLAIMER (Include in All Policies)

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Recommending Authority.

VI. SIGNATURES

Recommended by:

/s/ Tracy Sherman   9/29/11
_____   _____
Signature   Date

 Faculty Senate Chair
_____
Recommending Authority Title

Reviewed for Legal Sufficiency:

/s/ Richard L. Hinckley   10/13/11
_____   _____
General Counsel   Date

Approved by:

/s/ Michael D. Richards   10/13/11
_____   _____
CSN President   Date

VII.   ATTACHMENTS

Attachment A: History

Attachment B: Timeline and Flowchart for Annual Academic Appraisal Process (4 pages)

Attachment C: Annual Academic Appraisal - Sample Dataset and Narrative Form (5 pages)

Attachment D: Form: Area of Concern (1 page)

Attachment E: Form: Action Plan (1 page)

Attachment A: History

- Version 2
    - ° 10/13/2011:   Approved by CSN President Mike Richards
    - ° 10/13/2011:   Reviewed by General Counsel
    - ° 05/19/2011:   Rewritten in Approved Format, as per GEN 1.2
    - ° 05/13/2011:   Recommended by Faculty Senate (B. Kerney by T. Sherman)
    - ° 03/17.2011:   Updated Attachment C with newest version from Institutional Research, which fixes formatting problems

- Version 1:
    - ° 03/04/2011: Proposed to Academic Standards Committee; accepted.

Attachment B: Timeline and Flowchart for Annual Academic Appraisal Process

Institutional Research

↕ Data

Chairs, with Lead Faculty/Directors

Data & Narrative

Group of all Academic Deans

Areas of Concern Forms

Individual Deans

Develop Action Plan with Chairs & Faculty

Ask for Revision

Data, Narrative, & Proposed Action Plan

VPAA

Approved Action Plans Forms

Academic Standards Committee archive

Report to

Individual Deans

Implement Approved Action Plans with Chair & Faculty as required

Institutional Research

Faculty Senate

Publish Data & Narratives, Areas of Concern, Approved Action Plans

Institutional Research Website

Repeat Annually
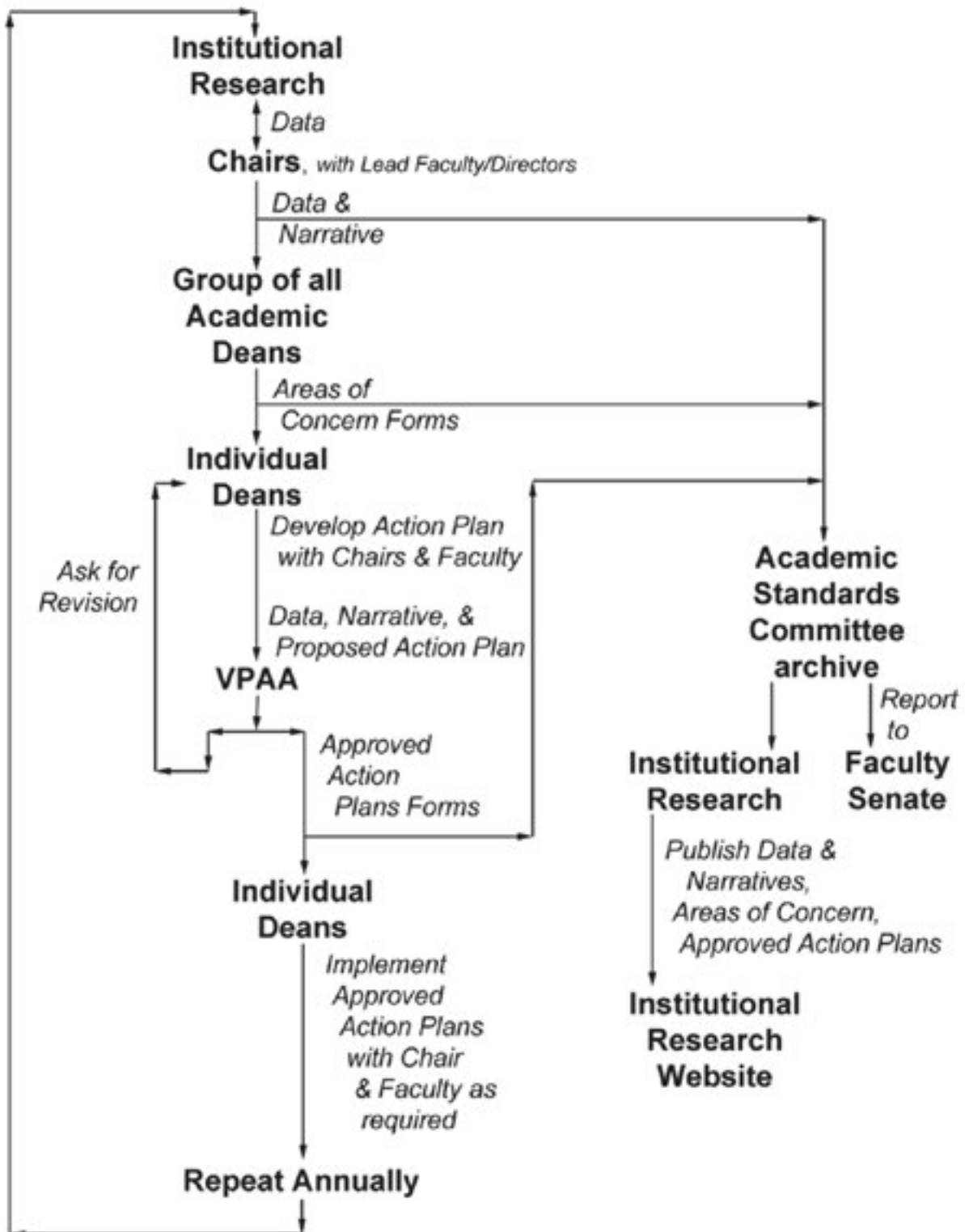
Proposed timeline for ANNUAL ACADEMIC APPRAISAL Process – Last revised 3/2/2011

Action/Activity	Delivery	Responsible Party	Est. Start Date	Est. End Date	Deliver To:	Docs
PREPARATION						
Data Update: Prepare snapshot data for previous Fall		IR	Summer	Nov 1		
Assessment Update: Collect current Fall assessment plan		Assessment	Oct 1	Nov 1		
Assemble draft AAA Data and deliver to Chairs	Deliver Draft AAA Data	IR	Oct 15	Nov 1	Chairs	Data/assessment (PDF) Last year's narrative Q&A (Word)
CHAIRS						
Add dept narrative to Draft AAA dataset: Review data for accuracy (corrections via IR/Assessment). Update answers to narrative questions. Add chair-only data.		Chairs	Nov 1	Dec 1		
Deliver final AAA data to Group of All Academic Deans	Deliver Final AAA data	Chairs		Dec 1	Group of all academic deans & Academic Standards Committee (ASC)	Data/assessment (PDF) Updated narrative Q&A (Word)
Group of all Academic Denas						
Reviewing AAA data & narrative for Areas of Concern		Group of all academic deans	Dec 1	Jan 1		
Deliver Areas of Concern report to (ASC). .	Deliver Areas of Concern list .	Group of all academic deans		Jan 1	Acad Stand Com (ASC)	List of Areas of Concern
Archive outliers and full dataset		ASC	Jan 1	Feb 1	ASC	

ACADEMIC DEANS & CHAIRS & FACULTY						
Action/Activity	Phase	Responsible Party	Est. Start Date	Est. End Date	Deliver To:	Docs
Deans & Chairs work to create action plans with Faculty		D & C; Faculty	Dec 1	Feb 1		
	Deliver draft action plans	Group of all academic deans		Feb 1	ASC & VPAA	Draft action plans

VPAA						
Action/Activity	Phase	Responsible Party	Est. Start Date	Est. End Date	Deliver To:	Docs
Review action plans. Approve action plans or return plans to Chairs & Deans for revision/resubmission.		VPAA	Feb 1	Mar 1		
	Deliver first approval or revision to Dean	VPAA		Mar 1	Dean	First approval or resubmission request
Continue to work with Chairs & Deans on resubmitted action plans.		VPAA	Mar 1	Apr 1		
All action plans must be approved by Apr 1.	Deliver individual approval/action reports to Dean	VPAA		Apr 1	Deans & Chairs	Approved action plans (individually to Deans & Chairs)
	Deliver approved action plans to ASC	VPAA		Apr 1	ASC	Approved action plans (all)

ACADEMIC STANDARDS COMMITTEE (ASC)						
Archive approved action plans. Check in for completeness. Follow-up w/ VPAA. Review action plans for delivery to Faculty Senate		ASC	Apr 1	Apr Senate Mtg		
Deliver to Senate all action plans, full dataset and/or process	Deliver presentation to Fac. Senate	ASC		Apr Senate Mtg	Fac. Senate	
VPAA & ASC						
Deliver all results to IR for publication on IR website	Deliver dataset, approved action plans to website	VPAA & ASC		May 1	Website	Dataset and approved re plans. No summary report required.

Attachment C: Annual Academic Appraisal - Sample Dataset and Narrative Form

DISCIPLINE/PREFIX EVALUATION DATA - FALL 2009

Prefix:	
Dept:	
School:	

ENROLLMENT AND CLASSES

1. Enrollment (duplicated)		<- Duplicated enrollment = students counted once for each class taken
2. Full time equivalent (FTE)		<- FTE = total credits / 15

Please read across the rows. ->	2a. Traditional (non-online) FTE		2a. Online FTE		<- Empty boxes indicate a value of zero.
Developmental (remedial) -> = courses below 100 level	2b. Non-Developmental FTE		2b. Developmental FTE		
	2c. GenEd-eligible FTE		2c. Non-GenEd-eligible FTE		
3. Number of courses (total)					
	3a. Courses with no online sections		3a. Courses with online sections		
"GenEd-eligible" assigned to entire prefix in this report ->	3b. Non-developmental courses		3b. Developmental courses		
	3c. GenEd-eligible courses		3c. Non-GenEd-eligible courses		
4. Number of sections (total)					
Traditional = non-online ->	4a. Traditional (non-online) sections		4a. Online sections		
	4b. Non-developmental sections		4b. Developmental sections		
	4c. GenEd-eligible sections		4c. Non-GenEd-eligible sections		
5. Average section size (overall)					
^ Size = Actual enrollments	5a. Average section size (lecture)		5a. Average section size (non-lecture)		
6. Average section cap (overall)					
^ Cap = Maximum class size	6a. Average class cap (lecture)		6a. Average class cap (non-lecture)		
7. Average section fullness (overall)					
^ Fullness = cap / size	7a. Average fullness (lecture)		7a. Average fullness (non-lecture)		

CANCELLATIONS AND ATTEMPTS

8. Cancelled sections		9. Attempters (unduplicated):
^ Sections may be cancelled for low enrollment, inability to provide instructors, or other reasons		*^ Attempters = students who tried to enroll in full or blocked sections*

STUDENT SUCCESS

10. Course Retention rate		
^ Retention = completed course with A-F grades	10a. Traditional section retention		10a. Online section retention
11. Course Success rate		
^ Success = completed course with A-C grades	11a. Traditional section success		11a. Online section success

ESTIMATED DISCIPLINE STAFFING

Non-Faculty Positions Allocated by Proportion of Student FTE

12. Discipline's Proportion of Dept. Student FTE	
13. Total Non-Faculty Positions	
13a. Admin. Faculty (Professional) Positions	
13b. Staff (Classified) Positions	

-Rounding errors may occur. -Number of positions estimated by multiplying the number of recorded department employees with the discipline's percentage of department student FTE. -Deans' employees not included.

Faculty Allocated to Discipline by Assigned Sections

14. Total Faculty Members (#)	
14a. Full-time Faculty (#)	
14a1. Tenured Faculty (#)	
14a2. Non-tenured Faculty (#)	
14a3. Market-hire Faculty (#)	
14a4. Emergency-hire Faculty (#)	
14b. Part-time Faculty (#)	

HISTORICAL CHANGE (+ or -)	1 Year (F08-F09)	3 Year (F06-F09)
17. Enrollment (dup.)		
18. FTE		
19. Courses		
20. Sections		
v Fullness index = section cap / section size (index of 1.00 = 100% full)		
21. Change in Fullness index		

15. Sections assigned to "Staff" in SIS	
16. Sections with no faculty assigned in SIS	

-Faculty members assigned to the discipline's class sections as recorded in SIS. -Data are headcounts, not the assigned FTE of individual faculty members. -An instructor teaching in multiple disciplines is counted once for each discipline, regardless of the number of sections. -Instructors not teaching during this semester are not included.

Data provided by CSN Institutional Research as of 2/2/2011. Notes and definitions appear in italic font.

PROGRAM EVALUATION DATA - FALL 2009

Dept: _____
School: _____

PROGRAM NAME _____   **DEGREE/CERTIFICATE TYPE** _____

Program Codes Included: _____

^ *There may be multiple past program codes related to a currently offered program.*

SUPPLY AND DEMAND (Limited Entry Programs only)

1. Is this a limited entry program?	-----
2. Students attempting to gain limited entry for this semester (unduplicated)	-----

^ *I.R. does not provide this data. This data should be provided by the department or program chair where it is relevant.*

STUDENT SUCCESS

3. Placement/transfer rates (where applicable)	-----
4. Licensure success rates (where applicable)	-----

^ *I.R. does not provide this data. This data should be provided by the department or program chair where it is available.*

5a. DECLARED MAJORS ENROLLED (Unduplicated)	FALL 2009	FALL 2008	FALL 2007	FALL 2006
Program Code:				
Program Code:				
Program Code:				
5b. PROGRAM TOTALS				

6a. DEGREES/ CERTIFICATES AWARDED	8/2008 - 5/2009	8/2007 - 5/2008	8/2006 - 5/2007	8/2005 - 5/2006
Program Code:				
Program Code:				
Program Code:				
6b. PROGRAM TOTALS				

Data provided by CSN Institutional Research as of 2/2/2011. Notes and definitions appear in italic font.

ACADEMIC EVALUATION WORKSHEET – PROGRAM ASSESSMENT DATA

Date Submitted: _____   Submitted by: _____

PROGRAM Assessment - Data to be provided by the person responsible for program assessment

For each section below, please provide the requested information for the degree program under consideration.

Program: _____
Department: _____
Program contact person: _____
Current Academic Year:

> *(Please use your assessment data submitted most recently in October: results and analysis shown below should be that which was reported for the prior academic year, and outcomes, methods and improvement plan should be drawn from the current academic year assessment plan)*

MEASURABLE OUTCOMES	METHODS FOR ASSESSING OUTCOMES

RESULTS AND ANALYSIS (based on current year assessment data; please also comment on results obtained based on outcomes designed and measured as a result of prior year findings):

IMPROVEMENT PLAN (please be specific and ensure that improvement plan is data-driven):

SUPPLEMENTAL NARRATIVE QUESTIONS – DISCIPLINE/PREFIX

Date Submitted: _____   Submitted by: _____

Data to be provided by Chair/Program Dir/Lead Faculty

Please respond on this form or attach additional pages. Answer only questions that are relevant to this discipline.

CORE MISSION:

1 How does this discipline relate to the Mission and Core Themes of the College? (See appendix)

2 To the best of your knowledge, how and to what extent is this discipline essential because of state laws, regulations, outside agency regulations, Board of Regents or Legislative priorities?

3 How and to what extent does this discipline support general education requirements for CSN programs?

4 How and to what extent does this discipline support programs at CSN?

5 How and to what extent does this discipline depend upon prerequisite courses from other disciplines at CSN?

6 How and to what extent does this discipline support programs at other NSHE institutions?

7 How and to what extent does this discipline support student extracurricular activities at CSN?

QUALITY:

8 How and to what extent does this discipline help to satisfy a program's specialized accreditation?

9 How and to what extent does this discipline contribute to CSN's regional or national reputation?

DEMAND:

10 Describe the level and nature of external demand for this discipline (for example, occupational data, labor statistics, employer surveys, student surveys, etc.)?

11 Describe the level and nature of external financial or practical support for this discipline (for example, grants, donations, employer or clinical partnerships, etc.)?

12 What other options exist for students in the region to study in this discipline?

SUPPLEMENTAL NARRATIVE QUESTIONS - PROGRAM

Date Submitted: _____   Submitted by: _____

Data to be provided by Chair/Program Dir/Lead Faculty

Please respond on this form or attach additional pages. Answer only questions that are relevant to this program.

CORE MISSION:

1   How does this program relate to the Mission and Core Themes of the College? (See appendix)

2   To the best of your knowledge, how and to what extent is this program essential because of state laws, regulations, outside agency regulations, Board of Regents or Legislative priorities?

3   How and to what extent does this program relate to programs at other NSHE institutions (for example, overlapping programs, articulation or transfer relationships, etc.)?

4   How and to what extent does this program relate to programs at non-NSHE colleges in Southern Nevada?

5   How and to what extent does this program depend upon prerequisite courses from other disciplines at CSN?

6   How and to what extent does this program utilize other college resources for academic support (for example, library, technology, counseling, disability resource center, tutoring, writing or math centers, etc.)?

QUALITY:

7   Does this program have an advisory board, or does the department have an advisory board relevant to this program? Describe briefly.

8   If this program has a specialized accreditation, is this accreditation necessary for alumni licensure or employability?

9   How and to what extent does this program contribute to CSN's regional or national reputation?

DEMAND:

10   Describe the level and nature of external demand for this program (for example, occupational data, labor statistics, employer surveys, student surveys, etc.)?

11   Describe the level and nature of external financial or practical support for this program (for example, grants, donations, employer or clinical partnerships, etc.)?

12   What other options exist for students in the region to earn this degree or certificate?

APPENDIX - COLLEGE OF SOUTHERN NEVADA MISSION AND CORE THEMES

Mission: The College of Southern Nevada creates opportunities and changes lives through access to quality teaching, services, and experiences that enrich our diverse community.

Core Themes (for NWCCU Accreditation): Access, Quality, Diversity

Attachment D: Area of Concern Form

Discipline: _____

Department or Academic Unit: _____

Academic Year: _____

Identified Area of Concern:

_____   _____
Department Chair   Date

_____   _____
Dean   Date

Attachment E: Action Plan Form

Discipline: _____

Department or Academic Unit: _____

Academic Year: _____

Identified Area of Concern:

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Action Plan:

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_____   _____
Department Chair   Date

_____   _____
Dean   Date

_____   _____
VPAA   Date

![CSN logo] **CSN Policy**	**Academic Appraisal Policy** **Faculty Policy # 7, Version 3**
Number: FAC 7.3.1	**Effective Date: TBD**

MOST RECENT CHANGES
    Version 3

I.   POLICY PURPOSE

    A.   This policy provides a method to collect, analyze, and review data about performance of programs for academic planning to allocate resources appropriately. Information from academic appraisals may lead to expansion, reduction or elimination of academic programs.

    B.   This policy replaces the Annual Academic Appraisal and the Academic Program Review policies.

II.   POLICY STATEMENT

    A.   This policy provides:
        1. for the collection, analysis and review of data and information for academic planning, which may include decisions about size, scope, and resource allocation;
        2. an opportunity to academic units (units at the college that offer disciplines) for self-evaluation, analysis, planning and development of action plans; and

    B.   It establishes a mechanism for communicating the data, the results of self-evaluation and the action plans to all interested parties.

III.   PROCEDURE

    A.   This procedure is outlined in the timeline and flowchart for Academic Appraisal Process, Attachment B.
        1.   Institutional Research (IR) will provide a prescribed set of data, including enrollment, completion, and transfer figures, data from the NSHE Low Yield Policy (if applicable), and workforce needs to the Department Chairs and/or Program Directors, Academic Appraisal Committee Chair, and the school Deans for the programs and non-programmatic courses being reviewed that year.
        2.   Department Chairs and/or Program Directors:
            a. check the data from IR for accuracy and completeness;
            b. compile evidence from annual assessment reports, current assessment report data, supporting assessment action plans, feedback from peer assessment committees and Dean's review;
            c. review lists of factors (attachment G) that may be considered for the SWOT analysis;.
            d. complete all required sections of the Academic Appraisal Form, listed here:
                i. **Academic Appraisal Summary**, which describes the program, its accomplishments, and primary issues.
                ii. **Program Overview**, which includes:
                    1. program mission;
                    2. history of the program;
                    3. support of the CSN Strategic Plan;
                    4. role and purpose of the program; and
                    5. partnerships with business and professional or community organizations.
                iii. **Assessment and Student Success Overview**, which includes:
                    1. student learning outcomes;
                    2. alignment of assessments with CSN's Strategic Plan;
                    3. completed, ongoing, and planned assessments;
                    4. student success pathways; and
                    5. enrollment planning.
                iv. **Academic Appraisal and Unit Planning**, which includes:
                    1. SWOT analysis;

2. Recommendations and three-year goals; and
3. Three year action plan.

3. The Academic Appraisal Committee:
   a. reviews IR supplied data, completed Academic Appraisal Forms, and attached assessment documentation;
   b. return to Department Chair and/or Director incomplete forms for revision;
   c. upon receiving completed forms, writes Executive Summary, which is included in the Academic Appraisal Form;
   d. reviews signed action plans; and
   e. reports to Faculty Senate on any action plans that recommend substantial changes to programs, including their expansion, reduction, or elimination; and any other information related to Academic Appraisals deemed relevant by the Committee.

4. The school Deans:
   a. review the IR supplied data and Academic Appraisal Form;
   b. develop action plans in consultation with Department Chairs and/or Program Directors and the faculty of affected disciplines, which must identify every area of concern and must be signed by the relevant dean and Department Chair and/or Program Director; and
   c. submit all IR supplied data, the Academic Appraisal Form, and action plans to the Chair of the Academic Appraisal Committee and the Vice President of Academic Affairs (VPAA).

5. The VPAA approve or request revision of action plans. The VPAA will submit approved plans and the list of areas of concern to IR.

6. All datasets, identified areas of concern, and approved action plans will be published on the IR web page, and all assessment plans and reports will published on the Office of Assessment web page, for review by interested parties.

7. This process will be repeated over a three-year cycle. See Appendix #TBD

B. The following have roles:
1. IR – provide data to Department Chairs and/or Program Directors and school Deans for the programs being reviewed that year; and publish this data, along with approved action plans on the IR website at the end of each annual review cycle.

2. Office of Assessment – assist programs with access to assessment documents, benchmarking, trend and performance analysis of assessment data; uploading of program review data to Office of Assessment website dashboard at the end of each review cycle.

3. Department Chairs and/or Program Directors - review IR supplied data, compile evidence from assessment reports and for SWOT analysis, and complete Academic Appraisal Form

4. Academic Appraisal Committee – review IR supplied data and completed Academic Appraisal Forms, return incomplete Forms for revision, review signed action plans, and report to Faculty Senate.

5. Academic Deans – identify areas of concern; develop action plans with Department Chairs and/or Program Directors and faculty.

6. VPAA – approves or seeks revisions of action plans

IV. AUTHORITY AND CROSS REFERENCE LINKS

N/A

V. DISCLAIMER (Include in All Policies)

VI. SIGNATURES

Recommended by:

Signature ___ Date
Recommending Authority Title

Reviewed for Legal Sufficiency:

General Counsel   Date

Approved by:

_____   _____

CSN President   Date

VII.   **ATTACHMENTS**

Attachment A: History

Attachment B: Timeline and Flowchart for Annual Academic Appraisal Process

Attachment C: Academic Appraisal Schedule

Attachment D: SWOT Analysis Resources

Attachment E: Program List

Attachment A: History

- Version 2
    - ° 10/13/2011: Approved by CSN President Mike Richards
    - ° 10/13/2011: Reviewed by General Counsel
    - ° 05/19/2011: Rewritten in Approved Format, as per GEN 1.2
    - ° 05/13/2011: Recommended by Faculty Senate (B. Kerney by T. Sherman)
    - ° 03/17.2011: Updated Attachment C with newest version from Institutional Research, which fixes formatting problems

- Version 1:
    - ° 03/04/2011: Proposed to Academic Standards Committee; accepted.

Attachment B: Timeline and Flowchart for Annual Academic Appraisal Process

Attachment C: Academic Appraisal Schedule

Attachment D: SWOT Analysis Resources

The SWOT Analysis provides a format to establish performance criteria for evaluation of an organization.
- Strengths and Weaknesses are focused on factors within the organization.
- Opportunities and Threats are focused on factors external of the organization.

Factors that may be considered for program strengths and/or weaknesses

Resources
Faculty/Staff:
- Number of Full time faculty (program/department/school)
- Number of Part time faculty (program/department/school)
- Ratio FT/PT (trend over time) (compared to average of school/college)
- % of Masters and % of Ph.Ds.
- Diversity/demographic data of faculty/staff
- Overload data (avg. IU's over time)
- Notable Faculty Accomplishments
- Faculty with current industry certifications/qualifications
- Faculty in industry or community leadership positions
- Faculty Publications/Presentations
- Faculty Awards/Recognitions
- Number of classified in department/program
- Number of counselors in department/students
- Faculty service on committees
- Average program faculty to student ratio/department and school averages
- College, School, and Leadership turnover

Facilities and equipment:
- Room/space utilization rates (Fullness index)
- Gap analysis of time and space study by department/program (wait lists by time and location)
- Office space issues by campus
- Areas allocated for PT faculty use
- Dedicated Library assets to the program (Online/physical Journals)
- Lab and technology assets/shortfalls
- Utilization rates of students in student success areas/tutoring centers

Student data:
- Student demographics by program and by campus
- Student satisfaction by program and by campus
- Student financial aid/PELL by program and by campus
- Student source data by cohort/program (major to HS or transfer) (recruiting analytics)
- Number of Declared Majors in Program
- Number of students enrolled by program and location
- Number of student completers by program and location (cohorts of 2, 4 and 6 years)
- Number of students taking 15 or 12 credits per semester in the program
- Student Turnover ratios (Number of students in cohort returning after semesters 1, 2, and 3 by program)
- Number of Students in Program flagged for excess credit
- Number of Students in Program flagged for financial aid modules in last year

Academic Analysis:
- Assessment of Student Learning Outcomes Data
- Program Outcomes Lists
- Course Outcomes to Program Outcomes Mapping
- Program/course grade distributions
- Withdrawal and drop rates by course and program

- Issues of consistency of textbooks, course rigor, syllabi, or course outcomes
- Guided Pathways/Prereq analysis
- Curricular alignment with Transfer Institutions

Budget Analysis
Income:
- Grant funds collected by year in school/department (Perkins or other funds)
- Other funds collected by gifts to department
- Grant in Kind
- Lab Fees (trends)
- Expenditures:
- Capital Expenditures
- Technology Expenditures
- O&M costs by department/total school

Market Analysis of Program:
- Price of education (Costs of program – tuition, fees, books, technology)
- Product (degree, certificate meets community and student needs)
- Placement (Right class to right student at right time and right location)
- Packaging of Program (ability to attract prospects – what is the unique "value-added" of your program)

Factors that may be considered for program opportunities and/or threats

- State and Federal Employment outlooks by profession/CIP associated with degree/program (Department of Labor Occupational Outlook Handbook and Nevada Department of Employment, Training and Rehabilitation DETR data)
- General economic trends of community, state and nation (DETR and DOL)
- Cost of living/inflation data (DETR and DOL)
- Degree trends from UNLV, NSC, and other Private/Public institutions (data from chronical, peer college catalogs, Associations)
- NSHE guidance
- Advisory Committee input/guidance
- Regional Accreditation guidance/standards
- Specialty Accreditation guidance/standards (ACBSP, ACF, NLN, etc.)
- Industry trends and standards (NCCER, AWS, NATEF, etc.)
- Impact of Federal and state regulations on programs (ex. from State jurisdiction to Clark County Health District jurisdiction).
- Academic preparation of prospective students.
- Impact of Technology on programs and departments.
- Changing local department needs (example Police and Fire Academies requirements)
- Impact of State Legislature on Programs.
- Political Leadership Turnover/Changing needs
- Chamber of Commerce business trends

Attachment E: Program List

School of Advanced and Applied Technologies

Department of Applied Technologies

Air Conditioning Technology Program
- AAS, CoA

Architectural Design Technology Program
- Interior Design, AAS
- Residential Design, AAS

Automotive Technology Program
- AAS
- Diagnostic Specialist, CoA
- Heavy-line Specialist, CoA
- Auto Maintenance and Light Repair, CoA
- Collision Repair, CoA

Aviation Technology Program
- AAS

Construction Technology Program
- Building Trades, AAS, CoA
- Construction Management, AAS
- CADD Technology, CoA

Diesel Heavy Equipment Program
- Master Technician, AAS
- Maintenance Technician, CoA

Engineering Technology Program
- Electronics, AAS, CoA
- Industrial, AAS, CoA
- Management, CoA
- Operations, AAS, CoA
- Power Utility, AAS, CoA
- Slot and Self-Serve Device Technology, AAS
- Slot Repair, CoA
- Telecommunications, AAS, CoA
- Theatre Technology, AAS
- Theatre, CoA

Floral Design Technology Program
- AAS, CoA

Water/Wastewater Treatment Program
- AAS, CoA

Welding Technology Program
- Advanced Level Welder, AAS
- Entry Level Welder, CoA

<u>Department of Computing and Information Technology</u>

Computing and Information Technology Program
- Electronic Crime Investigation, AAS, CoA
- Information Management, CoA
- Network Security, AAS
- Networking, AAS
- Software, AAS

<u>Department of Media Technologies</u>

Graphic Communications Program
- AAS

Photography Program
- Commercial Photography, AAS
- Videography and Film, AAS

School of Arts and Letters

<u>Department of Communication</u>

Communication Program
- AA

Journalism Program
- AA

<u>Department of English</u>

English Program
- AA

Creative Writing Program
- AA

<u>Department of Fine Arts</u>

Art Program
- AA

Dance Program
- CoA

Music Program

- Music, AA
- Music Business and Technology, CoA

Theatre Studies Program
- AA

<u>Department of International Languages</u>

Deaf Studies Program

- AAS
- Interpreter Preparation, AAS

International Languages Program
- AA
- Latin American and Latina/o Studies, AA

School of Business, Hospitality, and Public Services

Department of Accounting, Finance, and Computer Office Technology

Accounting Program
- AAS
- Bookkeeping, CoA

Computer Office Technology Program
- AAS, CoA

Department of Business Administration

Business Management Program
- AAS, CoA
- General, AB

Marketing/Merchandising/Retail Management Program
- AAS
- Retail Management, CoA

Paralegal Studies Program
- AAS, CoA

Real Estate Program
- AAS, CoA

Department of Hospitality Management

Casino Management Program
- AAS, CoA

Culinary Arts Program
- AAS, CoA
- Pastry Arts, AAS, CoA

Food and Beverage Management
- AAS, CoA

Hotel Management
- AAS, CoA
- Hospitality Management, AA

Tourism, Convention, and Event Planning
- AAS, CoA

- Concierge Management, CoA

Department of Public Safety and Human Services

- Criminal Justice

- AA, AAS, CoA
- Law Enforcement Training Academy, AAS, CoA

Fire Technology
- Fire Technology Management, AAS
- Fire Science Technology – Fire Fighting, CoA

School of Education, Behavioral, and Social Sciences

Department of Education

Education Program
- Early Childhood Education, AA
- Early Childhood Education – Director, AAS; Early Care and Education, AAS; Infant/Toddler Education, CoA; Preschool Education, CoA
- Elementary Education, AA; Secondary Education, AA; Special Education, AA

Department of Human Behavior

Anthropology Program
- AA

Mental Health Services Program
- AAS, CoA

Psychology Program
- AA

Department of Social Sciences

Economics Program
- AA

Global Studies Program
- AA

History Program
- AA

Philosophy Program
- AA

Political Science Program
- AA
- Applied Politics/Political Management, CoA

Sociology Program
- AA

Women's Studies Program
- AA

School of Health Sciences

Department of Dental Sciences, Diagnostic Evaluation, and Rehabilitation Services

Dental Hygiene/Assisting Program
- BS, AS
- Dental Assisting – Clinical Emphasis, CoA

Diagnostic Medical Sonography Program
- Cardiac/Vascular Ultrasound Tract, AAS
- General/Vascular Ultrasound Tract, AAS

Medical Laboratory Program
- Medical Laboratory Scientist, BAS
- Medical Laboratory Technician, AAS

Ophthalmic Technology Program
- AAS

Physical Therapist Assistant Program
- AAS

Radiation Therapy Technology Program
- AAS

Department of Health Related Professions

Cardiorespiratory Sciences Program
- BAS, AAS

Health Information Technology Program
- AAS
- Medical Coding, CoA
- Medical Transcription, CoA

Medical Office Assisting Program
- CoA

Paramedic Medicine Program
- AAS, CoA

Surgical Technology Program
- AAS

Veterinary Technology Program
- AAS

Department of Nursing

Nursing Program
- AAS
- Nursing – LPN to RN, AAS

Practical Nursing Program
- CoA
- Military Medic/Corpsman to LPN, CoA

School of Science and Math

Department of Biological Sciences

Biological Sciences Program
- AS

Department of Physical Sciences

Physical Sciences Program

Academic Appraisal
Academic Programs & Non-Programmatic Courses

[Program/Non-Programmatic Courses Name(s)]
Academic Appraisal
[2017-18] through [2020-21]
Submitted [2017-18]

[Name(s)], Academic Appraisal Committee
[Name], Department Chair or Program Director
[Name], Dean

[Month] [Year]

ACADEMIC APPRAISAL SIGNATURE PAGE- Academic Programs & Non-Programmatic Courses

(Please place as first page of the academic appraisal)

_____
Department

_____
School

We the undersigned have prepared this report and have read it in its entirety:

_____   _____
Academic Appraisal Committee Member   Academic Appraisal Committee Member

_____   _____
Academic Appraisal Committee Member   Academic Appraisal Committee Member

_____
Academic Standards Committee Chair

_____
Department Chair or Program Director

_____
Dean

_____
Faculty Senate Chair

_____
Vice President of Academic Affairs

Academic Appraisal Summary by Department Chair or Program Director (1 page)

The Department Chair or Program Director is to provide a summary that concisely describes the program, its accomplishments, and primary issues.

Table of Contents

Executive Summary (1 page)

To be completed by the Academic Appraisal Committee Members. Write a one-page summary that concisely describes the program, what you believe to be relevant data trends (i.e. satisfaction surveys, awards, etc.), accomplishments, and primary issues. Conclude the summary by succinctly listing the program's three-year goals.]

Program Overview (3-5 pages)

[Provide the Academic Appraisal Committee with a general understanding of the mission and history of the program as well as the current state of the program. Specifically the Overview shall address the following:]

Program Mission

What is the mission of the program?

History of the Program

Include a brief discussion of relevant historical information and a description of the current program. Include changes over the past three years in purpose, scope, staffing, etc.]

Support of the College of Southern Nevada Strategic Plan

How do your programs and services contribute to the College's Strategic Plan and initiatives?

Role and Purpose of the Program

How does the program's service contribute to student recruitment, retention, completion, learning and satisfaction? How does the department monitor compliance with legal regulations? How does the program communicate its services to students, faculty and staff? How does it determine the effectiveness of that communication and program performance?

Partnerships

Discuss the extent to which the program cooperates or partners with business and professional or community organizations. Consider joint use of facilities, articulation agreements, and advisory committee support. Identify advisory committee members with titles/affiliations; note when the advisory committee has met, and how the committee is used.

Assessment & Student Success Overview (2-3 pages)

The Academic Appraisal will provide a more detailed review of the program outcomes and their assessment. Specifically the Review shall address the following:

Achievement of Program Outcomes

1. **Student Learning Outcomes:** Describe the program's and related non-programmatic courses' student learning outcomes (SLOs) as well as any changes in those SLOs over the past three years, to include anticipated future changes. If SLOs were deleted, added or modified, show the date on which that action occurred. How are these outcomes connected to institutional, school, and general education outcomes?

2. **Alignment**: How do these assessment projects support the CSN Mission, Vision, Core Values, and Strategic Themes and/or unit Mission, Vision, and Strategic Themes? How are program-level assessments aligned with departmental, general education, and school outcomes?

3. **Assessments, Results, and Changes:** Discuss the student learning outcomes assessments that have been completed during the last three years, are ongoing, and are being planned. For completed assessments, how have the results been used to make changes to the program, especially with respect to allocation of resources and budgeting?

4. **Student Success Pathway:** Describe the role your department plays in creating a successful student pathway. Please describe the services provided within matriculation, orientation, progression, and completion. Provide data that will enhance your analysis.

5. **Enrollment Planning:** Describe your scheduling process and how it addresses course distribution across campuses and sites, days and times; low and high enrollment courses; course delivery (online, hybrid, in-person, etc.). Provide data demonstrating that you are addressing student course needs.

Academic Appraisal and Unit Planning (3-5 pages)

Now that the current state of the program has been reviewed, consider the goals and action plan written for the previous Academic Appraisal report. How much progress has the program made toward each of these goals? How was the action plan implemented through each successive unit plan; how was the action plan altered by time and circumstances? How did the unit plans and the last Academic Appraisal serve to improve the program?

SWOT (Strengths, Weaknesses, Opportunities, and Threats)

Based on the analysis of the past three years, what are the programs existing strengths and weaknesses, what are the program's opportunities to improve or strengthen, and what are the existing or impending threats to the program?

Academic Appraisal Outcomes and Conclusions

1. **Recommendations and Three-Year Goals:** This Academic Appraisal should produce a set of recommendations for the program and a set of goals for the next three years. Progress toward these goals will be reflected in each of the next three annual unit plans. Describe these recommendations and goals here.

2. **Three-Year Action Plan**
   The three-year action plan should outline the steps that will be taken to reach the new program goals. These, too, will be reflected in each of the three subsequent unit plans.

College of Southern Nevada
Strategic Plan, 2010-2017

CSN - Past, Present and Future

Executive Summary

Deployment Plan: Timelines and Accountability

Retrenchment Plan

Appendices: Baseline Data

Template for Annual Reviews

CSN - Past, Present and Future

The College of Southern Nevada opened its doors in 1971, and it is timely that this new strategic plan will be implemented in our 40th year. The College is embarking on a new decade of unprecedented growth, even while facing tough economic times in Nevada. Historically, CSN has been the most resource-challenged institution in Nevada, but has achieved a huge measure of success in the fields assigned to it by the Nevada System of Higher Education (NSHE) Board of Regents.

The CSN Strategic Plan is built around three core themes, derived from the mission statement. From those core themes of QUALITY, ACCESS and DIVERSITY, goals and objectives were written, based on input from faculty, staff, full- and part-time employees, students and their parents, community partners, employers and those motivated to complete the survey on CSN's website.

Approval was received by the NSHE Board of Regents for the first phase of this new plan in April of 2009. That phase included the new mission, vision and values statements found in the executive summary.

Creating Opportunities

CSN is proud to state that it is the largest and most diverse public institution of higher education in Nevada. The 44,000+ students at CSN account for nearly 40% of all students enrolled in Nevada public colleges and universities. Approximately 56% of CSN students are first-generation college students, and we recognize and embrace the challenges that brings. When they leave CSN, 89% of our students stay in the region, while 92% stay in Nevada. The bottom line is that the College of Southern Nevada is the educational institution of choice for more students than any other college or university in Nevada, they realize the value CSN provides and most end up staying here contributing to our economy and the economic diversification of southern Nevada.

An outgrowth of a recent landmark partnership between CSN and the City of Las Vegas was a joint fire station and classroom facility built on the Charleston Campus. This building provides exciting opportunities for our students to study Fire Science and Emergency Medical Services in a fully functioning fire station.

CSN is the best value for higher education in Nevada. Our classes are small, our faculty are highly skilled (over 86% of teaching faculty have a masters or doctoral/terminal degrees), and the fees to attend are lower than at the universities and private institutions. This low-fee, small-class learning-centered environment is the best for creating opportunities for the largest number of those seeking higher education.

Access is probably the most well-known characteristic of any community college, and CSN provides access in many ways. We have three main campuses in three separate cities in southern Nevada, along with learning centers reaching all the way to Mesquite, Moapa, and Lincoln County. We also offer classes in places such as hospitals, Clark County School District buildings, fire training centers, golf courses and 30+ other locations around the valley. All this creates wide-ranging access to classes and opportunities for those with limited travel options.

Changing Lives

The most rewarding part of being in education is seeing the impact it has on students' lives. It is well proven that achieving a college education greatly increases earning potential, and our students are living proof of it.

"I was a homemaker displaced by domestic violence and am proud to be a first generation college student...It is my goal to be a positive role model for my children and to encourage them to become future college graduates... It has been my childhood dream to have a profession as a registered nurse. As a nurse I will be able to support my two children independently and provide comprehensive medical insurance to care for their medical needs. Being unable to support my children has given me an unparalleled motivation to exceed expectations in school. My educational career path will lead me first to an associate's degree so that I may begin to support my family as quickly as possible. Upon completing my associate's degree I will continue on to earn my bachelor's degree in nursing so that I may pursue further opportunities and positions." Mika Martin in Nursing

"Coming from a family of 10, including my parents, a dream of a higher education was not always in my mind. With seven older brothers that never made it to their high school graduation, only fears that I would never make it would run through my mind. However, with determination to becoming the first in my family to receive a high school diploma. At that point in my life, I had decided that education was a must and a higher education, regardless of its costs, was my next step in life. Business has always fascinated me and the reason why I decided to take the business management path here at CSN. I look to one day run a business of my own." Aaron Macias in Business Management

"As a current CSN student, I would like you to know how much I privilege of being taught by some of the most knowledgeable and their students well being and education and it is a blessing to be enjoy this school, admire my professors, and enjoy working with them. I have the experienced people in the fields of EMS and Fire. The staff at CSN cares deeply for part of this experience." Matthew Schock in the Department of Public Safety

To highlight another example of how CSN changes lives, in 2008, CSN's Health Science students provided 1.5 million hours of uncompensated healthcare to Southern Nevada, worth $24.6 million dollars.

Strategic Planning Process

Hundreds of people who believe in CSN spent thousands of hours on this plan. It began two years ago, and culminated with this inclusive plan, which will lead CSN toward its future of continuing to be the educational institution of choice in Nevada.

Highlights:

★ 2008-2009 Committee developed the new mission, vision and values statements, and the three core themes through forums, meetings, input, feedback and hard work over the entire year.

★ 2009-2010 Committee designed the accompanying goals and objectives following a very inclusive plan of action, while simultaneously dealing with unprecedented budget cuts throughout the institution.

The methods of inclusiveness were:

- Open forums at all main campuses on goals, objectives and the process
- Email address created to send input and opinions; all opinions considered
- A survey was created and sent to all faculty, staff, students, identified community leaders, Chambers of Commerce, Economic Development leaders, School District partners, other higher education institutions and many more. Over 650 responses were submitted, with more students responding than any other group, showing the passion and dedication CSN students have to their own educational goals.

College of Southern Nevada Strategic Plan Overview
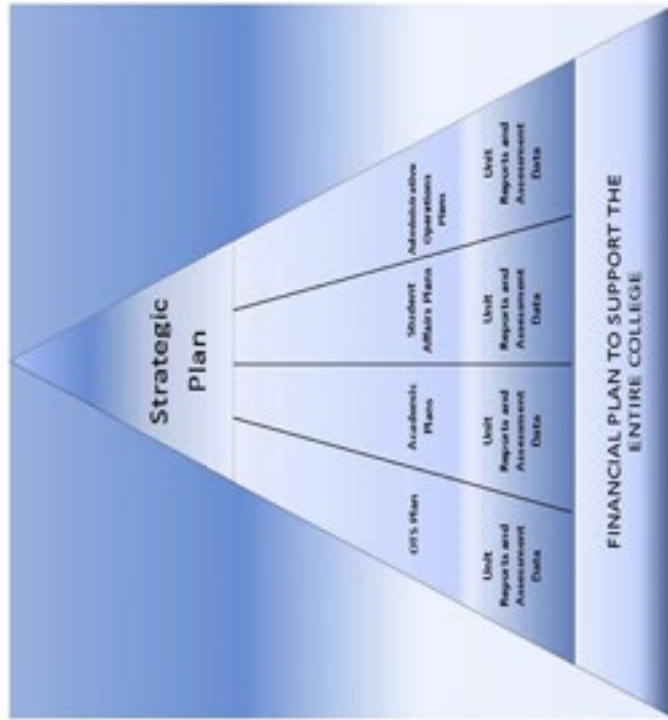
Executive Summary

Entering its 40th year, The College of Southern Nevada (CSN) has become a significant public resource in southern Nevada. Its economic impact, market- and student-responsiveness, and commitment to quality educational opportunities strengthen the community and the State of Nevada.

Pursuant to policies of the Nevada Board of Regents, this long-range plan ensures that CSN continues to meet its mission with effectiveness and efficiency. The plan blends new standards of the Northwest Commission on Colleges and Universities (NWCCU), with internal assessment, public accountability, and principles of continuous improvement. In addition to goals and objectives, the plan includes strategies, indicators of success, offices of accountability and timelines that will require management action and updating.

The newly approved mission, vision and values statements underlie the plan and are reinforced through the planning and implementation processes:

Mission Statement

The College of Southern Nevada creates opportunities and changes lives through access to quality teaching, services, and experiences that enrich our diverse community.

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.

Values Statement

The College of Southern Nevada strives for high quality in all endeavors. We value:

- 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.

In spring 2010, NWCCU adopted new standards for regional accreditation that comprise an added dimension to this plan. From CSN's mission statement, three themes—Quality, Access, and Diversity—form the basis for developing goals and objectives, indicators of success, and assessments. CSN has aligned its planning with these themes. Goals supporting each theme are underlined; objectives are denoted with a star:

Core Theme #1 Quality

Definition: Shape the CSN culture by making quality a chief value and design principle in every College policy, procedure, plan, and initiative.

Enhance the reputation of CSN

★ Improve the quality and innovation of CSN's academic programs

★ Increase levels of CSN internal and external stakeholder satisfaction

★ Improve the quality of facilities and equipment

★ Improve the quality of instruction

★ Build a transparent culture of accountability and evidence in all areas of the College

Maintain a quality workforce within the institution

★ Attain the desired ratio of full-time to part-time faculty

★ Hire employees who meet or exceed minimum qualifications

★ Improve the faculty, administration, and staff evaluation processes

★ Enhance the part-time faculty support system

★ Expand and enhance professional development for faculty, administration and staff

Core Theme #2 Access

Definition: Create guided pathways for students via access to quality educational opportunities and services that inspire and encourage goal achievement.

Every person seeking an education from CSN will have access to a wide variety of educational opportunities

★ Offer classes on days and times most desired by students while maximizing classroom utilization

★ Provide a variety of courses and programs online

★ Provide classes in a wide variety of locations

★ Offer classes in a sequence that would allow timely completion of goals

★ Manage enrollments for improved alignment of student demand and CSN resources

★ Provide effective developmental education to students

Every person seeking an education from CSN will have access to services that support their educational endeavors

★ Provide support services to foster academic goal achievement

★ Provide as much financial aid to as many students as possible

★ Enhance support services to students facing barriers to access and success (e.g., online students, underrepresented minorities, non-traditional students)

★ Provide hard copy and online library resources to support learning

★ Provide clean, safe and secure facilities

Enhance partnerships with the community and with businesses

  ★ Raise awareness of CSN with external stakeholders

  ★ Improve overall educational outreach and community relations

  ★ Expand and enhance programs in the Division of Workforce and Economic Development for customized training, grant-funded education, and community relationships

  ★ Increase total funding to CSN through grants and contracts

  ★ Increase total funding to CSN through comprehensive fundraising efforts

Core Theme #3 Diversity

Definition: Shape the CSN culture by making diversity a chief value and design principle in every College policy, procedure, plan, and initiative.

CSN is a model of diversity and inclusion for our students, our service area, and all individuals within our sphere of influence

  ★ Make diversity and inclusion a priority in planning and establishing CSN's institutional identity

  ★ Demonstrate a commitment to identify and resolve internal issues and concerns regarding diversity and inclusion

  ★ Provide opportunities to educate CSN stakeholders on the importance of diversity and inclusion

  ★ Build a student body reflective of the ethnic diversity of CSN's service area

  ★ Build a faculty, administration, and staff reflective of the ethnic diversity of CSN's service area

CSN is a supportive and open community predicated on mutual trust, respect, and support

  ★ Encourage a College environment in which all its members treat each other with courtesy and respect

CSN provides underrepresented students the skill sets necessary to be successful

  ★ Enhance support services to students from underrepresented groups facing barriers to access and success

  ★ Provide effective advising and support services that are responsive to a diverse student body to improve student persistence, completion, and transfer

College of Southern Nevada

DEPLOYMENT PLAN: ACTION STEPS, ACCOUNTABILITY and TIMELINES

The following segment of the strategic plan describes how the plan will be implemented. Specifically, the chart lists:

- The strategies for achieving each objective

- The key indicators of success

- Who is responsible for completion of each objective

- The initial timeline for completion

- The primary assessment sources

The deployment plan lists the themes, goals, and objectives directly from the Strategic Plan's Executive Summary, and fills it out with the strategies, indicators, assessment sources, accountability area and timelines necessary to implement the strategic plan.

Assessment sources for data are salient sources that may be augmented with department or unit information. The assessment sources may also change as the new system-wide administrative computing system becomes operational. Annual updates to the strategic plan may include changes in assessment sources.

The plan is also designed for school, department, and unit plans to complement institutional themes, goals, and objectives. In turn, the plan also complements the master plan for the Nevada System of Higher Education. This planning model, integrated from unit to system levels, defines expectations and outcomes that will lead to annual review and revision of CSN's strategic direction.

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
THEME: Quality					
Core Theme Definition: Shape the CSN culture by making quality a chief value and design principle in every College policy, procedure, plan, and initiative.					
Goal 1: Enhance the reputation of CSN					
Q1.1 Improve the quality and innovation of CSN's academic programs	Obtain/maintain external program accreditation where possible	Academic Affairs	Document that 100% of eligible programs achieve programmatic accreditation	Division report showing list of programs eligible for specialized accreditation and which programs have achieved it;	Ongoing
	Implement strategies to publish and utilize annual outcomes assessment data	Office of Resource Development and Assessment	Document that 100% of assessment reports and plans are submitted every year	Assessment tracking matrix; Annual assessment reports indicating use and impact of assessment results; Divisional report documenting submission of program review, National Benchmarks (NCCBP); Program specialized accreditation reports; Lists of advisory groups; Departmental lists documenting partnerships & collaborations	Fall 2011/ Ongoing
			Demonstrate evidence of use of outcomes assessment data in continuous program improvement		
	Implement strategies to evaluate and improve the academic program review model and process	Faculty Senate	Collaborate with Faculty Senate to evaluate and improve the academic program review model and process		
			Document that 100% of programs submit program review as requested		
	Implement strategies to ensure that academic program quality is commensurate with national standards	Academic Affairs	Demonstrate evidence of program quality being commensurate with national standards		
	Implement strategies to collaborate more effectively with local entities to ensure academic programs are innovative and responsive to the changing needs of local business and industry		Document that career and technical education programs have industry advisory groups		
			Demonstrate that CSN collaborates with local Chambers of Commerce, local development authorities, and others concerned with workforce development		
Q1.2 Increase levels of	Implement strategies to	College	Demonstrate evidence of strategies to	Satisfaction data: Homegrown	Fall 2011/

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Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
CSN internal and external stakeholder satisfaction	identify and remediate, where feasible, known issues and concerns of internal CSN stakeholders Implement strategies to identify and remediate, where feasible, known issues and concerns of external CSN stakeholders	Administration	identify and remediate, where feasible, known issues and concerns of internal CSN stakeholders (e.g., students, employees) Demonstrate evidence of strategies to identify and remediate, where feasible, known issues and concerns of external CSN stakeholders (e.g., NSHE, Board of Regents, local entities, community members)	surveys; CCSSE, Noel Levitz	Ongoing
Q1.3 Improve the quality of facilities and equipment	Implement strategies to ensure that facilities and equipment are meeting or exceeding appropriate standards	Academic Affairs; Finance & Facilities	Demonstrate evidence that facilities and equipment meet appropriate quality standards Demonstrate a plan to periodically review whether facilities and equipment are effectively utilized and adequate for current needs	Facilities reports; departmental reports documenting existing equipment and equipment needs related to providing education, equipment utilization, and reports documenting equipment benchmarks	Fall 2011/ Ongoing
Q1.4 Improve the quality of instruction	Implement strategies to enhance faculty professional development opportunities that encourage quality teaching Provide faculty access to, and utilization of, student success and satisfaction data Expand and enhance the College's efforts to recognize faculty accomplishments in the area of teaching	Academic Affairs	Demonstrate evidence of enhanced faculty professional development opportunities that encourage quality teaching Demonstrate that faculty have been encouraged to access and utilize student success and satisfaction data Demonstrate expansion and enhancement of the College's efforts to recognize faculty accomplishments in the area of teaching	Homegrown participant evaluations; Departmental reports of strategies; Institutional reports of strategies; IR reports of student success data; Student satisfaction data: Homegrown surveys; CCSSE, Noel Levitz	Fall 2011/ Ongoing
Q1.4 Improve the quality	Encourage Faculty	Academic Affairs	Collaborate with Faculty Senate to	Faculty evaluation policy and	Fall 2011/

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
of instruction	Senate to maintain and support a faculty evaluation policy that encourages quality teaching		maintain and support a faculty evaluation policy that encourages quality teaching	procedures	Ongoing
Q1.5 Build a transparent culture of accountability and evidence in all areas of the College	Design and implement a comprehensive institutional effectiveness data management and reporting model	Office of President; Academic Affairs	Demonstrate evidence of a comprehensive institutional effectiveness data management and reporting model	IR reports on website; NSHE reports on website; data reports	Fall 2012
			Document evidence of an expanded college-wide assessment program	Programmatic assessment plans and reports; Assessment tracking matrix	
	Expand the college-wide outcomes assessment program	Office of Resource Development and Assessment	Demonstrate evidence that an increasing number of non-academic programs are developing and following outcomes assessment plans	Departmental reports of strategies; Program Review reports; Faculty Senate and CSN policies	Fall 2012/ Ongoing
			Demonstrate evidence that annual college-wide outcomes assessment data is published and utilized	Institutional report of strategies; IR reports on website	
	Implement strategies to strengthen the organizational culture for: • meaningful program reviews • policy development, revision, and communication • transparent resource management, and • institutional assessment	Academic Affairs; Finance & Facilities	Demonstrate evidence of strategies to strengthen the organizational culture for: • meaningful program reviews • policy development, revision, and communication • transparent resource management, and • institutional assessment		
Q1.5 Build a transparent	Implement strategies to	Office of the	Demonstrate evidence of strategies to		

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
culture of accountability and evidence in all areas of the College	build a culture of accountability and evidence	President; Academic Affairs	build a culture of accountability and evidence		
	Enhance and expand the compilation and publication of accurate data for operational use and for institutional stakeholders	Institutional Research	Document evidence of enhancements and expansions of available data for operational use and for institutional stakeholders		
	Expand processes that strengthen fiscal accountability and resource stewardship	Finance & Facilities	Demonstrate evidence of expanded processes that strengthen fiscal accountability and resource stewardship	Fiscal accountability and stewardship reports	Fall 2012/ Ongoing
	Implement strategies to institutionalize transparent processes for: • budget development and resource management • effectiveness and efficiency initiatives and • performance account-ability to internal and external stakeholders	College Administration	Demonstrate evidence of strategies to institutionalize transparent processes for: • budget development and resource management • effectiveness and efficiency initiatives and • performance accountability to internal and external stakeholders	Institutional report of strategies	
GOAL 2: Maintain a quality workforce within the institution					
Q2.1 Attain the desired ratio of full-time to part-time faculty	Implement strategies to increase the number of full time faculty members relative to the number of part-time faculty members	Academic Affairs	Demonstrate evidence of strategies to increase the number of full- time faculty members relative to the number of part-time faculty members Document ratio of full-time to part-time faculty	Faculty ratio report	Fall 2012/ Ongoing Fall 2011/ Ongoing
Q2.2 Hire employees who	Implement strategies to	Academic Affairs;	Document evidence that newly hired	New hire qualifications report	Fall 2011/

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Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
meet or exceed minimum qualifications	ensure new hires meet or exceed CSN quality standards	Human Resources	employees meet or exceed CSN quality standards		Ongoing
Q2.3 Improve the faculty, administration, and staff evaluation processes	Implement strategies to monitor compliance with faculty, administration, and staff evaluation policies	Academic Affairs; Faculty Senate; Classified Council, Administrative Assembly and Human Resources	Demonstrate evidence of collaboration with Faculty Senate, Administrative Assembly, Classified Council and Human Resources to implement strategies to monitor compliance	Evaluation compliance report	Fall 2011/ Ongoing
Q2.4 Enhance the part-time faculty support system	Implement strategies to: • identify part-time faculty professional development needs • improve lines of communication to and from part-time faculty • enhance part-time faculty's access to facilities and support services	Academic Affairs; CAPE	Documented evidence of strategies to: • identify part-time faculty professional development needs • improve lines of communication to and from part-time faculty • enhance part-time faculty's access to facilities and support services	CAPE assessment reports and Annual Report	Fall 2011/ Ongoing
Q2.5 Expand and enhance professional development for faculty, administration, and staff	Implement strategies to expand and enhance college-wide professional development efforts (e.g., CAPE, professional travel, off-site training)	Academic Affairs; CAPE	Document demand for, and resource capacity to provide, support for college-wide professional development Documented evidence of expansion and enhancement of college-wide professional development efforts	Departmental tracking data	Fall 2012/ Ongoing

THEME: ACCESS

Core Theme Definition: Create guided pathways for students via access to quality educational opportunities and services that inspire and encourage goal achievement.

GOAL 1: Every person seeking an education from CSN will have access to a wide variety of educational opportunities

A1.1 Offer classes on days	Implement strategies to	Academic Affairs	Demonstrate evidence of strategies to	NSHE reports: Space Utilization	Fall 2013

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
and times most desired by students while maximizing classroom utilization	optimize classroom utilization using PeopleSoft or other space-utilization systems		optimize classroom utilization	reports (biennial); IR/PeopleSoft(PS) reports, including Class schedule reports; Enrollment reports; Space utilization reports	
	Set room capacity levels at fire marshal limits	Scheduling Office	Document that capacities of all instructional space are defined at fire marshal limits		
	Design schedule that is desirable to students to encourage students to enroll at maximum levels	Academic Affairs	Document maximal enrollment levels Demonstrate improved student satisfaction with class scheduling	Student satisfaction data: Community College Student Satisfaction & Engagement (CCSSE), Noel-Levitz, Homegrown surveys	
A1.2 Provide a variety of courses and programs online	Increase the number of courses and programs offered online	Academic Affairs	Document an increase in the number of online offerings	IR/PS reports: Class schedules; Enrollment data; Program data; Grade distributions	Fall 2011
	Increase the variety of courses and programs offered online	Academic Affairs	Document an increase in variety of online offerings		
	Implement quality assurance for online courses and programs	Faculty Senate	Collaborate with Faculty Senate in implementing consistent quality assurance & evaluation of online classes	Faculty Senate: Policies	
A1.3 Provide classes in a wide variety of locations	Operate a CSN campus in each quadrant of Las Vegas as resources and student demand allow	Academic Affairs; Finance & Facilities	For campuses: • Document location of campuses • Demonstrate student demand for adding or removing campuses • Document sufficient resources to operate campuses For access sites: • Document location of access sites • Demonstrate student demand for adding or removing access sites	IR/PS reports: Class schedules; Enrollment data; List of CSN sites & locations NV DETR reports: Occupational demand	Fall 2010 Fall 2011
	Operate an access site in each community in	Academic Affairs; Finance &		Student demand/ interest surveys: CCSSE, Noel-Levitz, Homegrown	Fall 2010

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
	CSN's service region, as resources and student demand allow	Facilities	• Document sufficient resources to operate access sites	survey; Finance reports: budgetary & planning data	Fall 2011
A1.4 Offer classes in a sequence that would allow timely completion of goals	Implement strategies to encourage students to complete their academic goals, including: • complete degrees or certificates • complete meaningful course sequences • complete successful transfer • complete degrees before transferring to four-year institutions • complete developmental coursework early in college career • declare a major early in college career	Academic Affairs; Student Affairs	Demonstrate evidence of strategies to encourage students to complete their academic goals	Departmental report of strategies	Fall 2011
			Document an increase in the number of students who: • complete degrees or certificates • complete meaningful course sequences • complete successful transfer • complete degrees before transferring to four-year institutions • complete developmental coursework early in college career • declare a major early in college career	IR reports: completion, graduation, persistence; completion of developmental work prior to completing "x" number of college-level courses; declaration of major; transfer-out data, enrollment data	Fall 2014
			Document an increase in the six-year graduation and transfer rate	IR reports: six-year graduation and transfer rate; graduates Departmental report of strategies	Fall 2014
	Implement strategies to encourage departments to offer and schedule courses in a sequence that facilitate timely completion	Academic Affairs; Student Affairs	Demonstrate departmental and school strategies to schedule course offerings to facilitate timely completion		Fall 2010
			Demonstrate an increase of student satisfaction with indicators related to timely goal completion	Student satisfaction data: CCSSE, Noel-Levitz, Homegrown surveys	Fall 2014
	Implement strategies to encourage students to: • complete degrees in three years from declaration of major • complete certificates in two years from declaration of major		Demonstrate evidence of strategies to encourage students to: • complete degrees in three years from declaration of major • complete certificates in two years from declaration of major	Departmental report of strategies; IR reports: completion; graduation; persistence	Fall 2013
			Document an increase in the number of	IR reports: completion; graduation; persistence	Fall 2014

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
	declaration of major		timely degree/certificate completions	persistence	
			Document an increase in the IPEDS graduation and the IPEDS transfer rate	IPEDS data	Fall 2014
A1.5 Manage enrollments for improved alignment of student demand and CSN resources	Encourage academic departments to offer and schedule courses at budgeted enrollment levels	Academic Affairs	Demonstrate evidence that course offerings align with budgeted enrollment levels	Departmental reports showing alignment of budgeted levels and plan to offer and schedule courses and strategies to evaluate student demand	Fall 2011
	Implement strategies to evaluate student demand and enrollment patterns		Demonstrate evidence of strategies to evaluate student demand and enrollment patterns	IR reports: enrollment; attempts to enroll Student satisfaction data: CCSSE; Noel Levitz	Fall 2011
			Demonstrate an increase of student satisfaction with course offerings and schedules		Fall 2013
A1.6 Provide effective developmental education to students	Encourage students to enroll and complete developmental courses within first 30 credits	Academic Affairs	Demonstrate evidence of strategies to encourage students to enroll and complete developmental courses within first 30 credits	Departmental and Student Affairs' reports of strategies	Fall 2011/ Ongoing
	Expand and enhance advising and support services that encourage student success in developmental courses		Demonstrate expansion and enhancement of advising and support services that encourage student success in developmental courses	Student affairs reports of offered support services and utilization (longitudinal tracking data); reports on strategies to increase student utilization	
	Encourage academic departments to develop strategies to increase student success in developmental courses		Demonstrate increased utilization of services that encourage student success in developmental courses		
			Demonstrate evidence of departmental strategies to increase student success in developmental courses	Departmental reports of strategies; IR reports: retention and success in developmental courses; enrollment data	

GOAL 2: Every person seeking an education from CSN will have access to services that support their educational endeavors

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
A2.1 Provide support services to foster academic goal achievement	Enhance support services that encourage student persistence, completion, and transfer	Student Affairs	Document enhancements to student support services that encourage student persistence, completion, and transfer	Departmental report of strategies IR reports: completion, persistence, graduation, transfer Student affairs reports of utilization of support services (longitudinal tracking data); reports on strategies to increase utilization by students	Fall 2011/ Ongoing
	Implement strategies to increase student utilization of services that encourage persistence, completion, and transfer		Demonstrate increased utilization of services that encourage student persistence, completion, and transfer		
			Demonstrate increased student satisfaction with available support services that encourage student persistence, completion, and transfer	Student satisfaction data: CCSSE, Noel-Levitz; Homegrown Surveys conducted by individual offices in student affairs	Fall 2012/ Ongoing
A2.2 Provide as much financial aid to as many students as possible	Work to ensure adequate resources are available to effectively serve students	Student Affairs	Document demand for, and resource capacity to provide, student financial aid services	Financial aid report showing demand for aid; tracking data (e.g. users of financial aid office services; numbers of applications; numbers of applications completed accurately and submitted on-time); report documenting demand for services and available persons and other means (e.g. online/software support) to assist students; report	Fall 2011/ Ongoing
	Implement strategies to increase student awareness and understanding of financial aid opportunities		Document increased outreach and marketing activities regarding financial aid opportunities		Fall 2011
	Implement strategies to increase timely and accurate completion of financial aid application(s)		Demonstrate an increase in student awareness and understanding of financial aid opportunities	showing strategies to increase awareness, increase timely and accurate completion and utilization	**Fall 2011/** Ongoing
			Document an increase in number of students receiving financial aid and total amount of financial aid disbursed	IR Reports: financial aid received by students and numbers of students served	Fall 2011/ Ongoing
	Implement strategies to increase student utilization of available financial aid		Document an increase in student utilization of financial aid	Student satisfaction data: CCSSE, Noel Levitz, Homegrown surveys conducted by department	Fall 2012/ Ongoing
			Demonstrate increased student satisfaction with financial aid support services		Fall 2011/ Ongoing

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Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
A2.3 Enhance support services to students facing barriers to access and success (e.g., online students, underrepresented minorities, non-traditional students)	Enhance the support services, as dictated by need, that reduce barriers to access and success	Student Affairs	Document enhancements to student support services that reduce barriers to access and success Document increased outreach and marketing activities regarding support services that reduce barriers to access and success	Report documenting need for specific enhancements; completion of enhancements; increased outreach efforts and increased utilization (using longitudinal tracking data)	Fall 2011/ Ongoing Fall 2011
	Increase student utilization of services and activities that reduce barriers to access and success		Demonstrate increased utilization of support services that reduce barriers to access and success Demonstrate increased student satisfaction with available support services to reduce barriers to access and success	Student satisfaction data: CCSSE; Noel Levitz	Fall 2011/ Ongoing Fall 2012/ Ongoing
A2.4 Provide hard copy and online library resources to support learning	Expand availability of books, journals, and other supportive materials	Library Services	Document expansion of library resource availability based on need and utilization	Library report of electronic and hard copy holdings; report documenting need for expansion of holdings	Fall 2011/ Ongoing
	Expand online options for books, journals and other materials		Demonstrate increased student satisfaction with library resources	Student satisfaction data: CCSSE, Noel Levitz, Homegrown surveys conducted by department	Fall 2011/ Ongoing
A2.5 Provide clean, safe and secure facilities	Implement strategies to ensure facilities and CSN sites are consistently clean and adequately maintained	Facilities	Demonstrate a plan to ensure periodic and ongoing facility cleaning and maintenance Document resource capacity for facility cleanliness and maintenance	Schedules for facility cleaning and maintenance/ maintenance plan; Report by department documenting facility cleaning and maintenance demands and human and financial capacity to meet that need	Fall 2011/ Ongoing Fall 2011/ Ongoing
	Implement strategies to ensure facilities and CSN sites are consistently safe and secure	Campus Police	Document evidence of decrease in number and severity of reported security incidents (e.g., Jeanne Clery Disclosure of Campus Crime statistics)	Clery Act reports ; Campus police security incident count report	Fall 2012/ Ongoing

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
A2.5 Provide clean, safe and secure facilities		Campus Police	Document existence and readiness of security and emergency response plans (e.g., emergency event plan, IT disaster recovery plan, emergency notification systems)	Security and Emergency Response Plans; schedule to review plan	Fall 2011/ Ongoing
			Demonstrate periodic review of security and emergency response plans		
		Facilities	Demonstrate faculty, staff and student satisfaction with campus cleanliness, safety and security	Satisfaction data: CCSSE; Noel Levitz; homegrown surveys	Fall 2012/ Ongoing
A3.1 Raise awareness of CSN with external stakeholders	Implement strategies to increase awareness of CSN's services and activities	Public Relations; Marketing	Document an increase in marketing and outreach activities	Departmental report documenting increased marketing and outreach activities, use of standards, outreach and training activities, web content and usability; reports documenting increased traffic to CSN website	Fall 2011/ Ongoing
			Demonstrate an increase in external stakeholder awareness of CSN's services and activities		Fall 2012/ Ongoing
	Maintain and enhance the unified CSN communication and marketing campaign		Demonstrate the use of the unified CSN communication and marketing standards		Fall 2011/ Ongoing
			Demonstrate continued outreach and training activities to CSN employees regarding the unified communication and marketing standards		Fall 2011/ Ongoing
	Implement strategies to expand and enhance content and improve usability of CSN website(s)		Demonstrate evidence of expanded and enhanced content on CSN website(s)		Fall 2011/ Ongoing
			Demonstrate improved usability of CSN website(s)		Fall 2011

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
GOAL 3: Enhance partnerships with the community and with businesses					
A3.2 Improve overall educational outreach and community relations	Implement strategies to expand and enhance partnerships with secondary and postsecondary institutions, community partners, and other training providers	Academic Affairs	Demonstrate evidence of expansion and enhancement of partnerships with local school districts, other NSHE institutions, the NSHE Health Sciences System, and other university/training partners	Departmental reports documenting partnerships & collaborations; lists of advisory groups from departments and list emphasizing member affiliations and showing increase in community representation	Fall 2011/ Ongoing
	Implement strategies to expand and enhance partnerships with local business and industry		Demonstrate that CSN collaborates with local Chambers of Commerce, local development authorities, and others concerned with workforce development		
			Demonstrate that career and technical education programs have industry advisory groups		
	Increase community representation on advisory committees		Demonstrate an increase in community representation on advisory committees		
A3.3 Expand and enhance programs in the Division of Workforce and Economic Development for customized training, grant-funded education, and community relationships	Implement strategies to collaborate more effectively with local entities to improve partnerships with local business and industry	Division of Workforce and Economic Development	Document evidence of expansion and enhancement of partnerships with local business and industry	Departmental reports documenting partnerships & collaborations; DWED report of course offerings and longitudinal tracking of increase in non-credit program offerings and students served; homegrown surveys documenting needs of clients and satisfaction of those needs; DWED longitudinal report of grant funds secured	Fall 2011/ Ongoing
			Demonstrate that CSN collaborates with in local Chambers of Commerce, local development authorities, and others concerned with workforce development		
	Implement program offerings that are responsive to the needs of local business and industry		Document an increase in non-credit programs offered		Fall 2012/ Ongoing
			Document an increase in number of non-credit clients (students) served		Fall 2012/ Ongoing
			Demonstrate that programs offered are meeting the needs of clients (students) and partners		Fall 2011/ Ongoing

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
	Implement strategies to increase grant-based funding for DWED programs		Demonstrate increased grant-based funding for DWED programs		Fall 2012/ Ongoing
A3.4 Increase total funding to CSN through grants and contracts	Work to ensure adequate resources are available to effectively pursue external funding opportunities	Office of Resource Development and Assessment	Document demand for, and resource capacity to provide, services to support the pursuit of external funding	Departmental report showing demand for assistance and human capacity to meet that demand; longitudinal tracking showing increase in outreach and training; longitudinal tracking of applications submitted by CSN showing increase in number of on-time, complete and accurate applications, total number of applications submitted and external funding awarded	Fall 2011/ Ongoing
	Implement strategies to increase awareness of external funding opportunities		Document an increase in outreach and training activities to CSN employees		Fall 2012/ Ongoing
	Implement strategies to increase timely and accurate applications for external funding opportunities		Document an increased number of on-time, complete and accurate applications by CSN		Fall 2011/ Ongoing
			Document applications for external funding opportunities submitted by CSN		
			Document external funding opportunities awarded to CSN		
A3.5 Increase total funding to CSN through comprehensive fundraising efforts	Implement strategies to expand and enhance comprehensive fundraising efforts	CSN Foundation	Demonstrate a plan to expand and enhance comprehensive fundraising efforts	Foundation financial/ donation reports	Fall 2011/ Ongoing
	Design and implement a successful annual development initiative		Document a plan for an annual development initiative		Fall 2011/ Ongoing
			Document increased donations to CSN through an annual development initiative		Fall 2012/ Ongoing
	Design and implement successful fundraising campaign(s)		Document plans for fundraising campaign(s)		Fall 2011/ Ongoing
			Document increased donations to CSN through fundraising campaign(s)		

THEME: DIVERSITY

Core Theme Definition: Shape the CSN culture by making diversity a chief value and design principle in every College policy, procedure, plan, and initiative.

GOAL 1: CSN is a model of diversity and inclusion for our students, our service area, and all individuals within our sphere of influence

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
D1.1 Make diversity and inclusion a priority in planning and establishing CSN's institutional identity	Implement strategies to make diversity and inclusion a priority in planning and establishing our institutional identity	Administration	Demonstrate evidence of strategies to make diversity and inclusion a priority in internal and college-wide planning	Institutional report on strategies	Fall 2012/ Ongoing
		Public Relations; Marketing	Demonstrate evidence of strategies to make diversity and inclusion a priority in CSN marketing and communication	Marketing and communication materials	Fall 2012/ Ongoing
D1.2 Demonstrate a commitment to identify and resolve internal issues and concerns regarding diversity and inclusion	Implement strategies to identify stakeholder issues and concerns regarding diversity and inclusion	Administration	Demonstrate evidence of strategies to identify stakeholder issues and concerns regarding diversity and inclusion	Affirmative action reports; Homegrown surveys; Institutional report on strategies	Fall 2012/ Ongoing
	Implement strategies to resolve stakeholder issues and concerns regarding diversity and inclusion		Demonstrate evidence of strategies to resolve stakeholder issues and concerns regarding diversity and inclusion		
D1.3 Provide opportunities to educate CSN stakeholders on the importance of diversity and inclusion	Expand and enhance the offerings of cultural, diversity-oriented and/or inclusion-oriented activities to CSN stakeholders	Office of Diversity and Inclusion	Document evidence of expansion and enhancement of cultural, diversity-oriented and/or inclusion-oriented activities	Departmental report on activities and offerings	Fall 2011/ Ongoing
	Expand and enhance the offerings of diversity-oriented and inclusion-oriented professional development activities	CAPE	Documented evidence of expanded and enhanced cultural-competency-oriented, diversity-oriented and/or inclusion-oriented professional development activities to CSN employees		Fall 2012/ Ongoing

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Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
D1.4 Build a student body reflective of the ethnic diversity of CSN's service area	Implement strategies to improve the recruitment, matriculation, retention, and persistence of students to develop a student body that is reflective of the ethnic diversity of CSN's service area	Student Affairs	Demonstrate evidence of strategies to improve: • student recruitment • student matriculation • student retention and • student persistence to support the development of a student body that is reflective of the ethnic diversity of CSN's service area	Longitudinal IR Reports: enrollment, and persistence organized by ethnic diversity	Fall 2012/ Ongoing
D1.5 Build a faculty, administration, and staff reflective of the ethnic diversity of CSN's service area	Implement strategies to develop hiring practices that encourage the development of a faculty, administration and staff who reflect the ethnic diversity of CSN's service area	Academic Affairs; Student Affairs; Finance and Facilities; Human Resources	Demonstrate evidence of strategies to develop hiring practices that encourage the development of a faculty, administration and staff who reflect the ethnic diversity of CSN's service area	Hiring policies; Hiring Committee Training materials; Institutional reports of strategies	Fall 2012/ Ongoing
	Implement strategies to develop professional advancement practices that encourage a faculty, administration and staff who reflect the ethnic diversity of CSN's service area	Academic Affairs; Student Affairs; Finance and Facilities; Human Resources	Demonstrate evidence of strategies to develop professional advancement that encourages the development of a faculty, administration and staff who reflect the ethnic diversity of CSN's service area		Fall 2012/ Ongoing
	Annually review the ethnic composition of CSN faculty, administration and staff, and the ethnic composition of CSN's service area	Office of Affirmative Action; Human Resources	Demonstrate evidence of improvement in how well the ethnic composition of CSN faculty, administration and staff reflects the ethnic diversity of CSN's service area	IR and Human Resources ethnic diversity demographic reports	Fall 2013/ Ongoing
	Annually review the affirmative action plan and initiate any changes		Document annual review of affirmative action plan	Affirmative Action audit reports	Fall 2011/ Ongoing

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
	indicated by the review		Demonstrate indicated changes from review have been initiated		Fall 2011/ Ongoing
GOAL 2: CSN is a supportive and open community predicated on mutual trust, respect, and support					
D2.1 Encourage a College environment in which all its members treat each other with courtesy and respect	Implement strategies to encourage a College environment in which all its members treat each other with courtesy and respect	Administration	Demonstrate evidence of strategies to encourage a College environment in which all its members treat each other with courtesy and respect	Incident reports (campus police, Dean of Students, Human Resources)	Fall 2012/ Ongoing
	Implement strategies to reduce the number of reported interpersonal incidents on College property		Demonstrate evidence of strategies to reduce the number of reported interpersonal incidents (e.g., security incidents, grievances) on College property		
GOAL 3: CSN provides underrepresented students the skill sets necessary to be successful					
D3.1 Enhance support services to students from underrepresented groups facing barriers to access and success	Enhance support services, as dictated by need, that reduce barriers to access and success faced by students from underrepresented groups	Student Affairs	Document need for enhanced support services that reduce barriers to access and success faced by students from underrepresented groups	Homegrown surveys documenting needs of students; Longitudinal departmental tracking data (showing service utilization); Departmental reports on strategies; Marketing materials; Student satisfaction data: CCSSE, Noel Levitz, Homegrown surveys	Fall 2011/ Ongoing
			Document enhancements to student support services that reduce barriers to access and success faced by students from underrepresented groups		Fall 2012/ Ongoing
D3.1 Enhance support services to students from underrepresented groups facing barriers to access and success	Increase utilization by students from underrepresented groups of services that reduce barriers to access and success	Student Affairs	Document increased outreach and marketing activities to students from underrepresented groups regarding support services that reduce barriers to access and success		Fall 2012/ Ongoing
			Demonstrate increased utilization by students from underrepresented groups of services that reduce barriers to access and success		Fall 2013/ Ongoing

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
D3.2 Provide effective advising and support services that are responsive to a diverse student body to improve student persistence, completion, and transfer	Enhance advising and support services that are responsive to the needs of students to improve student persistence, completion, and transfer	Student Affairs	Document specific needs for advising and support services that are responsive to the needs of students to improve student persistence, completion, and transfer	Homegrown surveys documenting needs of students; CCSSE; Noel Levitz;	Fall 2011/ Ongoing
			Document enhancements to advising and student support services that are responsive to the needs of students to improve student persistence, completion, and transfer	Longitudinal departmental tracking data (showing service utilization);	Fall 2012/ Ongoing
	Implement strategies to increase student utilization of advising and support services that are responsive to the needs of students to improve student persistence, completion, and transfer		Demonstrate increased utilization of advising and support services that are responsive to the needs of students to improve student persistence, completion, and transfer	IR Reports broken out by ethnic diversity (persistence, completion, transfer);	Fall 2013/ Ongoing
			Demonstrate increased student satisfaction with available advising and support services that are responsive to the needs of students to improve student persistence, completion, and transfer	Student satisfaction data: CCSSE, Noel Levitz, Homegrown surveys	

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PLAN FOR INSTITUTIONAL RETRENCHMENT

General

Within the context of NSHE policies regarding budgeting, program discontinuance, and financial exigency, this plan addresses the process for determining and implementing budget reductions or reversions that impact CSN operations and programs. The plan sets forth a reduction process short of program discontinuance or financial exigency using the shared governance model of the College.

Policy

The policy of the College of Southern Nevada is to make every reasonable effort to avoid retrenchment, even under the extraordinary circumstances of budgetary or programmatic contraction. A primary tool for academic management is program review. While such reviews may be motivated in part by broad financial considerations, they normally occur as part of the ongoing management of the institution. Program reviews may result in eliminations, consolidations, or enhancements according to policies of the Board of Regents. Other divisions of the College require a directive for a budget reduction, generally because of a lack of appropriations. Where the lack of appropriation is the basis for retrenchment, the retrenchment plan may take into consideration such non-financial factors as institutional mission and long-range educational planning. A lack of appropriations exists when, in the President's judgment, there is a fiscal crisis that threatens or endangers the institution's ability to carry out its mission as defined in the most recent mission statement approved by the Board of Regents, and the termination of employees (excluding tenured or tenure-track faculty appointments) will be substantially less detrimental to the institution's ability to fulfill its mission than other forms of budgetary curtailments available to the institution. A directive for retrenchment falls short of the NSHE process for program discontinuance or financial exigency. CSN prefers the following measures to the retrenchment of tenured and tenure-track faculty:

1. Retraining of faculty
2. Reducing the use of part-time and contractual faculty positions
3. Transferring faculty to other duties (in other academic departments or administrative units)
4. Encouraging early retirements
5. Leaving vacant positions unfilled

Only when the President believes that such other measures are inadequate or inappropriate will the College retrench tenured or tenure-track faculty.

General Principles

1. The term "retrenchment" means reductions in expenditures.
2. The retrenchment procedures exclude:
   a) Termination of tenured and tenure-track faculty
   b) Impacts on classified staff since the State Personnel Office has jurisdiction

3. The retrenchment procedures may include:
   a) Not filling vacant positions
   b) Reduction of services and service hours
   c) Employee buyout programs
   d) Program reduction, consolidation, or elimination
   e) Recommendations against contract renewal, pursuant to NSHE code
   f) Internal reallocation of resources, including vacant positions, to programmatic areas with high need
   g) Other proposals to align expenditures with revenues

Structure

CSN has a College Committee for Budget Retrenchment (CCBR) comprised of representatives of the academic faculty, administrative faculty, classified staff, students (ASCSN), Academic Affairs, Student Affairs, and Finance and Facilities. The Committee is chaired by the Senior Vice President for Finance and Facilities. The Committee is the primary deliberative and recommending body for institutional retrenchment.

The CCBR is not a program discontinuance or financial exigency committee under Board policy, although members of the CCBR may also be members of other committees. The CCBR may investigate and suggest all reasonable alternatives to retrenchment.

The CCBR shall submit retrenchment recommendations to the President for approval in order to meet deadlines of the Board of Regents that will take action on the plan. The President shall report the retrenchment recommendations to appropriate committees and the institution. All options considered by the Committee, and the expected consequences of each shall be presented with the recommendation of the Committee.

Note: The Committee is a recommending body only to the administration.

Planning Process

Following a directive to prepare retrenchment recommendations, the President will convene the CCBR that will consider the following:

1. Institutional vision, mission and values
2. CSN Strategic Plan
3. CSN admission and fiscal patterns (historical, current and projected)
4. Academic program reviews of the curriculum
5. Staffing needs for the next biennium for each school
6. Buyout options and impacts on instruction and support of the mission
7. The dependence of other programs within the College on the programs in the school
8. The ability of existing faculty to cover courses in other programs in the school
9. The possible reconfiguration of majors or programs of study

10. Balance between academic programs and other services

Criteria

The Committee will use the following criteria to make its recommendations:

1. The fit with CSN's strategic identity, e.g., whether the program builds upon characteristics of the region that support a distinctive identity; whether there are needs specifically addressed by the program

2. Enrollment trends in the program, i.e., number of majors and minors, number of degrees and certificates awarded annually, student credit hours (SCH) from all sources

3. Contribution margin of the program, e.g., the extent the program contributes to the local and state economy

4. Class sizes

5. Grants and gifts generated by the program

6. Impact on other programs

7. Quality of the program's outputs, e.g., record of employment, retention/graduation rates, effectiveness in meeting program's learning objectives, and relevance to regional needs

8. Cost of the faculty in the unit

Authority of the President

The President has final authority over any decision or determination under these retrenchment procedures. In addition to the advice of the CCBR, established under this retrenchment plan, the President may seek the advice of any individual, group or office within CSN or outside the institution. The President may adopt recommendations from any committee identified in the retrenchment procedures, adopt them with modifications, or reject them and make substitutions for them.

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BASELINE DATA

Data as of: 1/11/2010

Total Headcount (unduplicated)	43,561

FALL 2009

Enrollment by Campus*
Duplicated (once per campus)*

Campus	Students
Charleston	16,640
Cheyenne	12,166
Henderson	6,246
Online	11,908
Green Valley High-Tech	1,339
Lincoln Cty	-
Mesquite	208
Moapa Valley	169
Nellis AFB	292
Summerlin High-Tech	432
Western High-Tech	754
Apprentice Pgrm	6,458
Urban/Outlying loc	1,488

* Students are counted once per campus attended, so
enrollments should not be compared to unduplicated headcount.

Enrollment by Campus
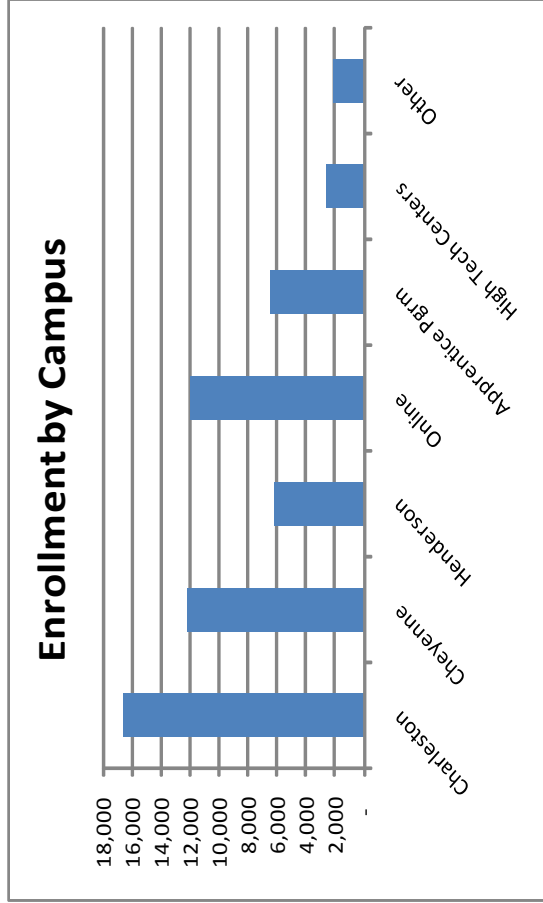
Headcount by Gender

Gender	Count	% of Total
Female	22,146	50.8%
Male	21,415	49.2%
TOTAL	43,561	

Headcount by Gender

148
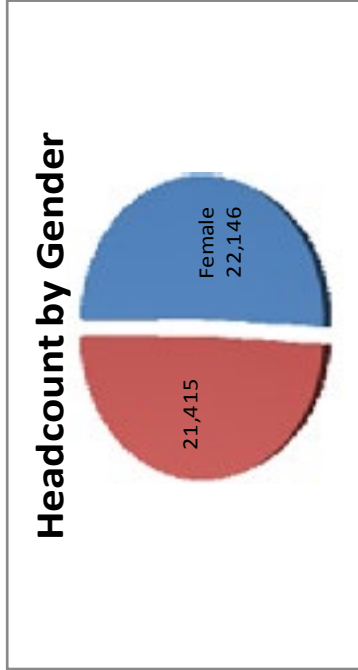
Data as of: 1/11/2010

Total Headcount (unduplicated)	43,091

Headcount by Age

Age	Count	% of Total
Unknown	287	0.7%
Under 18	408	0.9%
18 to 19	4,085	9.4%
20 to 24	14,750	33.9%
25 to 29	7,881	18.1%
30 to 34	5,148	11.8%
35 to 39	3,493	8.0%
40 to 49	4,587	10.5%
50 to 61	2,263	5.2%
62 & Over	659	1.5%
TOTAL	43,561	
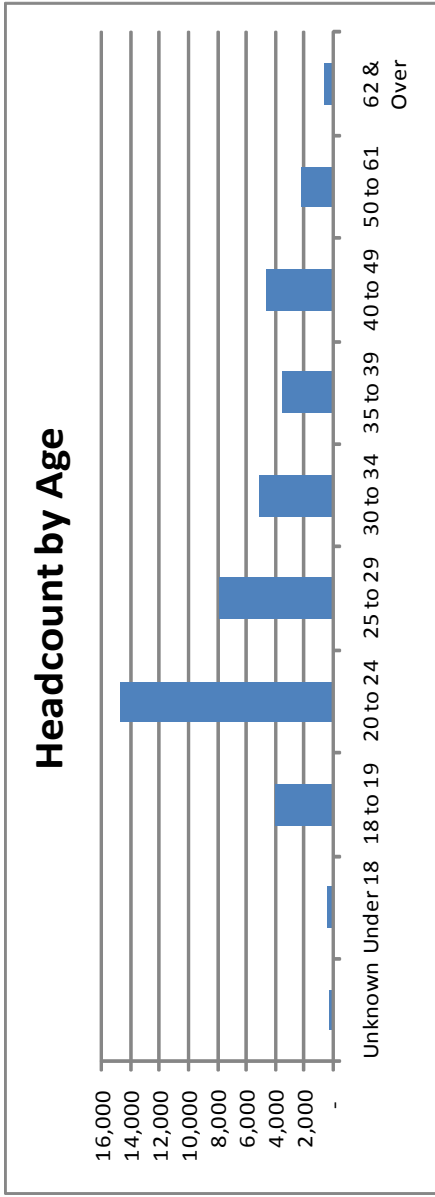
Headcount by Age

Headcount by Unit Load

Enrollment	Students	% of Total
Less than Part Time:		
<1 credit	917	2.1%
1 to 5.5 credits	14,694	33.7%
Part Time:		
6 to 8.5 credits	10,066	23.1%
3/4 Time:		
9 to 11.5 credits	6,142	14.1%
Total Part Time:	31,819	73.0%
Full Time:		
12 to 12.5 credits	5,866	13.5%
13 to 15.5 credits	4,553	10.5%
16 to 19 credits	1,195	2.7%
Over 19 credits	128	0.3%
Total Full Time:	11,742	27.0%
TOTAL	43,561	

Headcount by Unit Load

Legend:
- Part Time 0-5.5 Credits
- Part Time 6-8.5 Credits
- Part Time 9-11.5 credits
- Full Time 12-15.5 Credits
- Full Time 16+ Credits

Part Time 9-11.5 credits 6,142

Full Time 12-15.5 Credits 10,419

Full Time 16+ Credits 1,323

Part Time 6-8.5 Credits 10,066

Total Full Time 11,751

Part Time 0-5.5 Credits 15,611
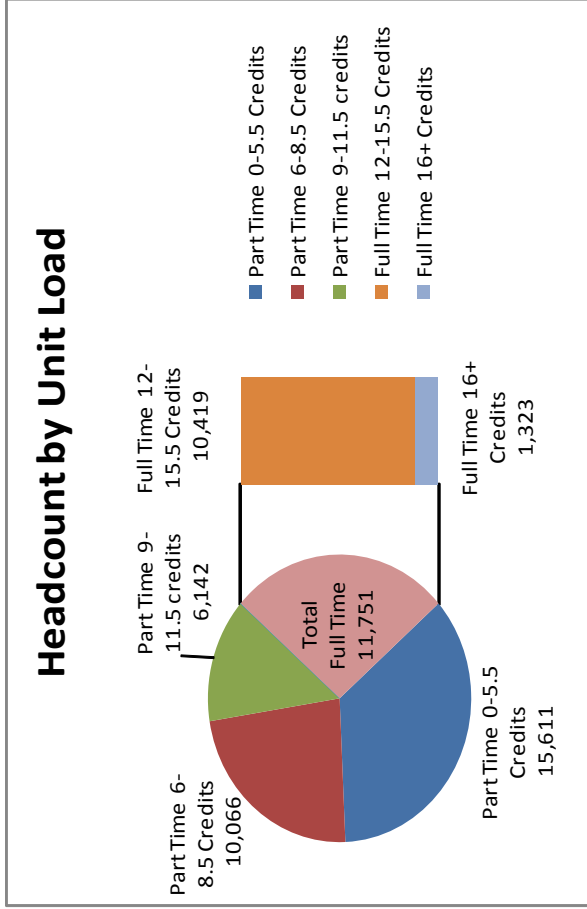
Data as of: 1/11/2010

Total Headcount (unduplicated)   43,091

Headcount by Residency

Headcount by Residency

Residency	Count	% of Total
Nevada	40,645	93.3%
Out-of-State	2,417	5.5%
Res. Military	324	0.7%
WICHE/Good Neighbor	175	0.4%
TOTAL	43,561	
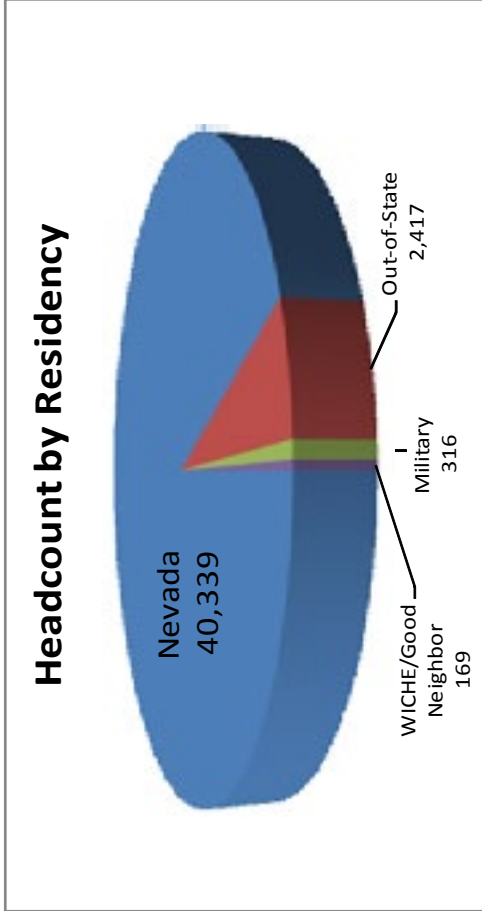
Headcount by Time

Headcount by Time (unduplicated*)

Time	Count	% of Total
Daytime Classes	26,430	60.7%
Evening Classes	10,501	24.1%
No Time Specified	6,630	15.2%
TOTAL	43,561	
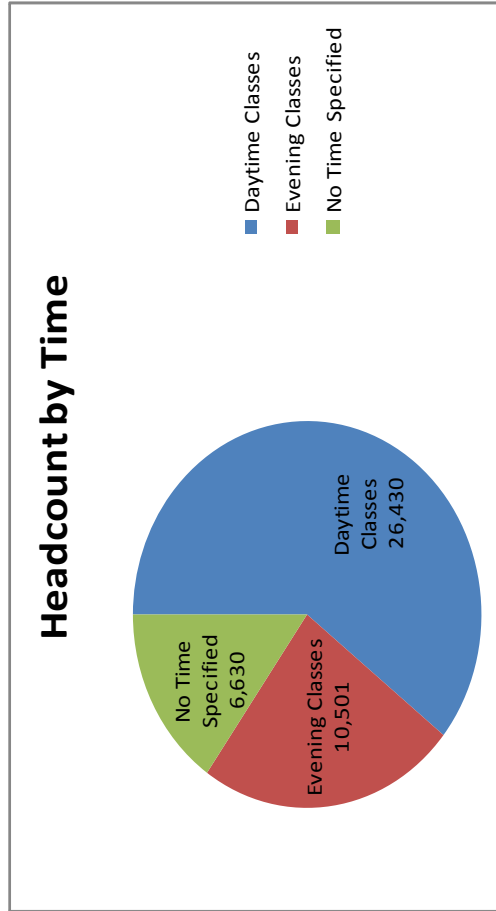
* Students taking both day and evening classes are counted
for the time the most classes are taken. If the counts are equal,
the day classes get the count.

**Evening Classes beginning 5:00 PM or later. No Time = Mostly online.

Headcount by IPEDS Ethnic Category

Unduplicated (once per student)

Headcount by IPEDS Ethnic Category pie chart:
- Caucasian 19,216
- Hispanic 10,612
- African American 4,856
- Asian 4,321
- Unknown 2,024
- Hawaiian/Pac Isl 1,084
- Multi-ethnic (non-Hisp) 861
- Native American 363

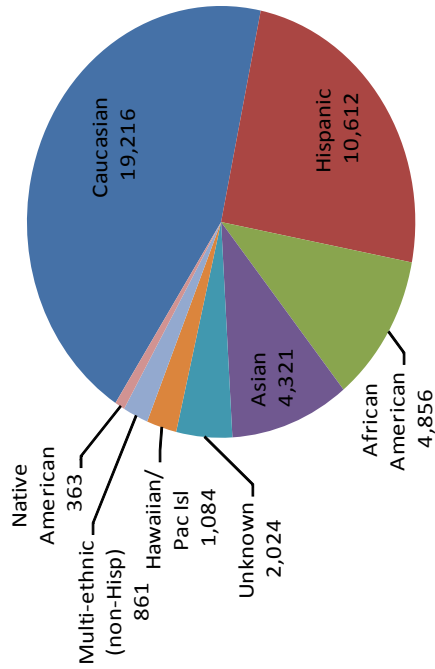| Ethnic Category	Count	% of Total
African American	4,856	11.1%
Asian	4,321	9.9%
Caucasian	19,216	44.1%
Hawaiian/Pac Isl	1,089	2.5%
Hispanic*	10,770	24.7%
Native American	363	0.8%
Multi-ethnic*	922	2.1%
Unknown	2,024	4.6%
TOTAL	43,561	

*Using IPEDS protocols, Multi-ethnic does not include students who select Hispanic.

IPEDS category "Nonresident Alien" is not included.

Percentage = single category / unduplicated total.

Enrollment by Ethnic Populations

Duplicated (once per each selected ethnicity) *

Enrollment by Ethnic Populations bar chart with legend:
- Students selecting multiple ethnicities
- Students selecting a single ethnicity

Categories: African American, Asian, Caucasian, Hawaiian/pac Isl, Hispanic, Native American

Ethnic Category	Count	Pop %
African American	5,148	11.8%
Asian	4,811	11.0%
Caucasian	19,850	45.6%
Hawaiian/Pac Isl	1,422	3.3%
Hispanic	10,770	24.7%
Native American	580	1.3%
Unknown	2,024	4.6%

*Students counted once in each category they select

Percentage = population total / unduplicated total

Do not compare to unduplicated totals.

Total Full-Time Equivalent (FTE)	21,850.4
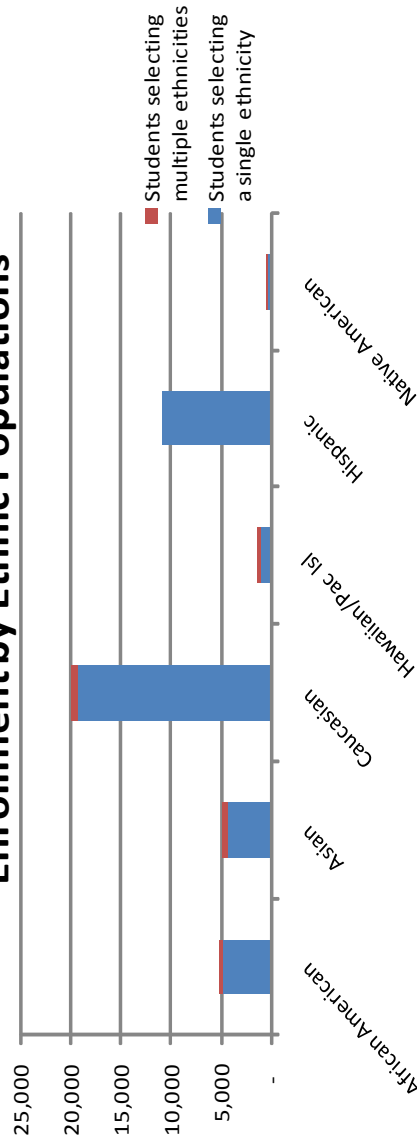
Data as of: 1/11/2010

FTE by Campus

FTE by Campus

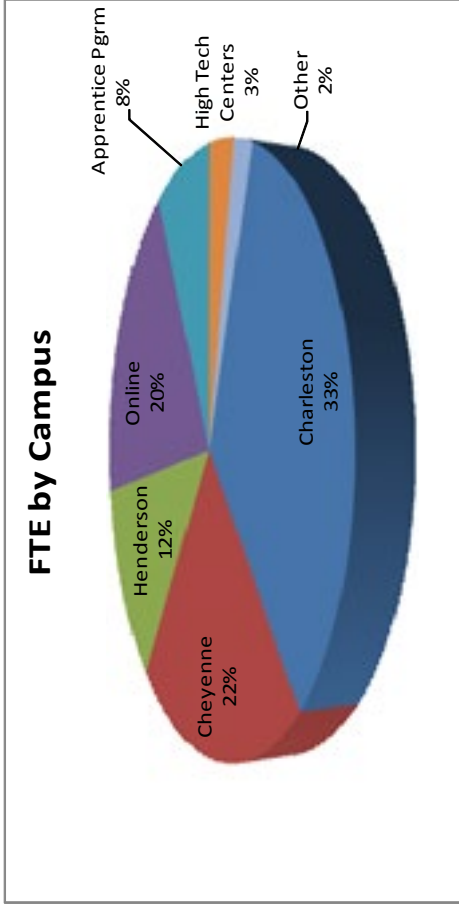| Unduplicated Campus	FTE	% of Total
Charleston	7,162.0	32.8%
Cheyenne	4,772.3	21.8%
Henderson	2,691.1	12.3%
Online	4,328.2	19.8%
Green Valley High-Tech	370.0	1.7%
Lincoln Cty	-	0.0%
Mesquite	47.1	0.2%
Moapa Valley	53.9	0.2%
Nellis AFB	79.2	0.4%
Summerlin High-Tech	96.5	0.4%
Western High-Tech	241.5	1.1%
Apprentice Pgrm	1,697.5	7.8%
Urban/Outlying loc	311.0	1.4%
TOTAL	21,850.4	

FTE by Gender

FTE by Gender

Gender	FTE	% of Total
Female	11,780.1	53.9%
Male	10,070.2	46.1%
TOTAL	21,850.4	
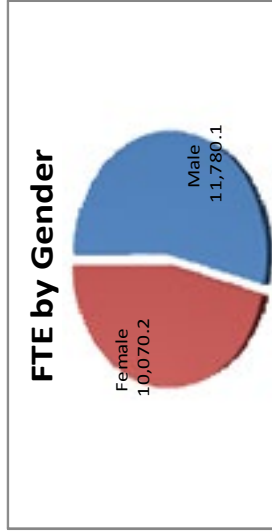
FTE by Age

FTE by Age

Age	FTE	% of Total
Unknown	69.1	0.3%
Under 18	187.0	0.9%
18 to 19	2,495.6	11.4%
20 to 24	9,069.2	41.5%
25 to 29	3,832.4	17.5%
30 to 34	2,250.2	10.3%
35 to 39	1,377.0	6.3%
40 to 49	1,652.7	7.6%
50 to 61	736.7	3.4%
62 & Over	180.5	0.8%
TOTAL	21,850.4	
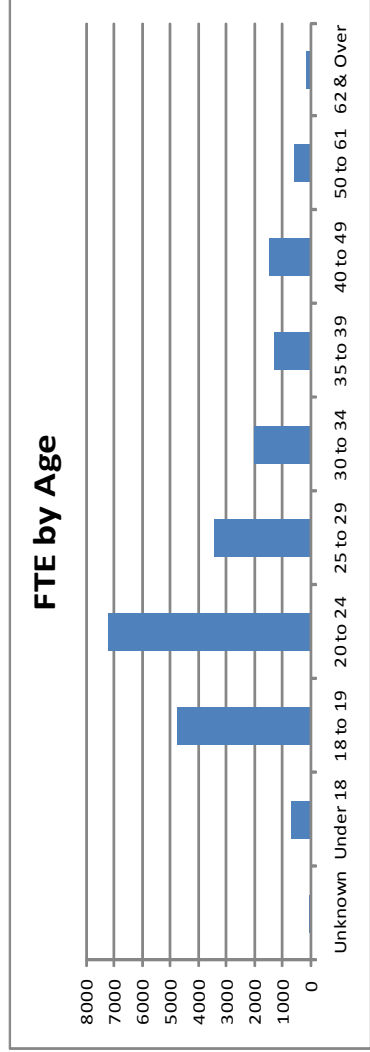
Data as of: 1/11/2010

Total Full-Time Equivalent (FTE) | 21,750.5

FTE by Unit Load

FTE by Unit Load		
Enrollment	**FTE**	**% of Total**
Less than Part Time:		
< 1 credit	30.3	0.1%
1 to 5.5 credits	3,189.2	14.6%
Part Time:		
6 to 8.5 credits	4,332.1	19.8%
3/4 Time:		
9 to 11.5 credits	3,884.6	17.8%
Total Part Time:	11,436.2	52.3%
Full Time:		
12 to 12.5 credits	4,692.9	21.5%
13 to 15.5 credits	4,161.5	19.0%
16 to 19 credits	1,356.9	6.2%
Over 19 credits	202.9	0.9%
Total Full Time:	10,414.2	47.7%
TOTAL	21,850.4	
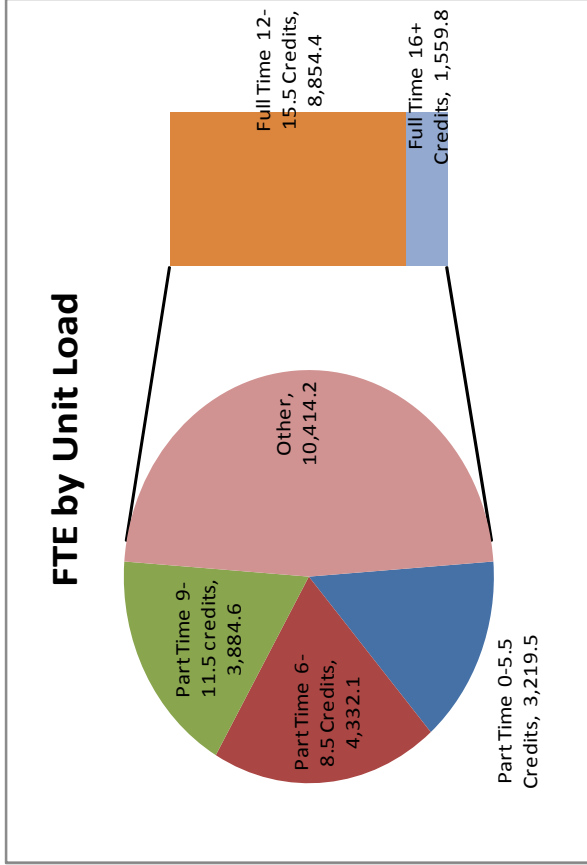
FTE by Residency

FTE by Residency		
Residency	**FTE**	**% of Total**
Nevada	20,334.0	93.1%
Out-of-State	1,227.0	5.6%
Res. Military	165.4	0.8%
WICHE/Good Neighbor	123.8	0.6%
TOTAL	21,850.2	

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Fall 2009
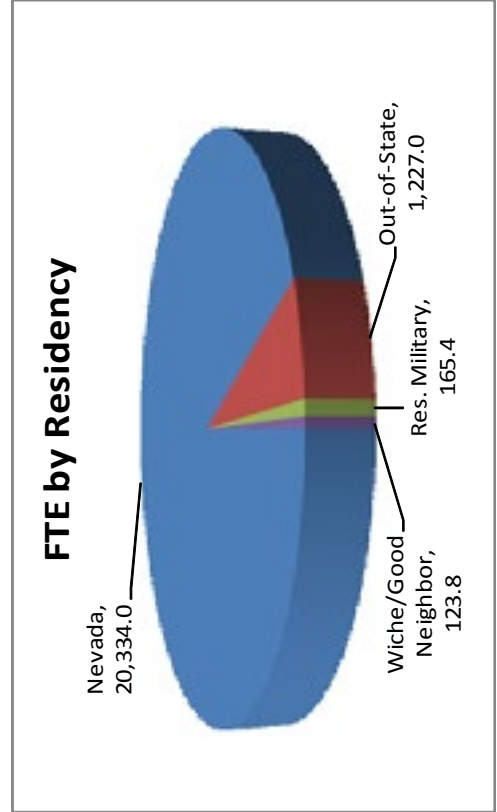
FTE by Time

FTE by Time		
Time	**FTE**	**% of Total**
Daytime Classes	11,954.3	54.7%
Evening Classes	5,467.9	25.0%
No Time Specified	4,428.3	20.3%
TOTAL	21,850.5	

* Students taking both day and evening classes are counted

for the time the most classes are taken. If the counts are equal,

the day classes get the count.

**Evening Classes beginning 5:00 PM or later. No Time = Mostly online.

- Daytime Classes
- Evening Classes
- No Time Specified

Daytime Classes 11,954.3

Evening Classes 5,467.9

No Time Specified 4,428.3
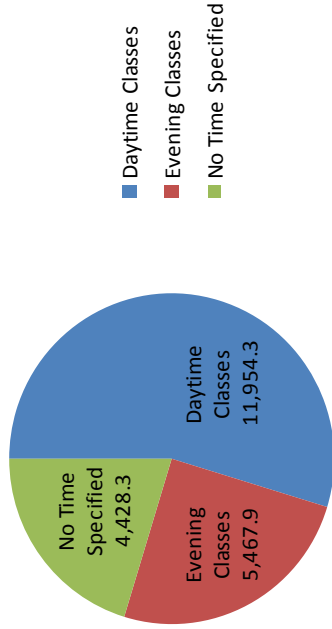
FTE by IPEDS Ethnic Category
Unduplicated (once per student)

Ethnic Category	FTE	% of Total
African American	2,520.6	11.5%
Asian	2,429.2	11.1%
Caucasian	9,698.9	44.4%
Hawaiian/Pac Isl	619.1	2.8%
Hispanic*	5,073.5	23.2%
Native American	183.3	0.8%
Multi-ethnic*	539.0	2.5%
Unknown	786.3	3.6%
TOTAL	21,849.9	

*Using IPEDS protocols, Multi-ethnic does not include students who

select Hispanic. IPEDS category "Nonresident Alien" is not included.

Percentage = single category / unduplicated total

FTE by Ethnicity

Hawaiian/Pac Isl 619.1

Multi-ethnic (non-Hisp) 510.6

Native American 183.3

Unknown 786.3

Other 1,341.4

Asian 2,429.2

African American 2,520.6

Hispanic 5,009.7

Caucasian 9,698.9

154

Data as of:　1/11/2010

Total Full-Time Equivalent (FTE)	21,750.5

FTE by Ethnic Populations
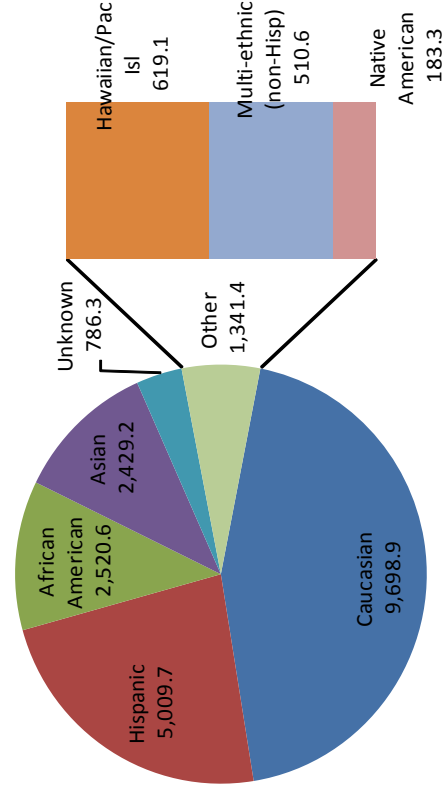
FTE by Ethnic Populations

Duplicated (once per each selected ethnicity) *

Ethnic Category	FTE	Pop %
African American	2,695.4	12.3%
Asian	2,710.9	12.4%
Caucasian	10,077.0	46.1%
Hawaiian/Pac Isl	809.9	3.7%
Hispanic	5,073.5	23.2%
Native American	311.1	1.4%
Unknown	786.3	3.6%

*Students counted once in each category they select

Percentage = population total / unduplicated total

Do not compare to unduplicated totals.
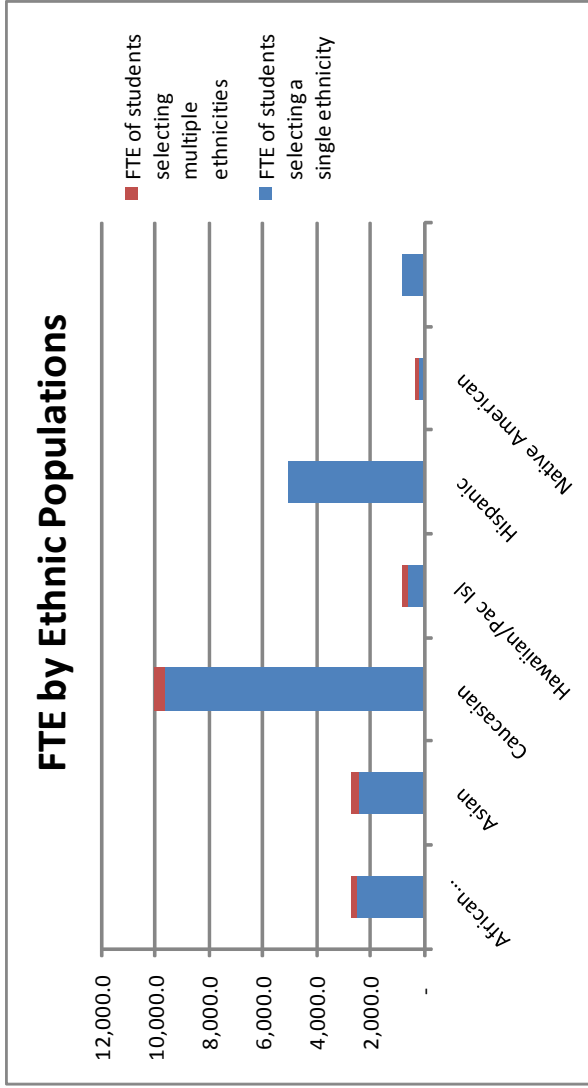
ANNUAL PROGRESS REPORT OF CSN'S STRATEGIC PLAN

A vital component of the 2010-2017 Strategic Plan is an annual review of the objectives identified as priorities in the previous year to:

- update the status of those objectives,

- determine if the objectives were completed, and

- determine if additional funding or implementation strategies are necessary to complete the objectives

This template will be used:

FY 2010 Objectives	Status	

CSN Assessment Champions

Senior Leadership
ederico Zaragoza, President
Margo Martin, Interim Vice President, Transition Activities
Mary Kaye Bailey, Vice President, inance and Administration
Patricia Charlton, Vice President/Provost, Henderson Campus
Juanita Chrysanthou, Vice President, Student Affairs
Clarissa Cota, Interim Vice President, Academic Affairs
Richard Hinckley, eneral Counsel

Academic Affairs
John Bearce, Executive Director, Institutional Research
Debra Berry, Professor, oversees eneral Education
Theodore Chodock, Librarian, Libraries
Shellie Keller, Director, Centers for Academic Success
Rick Marks, Director, Curriculum and Scheduling
James McCoy, Associate Vice President, Academic Affairs
Joan Mc ee, Professor, works on Strategic Planning
Shari Peterson, Director, Assessment

Student Affairs
Uche Dappa, Director, Testing Center
Rebecca ates, Senior Specialist, Assessment
Victoria oeke, Associate Vice President, inancial Aid
Stephanie Hill, Associate Vice President, Student Affairs
Lisa de Jesus, Associate Vice President, Student Affairs
Laura Latimer, Associate Vice President, Student Affairs
Kayla McIntosh, Director, Student Affairs

President's Reports
 reg ammon, Special Projects, Emergency Management
Dexter Irvin, Director, Athletics
Maria Marinch, Executive Director, Inclusive Learning
David Morgan, Executive Director, Marketing and Communications
Daniel Morris, Executive Director, oundation
Mugunth Vaithylingam, Chief Information Officer, Technology Services

Operational Services

       Facilities

Kay Fitzgerald, Coordinator, Facilities Management
Tamara Flores-Sahagun, Coordinator, Facilities Management
Brad Jensen, Director, Facilities Management
Sylvia Kim, Associate Vice President, Facilities Management
Scott Lester, Coordinator, Workforce and Economic Development
Jeff Lycan, Coordinator, Facilities Management
Darlene Montague, Coordinator, Facilities Management
John O'Neill, Director, Facilities Management
Sherri Payne, Senior Associate Vice President, Facilities Management
Paul Powers, Project Manager, Facilities Management
Albert Rodriguez, Director, Facilities Management
Jane Rowland, Director, Facilities Management
Josh Ruter, Interim Manager, Facilities Management

       Finance and Administration

Lisa Bakke, Associate Vice President, Budget Services
Melody Deng-Lee, Senior Associate Vice President/Controller
Ayesha Kidd, Associate Vice President, Human Resources
Rolando Mosqueda, Associate Vice President Procurement and Auxiliary Services
John Scarborough, Senior Associate Vice President and Chief Human Resources Officer, Human Resources

Unit Name: Facilities Management

Unit Mission Statement: The mission of the College of Southern Nevada   acilities Management Department is to create, maintain and operate an environment to enhance the learning experience.

Unit Vision Statement: To provide seamless service in support of the CSN community

Unit Goals:

1.   Increase the quantity and quality of student collaborative space.
2. Promote sustainable operational processes.
3. Create a safe environment for the college community.

Unit   unction, Outcome and Performance Indicator

1. **Core Function:** Develop a master plan for the number, location, and accessories of interior and exterior collaborative spaces needed, plan to include estimated costs, locations, timelines and phasing strategies.
    a. **Core Outcome:** CSN campuses will provide interior and exterior collaborative spaces to support engagement and student success.
       i.   **Performance Indicator**: Progression towards master plan attainment. Report number of collaborative spaces and types of spaces.
    b. **Core Outcome:** Within the next seven years, increase the current square footage of collaborative space consistent with the 2016 Paulien Space Study.
       i.   **Performance Indicator:** Increase collaborative space from 3,391 Sf to the recommended 8,068 Sf as proposed by the Paulien Space Study.
    c. **Core Outcome:** Classrooms, laboratories and general student space will have appropriate educational adequacy standards which includes: environmental, layout and furnishings, technology and tools, adjacency, and general conditions (finishes).
       i.   **Performance Indicator:**   All student spaces will have an educational adequacy score of 12 or better (80% of factors).

2. **Core Function:** Promote sustainable operational processes.
    a. **Core Outcome:** Improve institutional energy efficiencies by reducing kilowatt per hour/per square foot utilization by 5% per year (target of 7 years).
       i.   **Performance Indicator**: Average kilowatt per hour per S .
    b. **Core Outcome:** Increase recycling efforts throughout the institutional operations and facilities.
       i.   **Performance Indicator:** Recycling processed through campus and centers.
    c. **Core Outcome:** Improve efficiencies of building systems and equipment.
       i.   **Performance Indicator:** Reducing deferred backlog of critical systems and equipment.

3. **Core Function:** Provide a safe environment for the institutional community.
   a. **Core Outcome:** Provide business process strategies to maintain 100% compliance with federal state and local regulatory mandates.
      i. **Performance Indicator**: Compliance logs/records.
   b. **Core Outcome:** Properly maintain all life/safety equipment.
      i. **Performance Indicator:** Equipment repaired, replaced, or installed.
   c. **Core Outcome:** Communicate regularly with faculty and administrative staff to review safety concerns.
      i. **Performance Indicator:** Meet twice a year.

See Attached Annual Assessment Tool

College of Southern Nevada: Annual Assessment Plan Year 2018-19

Division/Department: acilities Management

The College of Southern Nevada creates opportunities and enriches lives with inclusive learning and working environments that support diversity and student success. The college fosters economic development, civic engagement, and cultural and scientific literacy, while helping students achieve their educational, professional and personal goals.

Unit Mission Statement: The mission of the College of Southern Nevada acilities Management Department is to create, maintain and operate an environment to enhance the learning experience.

Vision Statement: To provide seamless service in support of the CSN community

Core Function(s): Develop a master plan for the number, location, and accessories of interior and exterior collaborative spaces needed, plan will include estimated costs, locations, timelines and phasing strategies. (Core Theme: Community, Connection, Inclusion & A Sense of Belonging/Institutional Stewardship)				
Unit Objective: CSN campuses will provide interior and exterior collaborative spaces to support student engagement and success.				
Who is Involved/ Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time rame:	Resources Needed:
Sylvia Kim/Planning & Design	# of spaces and types of services	Service spaces and stations.	% increase	2018-19 base year	
Objective met? ☐ Yes ☐ No ☐ Partially	Explanation: Planning & Design will develop a 3 year master plan to provide assessment of current spaces and services. Plan will include 3 year phased approach to implement new service spaces and stations for students			Next Steps/Timeline: Three year plan to include cost estimates, locations and timelines for deployment.	
Unit Objective: Within the next seven (7) years, increase the current square footage of collaborative space consistent with the 2016 Paulien Study.				

Who is Involved/Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time Frame:	Resources Needed:
Planning & Design Academic Affairs	Increase collaborative space from 3,391 sq ft to 8,068 sf.	Sq. ft annually repurposed	% increase	2018-19	
Objective met? ☐ Yes ☐ No ☐ Partially	Explanation: Academic Affairs will identify underutilized classroom space for repurposing. Additionally, completion of the Student Unions will enable opportunity for repurposing of space.			Next Steps/Timeline: Optimized schedule to identify underutilized classroom space. Completion of Student Unions.	

Unit Objective: Classrooms, laboratories, and general student space will have appropriate educational adequacy standards which includes (environment, layout and furnishings, technology tools, adjacency, and general conditions (finshes).

Who is Involved/Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time Frame:	Resources Needed:
Planning & Design	Spaces with have a score of 12 or higher	Adequacy standard index	# of rooms with at 80% or better of the index	2018-19 base year	
Objective met? ☐ Yes ☐ No ☐ Partially	Explanation: Planning & Design will conduct a condition assessment and identify rooms/spaces that fall below the adequacy index.			Next Steps/Timeline: Conduct condition assessment. Resource requests will be guided by the scoring of the adequacy index for all campuses, sites and centers.	

Core Function(s): Promote sustainable operational processes. (Core Theme: Institutional Stewardship)					
Unit Objective: Improve institutional energy efficiencies by reducing kilowatt per hour/per square foot utilization by 5% per year.					
Who is Involved/Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time Frame:	Resources Needed:

CSN Facilities Management Department Annual Assessment Plan 2018-19

Albert Rodriguez/Technical Services	5% per year	KWH utilization	% reduction	2017-18 base year
Objective met? ☐ Yes ☐ No ☐ Partially	Explanation: Technical Services will utilize the 2017-18 actual utility bills as a baseline and compare utilization for 2018-19 for actual changes.			Next Steps/Timeline: Policy, practice, or resource request will be guided based on base year data and 5% reduction goal. Evaluation will occur in all 2018 for Year 1.

Unit Objective: Increase recycling efforts throughout the institutional operations and facilities.

Who is Involved/ Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time rame:	Resources Needed:
Custodial Services	Increase in recycling	Annual recycling report	% increase	2018-19 base year	
Objective met? ☐ Yes ☐ No ☐ Partially	Explanation: During 2018-19 a baseline evaluation will be performed and review of all college operations for implementation opportunities will be recommended.			Next Steps/Timeline: Year 1 review of to determine baseline and opportunities for recycling throughout CSN.	

CSN Facilities Management Department Annual Assessment Plan 2018-19

Unit Objective: Improve efficiencies of building systems and equipment.				
Who is Involved/ Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time rame:	Resources Needed:
Albert Rodriguez/Technical Services	Reduce deferred maintenance backlog	Deferred maintenance	% reduction	2018-19 baseline.	
Objective met? ☐ Yes ☐ No ☐ Partially	Explanation: Systems or equipment that experience outages impact campus/college operations. CSN has an effective Preventive Maintenance System, however campus equipment and systems are aging and challenges to repair exist.			Next Steps/Timeline: Continue efforts to maximize deferred maintenance resources.	

CSN Facilities Management Department Annual Assessment Plan 2018-19

Core Function(s): Provide a safe environment for the institutional community. (Core Theme: Student Success/Quality/Institutional Stewardship)

Unit Objective: Provide business process strategies to maintain 100% compliance with federal, state and local regulatory mandates.

Who is Involved/ Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time Frame:	Resources Needed:
John O'Neill/ES&H	Compliance findings/logs.	Number of instances of non-compliance.	100% compliance target	Ongoing	
Objective met? ☐ Yes ☐ No ☐ Partially	Explanation: ES&H will provide ongoing review of business process strategies to address changes in federal, state and local regulatory requirements. Business processes will be reviewed on an ongoing basis.			Next Steps/Timeline: Policy, practice, or resource request will be guided based on regulatory requirements.	

Unit Objective: Properly maintain all life/safety equipment.

Who is Involved/ Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time Frame:	Resources Needed:
John O'Neill/ES&H	All equipment properly maintained.	Equipment inspections	# of units inspected	2017-18 baseline	
Objective met? ☐ Yes ☐ No ☐ Partially	Explanation: ES&H will perform ongoing inspections and replace or repair equipment as needed. Quarterly reports to be provided to management.			Next Steps/Timeline: Budget expenditures will be monitored and as necessary resource may be requested.	

Unit Objective: Communicate regularly with faculty and administrative staff and review safety concerns.

Who is Involved/ Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time Frame:	Resources Needed:
John O'Neill/ES&H	Faculty/Staff meetings	Meetings per semester	# of meeting conducted and # of participants	2018-19	

CSN Facilities Management Department Annual Assessment Plan 2018-19

Objective met?	Explanation: Conduct meetings in the fall and spring semester.	Next Steps/Timeline: Schedule appropriate meetings.
☐ Yes ☐ No ☐ Partially		

Unit Name: Site Administration

Unit Mission:

The mission of the College of Southern Nevada Site Administration Offices is to support student success by maintaining access to a diverse and safe learning environment.

Unit Vision:

The Site Administration Sites and Centers seek:

- Innovation and success in education to inspire and transform lives in our communities.
- Be a leader in supporting economic development in the region.

Unit Goals (Please list 2-3 minimum):

- Offer a variety of core/general education classes for successful completion of a degree. (reen Valley)
- Provide the necessary complement of courses required to attain certificates. (Mesquite)
- Provide one-stop support services (testing, advising, retention). (Western)
- Responding to the needs of the Air orce community. (Nellis)
- Increase educational opportunities (DWED) through the expansion of continuing education programs and/or classes. (reen Valley)
- Provide right-size academic success support (all)

Unit Core Functions, Core Outcomes, and Performance Indicators (Please list 2-3 minimum):

1**.** Core unction reen Valley:
Core Outcome: a. Evaluate general education offerings
Performance Indicator: i. Increase number of courses that meet the general education core offered at the V Tech Center.
Core Outcome: b. : Increase educational opportunities for students and business and industry by DWED for non credit programs and/or classes.
Performance Indicator: i. Number of courses or programs offered.

2. Core unction Mesquite:
Core Outcome: a. Evaluate student and community demand for certificate program offerings available to students at Mesquite Center through in person, video conferencing, or interactive means.
Performance Indicator: i. Develop action plan and implementation strategy to provide access for students to meet educational goals and respond to community workforce demand.

3. Core unction Western:

Core Outcome: a.   Engage with Student Affairs to identify student support needs at the Western Tech Center
>   Performance Indicator: i.   Completion of review of student affairs support and service complement for students at extended site.

4. Core   unction Nellis:
>   Core Outcome: a. Student satisfaction survey
>   Performance Indicator: i.   X% of students are satisfied with program offerings and support at location.

Annual Assessment Plan

Based upon your core functions, core outcomes, and performance indicators (listed above), what <u>core outcomes</u> will you assess in 2018-19. (Please list 1-2 minimum)

NOTE: The Site Administrators of the various locations have begun the process to complete a Strategic and Tactical Plan in order to address the services and support provided at the various locations. In advance of identifying specific core outcomes and indicators, a comprehensive discussion with Academic Affairs and Student Affairs will need to occur.

See Attached

College of Southern Nevada: Annual Assessment Plan Year 2018-19

Division/Department: Site and Center Administration

The College of Southern Nevada creates opportunities and enriches lives with inclusive learning and working environments that support diversity and student success. The college fosters economic development, civic engagement, and cultural and scientific literacy, while helping students achieve their educational, professional and personal goals.

Unit Mission Statement: The mission of the College of Southern Nevada Site Administration Offices is to support student success by maintaining access to a diverse and safe learning environment and CSN sites and centers.

Vision Statement: The Site Administration of Sites and Centers seeks innovation and success in education to inspire and transform lives in our communities.   Site Administration of Sites and Centers strives to be a leader in supporting economic development in the region.

Core Function Green Valley: Offer a variety of core/general education classes for successful completion of a degree. (Core Theme: **Student Success/Community Connection, Inclusion & A Sense of Belonging**)					
Unit Objective: Evaluate general education offerings.					
Who is Involved/ Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time rame:	Resources Needed:
Josh Ruter, V Site Administration Academic Affairs	Increase courses that meet general education core.	Depth of courses offered.	# increase	2018-19 base year	
Objective met? ☐ Yes ☐ No ☐ Partially	Explanation: Inventory of general education core classes currently provided. In addition, conduct community outreach to identify niche programs that are high demand/high wage in support of students first and student success.			Next Steps/Timeline:	

DRAFT – FOR DISCUSSION PURPOSES ONLY

Unit Objective: Increase educational opportunities (DWED) through the expansion of non credit programs and/or classes.				
Who is Involved/ Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time frame:	Resources Needed:
Josh Ruter, V Site Administration DWED	Increase non credit courses/programs.	Courses and programs offered	# of courses # of programs	2018-19 base year	
Objective met? ☐ Yes ☐ No ☐ Partially	Explanation: Perform an assessment of student and community demand. Identify opportunities to support student success and workforce and economic development metrics.			Next Steps/Timeline:	

Core Function Mesquite Center: Provide the necessary complete of courses required to attain certificate.

Unit Objective: **Evaluate student and community demand for certificate program offerings available to students at the Mesquite Center through in person, video conferencing, or interactive means. (Core Theme: Student Success/Communication, Connection, Inclusion & A Sense of Belonging).**

Who is Involved/ Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time Frame:	Resources Needed:
Darlene Montague, Mesquite Center Academic Affairs DWED	Certificate programs to support students and community	Certificate programs	# of certificates offered # of students supported # of courses provided	2018-19 base year	
Objective met? ☐ Yes ☐ No ☐ Partially	Explanation: Develop action plan and implementation strategy to provide access for students to meet educational goals and respond to community workforce demand.			Next Steps/Timeline: Conduct needs assessment, course inventory, and explore delivery methods and options.	

Core Function Western High Tech Center: Provide one-stop support services to students (example: testing, advising and retention services). (Core Theme: Student Success).

Unit Objective: Engage with Student Affairs to identify student support needs at the Western High Tech Center

Who is Involved/ Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time Frame:	Resources Needed:
Tamara Flores-Sahagun, Western High Tech Center	One-stop services	# of services provided	# of students served	2018-19 evaluation year	
Student Affairs		Schedule of services			
Objective met? ☐ Yes ☐ No ☐ Partially	Explanation: Western High Tech Center and Student Affairs to perform analysis of demand and student need.			Next Steps/Timeline: Year 1 assessment to determine feasibility and options for service and support delivery.	

Core Function Nellis Air Force Base Site: Responding to the needs of the Air Force community. (Core Theme: Student Success).

Unit Objective: Students participating in educational offerings will have needs met at the Nellis AFB location.

Who is Involved/ Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time Frame:	Resources Needed:
Jeff Lycan, Nellis AFB Site Manager	Students are satisfied	Survey responses	# of students satisfied with offerings and support	2018-19 survey base year	
Objective met? □ Yes □ No □ Partially	Explanation: Conduct student satisfaction survey.			Next Steps/Timeline: Year 1 deploy survey evaluate student satisfaction.	

Core Function: (All Site and Centers) – Provide right-size academic success support. (Core Theme: Student Success).

Unit Objective: Provide academic success support to all students at locations off CSN main campuses.

Who is Involved/ Responsible Person:	Desired Outcomes:	Measurement Tool/Source:	Criteria for Success (e.g., #, % change)	Time Frame:	Resources Needed:
Site Managers Center of Academic Success	Provide services to support student needs.	Students served	# of students supported	2018-19 perform evaluation of student needs.	
Objective met? ☐ Yes ☐ No ☐ Partially	Explanation: Meeting with Site and Center Managers with Centers of Academic Success leadership to evaluate student support services requested. Perform data review of student success in order to right size services and support.			Next Steps/Timeline:	

Unit Name: Budget Services

Unit Mission: The mission of the College of Southern Nevada Budget Services Department is to promote fiscal responsibility and support its commitment to student success and service by providing reliable technical assistance and analysis in the planning, administering, and monitoring of budgets.

Unit Vision: The vision of the College of Southern Nevada Budget Services Department is to provide timely, accurate, and complete information and analyses services to College constituents and to actively partner with College leadership in guiding strategic resource allocation for the development and fostering of College initiatives and supporting dynamic decision-making while ensuring compliance with policies, procedures, and business processes.

Unit Goals:
1. Achieve timely response to department inquiries.
2. Respond to constituent reporting requests accurately while meeting stated deadlines.
3. Ensure budget processes are clear and understood by departments and Account Managers throughout the College.

Unit Core Functions, Core Outcomes, and Performance Indicators:

1. **Core Function:** Respond to department submissions in a timely manner.
   Core Outcome:
   a. Workday requests are researched and addressed promptly.
      Performance Indicators:
      i. Response time / approval of Workday requests will be no greater than five (5) business days
      ii. Response time / approval of job position Workday requests will be no greater than ten (10) business days.

2. **Core Function:** Respond to internal and external constituent reporting requests.
   Core Outcome:
   a. Provide timely, accurate, and complete information.
   b. Deliver competent and pertinent data analysis as requested.
      Performance Indicators:
      i. Track and report on the timely delivery of requested reports.

3. **Core Function**: Support college operations by providing clear instructions and well defined deadlines for the budget processes.
   Core Outcome:
   a. Provide instruction to college departments during the budget request process.
   b. Provide departments with deadlines and follow-up reminders prior to the due date for budget requests.
      Performance Indicators:
      i. Track the correspondence with departments to whom budget office provides guidance with the budget processes.

Annual Assessment Plan

Based upon your core functions, core outcomes, and performance indicators (listed above), what core outcomes will you assess in 2018-19. (Please list 1-2 minimum)

Core Outcomes to be assessed in 2018-19:
1. Workday requests responded to within the established timeframes after adequate research is performed by the Budget Office.
2. Reporting requests are prioritized and assigned to the appropriate Budget Office staff and reports are completed, reviewed, and submitted in a timely manner.

Assessment Procedures-what performance indicators will be used to assess the core outcomes listed above:
(Core Outcome #1) Cycle time for Workday inbox items will be collected, analyzed, and reported to demonstrate appropriate processing times.

(Core Outcome #2) A log of reporting requests will be created and updated with dates to demonstrate appropriate response time.

Responsible Person-who will be responsible for assessing each core outcome listed above:
(Core Outcome #1) Lisa Bakke
(Core Outcome #2) Lisa Bakke

Performance Targets:
(Core Outcome #1)
    a. Cycle time for approvals of Workday requests will be no greater than five (5) business days.
    b. Cycle time for job position Workday requests will be no more than ten (10) business days.

(Core Outcome #2)
    a. 100% of standard reports will be submitted on or before the due date and 90% of ad hoc reports will be submitted on or before the due date.

Unit Name: Controller's Office

Unit Mission:

The mission of the College of Southern Nevada Controller's office is to account for, report on, and safeguard the College's financial resources effectively and efficiently while complying with federal, state, and other regulatory financial guidelines.

Unit Vision:

The vision of the College of Southern Nevada Controller's office is to be a trusted advisor working in partnership with faculty, staff, students, and other stakeholders to enhance the financial stewardship and to uphold the public's trust in the institution and mission of the College.

Unit Goals:

1. Provide management and training to ensure the integrity of all CSN financial transactions and financial reports.

2. Commit to meeting and facilitating the needs of the College community effectively and efficiently.

Unit Core Functions, Core Outcomes, and Performance Indicators:

1**. Core Function**: Provide services within a reasonable timeline
    Core Outcome:
    a. Student Accounts and Cashiering Services Department will respond to inquiries promptly.
        Performance Indicator:
        i.   Review the progress within cashier.office@csn.edu monthly
        ii.   90% of inquires and request submitted through emails will be responded to within three (3) business days.
    b. Accounts Payable Department will process Expense Reports and non-purchase order related supplier invoices or returns for correction timely.
        Performance Indicator:
        i.   Review the progress within Workday monthly
        ii.   90% of the Expense Reports and non-purchase order related supplier invoices will be processed or returned for correction within five business days.

2. **Core Function**: Safeguard the College's assets by implementing internal controls.
    Core Outcome: a. Financial Reporting Department will review and implements necessary updates on internal controls.
        Performance Indicator:
        i.   Evaluate internal control procedures and businesses processes annually.
        ii.   Develop and implement necessary changes to reinforce internal controls.

Annual Assessment Plan

Based upon your core functions, core outcomes, and performance indicators (listed above), what <u>core outcomes</u> will you assess in 2018-19. (Please list 1-2 minimum)

Core Outcomes to be assessed in 2018-19:

1. Reply to email inquiries received by cashier.office@csn.edu within three business days.

2. Process Expense Reports and non-purchase order related supplier invoices or return for correction within five business days.

Assessment Procedures-what performance indicators will be used to assess the core outcomes listed above:
(Core Outcome #1)
    Review the progress within cashier.office@csn.edu monthly.
(Core Outcome #2)
    Track and report cycle time of requests submitted in Workday monthly.

Responsible Person-who will be responsible for assessing each core outcome listed above:
(Core Outcome #1)
    Susan Kopacz
(Core Outcome #2)
    Margaret Konie

Performance Targets:
(Core Outcome #1)
    90% of inquires and request submitted through emails will be responded to within three (3) business days.

(Core Outcome #2)
    90% of the Expense Reports and non-purchase order related supplier invoices will be processed or returned for correction within five business days.

Unit Name: Human Resources Department

Unit Mission:
The Human Resources Department advances the overall mission of the College to promote and support student success through the acquisition, retention, and development of a top-tier workforce. Through its processes and personnel, Human Resources creates opportunities and enriches lives with inclusive learning and working environments that foster diversity, civility, and collegiality.

Unit Vision:
Our vision is to be recognized as an "employer of choice" for an exceptional, engaged, and accountable workforce that supports student success, diversity, and inclusiveness.

Unit Goals:

1. Attract and retain a diverse workforce.
2. Develop a well-trained faculty and staff.
3. Ensure the College has safe and supportive work and learning environments.

Unit Core Functions, Core Outcomes, and Performance Indicators (Please list 2-3 minimum):

1. **Core Function**: Attract and retain a full-time workforce that reflects ethnic and gender diversity.
   Core Outcome:
   a. Ethnic and gender diversity of full-time workforce that aligns more closely with the CSN service area.
      Performance Indicator
      i. Report annually ethnic and gender diversity data comparing the service area to the CSN workforce.

2. **Core Function**: Provide faculty and staff with internal professional development opportunities.
   Core Outcome:
   a. Achieve a well-trained faculty and staff through internal learning and professional development opportunities, workshops, and trainings programs.
      Performance Indicator
      i. Report annually data measuring workshop attendance and completion.
      ii. Report data demonstrating the use of various modes of internal learning and development opportunities.

3. **Core Function** Provide education, prevention, and outreach programming to promote safe and supportive learning and working environments free from harassment and discrimination.
   Core Outcome:
   a. Achieve a favorable perception that CSN promotes safe and supportive work and learning environments free from harassment and discrimination.
      Performance Indicator
      i. Establish baseline data related to sexual harassment and discrimination awareness through student and employee climate surveys.

Annual Assessment Plan

Based upon your core functions, core outcomes, and performance indicators (listed above), what <u>core outcomes</u> will you assess in 2018-19. (Please list 1-2 minimum)

Core Outcomes to be assessed in 2018-19:

1. Ethnic and gender diversity of full-time workforce that aligns more closely with the CSN service area.
2. Well-trained faculty and staff through internal learning and professional development opportunities, workshops, and trainings programs.
3. Perception that CSN promotes safe and supportive work and learning environments free from sexual harassment and discrimination.

Assessment Procedures – What Performance Indicators Will Be Used to Assess the Core Outcomes Above:

(Core Outcome #1)
Report annually (fiscal year) ethnic and gender diversity data comparing the service area to the CSN workforce.

(Core Outcome #2)
a. Report data measuring workshop attendance and completion.
b. Report data demonstrating the use of various modes of internal learning and development opportunities.

(Core Outcome #3)
Establish baseline data related to sexual harassment and discrimination awareness through student and employee climate surveys.

Responsible Person:

(Core Outcome #1)
JC Scarborough / Jason Parker

(Core Outcome #2)
JC Scarborough / Ayesha Kidd

(Core Outcome #3)
JC Scarborough / Eric Gilliland

Performance Targets:
(Core Outcome #1)
Annual (fiscal year) percentage increase of the employee population within each ethnic and gender demographic category.

(Core Outcome #2)
a. Annual (fiscal year) increase in faculty and staff participation in internal professional development opportunities.
b. Annual (fiscal year) increase in the modes of internal professional development opportunities available to faculty and staff.

(Core Outcome #3)
Establish baseline awareness data for topics related to sexual harassment and discrimination.

Unit Name: CSN Purchasing Department

Unit Mission: The mission of the College of Southern Nevada Purchasing Department is to support the purpose and goals of the College and it's educational, workforce development, and public service missions by procuring quality goods and services at competitive prices, in a timely manner, and all in the best interest of the College.

Unit Vision: The vision of the College of Southern Nevada Purchasing Department is to provide responsive and responsible service to all College departments and to adhere to the highest ethical standards in all transactions and interactions.

Unit Goals (Please list 2-3 minimum):

1. Adhere to applicable NSHE procedures, state statutes, federal guidelines, and industry best practices for all procurements processed by the department.

2. Achieve value leadership through competitive bidding (and quoting) and strategic sourcing while maintaining transparency and integrity for all processes.

3. Maximize the inclusion of women and minority-owned businesses and/or local business enterprises as direct and indirect suppliers of goods and services to the College.

Unit Core Functions, Core Outcomes, and Performance Indicators (Please list 2-3 minimum):

1**. Core Function**: Process procurement requests in a timely manner
   Core Outcome: a. Requisitions submitted in Workday will be addressed by the Purchasing staff promptly after receiving required approvals through Workday workflow.
   b. Formal solicitations (e.g. RFP, IFB, RFQ) will be prioritized and expedited based on project deadlines and impact to the College.
   Performance Indicator: i.   Cycle time average for all Workday requisitions in each fiscal year shall be no greater than ten (10) business days.
   ii. Cycle time average for all non construction Workday requisitions will be no greater than five (5) business days in each fiscal year.
   iii. Formal solicitations will be logged and tracked in an electronic database and reviewed for reasonable processing times.

2. **Core Function**: Procure required goods and services at the best possible price achieving value and dollar savings.
   Core Outcome: a. Achieve savings through strategic selection of the most advantageous cooperative contracts and vendor selections both based on best value and competitive pricing.
   Performance Indicator: i.   Include best value language in all formal solicitations.
   ii. Track and report dollar savings based on strategic sourcing and vendor selection
   iii. Increase dollar savings by 5% annually (fiscal year) based on contract negotiation and contract selection.

3. **Core Function**: Support the College's supplier inclusion initiative.

      Core Outcome: a. Raise awareness for and increase the participation of diverse and local businesses in College contracting opportunities.

            Performance Indicator: i. Increase the number of diverse and/or local suppliers registering to do business with the College 10% annually (fiscal year).

                ii. Increase bid notifications to diverse suppliers by 10% annually (fiscal year) to expand awareness of and exposure to College bidding opportunities.

                iii. Host at least one suppler inclusion event each year.

Annual Assessment Plan

Based upon your core functions, core outcomes, and performance indicators (listed above), what <u>core outcomes</u> will you assess in 2018-19. (Please list 1-2 minimum)

Core Outcomes to be assessed in 2018-19:

1. Requisitions submitted in Workday will be processed by the Purchasing Department staff within established timeframes after receiving required approvals through Workday workflow.

2. Increase awareness and participation of diverse and local businesses in College contracting opportunities.

Assessment Procedures-what performance indicators will be used to assess the core outcomes listed above:
(Core Outcome #1) Cycletime for all requisitions submitted in Workday will be collected, analyzed, and reported to demonstrate appropriate processing times**.**

(Core Outcome #2) Track and report the number of MBE, WBE, VBE, and LBE's registering to do business with the College as well as the number of these type companies directly sent bidding opportunities.

Responsible Person-who will be responsible for assessing each core outcome listed above:
(Core Outcome #1) Rolando Mosqueda

(Core Outcome #2) Rolando Mosqueda

Performance Targets:
(Core Outcome #1)
    a. The cycle time average (the time to convert a requisition to a purchase order after the requisition is in the Purchasing Department's Workday queue) for all Workday requisitions in each fiscal year shall be no greater than ten (10) business days
    b. The cycle time average for all non construction Workday requisitions will be no greater than five (5) business days.

(Core Outcome #2)
    a. Increase by 10% annually (fiscal year) the number of diverse and/or local suppliers registering to do business with the College in the NSHE Supplier Registration System and/or the NGEM system.
    b. Increase by 10% annually (fiscal year) the number of email notifications sent to diverse suppliers related to the College's formal bidding opportunities

Unit Name: Workday

Unit Mission: The Workday Department at the College of Southern Nevada supports the standardization of business processes by supporting a user-friendly system that aids the college community in accomplishing their jobs easily and effectively by minimizing manual processes while engaging users through training and communication.

Unit Vision: The Workday Department at the College of Southern Nevada facilitates the effective use of HR and financial systems to meet the business needs of faculty and staff by delivering comprehensive functionality, valuable reporting, and increased operational efficiencies.

Unit Goals:

1. Align business processes with CSN's business needs, compliance standards and statutory requirements.
2. Increase transparency and improve decision making through analytical reporting and dashboards.

Unit Core Functions, Core Outcomes, and Performance Indicators:

1. **Core Function**: Provide effective support for employee self-service, manager processes, human resources and finance.
    Core Outcome:
    a. Create effective business processes that meet the business needs, all compliance and statutory requirements
    b. Provide support through training and communication using online tools as well as facilitating transition to upcoming system updates.
    Performance Indicator:
    i. Workday Tickets Aging Analysis will show resolution time for all tickets
    ii. Track and report on the trainings offered to users of the Workday system

2. **Core Function**: Expedite decision-making and improve efficiencies
    Core Outcome:
    a. Develop accurate and reliable reports to provide real time data.
    b. Introduce flexible reporting tools that better meet college and individual reporting needs.
    Performance Indicator:
    i. Track and report cycle time for report requests
    ii. Track end user feedback

Annual Assessment Plan

Based upon your core functions, core outcomes, and performance indicators (listed above), what <u>core outcomes</u> will you assess in 2018-19. (Please list 1-2 minimum)

Core Outcomes to be assessed in 2018-19:

1. Effective business process that meet the needs of the CSN community along with meeting the compliance and statutory requirements.
2. Report development for better decision-making and improved operational efficiencies.

Assessment Procedures-what performance indicators will be used to assess the core outcomes listed above:

Core Outcome #1
Workday Tickets Aging Analysis will show the resolution time for all tickets, Trainings Offered.

Core Outcome #2
Track and report cycle time for report requests and track end user feedback

Responsible Person-who will be responsible for assessing each core outcome listed above:

Core Outcome #1
Lata Koneru/ Anat Marinsky

Core Outcome #2
Lata Koneru

Performance Targets:

(Core Outcome #1)
   a. The resolution cycle time for all Tier 1 tickets will be completion in two (2) business days; resolution for Tier 2 tickets in seven (7) to ten (10) business days.
   b. Track and report on the open labs offered biweekly and the monthly Workday training sessions.

(Core Outcome #2)
   a. Design, Develop, Test and Deliver simple report requests in 2 weeks.
   b. Design, Develop, Test and Deliver Advanced/Complex Reports in 4 to 6 weeks.

Unit Name: CSN Auxiliary Services Department

Unit Mission: The mission of the College of Southern Nevada Auxiliary Services Department is to support the College's goal of becoming an employer of choice for a diverse and dynamic workforce and the institution of choice for students seeking degrees, certificates, and training by providing quality and value added services and products.

Unit Vision: The vision of the College of Southern Nevada Auxiliary Services Department is to provide reliable services and quality product based on a fiscally sustainable business model all while maintaining transparency and enhancing the student and staff collegial experience.

Unit Goals (Please list 2-3 minimum):

1. Contribute revenue to support the college's initiatives and programs.

2. Maximize the use of appropriate new and existing technology to enhance operational efficiencies.

3. Develop coordinated marketing efforts for product and service promotion.

Unit Core Functions, Core Outcomes, and Performance Indicators (Please list 2-3 minimum):

1**. Core Function**: Maintain a self supporting funding and business model
      Core Outcome: a. Service and product costs will be established to ensure operational sufficiency.
          b. Service and product costs will be competitive with market rates thus presenting substantial value to customers.
          Performance Indicator: i. Ledger accounts supporting auxiliary services will be self supporting and will not rely on state funding sources or other funding subsidies.
          ii. All fees/customer prices will be based on researched and analyzed market data which will be thoroughly documented.
          iii. Ledger accounts will be internally audited and audit results logged.

2. **Core Function**: Improve services to the college and increase operational efficiencies
      Core Outcome: a. Develop internal procedures to enhance services
          b. Employ vendors to augment service delivery and product selection
          c. Use technology to manage and track operational metrics
          Performance Indicator: i. Establish baseline data for service metrics
          ii. Report on vendor selection and the value added features of vendor contracts.
          iii. Leverage existing technology and develop new technology to improve and expand service and to inform management decision making.

3. **Core Function**: Provide college wide visibility and accessibility to available programs and services
      Core Outcome: a. Raise college awareness of service delivery methods and options
          Performance Indicator: i. Track marketing and outreach efforts to the college community related to auxiliary services
          ii. Report on promotional initiatives and incentives

Annual Assessment Plan

Based upon your core functions, core outcomes, and performance indicators (listed above), what <u>core outcomes</u> will you assess in 2018-19. (Please list 1-2 minimum)

Core Outcomes to be assessed in 2018-19:

1. Maintain a self supporting funding and business model

2. Improve services to the college and increase operational efficiencies

Assessment Procedures-what performance indicators will be used to assess the core outcomes listed above:
(Core Outcome #1) Budgets for accounts supporting service programs will be self supporting and program business models will be self sustaining requiring no additional funding source.

(Core Outcome #2) Establish baseline service data (metrics and/or narrative formats) and report on improvements in service and product delivery, options, prices, and customer satisfaction.

Responsible Person-who will be responsible for assessing each core outcome listed above:
(Core Outcome #1) Rolando Mosqueda

(Core Outcome #2) Rolando Mosqueda

Performance Targets:
(Core Outcome #1)
    a.   Customer prices and fees will be better than market (comparative data).
    b.   Service consumption and product purchases will improve annually (fiscal year).

(Core Outcome #2)
    a.   Service offerings will increase and/or improve annually (fiscal year).
    b.   Document internal controls to ensure program expansion meets guidelines and statutory requirements.

Department/Employee Making Request:
Provide Background, Description, Scope for request:
Core Theme Goal(s) and Specific Objective(s) Supported:

Provide data, program and assessment results where applicable:

Describe the assessment results that were used to identify the need:
What is the reason/justification for the need?
When is this project/program/item needed?

Budget requirements (if previously submitted budgets related to the academic master plan to NSHE or NWCCU, please attach):

Request for Operating unds	unding Type: Recurring or One Time?	
Expenditure	Dollar Amount	TE required
Professional Salaries		
Classified Salaries		
LOA's		
Wages		
ringe Benefits		
Operating		
Travel		
Equipment		
Total Expenditures		
If there are needs required that are not delineated above, i.e. space, technical, etc., please specifically describe those needs here and use dollar amounts if known:		
Complete below only if request was funded (submit by May 1 to IEC)		
How did this funding enable your department to address the stated need?		
Provide evidence through outcome measures related to College Strategic Core Theme goals:		

Unit Name: Diversity and Multicultural Affairs

Unit Mission: Create an inclusive and equitable college culture that promotes engagement and understanding of diverse communities for all students to succeed.

Unit Vision: Foster a college community that embraces diversity and its power to positively transform and expand opportunities for all, empowers our communities, and prepares the future workforce for the global economy creating a supportive, equitable and open environment predicated on trust, understanding and collaboration.

Unit Goals (Please list 2-3 minimum):

- Create, enhance and promote relationships with diverse internal and external constituencies that directly affect student success and institutional goals.
- Support initiatives that aim to create excellence by maximizing the benefits of engaging and supporting diverse communities.
- Establish channels for open, interactive, internal and external communication that provide representation to diverse communities and enhance understanding, respect and collaboration.
- Make recommendations on evaluation, change, elimination and/or creation of policies that have an impact on inclusion, equity and social justice.
- Establish processes of inclusion to represent the interests and needs of diverse populations in institutional plans, goals, programs, initiatives and structure.
- Support efforts to recruit, retain, advance and develop diverse faculty, staff and students.
- Design and implement programming that promotes diversity, inclusion and cultural awareness.
- Promote and monitor progress in meeting CSN's affirmative action goals.
- Conduct regular and on-going training and evaluation in cultural and diversity competencies.
- Provide guidance on diversity-related issues to internal constituencies.

Unit Core Functions, Core Outcomes, and Performance Indicators (Please list 2-3 minimum):

1**. Core Function**: Support, design and provide Inclusive Excellence Training for staff, faculty and students to develop core cultural competencies and develop an equity, asset-based culture
        Core Outcome: a. Increase impactful participation in diversity-related training
            Performance Indicator: i. Document participation and report on audience (staff/faculty/student), area, topics
                            ii. Enroll staff and faculty to participate in Inclusive Excellence Training Certificate to be launched in 2019
                            iii. Provide report on learning outcomes through survey
2**. Core Function**: Provide support and maximize efforts of diversity-related committees
        Core Outcome: a. Increase and/or maintain engagement and participation in diversity and multicultural initiatives and activities
            Performance Indicator: i. Committee active membership
                            ii. Increase participation at diversity-related activities

Annual Assessment Plan

Based upon your core functions, core outcomes, and performance indicators (listed above), what <u>core outcomes</u> will you assess in 2018-19. (Please list 1-2 minimum)

Core Outcomes to be assessed in 2018-19:

1. Increase impactful participation in diversity training

2. Increase and/or maintain engagement and participation in diversity and multicultural initiatives and activities

Assessment Procedures-what performance indicators will be used to assess the core outcomes listed above:
(Core Outcome #1)
Participation and disaggregate data by audience group – Increase of participation of the groups with the least participation
Analysis of survey of learning outcomes post-training – Achieve a positive response on achievement of learning outcomes – Determine baseline

(Core Outcome #2)
Committee active membership
Increase participation at diversity-related activities

Responsible Person-who will be responsible for assessing each core outcome listed above:
(Core Outcome #1)
Executive Director of Inclusive Learning and Engagement – AVP of Organizational Development & Effectiveness
(Core Outcome #2)
Manager of Multicultural Affairs

Performance Targets:
(Core Outcome #1)
Increase the participation overall by 5% and increase participation of an area that has not previously participated by 5%

(Core Outcome #2)
Committee membership to remain at or above 149
Increase participation at diversity-related activities by 10%

Unit Name: Community Engagement

Unit Mission:

Identify, enhance and establish partnership opportunities and serve as a bridge to the community, identifying and communicating community and industry needs.

Unit Vision:

Increase awareness of CSN, its mission, vision and goals. Increase visibility of CSN to keep it "top of mind" as a key contributor to the vital development of economic and social prosperity in southern Nevada.

Unit Goals (Please list 2-3 minimum):

- Develop a community map that reflects external engagements and community partners
- Represent the President and CSN and community events or assigned trained ambassadors according to the community engagement plan.

Unit Core Functions, Core Outcomes, and Performance Indicators (Please list 2-3 minimum):

1**. Core Function**: Conduct community survey to inform community-mapping efforts
        Core Outcome: a. Report on community engagements for 2018-2019
                Performance Indicator: i. Community Engagement Survey in 2018
                                  ii. Community database updated
2**. Core Function**:
        Core Outcome: a. Continued presence in community activities and events
                Performance Indicator: i. Report on community engagements by the office by
                                    stakeholder
                                  ii. Number of contacts in total and by event

3**. Core Function**: Recruit community members to act as mentors for Nevada Promise and other mentor-focused initiatives
        Core Outcome: a. Recruit and engage mentors to comply with mentoring requirements of Nevada Promise Program
                Performance Indicator: i.   Number of trained and background check mentors available for mentoring participation
                                  ii. Retention of mentors from semester to semester

Annual Assessment Plan

Based upon your core functions, core outcomes, and performance indicators (listed above), what <u>core outcomes</u> will you assess in 2018-19. (Please list 1-2 minimum)

Core Outcomes to be assessed in 2018-19:

1. Conduct community survey to inform community-mapping efforts
2. Continued presence in community activities and events
3. Recruit community members to act as mentors for Nevada Promise and other mentor-focused initiatives

Assessment Procedures-what performance indicators will be used to assess the core outcomes listed above:
(Core Outcome #1)
The completion of the survey and the issuance of the report to administration to inform action plan
(Core Outcome #2)
Number of events, number of contacts (number of community partners engaged at event/activity), number of contacts resulting in increased level of engagement
(Core Outcome#3)
Number of mentors who are trained, background checked and engage, as well as retention rates for mentors semester to semester

Responsible Person-who will be responsible for assessing each core outcome listed above:
(Core Outcome #1)
Director of Community Relations
(Core Outcome #2)
Director of Community Relations

Performance Targets:
(Core Outcome #1)
Complete survey and present report by spring 2019
(Core Outcome #2)
Increase or maintain presence and representation at events/activities and/or contacts from 2017 levels by 10%

(Core Outcome #2)
Seven hundred (700) mentors trained and background checked – Number of mentors required for compliance with Promise Program activated and engaged

Unit Name: Office of Marketing & Communications

Unit Mission:

To guide, direct, and assist CSN stakeholders in the creation and delivery of effective messages that inform and engage internal and external audiences with the purpose of elevating institutional awareness, impacting enrollment and fostering programmatic understanding among faculty, staff, students and the Southern Nevada community

Unit Vision:

The Office of Marketing and Communication will provide the expertise needed to enhance college communications and public relations efforts while reinforcing our value proposition among stakeholders. We will further ensure our marketing and promotional activities deepen brand recognition and reinforce the importance of a college education.

Unit Goals (Please list 2-3 minimum):

1. To use market research and internal student data to define targets for unique marketing campaigns featuring a combination of traditional and digital media resulting in increased enrollments.

2. To ensure timely, consistent communication of official college news and events to internal constituent groups while also assisting other departments with their internal and external communication needs.

3. To generate positive media coverage for college programs and initiatives throughout the year while developing additional messaging intended for general public consumption when needed.

Unit Core Functions, Core Outcomes, and Performance Indicators (Please list 2-3 minimum):

1**. Core Function**: Position branding and advertising to work in tandem and attract new students
       Core Outcome: a. Increase enrollment
           Performance Indicator: i. Final HC numbers fall over fall and spring over spring (New-Other & New-Recent HS SEM categories)
       Core Outcome: a. Increase brand recognition
           Performance Indicator: i. Period marketing research (non-student every 5 years, current & ex-student every 3 years)
2.   **Core Function**: Ensure college communications are consistent and effective
       Core Outcome: a. College community and constituent groups are well informed
           Performance Indicator: i. Positive internal survey results (ether separate or as part of climate survey)
3.   **Core Function**: Arrange positive media coverage on an ongoing basis
       Core Outcome: a. frequent exposure to the general public from a variety of outlets
           Performance Indicator: i. increased earned and owned media exposure (trendline)
                   ii. increased earned and owned media exposure (value)

Annual Assessment Plan

Based upon your core functions, core outcomes, and performance indicators (listed above), what <u>core outcomes</u> will you assess in 2018-19. (Please list 1-2 minimum)

Core Outcomes to be assessed in 2018-19:

1. Increase enrollment and brand recognition
2. frequent exposure to the general public from a variety of outlets

Assessment Procedures-what performance indicators will be used to assess the core outcomes listed above:
(Core Outcome #1)
> Track enrollment HC data each semester, deploy external survey (budget permitting)

(Core Outcome #2)
> Track media stories generated with estimated dollar value

Responsible Person-who will be responsible for assessing each core outcome listed above:
(Core Outcome #1)
> Dave Morgan

(Core Outcome #2)
> Richard Lake

Performance Targets:
(Core Outcome #1)
> Increase the total number of Strategic Enrollment Management categories of New-Other & New-HS combined enrollment by 3% fall over fall and spring over spring

(Core Outcome #2)
> Produce media exposure with a FY dollar value of at least $250k

Unit Name: Office of Technology Services

Unit Mission: The Office of Technology Services at the College of Southern Nevada provides secure, reliable, and integrated technology solutions in alignment with the college's mission and strategic plan, while delivering excellence in customer service.

Unit Vision: The Office of Technology Services will be a trusted partner with faculty, staff, and students and will strive to provide the highest quality solutions, systems, and services, which are innovative, readily available, and cost-effective.

Unit Goals:

1. Advance the mission of the College through innovative and effective technologies, resources, and services.
2. Ensure excellent service to enable the effective use of technology, resources, and systems by the CSN community.
3. Make strategic planning and assessment an on-going activity for the Office of Technology Services department.

Unit Core Functions, Core Outcomes, and Performance Indicators (Please list 2-3 minimum):

1. **Core Function**: Provide technology infrastructure and support to enhance student learning and to foster curricular innovation.
   Core Outcome: Provide tech-enabled classrooms, computer labs, and virtual learning spaces to support learning and student engagement.

   Performance Indicator:
   i. Evaluate the utilization of computers and study spaces in the computer lab.
   ii. Number of new and refreshed tech-enabled classrooms.

2. **Core Function**: Maintain and enhance the IT infrastructure to support the operations of the College.
   Core Outcome: Provide a robust, resilient, and reliable wired and wireless data network infrastructure.

   Performance Indicator:
   i. Number of new or refreshed devices installed.
   ii. Reports on equipment utilization, status, or benefits to college.

3. **Core Function**: Educate the campus community about Information Systems and Electronic Resources Use Policy changes through various modalities and opportunities.

    Core Outcome: Advertise changes on campus and electronically through website, email, or computer.

      Performance Indicator:
      i.   Report on the number of people impacted by communications
      ii. Report on how information is being communicated.

4. **Core Function:** Advance processes and operational efficiencies through effective implementation of information technology

    Core Outcome: Research and present new technology and technology resources that could improve teaching, learning or improve efficiencies in administrative and operational functions.

      Performance Indicator:
      i.   Creation of an assessment plan.
      ii. Planning and scheduling future projects.
      iii. Research and report on benefits of new technologies to benefit the college.

Annual Assessment Plan

Based upon your core functions, core outcomes, and performance indicators (listed above), what <u>core outcomes</u> will you assess in 2018-19. (Please list 1-2 minimum)

Core Outcomes to be assessed in 2018-19:

1. Advertise changes on campus and electronically through website, email, or computer.
2. Research and present new technology and technology resources that could improve teaching, learning or improve efficiencies in administrative and operational functions.
3. Provide a robust, resilient, and reliable wired and wireless data network infrastructure.

Assessment Procedures-what performance indicators will be used to assess the core outcomes listed above:

Core Outcome #1: Advertise changes on campus and electronically through website, email or computer.

- Report on the number of people impacted by communications

Core Outcome #2: Research and present new technology and technology resources that could improve teaching, learning or improve efficiencies in administrative and operational functions.

- Research and report on benefits of new technologies to benefit the college.

Core Outcome #3: Provide a robust, resilient, and reliable wired and wireless data network infrastructure.

- Number of new or refreshed devices installed.

Responsible Person-who will be responsible for assessing each core outcome listed above:

(Core Outcome #1)

Sam Bachert

(Core Outcome #2)

Cheryl Feldmeier

(Core Outcome #3)

Kevin Uren

Performance Targets:

(Core Outcome #1)

1000 students assisted in person at CSN Connections on all three campuses.

(Core Outcome #2)

Research and report on two new technologies, which will benefit the college.

(Core Outcome #3)

By June 30, 2019, 100% of the equipment purchased for the infrastructure refresh will be deployed.

Name: Emergency Management and Preparedness

Unit Mission: To ensure maximum survival and guidance of college staff, students, visitors, and property in the event of a disaster or other overwhelming event at a CSN campus.

Unit Vision: Through training and preparedness, CSN campuses will provide the safest environment possible by using the best current practices. CSN wants all of its staff, students, and visitors to feel safe through the training and preparedness of its employees.

Unit Goals (Please list 2-3 minimum):

1. When faced with an emergency, CSN staff, students, and visitors feel safe and protected.

2. To provide ample opportunities to train CSN staff what to do in the event of an emergency situation. To train CSN's upper management how to properly operate within an Emergency Operations Center if needed.

3. To provide contingency plans in the event a CSN structure(s) is damaged, and will require either a short or long term back-up plan to carry on normal operations.

Unit Core Functions, Core Outcomes, and Performance Indicators (Please list 2-3 minimum):

1**. Core Function**: Provide all CSN staff and students with access to the CSN Emergency Operations Plan by having easy access to all our safety training on the homepage of www.csn.edu
  Core Outcome: a. provide mandatory Emergency Management training to all new hires at
  CSN and continue voluntary training through CAPE to CSN staff regarding
    Performance Indicator: i. Goal of 50% of CSN staff who voluntarily go through our
  emergency preparedness training courses. These courses include the use of AED's, fire
  extinguishers, shelter-in-place kits, conduct a building evacuation, how to treat life
  threatening bleeding, CPR, and active shooter response.

Annual Assessment Plan

Based upon your core functions, core outcomes, and performance indicators (listed above), what <u>core outcomes</u> will you assess in 2018-19. (Please list 1-2 minimum)

Core Outcomes to be assessed in 2018-19:

1. % of CSN staff who voluntarily go through our Emergency Preparedness courses.

2.

Assessment Procedures-what performance indicators will be used to assess the core outcomes listed above:
(Core Outcome #1) Will compare number of new Floor Wardens each year to show that CSN is increasing the number of staff who attend the voluntary training on the various preparedness programs offered.

(Core Outcome #2)

Responsible Person-who will be responsible for assessing each core outcome listed above:
(Core Outcome #1) Greg Gammon

(Core Outcome #2)

Performance Targets:
(Core Outcome #1) A minimum of 50 new Floor Wardens per year.

(Core Outcome #2) A minimum of 500 faculty/staff attending Stop the Bleed training per year.

Unit Name: Government Affairs

Unit Mission:

To connect with elected officials and key community leaders to share the goals, accomplishments and needs of CSN and to garner strong advocates for policies that will assist CSN faculty, staff and students in meeting institution and academic goals.

Unit Vision:

CSN is a model institution with advocates at the local, state and federal level supporting the institutional and academic goals and student success.

Unit Goals (Please list 2-3 minimum):

1. To engage with the statewide federal delegation; encouraging policies that support CSN and creating national advocates that recognize the value CSN provides and the role we play in developing the next workforce.

2. Build strong relationships with the state elected officials ensuring their support for the priority CSN legislation.

3. Connect with local mayors in each of the cities that CSN supports, building strategic partnerships and strengthen existing relationships.

Unit Core Functions, Core Outcomes, and Performance Indicators (Please list 2-3 minimum):

1**. Core Function**: Engaging with key elected officials
      Core Outcome: a. elected officials (eo) recognize CSN and the role they play in their specific roles
                Performance Indicator: i. EO visit campuses, attend CSN events
                                    ii. EO support CSN through advocacy in their specific sphere (legislature, municipal government, federal level)

2. Core Function – Representing CSN in the community on policy setting boards and committees
    a. Core Outcomes: Through strategic participation CSN will assist in building policies supporting academic and workforce development goals.
        i. local, state and federal policy setting entities include CSN in policy discussions;
        ii. these reciprocal relationships allow CSN to enhance reputation in the community

Annual Assessment Plan

Based upon your core functions, core outcomes, and performance indicators (listed above), what <u>core outcomes</u> will you assess in 2018-19. (Please list 1-2 minimum)

Core Outcomes to be assessed in 2018-19:

1. EO visits to campus will be scheduled and tracked to ensure that each sphere is touched on a consistent basis.

2. Local, state and federal EO's will receive consistent communication regarding CSN and the demographics specific to their respective districts and wards.

Assessment Procedures-what performance indicators will be used to assess the core outcomes listed above:
(Core Outcome #1)
  Will review the EO Log tracking their interaction and visits to CSN campuses.
(Core Outcome #2)
  Will compile correspondence on a quarterly basis and track to ensure consistent outreach

Responsible Person-who will be responsible for assessing each core outcome listed above:
(Core Outcome #1)
  Asha Jones
(Core Outcome #2)
  Asha Jones

Performance Targets:
(Core Outcome #1)
  70% of Southern Nevada local, state and federal EO's will visit and/or tour CSN campuses

(Core Outcome #2)
  100% of state elected officials will receive quarterly correspondence from CSN.

Unit Name: Office of Intercollegiate Athletics and Recreation

Unit Mission:

The OFFICE OF INTERCOLLEGIATE ATHLETICS AND RECREATION supports the academic mission of CSN while fostering connections with the greater Las Vegs community and beyond. The OFFICE OF INTERCOLLEGIATE ATHLETICS AND RECREATION will contribute to the achievement of the CSN's mission by providing students the opportunity to compete at their highest level of ability on an array of competitive intercollegiate, club sport, and recreational athletic teams that emphasize academic success and graduation. "winning championships", personal development, growth in character, ethical conduct and sportsmanship.

Unit Vision:

To help each student develop as a total person, by earning a meaningful degree, and develop as a "whole" student. We should provide each student with the opportunity to be involved in multiple areas of student life while at CSN and with the hope to be successful in his or her career after graduation.

The CSN OFFICE OF INTERCOLLEGIATE ATHLETICS AND RECREATION is a service organization for several constitute groups including the student athletic, the student body, faculty and staff, alumni and friends, sport media, and the general community.

Unit Goals:

- Recruit eligible student-athletes from great Las Vegas and Southern Nevada area that can play at the Junior College (JC) Level or above.

- 100% graduation of student-athletes that stay in our program.

- Build measurable campus & community coyote "spirt"

- Develop and expand recognizable branding of Coyote intercollegiate athletics and the College.

- Be fully NJCAA compliant.

- Develop and maintain fiscal responsibility and accountability by all sports.

- Strive to win every contest

- Working with CSN foundation, continue to development of the Coyote Club that supports and is NJCAA compliant

- Provide departmental funding opportunities through corporate sponsorships, booster scholarships, increased college and student funding initiatives.

- Develop and maintain athletic facilities that demonstrate our commitment to excellence, to the College and the community, and comply with Title IX.

- Continue to provide, and seek out, equitable sport opportunities for students and student-athletes from Southern Nevada.

- Update five year plan for athletics

- Revises yearly operational handbook for department.

- Refine Gender Equity Plan and ensure compliance

- Develop and implement club sports and recreational opportunity plan

Unit Core Functions, Core Outcomes and Performance Indicators

1. **Core Function:** Graduate/transfer students to four year institutions
   Core Outcome: a. Annual gradation from CSN
   b. transfer to baccalaureate institution
   Performance Indicator:
   i. 80%> graduation rate
   ii. 80%> transfer rate
2. **Core Function:** Excellent Academic Performance by student athletes
   Core Outcome: a. Grade Point averages that support transfer and graduation
   Performance Indicator:
   i. Team GPA> 3.0
   ii. Individual GPA's >3.0
   iii. Academic all-conference/all American awards
3. **Core Function:** Development of club sports model for all students
   Core Outcome: a. A model that serves all aspects of clubs sports/recreation
   Performance Indicator:
   i. Functioning club sports model
   ii. Funding available for club sports
4. **Core Function:** Complete adherence to NJCAA Eligibility compliance
   Core Outcome: a. All sports to be in compliance with NJCAA requirements
   Performance Indicator:
   i. All sports will have audit ready eligibility files complete
   ii. All sports will have eligibility files complete 1 week prior to first game.
   iii. All sports will utilize recruiting folder that is complete for each student athlete.

Annual Assessment Plan Office of Intercollegiate Athletics and Recreation

Core Outcomes to be assess in 2018-19

1. Student Athletes will graduate and/or transfer at a rate that exceeds 80%
2. Student Athletes will have excellent grades in preparation for graduation and transfer to NCAA and other four-year institutions.
3. Office of Intercollegiate Athletics and Recreation will develop an operational and funding plan for club sports and recreational activities.
4. All Sports will be in compliance for NJCAA eligibility purposes

Assessment Procedures:

1. Will examine and determine graduation and transfer rates using institutional model and data
2. Will examine academic success rate using NCAA academic success model and data.
3. Will use Grand Canyon University and Colorado School of Mines models to compare and contrast to operation and funding model for CSN club sports programs.
4. Will utilize audit checklist to determine accurate eligibility file

Responsible Person

1. Dexter Irvin-Chris Vernaud (internal operations)
2. Dexter Irvin-Kevin Altman (Academic Advisor)
3. Dexter Irvin-Andrew Farrar (recreation specialist)
4. Dexter Irvin-Robyn Rohde (compliance officer), CSN Coaching Staff

Performance Targets

1. 80% or greater graduation and transfer rate
2. 3.0 GPA for all teams and individual student athletes
3. 100% completion and funding of club sports programs to be implemented in 2019-20
4. 100% clear audit of all five NJCAA sports

Institutional Effectiveness and Assessment Plan

College of Southern Nevada
Institutional Effectiveness and Assessment Plan

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Vision Statement

Institutional Effectiveness at College of Southern Nevada is accomplished through a comprehensive and on-going process of active assessment of all operational areas of the College that comply with our institutional assessment policy (see Appendix A: Institutional Assessment Policy).

Introduction

The Office of Assessment has established a cycle of assessment to guide data collection processes at the institution as a whole and for its programs, courses, units, and service areas with emphasis on support of student learning and success. The Northwest Commission on Colleges and Universities (NWCCU) has set Standards for assessment and improvement processes that focus on attaining mission fulfillment.

Standard Four- Assessment and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

Standard Five- Mission Fulfillment, Adaptation, and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

College of Southern Nevada's assessment system stems from its strategic plan core theme goals. All academic, student affairs, administrative, and operational unit outcomes derive from the strategic plan.

Institutional Effectiveness and Assessment Protocols

Individual programs, units, and services may organize their own assessment committees or designate coordinators to help facilitate area assessment responsibilities. The following assessment committees are involved in the execution of assessment to determine institutional effectiveness.

A. **Institutional Effectiveness Council (IEC)**

The IEC (a) reviews the annual reports from the Office of Assessment and Office of Institutional Research that summarize assessment activities and findings for all college areas, and (b) generates an Institutional Effectiveness report based upon an evaluation metric (see Figure 1). IEC membership consists of a representative from Budget, representative from the Executive Leadership Team (ELT), Accreditation Liaison Officer (ALO), two members of the Strategic Planning Committee (SPC), two members of the Faculty Senate Assessment Committee (FSAC), two administrators responsible for assessment from student affairs, and two administrators responsible for assessment from other non-academic units, the Executive Director of Institutional Research, Director of Assessment, and one student representative appointed by the CSN President.

IEC reports directly to the President and is charged with the following tasks:

- Updating the Institutional Effectiveness Plan and overseeing its implementation
- Promoting and encouraging meaningful, authentic, and sustainable assessment practices
- Collaborating with the SPC to generate the annual Institutional Effectiveness reporting metric
- Guiding the activities of various Assessment Committees
- Ensuring accreditation compliance pertaining to the NWCCU Standards Four and Five
- Supporting transparent communication in assessment processes
- Being responsive to the needs of various stakeholders
- Regularly reporting to the President on assessment processes
- Evaluating and recommending budget and resource requests based on institutional effectiveness metrics

The President shall appoint a chair for the IEC who has the responsibility of leading the compilation of evidence, organization, and publication of an annual institutional effectiveness report. The IEC meets monthly to facilitate communication among other assessment committees and

individuals contributing to institutional assessment. The IEC makes recommendations to the President concerning ongoing institution-wide assessment of student learning and success, and attainment of strategic plan core theme goals and objectives related to institutional effectiveness. Assessment results emanating from all institutional areas and Institutional Research data are used to complete the Institutional Effectiveness Reporting Metric, which is presented to the President annually. The reporting metric is disseminated to the college community via the College website and at requested Board of Regents meetings (see Appendix B: Institutional Effectiveness Reporting Metric).

B. **Strategic Planning Committee (SPC)**

The SPC is charged with the construction, implementation, and monitoring of the strategic plan. The SPC uses the results of the IEC annual institutional effectiveness reporting metric to update strategic plan core theme goals, objectives, and achievement indicators, to provide feedback to the IEC on strategic plan progress. SPC membership consists of one representative from each of the following: Office of Institutional Research, the Vice Presidents, the academic deans, the Institutional Advisory Council, the CSN Foundation, and the Division of Workforce and Economic Development. Other members include the Director of Assessment, a student representative, four at-large members employed by the college, and a representative leader from each of the following employee groups: faculty, administrative faculty, and classified. Other members may be appointed to the SPC by the President at the recommendation of the Executive Leadership Team (ELT) and the President shall appoint the Chair of the SPC, (see Appendix C: Integrated Strategic Planning Policy).

The SPC reports to the IEC and receives direction from the College President. The SPC is charged with the following tasks:

- Creating a plan for the upcoming seven years in conjunction with the President
- Developing strategic plan core theme goals, objectives, and achievement indicators for benchmarking, and providing the IEC with evidence to determine Institutional Effectiveness
- Prioritizing planning strategies and activities as necessary.
- Assigning core theme goal champions accountable for the plan's objectives and achievement indicators

- Monitoring progress of the strategic plan through
  - Review and analysis of assessment results
  - Reporting of results for IEC use of the Institutional Effectiveness reporting metric
- Recommending new planning initiatives and activities as necessary
- Reporting strategic planning progress to the IEC

Institutional Effectiveness Process

A. Strategic Planning

Strategic planning guides the development of initiatives to further the core theme goals of the College and to support the connection between allocation of resources and institutional assessment. CSN determines its mission fulfillment through attainment of its strategic plan core theme goals and objectives. The strategic plan identifies measures of assessment, achievement indicators, and benchmarks to determine progress towards meeting core theme goals and objectives. The 2017-2024 strategic plan has four core themes:

- Student Success
- Quality
- Collaboration, Community, and Inclusion
- Institutional Stewardship

The strategic plan guides all other institutional plans, including key operational plans: strategic enrollment management plan, budget and finance plan, academic master plan, facilities master plan, technology plan, and e-learning plan. The IEC is charged with determining institutional effectiveness based upon evidence of achieving core theme goals and objectives. The IEC also provides input into the prioritization of objectives for each of the core theme goals and evaluates strategic plan goal alignment of key operational plans.

B. Integration of Planning and Assessment

Planned assessment methods are key to collecting data and measuring progress towards aligning strategic plan core theme goals and objectives. Core theme goals, objectives, and achievement indicators are reviewed annually using the Institutional Effectiveness reporting metric produced by

the IEC. The President uses the information from the IEC report to set priorities and direct new and continuing initiatives for the next assessment cycle. Members of the IEC communicate the President's priorities to committees and leaders who work with academic departments and non-academic units to align area goals and priorities and guide their annual assessment activities. Annual assessment reports include an analysis of assessment results, summary evidence, and achievement of core theme indicators, and provide action plans for improvement. Assessment plans are submitted to unit leadership for review and approval, and then forwarded to the Office of Assessment.

C. Data Collection- Institutional Assessment Process

The following diagram describes the cyclical steps of the Institutional Assessment Process (IAP) for collecting data at the College of Southern Nevada.

The six stages address student learning and student success through a regular, systematic process of improvement. The six stages involve setting goals/outcomes, determining appropriate assessment measures, implementing planned assessment activities or services, collecting and analyzing data, action planning for improvement, and reporting to gain feedback. Data collection occurs through three primary streams:

- Academic Affairs- data collection for student learning outcome achievement and program evaluation (review)

- Student Affairs- data collection for goal achievement and program evaluation

- Administrative and Operational Affairs- data collection for goal achievement and program evaluation

Planning of area outcomes and goals is based on strategic plan core theme goals and provides data for specific achievement indicators and program evaluation.

1. **Learning Outcomes Assessment**

Along with institutional measures of effectiveness, the College also assesses student learning at four levels: (1) institution (2) general education, (2) academic program majors, and (3) course level.

   a. *Institutional Level Assessment*

All students at the college enrolled in an academic course are provided with progressive learning experiences that address one or more of the Institutional Learning Outcomes (ILOs). Institutional learning outcomes measure learning as well as specific and relevant community college experiences. Evidence of these experiences is collected on the institution level, and then used to demonstrate achievement of student learning and success.

   b. *General Education Level Assessment*

Students fulfill the general education requirements via the College's general education course distribution requirements and general education student learning outcomes. The Faculty Senate Assessment Committee reviews assessment results on a regular, rotating cycle for quality assurance in general education areas. The analysis of general education results are reported to the Office of Assessment, shared with faculty, examined for recommendations in course presentation, used for department direction, and integrated into the data used for the assessment of academic program majors and department programs.

   c. *Program Level Assessment (Assessment of Program Majors)*

The College follows a process of program evaluation (review) every four years with interim years of planned assessment and reporting of student learning and achievement.

All assessments of the program major include review of program student learning outcomes, program retention, graduation rates, performance after transfer, data from support services (Library, Academic Support Center, and Advising Team), student course evaluation results, and the input of external reviewers. Assessment of the program major process is a collaboration of the program, department, and school assessment committees.

d. *Course Level Assessment*

Annual reporting of assessment activities include course student learning outcomes (SLO) achievement and action plans for the continual improvement of student learning. In addition, course assessment results are shared and discussed at department/program meetings, shared with adjunct faculty, and used for assessment of the major program student learning outcomes.

2. Student Affairs Assessment

The College also assesses how the Division of Student Affairs contributes to and supports student learning and success. Student Affairs' mission, vision, values, and goals are aligned with the strategic plan. Further, each department within the Division of Student Affairs develops its own mission, vision, values, and goals along with assessment plans, including performance indicators. Reports detailing the success of these assessment plans are included in departmental annual reports and are used in setting priorities and goals for the following year.

3. Administrative and Operational Assessment

Each administrative and operational unit creates and submits a three-year assessment plan based upon goals and measureable objectives for activities that support key functions of each unit and support student success. Administrative and operational units identify key individuals responsible for organizing and monitoring assessment activities within the unit. These assessment individuals report annually to the Office of Assessment. Reports include evidence of objective and goal achievement and actions for improvement.

D. Budget and Resource Allocation

Directors, unit leaders, and department heads complete budget request forms for each budget cycle. Budget requests address specific strategic plan goals and indicators and are supported by assessment evidence. Initially the appropriate area Vice Presidents approves budget requests and presents requests to the IEC. After all budget requests have been ranked using a Budget and Resource Allocation Metric (BRAM), the IEC chair communicates Council recommendations to the President and Vice Presidents for final approval. The approved budget requests then go the Vice President of Finance for assignment to the appropriate budget and/or budget cycle. (see Appendix D: Budget and Resource Allocation Metric). Approved area or division budget and resource requests must include follow-up assessment data on use of funds and outcome achievement in annual assessment reports.

E. Assessing Assessment

At the close of each annual and seven-year comprehensive assessment cycle, the IEC coordinates the evaluation of all institutional assessment. IEC, with the SPC, makes recommendations and suggestions for future assessment, and this information is brought back to programs and services. IEC will review the IAP for modifications periodically within the seven-year comprehensive assessment cycle.

F. Integrated Strategic Planning, Assessment, and Budgeting Timeline

The strategic planning, assessment, and budgeting functions of the College create a process from goal-setting to the allocation of resources. The College uses the outcome assessment data to ensure appropriate funding of the institution's priorities. Strategic planning is conducted on an overall seven-year cycle. The strategic plan is assessed annually for progress, and budget decisions are based on the results of assessment and progress on strategic plan goals. The Integrated Strategic Planning, Assessment, and Budgeting Timeline is provided in Figure 2.

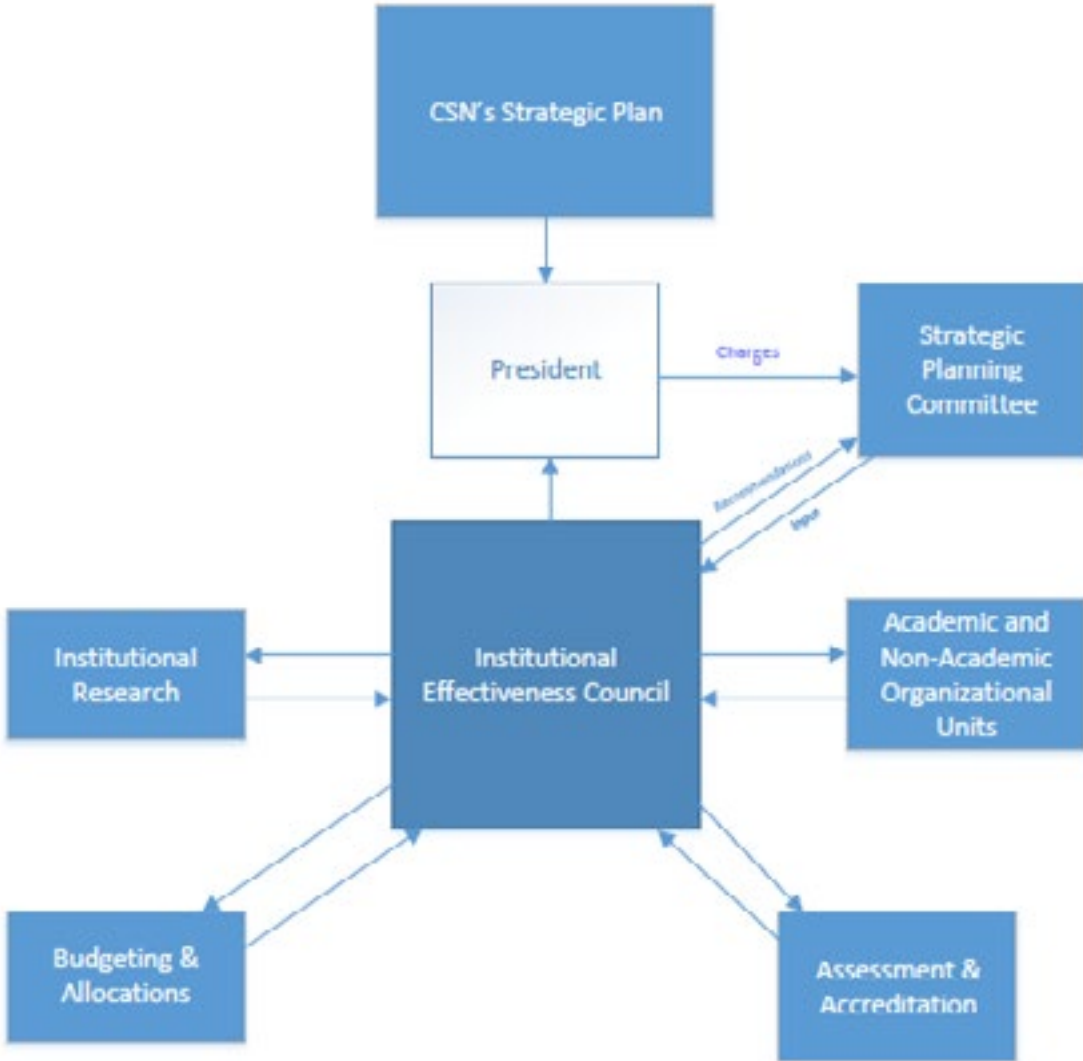**Figure 1. Institutional Effectiveness and Assessment Plan Flow Chart**

Figure 2. Integrated Strategic Planning, Assessment, and Budgeting Timeline

SPRING					SUMMER			FALL			
January	**February**	**March**	**April**	**May**	**June**	**July**	**August**	**September**	**October**	**November**	**December**
Institutional Research data collection				IR provides institutional performance data to IEC	IEC reviews data and creates an IERM	IEC presents IERM to the President/VPs	Results of IERM publicly shared	Institutional Research data collection			IR provides data to academic programs for program evaluation (review)
IEC meets monthly and constructs reports as needed.					IEC reviews data and creates an IERM	IEC presents IERM to the President/VPs	Results of IERM publicly shared	IEC meets monthly and constructs reports as needed.			
Programs scheduled for program review in the upcoming academic year initiate program evaluation (review) processes	Academic programs analyze data from previous academic year student learning outcomes assessment processes		Academic units submit reports to Chairs & Deans for review & approval	Academic Deans submit reports to Office of Assessment and are forwarded to IEC for review	IEC reviews data and creates an IERM	IEC presents IERM to the President/VPs	Results of IERM publicly shared	Academic programs utilize IEC recommendations and collect data		Programs completing Program Evaluation (Review) submit reports by Dec. 1 to VPAA	Programs completing Program Evaluation (Review) prepare Board of Regents reports and submit to VPAA by Jan 1
Non-Academic Units utilize recommendations and collect data				Non-academic units submit reports to Officer of Assessment and are forwarded to IEC for review	IEC reviews data and creates an IERM	IEC presents IERM to the President/VPs	Results of IERM publicly shared	Non-Academic Units utilize recommendations and collect data			
Units and programs access and complete online budget request forms.				Previously awarded budget requests submit reports	IEC reviews data and creates an IERM	IEC presents IERM to the President/VPs	Results of IERM publicly shared	Budget requests due	VPs review budget request	IEC reviews budget requests and makes recommendations	President with VPs awards budget request based upon IEC recommendations

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CSN Policy	Institutional Assessment Policy
Category: Faculty	Effective Date: 06/13/2018
New policy	

I. POLICY PURPOSE

The purpose of this policy is to describe assessment across the College of Southern Nevada.

II. POLICY STATEMENT

A. Assessment at the College of Southern Nevada (CSN or College) has five purposes, related to the strategic plan and mission of the College:
- Engage in a continuous process that is systematic and collaborative among faculty and staff to improve student success and to inform decision-making, policy initiatives, and resource allocation.
- Ensure student learning proficiency in course, program, and institutional student learning outcomes.
- Improve teaching, learning, and the collegiate experience among diverse students at the course, credential, and program level.
- Conduct assessment to improve instruction and services and provide public accountability.
- Serve as a complement to external compliance measures.

B. To ascertain whether CSN students possess a common set of skills and dispositions, this policy establishes the following Institutional Learning Outcomes:
- Apply critical thinking in a variety of situations.
- Use effective communication in personal and professional contexts.
- Collaborate professionally to benefit our diverse community.

C. Institutional assessment takes place in many different areas in the College, in a decentralized approach. Each unit or division of the College determines the best way to measure assessment of student success. Assessment of academic units will occur as indicated in the Academic Assessment Policy.

D. The Office of Assessment has the primary responsibility for coordinating assessment planning and reporting.

III. AUTHORITY AND CROSS REFERENCE LINKS

Northwest Commission on Colleges and Universities Standard 4.A Assessment:
http://www.nwccu.org/accreditation/standards-policies/standards/

IV. DISCLAIMER

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Recommending Authority.

V.   **SIGNATURES**

Recommended by:

/s/ Jill Acree   6/7/18
Jill Acree, Faculty Senate Chair   Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley   6/6/18
Richard Hinckley, General Counsel   Date

Approved by:

/s/ Dr. Margo Martin   6/13/18
Dr. Margo Martin, Acting CSN President   Date

VI.   **ATTACHMENTS**

A. History

Attachment A

HISTORY

New Policy

- 06/13/2018:   Approved by CSN President

- 06/06/2018:   Reviewed by General Counsel

- 05/11/2018:   Recommended by Faculty Senate (J. Acree)

- 04/13/2018:   Submitted by Faculty Senate Executive Committee (D. Dockstader)

Appendix B: Institutional Effectiveness Reporting Metric

	Institutional Effectiveness Reporting Metric Fill in dot if evidence is shown- Total dots for Core Theme Indicator Score	

Core Theme Indicator: Student Success	**Student Learning**
	  o Institutional learning outcomes
	  o General education learning outcomes
	  o Program learning outcomes
	  o Course learning outcomes
	  o DWED learning outcomes
	  o Apprenticeship learning outcomes
		Student Achievement
		  o Persistence rates
		  o Momentum rates – earned 30 credits
		  o Completion/Graduation rates
		  o Transfer rates
		  o Degree planner consistency rates

Core Theme Indicators: Quality	**Service Excellence**
	  o Unit goals/outcome achievement
	  o Service goals/outcome achievement
	  o Initiative goals/outcome achievement
	  o Testing/Placement
	  o Remediation rates
	  o Professional development goals
	  o Gateway course completion goals
	  o Student support resource utilization
		Leading & Communicating
		  o NWCCU Accreditation status
		  o Specialty accreditation/reaccreditation Status
		  o Internal communication (relations & publications)
		  o External communication (relations & publications)
		  o Enrollment rates
		  o Degrees conferred
		  o Research activities

Core Theme Indicators: Community, Connection & Inclusion	**Valuing People
	(Stakeholder Satisfaction)**
	  o Students
	  o Exiting Students
	  o Alumni
	  o Employers
	  o Advisory Boards
	  o Employee
	  o Community partnerships
		Workforce Development
		  o Employment demand rates
		  o High-demand occupation rates
		  o Industry-recognized credentials awarded
		  o Internships/Apprenticeships
		  o Organizational collaborations

Core Theme Indicators: Institutional Stewardship	**Financial & Operational Stability** o Cash reserve fund ratio o Capital improvement ratio o Tuition & Fees / Median Income ratio o Foundation scholarship/endowment holdings o Resource Development grants/awards o New FT/PT faculty/ Staff/Admin o Staffing ratio audit o Financial aid status/loan repayment	**Accountability & Transparency** o Program Reviews/Evaluations o Branding strategy assessment o Green initiative audits o External audit o Dashboard analytics

Appendix C: Integrated Strategic Planning Policy

![CSN logo] **CSN Policy**		**Integrated Strategic Planning Policy**
Category: General		**Effective Date: 06/13/2018**
	New policy	

I.   POLICY PURPOSE

This policy identifies the College's integrated strategic planning process. Integrated strategic planning is mandated in the Standards of Accreditation by the Northwest Commission on Colleges and Universities (NWCCU).

II.   POLICY STATEMENT

The College continually engages in the development of its integrated strategic plan. The development of CSN's Strategic Plan ("the Plan") is a College-wide effort and includes the College's Mission, Vision, and Values, Core Themes, Goals, and Objectives. Accordingly, the Plan provides the foundation for all other planning efforts at every level, ensuring an integrated planning environment within the College that is guided by the CSN Mission, Vision, and Values.

Operational decisions and resource allocations shall be consistent with institutional planning efforts, assessment, evaluation, and continuous improvement strategies.

The Plan is operationalized through development of other specific institutional, division, and departmental plans, which shall include by way of example and not limitation: The Academic Master Plan, Budget and Financial Plans, Student Services Success Plan, Campus Master Plans, Technology Plan(s), Diversity Plan, School Plans, Department Plans, E-Learning Plan, etc.

All other college plans will include reference to and document their direct connection to the Plan as well as the CSN Mission, Vision, and Values. This may be accomplished with references throughout the document or with a summary page showing the linkage. All plans should include assessment metrics for evaluation of their effectiveness in annual reviews and reporting. All plans should include appropriate resource analyses.

Integrated Strategic Planning at CSN is a seven-year process, corresponding with the length of the accreditation cycle directed by NWCCU. The Plan will be reviewed in its entirety at the end of each seven-year cycle to evaluate the mission, vision, and values of the College, along with the overarching core themes. However, the Plan's goals and objectives may be modified during the seven-year cycle. At a minimum, the Plan should be reviewed at every three-year reporting cycle based on the annual reviews and reports.

The Plan and any modifications will be approved by the President. All other plans will be presented to the Institutional Effectiveness Council for review and recommendation to the President. This Council will coordinate overall planning efforts and provide other input.

The Office of the President or designee will maintain the Plan and all other approved plans and is responsible for storing, coordination and college-wide dissemination, as appropriate. The Plan and other college plans will be assessed on established goals and objectives, and evaluation of institutional capacity. Plan modifications will be reported on as needed.

The Office of the President or designee will also direct the completion of the annual assessment of each plan and report to the Institutional Effectiveness Council.

III.   **AUTHORITY AND CROSS REFERENCE LINKS**

College of Southern Nevada, 2017-2024 Strategic Plan

Northwest Commission on Colleges and Universities Standards for Accreditation (revised 2010)
http://www.nwccu.org/accreditation/standards-policies/standards/

IV.   **DISCLAIMER**

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Recommending Authority.

V.   **SIGNATURES**

Recommended By:

/s/ Jill Acree   6/7/18
Jill Acree, Faculty Senate Chair   Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley   6/6/18
Richard Hinckley, General Counsel   Date

Approved By:

/s/ Dr. Margo Martin   6/13/18
Dr. Margo Martin, Acting CSN President   Date

VI.   **ATTACHMENTS**

Attachment A: History

Attachment A: HISTORY

New Policy

- 06/13/2018: Approved by CSN President

- 06/06/2018: Reviewed by General Counsel

- 05/11/2018 – Recommended by Faculty Senate (J. Acree)

- 04/30/3018 – Recommended by Executive Committee (J. Acree)

Appendix D: Budget and Resource Allocation Metric

Mark the box of the score and level indicating unit evidence of each criteria				
Criteria	**0**	**1-Growing**	**2- Good**	**3- Great**
1. Relationship to strategic plan Core Theme goals	No alignment with strategic plan Core Theme goals	Relationship with strategic plan Core Theme goals is weak	Links with strategic plan Core Theme goals and somewhat supported with data	Strong alignment with strategic plan Core Theme goals and supported with evidence
2. Need identified during program review/evaluation process	No need identified in program review/evaluation process	Issue mentioned in program review/evaluation. Recommendation not supported with evidence	Recommendation made in program review/evaluation, but evidence is insufficient	Recommendation made in program review/evaluation and supported with meaningful evidence
3. Need identified in gap analysis of outcomes assessment/ achievement	No linkage to outcomes assessment/ achievement	Link with outcomes assessment/ achievement marginal	Moderate link with outcomes assessment/ achievement	Need identified in gap analysis of outcomes assessment/ achievement evidence
4. Need identified which impacts the experience of a substantial number of students	No measurable impact on the student experience	Little measurable impact on the student experience	Has some measurable impact on the student experience	Impacts student experience across the College in a significant manner
5. Meets regulatory or legislative requirement	Does not address any regulatory and legislative requirements	Has relationship with regulatory and legislative requirements, but not critical	Moderately addresses regulatory and legislative requirements	Essential for meeting regulatory and legislative requirements
6. Improved Institutional processes and procedures	Will not impact efficiency of College processes and procedures	Will result in minor improvement in institutional processes and procedures	Will moderately benefit institutional processes and procedures	The benefits of significantly improved institutional processes and procedures clearly outweigh the costs
7. Critical significance	If not funded, will not impact College services	If not funded, will have only minor impact on College services	If not funded, will have some moderate impact on College services	If unfunded, will critically affect College services

![CSN - College of Southern Nevada logo]

CHARLESTON CAMPUS
6375 W. Charleston Blvd.
Las Vegas, NV 89146
702-651-5000

NORTH LAS VEGAS CAMPUS
3200 E. Cheyenne Ave.
North Las Vegas, NV 89030
702-651-4000

HENDERSON CAMPUS
700 College Dr.
Henderson, NV 89002
702-651-3000

GREEN VALLEY CENTER
1560 W. Warm Springs Rd.
Henderson, NV 89014
702-651-2659

MESQUITE CENTER
140 N. Yucca St.
Mesquite, NV 89027
702-651-1067

MOAPA VALLEY CENTER
2400 N. St. Joseph St.
P.O. Box 359
Logandale, NV 89021
702-398-7545

NELLIS CENTER
4475 England Ave.,
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Nellis AFB, NV 89191
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SAHARA WEST CENTER
2409 Las Verdes St.
Las Vegas, NV 89102
702-651-4747

SUMMERLIN CENTER
333 S. Pavilion Center Dr.
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4601 W. Bonanza Rd.
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