



# FALL 2018 MID-CYCLE REPORT

**COLLEGE OF SOUTHERN NEVADA**

LAS VEGAS, NEVADA  
SUBMITTED ON: SEPTEMBER 7, 2018



# College of Southern Nevada Fall 2018 Mid-Cycle Report

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# College of Southern Nevada Fall 2018 Mid-Cycle Report

## Part I: Who We Are, Who We are Becoming

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.

### **The Process of Assessing Mission Fulfillment**

In previous self-study reports to the NWCCU, the College of Southern Nevada has reported our interpretation of mission fulfillment as documentation of successful completion of strategic plan objective indicators and goal attainment for each of our core themes. CSN established its benchmark for mission fulfillment as meeting 80% of its strategic plan goal indicators. For the past seven years, a team of CSN faculty, staff, and administrators has implemented strategic plan activities, revised the plan, and monitored progress of our 2010-2017 Strategic Plan (Exhibit B). Designated champions charged with coordinating the processes of collecting and analyzing evidence in four core theme areas (Access, Student Success, Quality, and Diversity) worked with the strategic plan team under the direction of the Director of Assessment and Accreditation and Vice President of Academic Affairs (VPAA). Annual progress reports of statistical evidence are provided to the Executive Leadership Team, who determine the status of institutional effectiveness and identify areas of the strategic plan for focus or modification. The cabinet discusses the evidence provided for each set of core theme goals and determines the level of annual goal indicator achievement. Annual strategic plan reports of evidence are published on the CSN strategic initiatives webpage.

## **Current 2010-2017 Strategic Plan**

There have been three revisions to the 2010-2017 Strategic Plan, which has resulted in three different iterations of goals, indicators, and evidence for goal achievement. Plan 1 (2010-2013) had three core themes and several goal indicators that were determined by the strategic planning committee to be complex, difficult to measure accurately, or difficult to validate as mission fulfillment evidence. The plan was revised, and version two (2013-2014) included a new core theme of Student Success that consolidated several indicators from the other core themes. Goals were revised or new goals created, and the number of indicators was reduced. However, version two went through a major revision in 2014-2015 when goals and indicators were redesigned to indicate greater alignment with the college mission. Thus, version three was simplified, and annual reporting included qualitative indicators of goal fulfillment (Progressing, On Target, or Goal Met) to supplement reporting of statistical evidence. The last data collection and published annual report for version three of the 2010-2017 Strategic Plan occurred in spring 2016. No collective trend analysis was conducted across all three versions of the strategic plan.

## **Evidence to Assess Mission Fulfillment and Sustainability**

The last data collection and full appraisal of the 2010-2017 Strategic Plan occurred the end of academic year 2015-2016. In 2016-2017, the last year of the strategic plan, CSN embarked on a process of creating a new strategic plan. A summary of goal and indicator achievement trends and an evaluation of strategic plan components follow.

An evaluation of the 2010-2017 Strategic Plan reveals that CSN has not met its established benchmark of 80% achievement of goal indicators to attain mission fulfillment. However, 43% of Student Success indicators, 40% of Quality indicators, 33% of Diversity indicators, and 70% of Access indicators were achieved. Several goal indicators consistently stayed on target or increased. Weighing both strengths and weaknesses of our plan, planning components, data collection processes, and evaluation structure, we identified the following threats that affected the validity of our core theme objectives and indicators.

## **Validity of Core Themes and Objectives**

The primary threat to CSN mission fulfillment is a lack of definable goal achievement indicators and benchmarks to compare year-to-year trends. Although the final iteration of the 2010-2017 Strategic Plan did include qualitative achievement indicators (i.e., Progressing, On Task, Goal Met) for 2015-2016 and 2016-2017, no definitions were established or used to differentiate and assign each indicator. Thus, the accuracy in determining goal achievement and mission fulfillment did lack validity. However, CSN did have quantitative evidence to demonstrate achievement of some objective indicators within each strategic plan goal. The evidence had been tracked over the course of the seven-year plan showing annual progress. These measures emanated from valid and reliable data sources (IPEDS, Voluntary Framework for Accountability, and Achieving the Dream national benchmarks) along with CSN Institutional Research. These measures have informed

decision-making at CSN and became the primary sources for determining institutional effectiveness.

CSN's current definition of mission fulfillment is clarified as achieving 80% of strategic plan goal indicators. Although several objective indicators were assigned an achievement level of "Goal Met," the objective indicator was met but not 80% of the indicators for the goal. A pragmatic definition of mission fulfillment needs to be determined that allows for an annual focus on different core themes, goals, and objectives based on prioritization or need. The previous methodology of assigning champions over specific core themes or goals with responsibilities of coordinating effectiveness evidence from specific college sources often left gaps in reporting.

### **Modification of CSN's Strategic Plan**

CSN created the Strategic Futures Task Force (SFTF) in November 2015. A college-wide announcement invited interested faculty, staff, and students to apply. The Task Force included membership from full-time and part-time faculty, classified staff, administrative staff, and students with representatives from Academic Affairs, Student Affairs, Finance, Strategic Initiatives, and Administrative Services. Targeted areas represented through a mix of membership and divisions included Faculty Senate, Classified Council, Student Government, Deans, Department Chairs, Technology areas, and Facilities. The Strategic Futures Task Force began meetings in January 2016 during Convocation week.

The Strategic Futures Task Force began with a discussion and overview of existing planning efforts, providing members a comprehensive background of the planning that existed at CSN and review of the 2010-2017 Strategic Plan. Planning overview included the 2010-2017 Strategic Plan, Diversity Plan, Campus Master Plan, and Academic Master Plan. Members received input from the Vice President of Student Affairs, who was then new to the College, and that division was beginning planning efforts.

The College sought to prepare a new Strategic Plan to address a comprehensive shift in focus:

- the previous focus on Enrollment was changed to the new direction of Completion;
- the funding methodology was changed to incorporate Performance Funding based on graduations and the new funding formula based on course completions, not enrollments;
- critical workforce needs, particularly in response to the recession, and the need for CSN to be responsive to increasing economic and workforce demand initiatives were emphasized;
- the perspective of diversity was expanded to a more broad-based inclusive environment; and
- approaches to enhancing campus environment and communication were identified.

The SFTF worked from January 2016 to initial completion of the Draft 2017-2024 Strategic Plan and accompanying strategies in February 2017 (Exhibit C and Exhibit D). Several milestones were achieved throughout the process:

- Mission, Vision and Values (MVV): SFTF solicited college-wide and community input on the prior MVV statements. The final revised MVV was approved by the Task Force on April 15, 2016. The Mission, Vision and Values statement was approved by the Nevada System of Higher Education (NSHE) Board of Regents at the September 2016 meeting; this is a required process within NSHE.
- Strengths, Weaknesses, Opportunities, and Threats Analysis (SWOT): SFTF solicited college-wide input from a broad range of employee groups, departments, work teams, students, and community members.
- Plan draft was completed February 2017.
- Draft plan was presented to the Institutional Advisory Council in March 2017.
- Draft plan was distributed via “All” e-mail in March and April of 2017.

The plan was completed and scheduled to be presented to the Board of Regents at its June 2017 meeting. Due to a Focused Visit by the NWCCU in April 2017, we instead recommended to defer final approval of the Strategic Plan to December 2017. In October 2017, however, the NSHE Board of Regents developed an outline of new Strategic Goals for NSHE, and in November 2017, CSN was requested to delay final approval of the 2017-2024 Strategic Plan for NSHE to finalize its Strategic Goals and for CSN to review its plan to ensure alignment with the new NSHE Strategic Goals.

The SFTF reconvened in March 2018 to review the Draft 2017-2024 Strategic Plan, discuss its alignment with the NSHE Strategic Goals, and discuss structure. CSN had anticipated submittal of the Strategic Plan at the June 2018 Board of Regents meeting. However, NSHE Chancellor suggested delay once again until the CSN President search was completed and the new President could review and approve the Strategic Plan.

### **Mission Statements and Core Themes**

Our previous Mission Statement was, “The College of Southern Nevada creates opportunities and changes lives through access to quality teaching, services, and experiences that enrich our diverse community.” With this mission statement in mind, the emerging core themes were Quality, Access, Diversity, and (later) Student Success.

After an extensive process, the Task Force approved the following Mission Statement: “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.” Our new core themes were identified as Student

Success; Community, Connection, Inclusion, and a Sense of Belonging; Quality; and Institutional Stewardship.

In adopting the new Mission Statement, the College sought to respond to changes in the environment and address issues that guided the new Strategic Plan, such as focusing on completion rather than enrollment, addressing funding changes, emphasizing Workforce and Economic Development, and changing terminology from diversity to inclusion.

Student Success continues in the current plan with a greater emphasis on comprehensive student completion of programs or certificates and addresses barriers for success (completion rates in gateway math and English rather than merely counting enrollment numbers), completion of the first semester for economically disadvantaged students, online learning readiness data, and students with degree plans.

Community, Connection, Inclusion, and a Sense of Belonging (previously Diversity) continues in the current plan but includes a heightened focus on meeting the needs of our service area's in-demand industry sectors. It also highlights the alignment of the Academic Master Plan, including new and eliminated programs and community engagement and participation.

Quality continues in the current plan and promotes professional development of faculty and staff, incorporates undergraduate research, and includes student and employee survey results.

Institutional Stewardship is a new Core Theme in the plan that responds to changes in our funding formula and incorporates not just expanding resources (grant and donor support) but also focusing on efficiency, such as reducing energy consumption; increasing Weighted Student Credit Hours (WSCH) completion; and developing an Institutional Reserve Policy, measuring and tracking progress toward obtaining that policy's goals.

Informative discussions resulting from evaluation of our previous mission fulfillment structure and processes have led us to make changes and modifications now so that we will have well designed and valid structures, policies, and processes in place by year seven. The following discussion addresses a plan CSN will use to structure an informed, integrated system of determining mission fulfillment.

### **Changes to Assess Mission Fulfillment and Sustainability**

The College of Southern Nevada has created an Institutional Effectiveness and Assessment Plan (IEAP) that describes a system of structure and processes designed to produce evidence of mission fulfillment using the guide of our existing strategic plan and standards of the NWCCU (Exhibit E). Institutional effectiveness at the College of Southern Nevada is to be accomplished through a comprehensive and ongoing process of active assessment of all operational areas of the College. An Institutional Assessment Plan describes assessment processes of the institution as a whole for its component programs, courses, units, and services with emphasis on the support of student learning and success. These processes include determining achievement of student learning outcomes, academic program review, and nonacademic program evaluation. Described are formal committee structures and their responsibilities in assessment compliance. These committees are as follows:

- (a) the Institutional Effectiveness Council (IEC) that summarizes assessment activity for all college areas and generates an institutional effectiveness report card.
- (b) the Strategic Planning Committee (SPC) that monitors the use and progress of the strategic plan focusing on determining adequacy, effectiveness, and efficiency of institutional assessment, resource allocation, and decision-making regarding attainment of college goals.
- (c) the Academic and Non-academic Assessment Committees that oversee assessment activities and peer review of annual reporting.
- (d) the Planning and Evaluation Committee (PEC) that evaluates budget requests for strategic plan alignment and ranking.

CSN will implement the components of the recently adopted IEAP in September 2019 and follow a designated timeline that specifies the overlapping structures and processes of the system within an academic calendar year. This perpetual process will be evaluated for modifications on a four-year cycle. The IEAP also accounts for use of an institutional effectiveness report card metric to integrate all core theme indicator findings into mission fulfillment areas.

### **Involvement in Assessing Mission Fulfillment**

The IEAP involves collaborative participation and decision-making of a broad spectrum of faculty, staff, and administrators; Institutional Advisory Committee members; and community partnership leaders. In addition, the plan accounts for the oversight, funding allocation, and approval processes of the Nevada System of Higher Education Board of Regents. At the college level, members of the IEC will collaborate to review the institutional effectiveness report card and determine the annual level of mission fulfillment. Mission fulfillment is considered optimal if all indicators have been attained, favorable if 75% or more but not all indicators have been attained, and satisfactory if 50% or more but fewer than 75% of all indicators have been attained. Any mission fulfillment area less than 50% attainment will be identified as a targeted growth area in the next strategic plan.

### **Assessment**

In addition to the progress on our Strategic Plan, our assessment efforts in general have made considerable progress since our last visit. Most notably, we have established a Faculty Senate General Education Assessment Committee. So far, this committee has helped adopt Institutional Learning Outcomes (Exhibit F):

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 committee has also determined seven general education categories that will be assessed on the cycle set by the Office of Assessment: Critical Thinking, Quantitative Literacy, Information Literacy, Written Communication, Oral Communication, Civic Engagement, and Diversity (Exhibit G).

Program-level assessment continues; this already robust initiative expands each year. We are also increasing the percentage of courses reporting course-level assessment on the existing three-year cycle; the current goal is for all courses to be



reporting regularly by 2023 to account for the new four-year course-level cycle in all schools that includes academic program review in the fourth year (Figure 1). 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 2).

Figure 1. Four-year Planning Cycle

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

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 2. 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

## **Faculty Senate and Policy Support**

Although assessment has been ongoing at CSN for more than a decade, there had been no Faculty Senate policy to establish it as a priority that should be included as a part of faculty workload; although most departments recognized the hard work of assessment, this emphasis was not consistent across all departments. The Faculty Senate General Education Assessment Committee shepherded several policies through the Faculty Senate in the 2017-2018 school year; two established our new Institutional Outcomes and General Education Categories (one policy was for A.A., A.S., and A.B. degrees (Exhibit H) while the other was for A.A.S. degrees (Exhibit I). The Academic Assessment Policy established that assessment will take place and should be supported. Enacting a policy for assessment gives long-sought legitimacy and recognition to our assessment efforts (Exhibit G).

Two other policies were also passed this year with long-term ramifications for accreditation and strategic planning. The Institutional Assessment Policy was less detailed than the Academic Assessment Policy but provides similar support at the policy level for assessment of services throughout the institution, including Student Services and other nonacademic units (Exhibit F). The Integrated Strategic Planning Policy states that the College's many plans should be integrated and all feed the overall Strategic Plan (Exhibit J).

## **Summary of Part I**

As we have demonstrated above, mission fulfillment is a complex machine with many parts, the assessment of which is carried out by many people from a variety of perspectives. Our Board of Regents approves our Mission Statement and Core Themes, which drive our determination of whether we have fulfilled our mission, but the Regents have no direct involvement other than oversight.

Our definition of mission fulfillment has not entirely stabilized. We thought we were on the way to getting a usable definition, but our president retired, the new NSHE Strategic Goals had to be integrated, and we now have a new president who will no doubt want to modify our current definition as his vision is articulated.

## **Part II: Examples of Mission and Core Theme Operationalization**

CSN is a learning institution promoting student success through excellence in teaching and learning. Two representative examples of how CSN has operationalized its mission and specific core themes are provided below. The examples demonstrate "closing the loop" on student learning assessment. While there is always room for improvement, indicators used for assessment of Biology (BIOL) 189, Fundamentals of Life Sciences, and Supplemental Instruction and Library Instruction provide meaningful data for continuous improvement. Example A involves student learning at the course level - BIOL 189 with a Supplemental Instruction (SI) intervention. Example B involves the impact of library instruction on student learning and academic achievement.

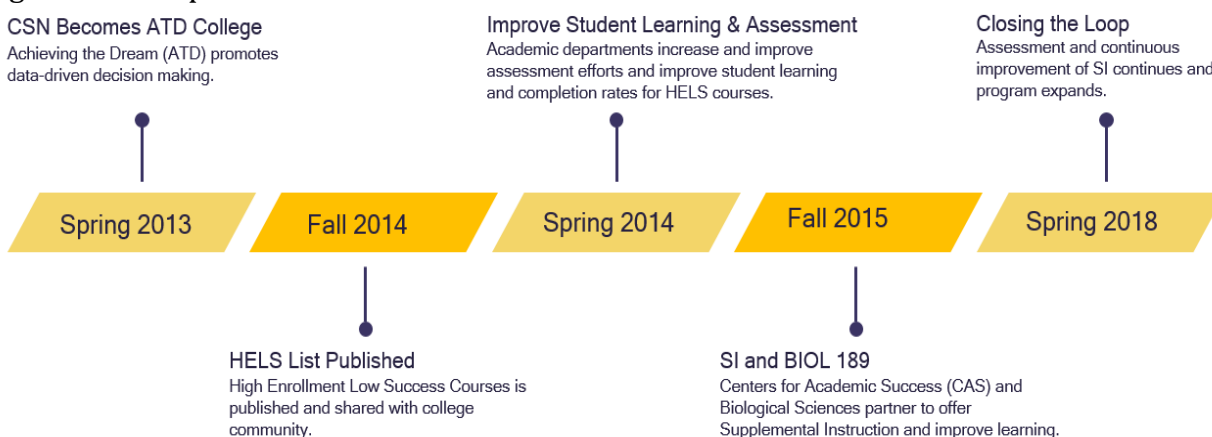
## Example A: “Closing the Loop” on Student Outcomes Assessment – Biology and Supplemental Instruction (SI)

<b>Institutional Learning Outcome</b> Apply critical thinking in a variety of situations
<b>Core Theme Quality</b> Q1.5 Build a transparent culture of accountability and evidence in all areas of the College
<b>Core Theme Access</b> A2.1 Provide support services to foster academic goal achievement A2.3 Enhance support services to students facing barriers to access and success

### Background

CSN became a member of the Achieving the Dream (ATD) network in 2013. ATD is a non-governmental reform network for student success that cultivates a culture of inquiry, evidence, and accountability (Q1.5). As part of our ATD efforts, college staff analyzed course data to create a list of high enrollment and low success (HELS) courses. Faculty and staff collaborated to implement interventions for improving student learning and success rates in HELS courses; one such intervention was Supplemental Instruction (SI) for BIOL 189, which is a gatekeeper course for some of CSN’s most popular allied health majors and a course in which many students struggle to be successful. See Figure 3 for timeline.

Figure 3: Example A Timeline



SI is a support service meant to foster academic goal achievement (A2.1) and enhance support services to students facing barriers to access and success (A2.3). It is an innovative way to provide support to students in traditionally challenging academic courses with high levels of D and F grades or withdrawals (D, F, and W grade rates) as a part of their course curriculum. This model follows the guide from the International Center for Supplemental Instruction, developed by the University of Missouri-Kansas City. SI programs are free and open to all students of varying abilities on a voluntary basis, covering application of learning strategies, vocabulary acquisition, problem solving, and difficult course content.

Through continuous assessment efforts, SI has been piloted and continuously improved to expand to serve all BIOL 189 sections offered at each of our three main campuses. SI is offered in other challenging courses and is an institutional intervention for improving student learning.

### **Closing the Loop**

SI was introduced on a small scale to start and has been assessed each term in the 2015-2016, 2016-2017, and 2017-2018 academic years. The SI staff collects grade data from faculty during the semester for mid-semester assessment and from Institutional Research at semester's end; the staff also collects end-of-term student survey data. Data indicate that students who regularly receive SI services attain significantly higher scores on exams (equivalent to a full letter grade) and withdraw less than students who do not regularly receive SI. Students attending SI sessions report on end-of-term surveys that SI was a positive experience that influenced their ability to learn challenging concepts and enhanced overall academic success. The SI staff shares assessment data with faculty, learning support staff, advisors and counselors, and administration and also uses assessment data to market SI to students in class and through electronic media.

For the three piloted sections of BIOL 189 in Fall 2015, 41.5% of all enrolled students attended at least one SI session. Those students who participated in SI earned, on average, a final course grade of a C-, which is a full letter grade higher than the non-participants, who earned a D average. D, F, and W course grades were reduced in the three classes to 41.3% compared to 77.5% for BIOL 189 courses without SI session offerings. For Spring 2016 semester, SI was as successful in reducing D, F, or W grades in BIOL 189 (a 56.7% reduction), which translates to approximately 343 fewer students receiving a D, F, or W for spring 2016 semester. In an effort to expand the program, SI leaders attended a variety of BIOL 189 lab sections in fall 2016 instead of lecture sections with unique faculty. Despite low attendance in Fall 2016, the D, F, and W rate was decreased by almost 32% across all courses and students in BIOL 189. The deviation from the traditional SI model piloted in Fall 2016 was determined to be less effective than the original model, which has since been reinstated.

Table 1 shows an improvement of BIOL 189 success rates (e.g., 53.4% in Fall 2015 vs. 58.6% in Spring 2018) and a decrease in D, F, and W rates (44.4% in Fall 2015 vs. 38.5% in Spring 2018). These improvements are attributed to SI and other changes resulting from assessment of BIOL 189. For example, data from numerous assessment cycles uncovered poor reading comprehension and poor deductive reasoning skills as major roadblocks to successful completion of BIOL 189. Based on these data, an English prerequisite was added to BIOL 189 during the 2015-2016 academic year.

Table 1: BIOL 189 Success Rates

Course	Term	Total Enrolled	Total Success at C	Success Rate	Total DFW	DFW Rate
BIOL-189	2015 Fall	1147	606	53.4%	509	44.4%
BIOL-189	2016 Spring	1098	578	52.6%	506	46.1%
BIOL-189	2016 Fall	1178	664	56.4%	492	41.8%
BIOL-189	2017 Spring	1102	605	54.9%	471	42.7%
BIOL-189	2017 Fall	1153	697	60.5%	421	36.5%
BIOL-189	2018 Spring	1124	659	58.6%	433	38.5%

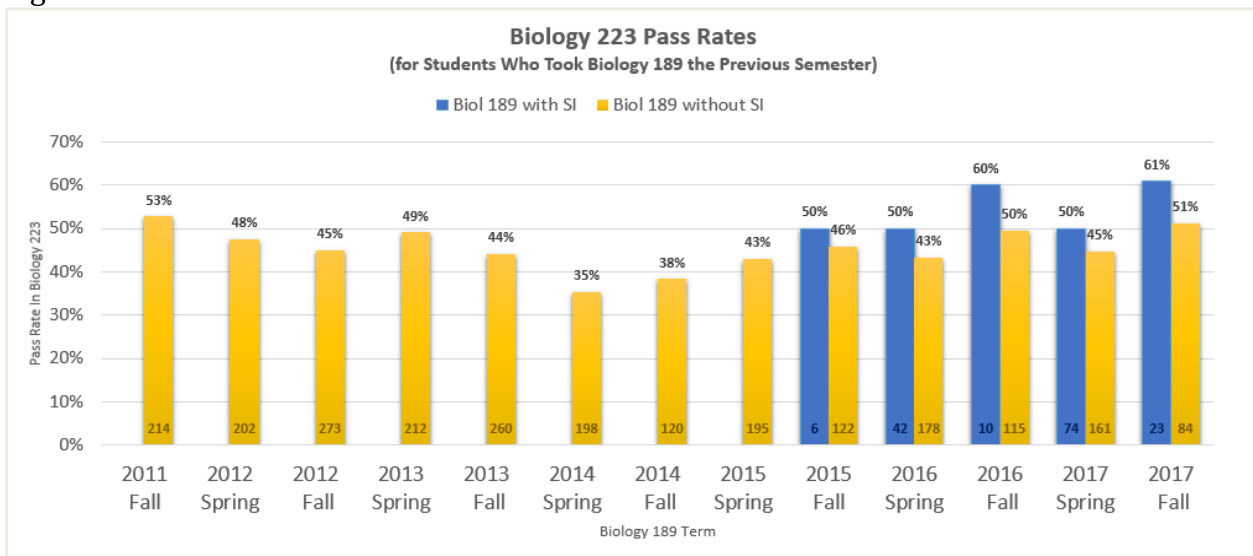
Notes

1. Success Rate field - calculated by dividing the number of C or better grades by the total number of enrolled students (including student who switched to audit)
2. DFW Rate field - calculated by dividing the number of D+, D, D-, F or W grades divided by the total number of enrolled students

**Current Status**

Recent assessment of BIOL 189 students who participated in SI vs. who did not experience SI shows what appears to be an indication of SI influencing higher-level course pass rates (i.e., transferability of skills) along with the BIOL 189 success rates. Students who utilized SI for BIOL 189 passed at a higher rate than those who did not take advantage of the service.

Figure 4: BIOL 223 Pass Rates – with SI vs. without SI



The SI pilot, along with other student learning interventions, is successfully influencing BIOL 189 success rates and student academic success in higher-level courses. Because of this success, the Director of the Centers for Academic Success, who led this work, has reallocated staffing and departmental funds to scale up this student success initiative. She was able to accomplish this resource reallocation through consolidation of space and staffing, transitioning thirteen separate tutoring venues into three venues and implementing a learning commons model.

## Future Directions

During the 2017-2018 academic year, CSN developed a new Assessment Policy, which includes seven General Education Learning categories (Exhibit G). In addition, CSN adopted institutional learning outcomes (ILOs), and one focuses on critical thinking (Exhibit F). CSN faculty and staff will collaborate to introduce interventions that place a greater emphasis on higher cognitive domains. These interventions are meant to ensure students can demonstrate appropriate learning strategies and retain necessary knowledge prior to registering for higher-level courses.

The CSN community is engaging in improvement of college-wide assessment practices and will continue to focus efforts on courses with high enrollment and low success rates. During the 2018-2019 academic year, a procedure and timeline will be developed for General Education and ILO assessment. These assessment efforts focus on refining course student learning outcomes (SLOs), understanding impediments to success, implementing interventions to improve student learning and development, and determining how well previously implemented interventions have alleviated those impediments.

## Example B: “Closing the Loop” on Student Outcomes Assessment – Library Instruction

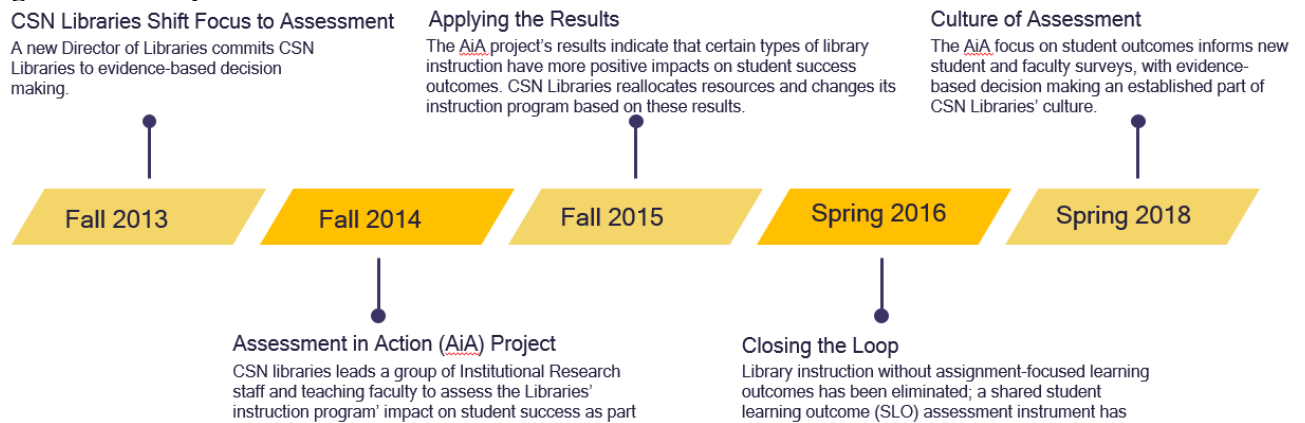
<b>Institutional Learning Outcomes</b> Apply critical thinking in a variety of situations Collaborate professionally to benefit our diverse community
<b>Core Theme Quality</b> Q1.5 Build a transparent culture of accountability and evidence in all areas of the College
<b>Core Theme Access</b> A2.1 Provide support services to foster academic goal achievement

## Background

As part of CSN’s shift toward focusing on student success outcomes, from 2014 to 2015, CSN Libraries led a grant-funded Association of College and Research Libraries (ACRL) Assessment in Action (AiA) project to assess its instruction program’s impact on student learning and academic achievement. A collaborative effort, AiA brought together a team of experts in library instruction, survey design, and student success metrics with teaching faculty who incorporated library instruction into their courses. This team developed and employed a pre- and post-test incorporating information literacy, attitudes conducive to academic success, and academic confidence-related questions, then indexed these variables in relation to course grades, semester GPA, and other student success indicators. A total of sixteen sections in English, Biological Science, and Sociology participated, with 365 students taking the pre-test and 221 students taking the post-test. At that time, the Libraries did not know to what extent its five types of instruction positively

impacted students. Grounded in CSN’s Quality Core Theme, through comparing outcomes for each instruction type and making changes based on the results, the Libraries improved their instruction program while establishing a foundation for a culture of evidence-based decision-making (Q1.5). Exploring library instruction’s potential to improve student success outcomes through ascertaining whether, how, and to what extent its instruction program helped students achieve their academic goals, the project contributed to achieving CSN’s Access Core Theme (A2.1).

Figure 5: Example B Timeline



### Closing the Loop

The AiA project has four key findings. First, receiving any type of library instruction positively correlated with a student’s course grade ( $r = .296, p \leq .01$ ). Second, the academic confidence and institutional connectedness students felt after receiving library instruction positively correlated with course and semester grades. Third, receiving general information literacy instruction, when not connected to an assignment, had no significant positive impact of student success outcomes. Fourth, the more integrated library instruction was with course content, the greater were the improvements in confidence, institutional connectedness, and grades, but not consistently in information literacy test scores. This finding indicated that there is a need for an alternative to generic information literacy questions for assessing instructional effectiveness.

To close the loop, CSN Libraries made four major changes to its instruction program. First, non-assignment-focused library orientations were actively discouraged and no longer considered to be library instruction sessions. Second, addressing the lack of alignment of assignment-integrated instruction with previously used information literacy metrics, all instructional sessions were required to identify one to three student learning outcomes (SLOs). Third, a shared instruction assessment instrument that included information literacy and confidence-related questions was developed through a collaborative process, including instruction librarians and the Director of Assessment. Fourth, a new iteration of the embedded librarian program, which had the best overall results in the AiA project, but had been difficult to scale, was created in online courses, attracting more than twenty participating sections.

## **Current Status**

The new instructional assessment instrument has now been employed in the most popular courses using library instruction, English 101 (and equivalent) and Communication 101. Reflecting AiA's results, the questions address both SLO achievement and the student's level of confidence in completing course assignments. In the 2017-2018 academic year, 66% of students completely achieved and 21% partially achieved the outcome of identifying the steps they would take to find sources for an assignment while 72% completely achieved the outcome of identifying what criteria they would use to choose a source for an assignment. In terms of their confidence in their ability to complete course assignments after the instruction session, 60% of students ranked themselves as moderately or extremely confident. Other ongoing assessment projects influenced by the results of the AiA project include student and faculty surveys and the analysis of virtual reference transcripts.

## **Future Directions**

Information literacy is included among CSN's seven General Education Learning Outcomes (GELOs) and is also one of three contributing GELOs for the new critical thinking ILO. Historically, CSN Libraries' instruction program has focused on 100-level courses, with limited opportunities to develop discipline- and profession-specific instructional content appropriate for advanced courses. In the near term, GELO/ILO assessment will provide an opportunity to apply insights from the AiA project and subsequent SLO-focused instruction to develop a comprehensive, scaffolded instruction program including at least two library instruction interactions for each student. The first, at the introductory level, will introduce students to the ethical and critical use of academic sources to complete assignments; the second, in a capstone or other designated 200-level courses, will focus on applying critical thinking and using discipline- and profession-specific scholarly content to solve real-world problems. Assessments for the latter have yet to be developed; however, they are likely to focus on rubric-based analyses of student work.

## **Part III: Moving Forward to the Year Seven**

During the past year, CSN has placed significant emphasis on Institutional Effectiveness, assuring that assessment efforts inform decisions as they relate to planning and budgeting. In preparation for this Mid-Cycle visit, College stakeholders have engaged in numerous endeavors to identify and address gaps in our institutional effectiveness policies and processes. The CSN team has met several times with Linda Suskie, noted assessment and accreditation consultant, to identify action plans and next steps. On the academic side, she encouraged us to distill our general education categories to Institutional Outcomes, which we did. On the Student Services and Administrative sides, she encouraged us to identify our assessment units, outcomes for each unit, and service key performance indicators.



Academics, Operational Support Services, and Student Affairs contain many areas in which robust assessment is already being conducted and used to improve instruction, student success, and operations. In addition to our existing Director of Assessment, who oversees academic assessment, we now have a Senior Specialist for Assessment within the Division of Student Affairs. We are working to ensure that all Operational Support Services are using Assessment as a normal aspect of day-to-day operations; this area has identified Assessment Champions, and we are fostering these efforts (Exhibit K).

College leaders have made significant contributions to help us close the gaps. The Faculty Senate has passed a number of policies this year intended to facilitate the necessary processes and help us integrate those new processes into how we operate. In addition, our Executive Leadership Team has approved our new Institutional Effectiveness and Assessment Plan (IEAP) to ensure that these efforts become routinized and are consistently and regularly evaluated for alignment and validity.

Our course and program-level assessment continues, and more participants are added each year. We have made a good start on General Education Assessment.

Our current position with regard to our draft 2017-2014 Strategic Plan is complicated because we are aware that a great deal of time and care went into the work of the Strategic Futures Task Force and those who have shaped that committee's work into the current Strategic Plan. We value the work and respect the time. The efforts to gather information from a wide range of stakeholders were unprecedented in our history and certainly a positive step, and the core themes that developed are certainly important considerations for any entity.

However, while important, the core themes may not be the core themes of a large community college in one of the nation's top thirty largest cities. One of the bylines of assessment is, "You value what you measure." There remains a sense that the priorities within the core themes are not clear; we are measuring many things, but they do not seem to add up to a cohesive, unified whole that makes manifest what we value. Academics and diversity, in particular, do not seem to be getting their due as central, even defining, to our mission. We are confident that our new president, Dr. Zaragoza, will guide the College in determining appropriate priorities for the solid groundwork that has been laid.

Goals and indicators on the Strategic Plan don't always seem to be mapped or aligned. For example, under Community, Connection, Inclusion and a Sense of Belonging, none of the indicators seem to map to CSN identity and pride, alignment with workforce, or diversity (Exhibit C).

We are also working to integrate NSHE's priorities into our Strategic Plans as well as incorporate the vision our new president will bring.

In evaluating Parts I and II of this report, we feel CSN has the structures and processes in place to provide evidence of Mission Fulfillment for our year seven report. However, we do acknowledge that established processes need to be modified and enhanced to inform new processes we have implemented or will be implemented this fall 2018. The following improvement tasks and timeline will keep us consistently moving forward.

Activity	Responsible Parties	Timeline for Completion
The Institutional Effectiveness Council (IEC) must gather information and opinions to determine an authentic protocol for indicating mission fulfillment.	President Institutional Effectiveness Committee members Strategic Planning Committee members	December 2018
The IEC must conduct a formal analysis of the 2010 - 2017 Strategic Plan effectiveness and create recommendations to assist the Strategic Planning Committee with development and completion of our new 2018-2025 CSN Strategic Plan	President Institutional Effectiveness Committee members Strategic Planning Committee members	December 2018
The Faculty Senate Assessment Committee must clarify outcomes and work with the Office of Assessment to establish a reporting and improvement process.	Faculty Senate Assessment Committee members Director of Assessment	March 2019
Administration and Faculty Senate need to modify the Program Evaluation (Review) process to incorporate NSHE goals and include assessment evidence in the procedures	VPAA Faculty Senate Chair Faculty Senate Academic Standards Committee	March 2019

## 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](#)).

# College of Southern Nevada Strategic Plan, 2010-2017

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**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 40<sup>th</sup> 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.

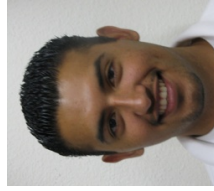
CSN is the best value for higher education in Nevada. Our classes are small, our faculty are highly skilled (over 86% of teaching faculty have a masters or doctoral/terminal degrees), and the fees to attend are lower than at the universities and private institutions. This low-fee, small-class learning-centered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

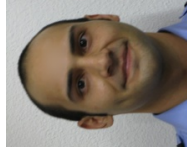
The most rewarding part of being in education is seeing the impact it has on students' lives. It is well proven that achieving a college education greatly increases earning potential, and our students are living proof of it.

"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 to graduate, I became 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

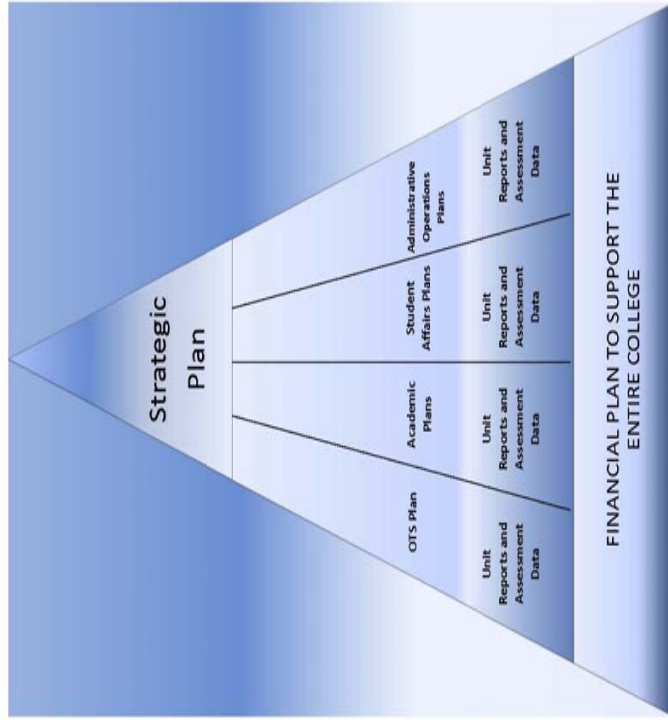
To highlight another example of how CSN changes lives, in 2008, CSN's Health Science students provided 1.5 million hours of uncompensated healthcare to Southern Nevada, worth \$24.6 million dollars.

## 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.



## **Executive Summary**

Entering its 40<sup>th</sup> 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

**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
<p><b>THEME: Quality</b>  <b>Core Theme Definition:</b> Shape the CSN culture by making quality a chief value and design principle in every College policy, procedure, plan, and initiative.</p>					
<p><b>Goal 1:</b> Enhance the reputation of CSN</p>					
<p>Q1.1 Improve the quality and innovation of CSN's academic programs</p>	<p>Obtain/maintain external program accreditation where possible            Implement strategies to publish and utilize annual outcomes assessment data            Implement strategies to evaluate and improve the academic program review model and process            Implement strategies to ensure that academic program quality is 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</p>	<p>Academic Affairs            Office of Resource Development and Assessment            Faculty Senate            Academic Affairs</p>	<p>Document that 100% of eligible programs achieve programmatic accreditation            Document that 100% of assessment reports and plans are submitted every year            Demonstrate evidence of use of outcomes assessment data in continuous program improvement            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            Demonstrate evidence of program quality being commensurate with national standards            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</p>	<p>Division report showing list of programs eligible for specialized accreditation and which programs have achieved it;            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 &amp; collaborations</p>	<p>Ongoing            Fall 2011/            Ongoing</p>
<p>Q1.2 Increase levels of</p>	<p>Implement strategies to</p>	<p>College</p>	<p>Demonstrate evidence of strategies to</p>	<p>Satisfaction data: Homegrown</p>	<p>Fall 2011/</p>

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
CSN internal and external stakeholder satisfaction	<p>Identify and remediate, where feasible, known issues and concerns of internal CSN stakeholders</p> <p>Implement strategies to identify and remediate, where feasible, known issues and concerns of external CSN stakeholders</p>	Administration	<p>Identify and remediate, where feasible, known issues and concerns of internal CSN stakeholders (e.g., students, employees)</p> <p>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)</p>	surveys; CCSSE, Noel Levitz	Ongoing
Q1.3 Improve the quality of facilities and equipment	<p>Implement strategies to ensure that facilities and equipment are meeting or exceeding appropriate standards</p>	Academic Affairs; Finance & Facilities	<p>Demonstrate evidence that facilities and equipment meet appropriate quality standards</p> <p>Demonstrate a plan to periodically review whether facilities and equipment are effectively utilized and adequate for current needs</p>	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	<p>Implement strategies to enhance faculty professional development opportunities that encourage quality teaching</p> <p>Provide faculty access to, and utilization of, student success and satisfaction data</p> <p>Expand and enhance the College's efforts to recognize faculty accomplishments in the area of teaching</p> <p>Encourage Faculty</p>	Academic Affairs	<p>Demonstrate evidence of enhanced faculty professional development opportunities that encourage quality teaching</p> <p>Demonstrate that faculty have been encouraged to access and utilize student success and satisfaction data</p> <p>Demonstrate expansion and enhancement of the College's efforts to recognize faculty accomplishments in the area of teaching</p> <p>Collaborate with Faculty Senate to</p>	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  Expand the college-wide outcomes assessment program	Office of President; Academic Affairs  Office of Resource Development and Assessment	Demonstrate evidence of a comprehensive institutional effectiveness data management and reporting model  Document evidence of an expanded college-wide assessment program  Demonstrate evidence that an increasing number of non-academic programs are developing and following outcomes assessment plans  Demonstrate evidence that annual college-wide outcomes assessment data is published and utilized	IR reports on website; NSHE reports on website; data reports  Programmatic assessment plans and reports; Assessment tracking matrix  Departmental reports of strategies; Program Review reports; Faculty Senate and CSN policies  Institutional report of strategies; IR reports on website	Fall 2012  Fall 2012/ Ongoing
Q1.5 Build a transparent	Implement strategies to strengthen the organizational culture for: <ul style="list-style-type: none"> <li>• meaningful program reviews</li> <li>• policy development, revision, and communication</li> <li>• transparent resource management, and</li> <li>• institutional assessment</li> </ul>	Academic Affairs; Finance & Facilities  Office of the	<ul style="list-style-type: none"> <li>• meaningful program reviews</li> <li>• policy development, revision, and communication</li> <li>• transparent resource management, and</li> <li>• institutional assessment</li> </ul> Demonstrate evidence of strategies to strengthen the organizational culture for:		

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: <ul style="list-style-type: none"> <li>• budget development and resource management</li> <li>• effectiveness and efficiency initiatives and</li> <li>• performance accountability to internal and external stakeholders</li> </ul>	College Administration	Demonstrate evidence of strategies to institutionalize transparent processes for: <ul style="list-style-type: none"> <li>• budget development and resource management</li> <li>• effectiveness and efficiency initiatives and</li> <li>• performance accountability to internal and external stakeholders</li> </ul>	Institutional report of strategies	
<b>GOAL 2: Maintain a quality workforce within the institution</b>					
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	Faculty ratio report	Fall 2012/ Ongoing
	Implement strategies to	Academic Affairs;	Document ratio of full-time to part-time faculty		Fall 2011/ Ongoing
Q2.2 Hire employees who			Document evidence that newly hired	New hire qualifications report	Fall 2011/

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: <ul style="list-style-type: none"> <li>identify part-time faculty professional development needs</li> <li>improve lines of communication to and from part-time faculty</li> <li>enhance part-time faculty's access to facilities and support services</li> </ul>	Academic Affairs; CAPE	Documented evidence of strategies to: <ul style="list-style-type: none"> <li>identify part-time faculty professional development needs</li> <li>improve lines of communication to and from part-time faculty</li> <li>enhance part-time faculty's access to facilities and support services</li> </ul>	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
<b>THEME: ACCESS</b>					
<b>Core Theme Definition:</b> Create guided pathways for students via access to quality educational opportunities and services that inspire and encourage goal achievement.					
<b>GOAL 1:</b> 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	<p>optimize classroom utilization using PeopleSoft or other space-utilization systems</p> <p>Set room capacity levels at fire marshal limits</p> <p>Design schedule that is desirable to students to encourage students to enroll at maximum levels</p>	<p>Scheduling Office</p> <p>Academic Affairs</p>	<p>optimize classroom utilization</p> <p>Document that capacities of all instructional space are defined at fire marshal limits</p> <p>Document maximal enrollment levels</p> <p>Demonstrate improved student satisfaction with class scheduling</p>	<p>reports (biennial); IR/PeopleSoft(PS) reports, including Class schedule reports; Enrollment reports; Space utilization reports</p> <p>Student satisfaction data: Community College Student Satisfaction &amp; Engagement (CCSE), Noel-Levitz, Homegrown surveys</p>	
A1.2 Provide a variety of courses and programs online	<p>Increase the number of courses and programs offered online</p> <p>Increase the variety of courses and programs offered online</p> <p>Implement quality assurance for online courses and programs</p>	<p>Academic Affairs</p> <p>Academic Affairs</p> <p>Faculty Senate</p>	<p>Document an increase in the number of online offerings</p> <p>Document an increase in variety of online offerings</p> <p>Collaborate with Faculty Senate in implementing consistent quality assurance &amp; evaluation of online classes</p>	<p>IR/PS reports: Class schedules; Enrollment data; Program data; Grade distributions</p> <p>Faculty Senate: Policies</p>	Fall 2011
A1.3 Provide classes in a wide variety of locations	<p>Operate a CSN campus in each quadrant of Las Vegas as resources and student demand allow</p> <p>Operate an access site in each community in</p>	<p>Academic Affairs;</p> <p>Finance &amp; Facilities</p> <p>Academic Affairs;</p> <p>Finance &amp;</p>	<p>For campuses:</p> <ul style="list-style-type: none"> <li>• Document location of campuses</li> <li>• Demonstrate student demand for adding or removing campuses</li> <li>• Document sufficient resources to operate campuses</li> </ul> <p>For access sites:</p> <ul style="list-style-type: none"> <li>• Document location of access sites</li> <li>• Demonstrate student demand for adding or removing access sites</li> </ul>	<p>IR/PS reports: Class schedules; Enrollment data; List of CSN sites &amp; locations</p> <p>NV DETR reports: Occupational demand</p> <p>Student demand/ interest surveys: CCSSE, Noel-Levitz, Homegrown</p>	<p>Fall 2010</p> <p>Fall 2011</p> <p>Fall 2010</p>



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



Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
<b>GOAL 2:</b> Every person seeking an education from CSN will have access to services that support their educational endeavors					
A2.1 Provide support services to foster academic goal achievement	<p>Enhance support services that encourage student persistence, completion, and transfer</p> <p>Implement strategies to increase student utilization of services that encourage persistence, completion, and transfer</p>	Student Affairs	<p>Document enhancements to student support services that encourage student persistence, completion, and transfer</p> <p>Demonstrate increased utilization of services that encourage student persistence, completion, and transfer</p> <p>Demonstrate increased student satisfaction with available support services that encourage student persistence, completion, and transfer</p>	<p>Departmental report of strategies IR reports: completion, persistence, graduation, transfer</p> <p>Student affairs reports of utilization of support services (longitudinal tracking data); reports on strategies to increase utilization by students</p> <p>Student satisfaction data: CCSSE, Noel-Levitz; Homegrown Surveys conducted by individual offices in student affairs</p>	Fall 2011/ Ongoing
A2.2 Provide as much financial aid to as many students as possible	<p>Work to ensure adequate resources are available to effectively serve students</p> <p>Implement strategies to increase student awareness and understanding of financial aid opportunities</p> <p>Implement strategies to increase timely and accurate completion of financial aid application(s)</p> <p>Implement strategies to increase student utilization of available financial aid</p>	Student Affairs	<p>Document demand for, and resource capacity to provide, student financial aid services</p> <p>Document increased outreach and marketing activities regarding financial aid opportunities</p> <p>Demonstrate an increase in student awareness and understanding of financial aid opportunities</p> <p>Document an increase in number of students receiving financial aid and total amount of financial aid disbursed</p> <p>Document an increase in student utilization of financial aid</p> <p>Demonstrate increased student satisfaction with financial aid support services</p>	<p>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 showing strategies to increase awareness, increase timely and accurate completion and utilization</p> <p>IR Reports: financial aid received by students and numbers of students served</p> <p>Student satisfaction data: CCSSE, Noel Levitz, Homegrown surveys conducted by department</p>	<p>Fall 2011/ Ongoing</p> <p>Fall 2011</p> <p><b>Fall 2011/</b> Ongoing</p> <p>Fall 2011/ Ongoing</p> <p>Fall 2012/ Ongoing</p> <p>Fall 2011/ Ongoing</p>

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  Increase student utilization of services and activities 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  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	Report documenting need for specific enhancements; completion of enhancements; increased outreach efforts and increased utilization (using longitudinal tracking data)	Fall 2011/ Ongoing  Fall 2011   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  Expand online options for books, journals and other materials	Library Services	Document expansion of library resource availability based on need and utilization  Demonstrate increased student satisfaction with library resources	Library report of electronic and hard copy holdings; report documenting need for expansion of holdings  Student satisfaction data: CCSSE, Noel Levitz, Homegrown surveys conducted by department	Fall 2011/ Ongoing  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  Implement strategies to ensure facilities and CSN sites are consistently safe and secure	Facilities  Campus Police	Demonstrate a plan to ensure periodic and ongoing facility cleaning and maintenance  Document resource capacity for facility cleanliness and maintenance  Document evidence of decrease in number and severity of reported security incidents (e.g., Jeanne Clery Disclosure of Campus Crime statistics)	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  Clery Act reports ; Campus police security incident count report	Fall 2011/ Ongoing  Fall 2011/ Ongoing  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)  Demonstrate periodic review of security and emergency response plans	Security and Emergency Response Plans; schedule to review plan	Fall 2011/ Ongoing
A3.1 Raise awareness of CSN with external stakeholders	Implement strategies to increase awareness of CSN's services and activities  Maintain and enhance the unified CSN communication and marketing campaign  Implement strategies to expand and enhance content and improve usability of CSN website(s)	Facilities  Public Relations; Marketing	Demonstrate faculty, staff and student satisfaction with campus cleanliness, safety and security  Document an increase in marketing and outreach activities  Demonstrate an increase in external stakeholder awareness of CSN's services and activities  Demonstrate the use of the unified CSN communication and marketing standards  Demonstrate continued outreach and training activities to CSN employees regarding the unified communication and marketing standards  Demonstrate evidence of expanded and enhanced content on CSN website(s)  Demonstrate improved usability of CSN website(s)	Satisfaction data: CCSSE; Noel Levitz; homegrown surveys  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 2012/ Ongoing  Fall 2011/ Ongoing  Fall 2012/ Ongoing  Fall 2011/ Ongoing  Fall 2011/ Ongoing  Fall 2011/ Ongoing

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

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	<p>Work to ensure adequate resources are available to effectively pursue external funding opportunities</p> <p>Implement strategies to increase awareness of external funding opportunities</p> <p>Implement strategies to increase timely and accurate applications for external funding opportunities</p>	Office of Resource Development and Assessment	<p>Document demand for, and resource capacity to provide, services to support the pursuit of external funding</p> <p>Document an increase in outreach and training activities to CSN employees</p> <p>Document an increased number of on-time, complete and accurate applications by CSN</p> <p>Document applications for external funding opportunities submitted by CSN</p> <p>Document external funding opportunities awarded to CSN</p>	<p>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</p>	<p>Fall 2011/ Ongoing</p> <p>Fall 2012/ Ongoing</p> <p>Fall 2011/ Ongoing</p>
A3.5 Increase total funding to CSN through comprehensive fundraising efforts	<p>Implement strategies to expand and enhance comprehensive fundraising efforts</p> <p>Design and implement a successful annual development initiative</p> <p>Design and implement successful fundraising campaign(s)</p>	CSN Foundation	<p>Demonstrate a plan to expand and enhance comprehensive fundraising efforts</p> <p>Document a plan for an annual development initiative</p> <p>Document increased donations to CSN through an annual development initiative</p> <p>Document plans for fundraising campaign(s)</p> <p>Document increased donations to CSN through fundraising campaign(s)</p>	<p>Foundation financial/ donation reports</p>	<p>Fall 2011/ Ongoing</p> <p>Fall 2011/ Ongoing</p> <p>Fall 2012/ Ongoing</p> <p>Fall 2011/ Ongoing</p>

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
<b>THEME: DIVERSITY</b>					
<b>Core Theme Definition:</b> Shape the CSN culture by making diversity a chief value and design principle in every College policy, procedure, plan, and initiative.					
<b>GOAL 1:</b> CSN is a model of diversity and inclusion for our students, our service area, and all individuals within our sphere of influence					
DI.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  Public Relations; Marketing	Demonstrate evidence of strategies to make diversity and inclusion a priority in internal and college-wide planning  Demonstrate evidence of strategies to make diversity and inclusion a priority in CSN marketing and communication	Institutional report on strategies  Marketing and communication materials	Fall 2012/ Ongoing  Fall 2012/ Ongoing
DI.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  Implement strategies to resolve stakeholder issues and concerns regarding diversity and inclusion	Administration	Demonstrate evidence of strategies to identify stakeholder issues and concerns regarding diversity and inclusion  Demonstrate evidence of strategies to resolve stakeholder issues and concerns regarding diversity and inclusion	Affirmative action reports; Homegrown surveys; Institutional report on strategies	Fall 2012/ Ongoing
DI.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  Expand and enhance the offerings of diversity-oriented and inclusion-oriented professional development activities	Office of Diversity and Inclusion  CAPE	Document evidence of expansion and enhancement of cultural, diversity-oriented and/or inclusion-oriented activities  Documented evidence of expanded and enhanced cultural-competency-oriented, diversity-oriented and/or inclusion-oriented professional development activities to CSN employees	Departmental report on activities and offerings	Fall 2011/ Ongoing  Fall 2012/ Ongoing

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
<p>D1.4 Build a student body reflective of the ethnic diversity of CSN's service area</p>	<p>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</p>	<p>Student Affairs</p>	<p>Demonstrate evidence of strategies to improve:</p> <ul style="list-style-type: none"> <li>● student recruitment</li> <li>● student matriculation</li> <li>● student retention and</li> <li>● student persistence</li> </ul> <p>to support the development of a student body that is reflective of the ethnic diversity of CSN's service area</p>	<p>Longitudinal IR Reports: enrollment, and persistence organized by ethnic diversity</p>	<p>Fall 2012/ Ongoing</p>
<p>D1.5 Build a faculty, administration, and staff reflective of the ethnic diversity of CSN's service area</p>	<p>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</p> <p>Implement strategies to develop professional advancement practices that encourage a faculty, administration and staff who reflect the ethnic diversity of CSN's service area</p> <p>Annually review the ethnic composition of CSN faculty, administration and staff, and the ethnic composition of CSN's service area</p> <p>Annually review the affirmative action plan and initiate any changes</p>	<p>Academic Affairs; Student Affairs; Finance and Facilities; Human Resources</p> <p>Academic Affairs; Student Affairs; Finance and Facilities; Human Resources</p> <p>Office of Affirmative Action; Human Resources</p>	<p>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</p> <p>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</p> <p>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</p> <p>Document annual review of affirmative action plan</p>	<p>Hiring policies; Hiring Committee Training materials; Institutional reports of strategies</p> <p>IR and Human Resources ethnic diversity demographic reports</p> <p>Affirmative Action audit reports</p>	<p>Fall 2012/ Ongoing</p> <p>Fall 2012/ Ongoing</p> <p>Fall 2013/ Ongoing</p> <p>Fall 2011/ Ongoing</p>

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
<b>GOAL 2:</b> 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
D2.1 Encourage a College environment in which all its members treat each other with courtesy and respect	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		
<b>GOAL 3:</b> 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
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 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
D3.1 Enhance support services to students from underrepresented groups facing barriers to access and success			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  Document enhancements to advising and student 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  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	Homegrown surveys documenting needs of students; CCSSE; Noel Levitz;  Longitudinal departmental tracking data (showing service utilization);  IR Reports broken out by ethnic diversity (persistence, completion, transfer);  Student satisfaction data: CCSSE, Noel Levitz, Homegrown surveys	Fall 2011/ Ongoing  Fall 2012/ Ongoing  Fall 2013/ Ongoing

## **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.

BASELINE DATA

FALL 2009

Data as of: 1/11/2010

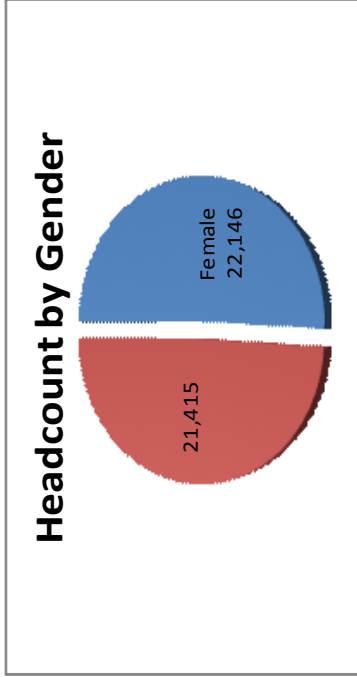
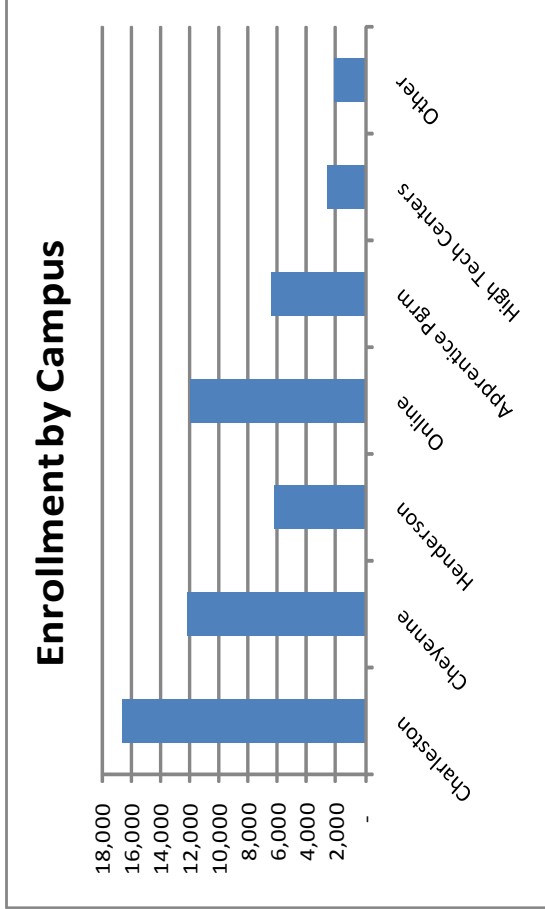
Total Headcount (unduplicated)

43,561

**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

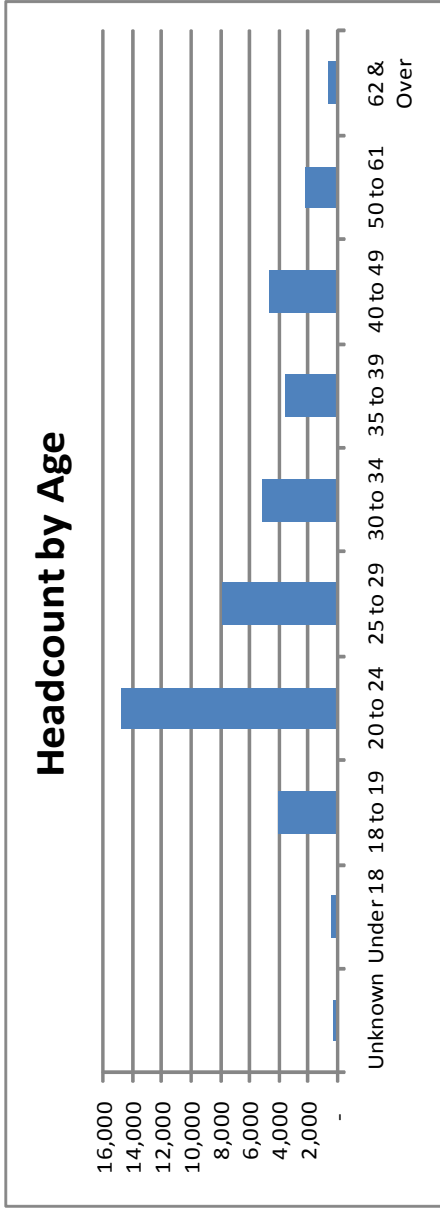
\* Students are counted once per campus attended, so enrollments should not be compared to unduplicated headcount.



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

Headcount by Age

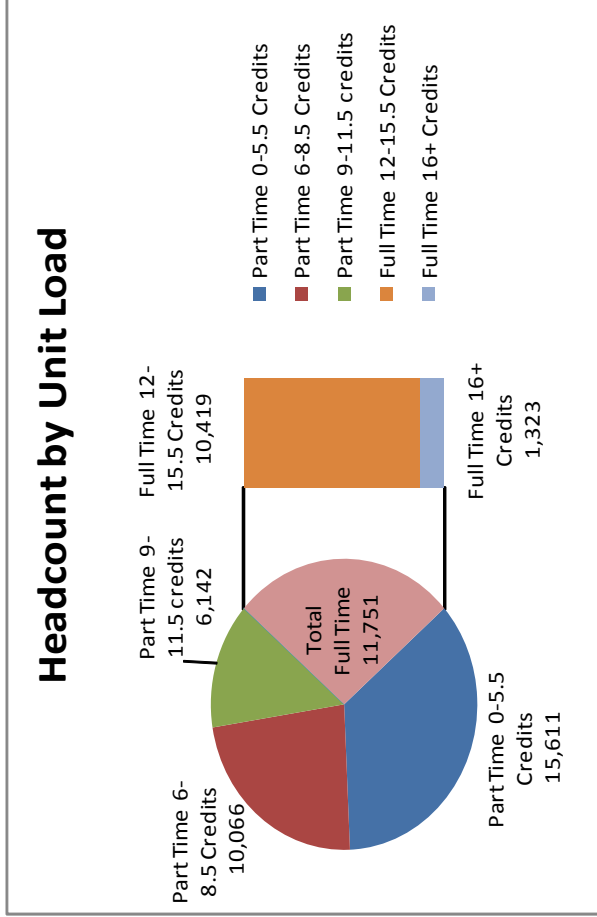
Age	Count	% of Total
Unknown	287	0.7%
Under 18	408	0.9%
18 to 19	4,085	9.4%
20 to 24	14,750	33.9%
25 to 29	7,881	18.1%
30 to 34	5,148	11.8%
35 to 39	3,493	8.0%
40 to 49	4,587	10.5%
50 to 61	2,263	5.2%
62 & Over	659	1.5%
<b>TOTAL</b>	<b>43,561</b>	



Headcount by Unit Load

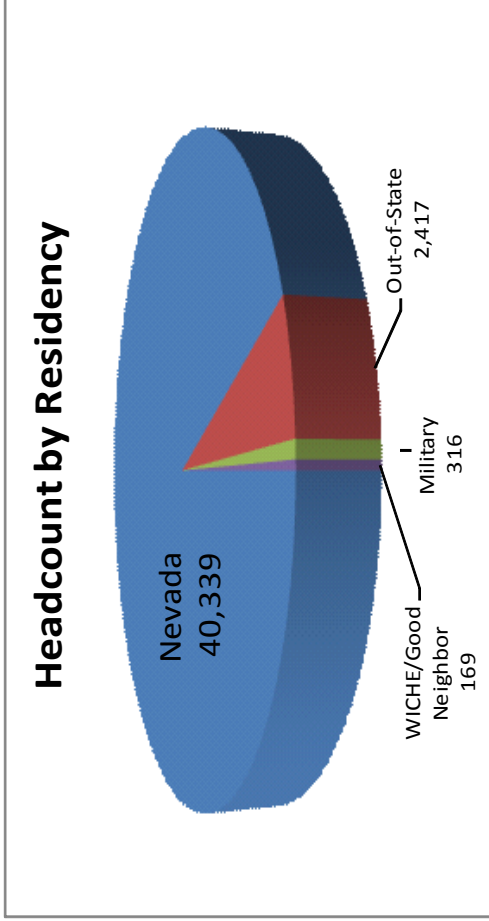
Enrollment	Students	% of Total
<b>Less than Part Time:</b>		
< 1 credit	917	2.1%
1 to 5.5 credits	14,694	33.7%
<b>Part Time:</b>		
6 to 8.5 credits	10,066	23.1%
<b>3/4 Time:</b>		
9 to 11.5 credits	6,142	14.1%
<b>Total Part Time:</b>	<b>31,819</b>	<b>73.0%</b>
<b>Full Time:</b>		
12 to 12.5 credits	5,866	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%
<b>Total Full Time:</b>	<b>11,742</b>	<b>27.0%</b>
<b>TOTAL</b>	<b>43,561</b>	

Headcount by Unit Load



### Headcount by Residency

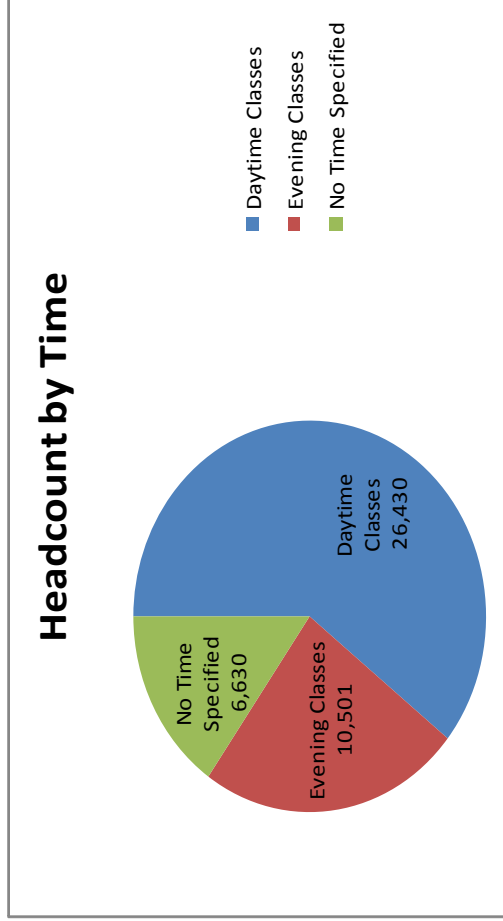
Residency	Count	% of Total
Nevada	40,645	93.3%
Out-of-State	2,417	5.5%
Res. Military	324	0.7%
WICHE/Good Neighbor	175	0.4%
<b>TOTAL</b>	<b>43,561</b>	



### 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%
<b>TOTAL</b>	<b>43,561</b>	

### Headcount by Time



\* 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 P.M. or later. No Time = Mostly online.

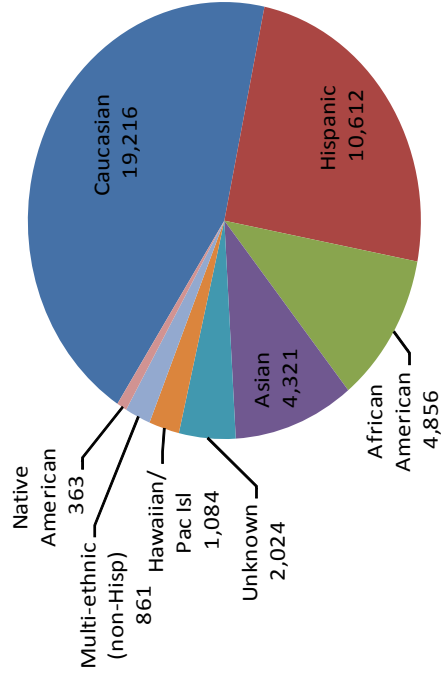
**Headcount by IPEDS Ethnic Category**  
Unduplicated (once per student)

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%
<b>TOTAL</b>	<b>43,561</b>	

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

IPEDS category "Nonresident Alien" is not included. Percentage = single category / unduplicated total.

**Headcount by IPEDS Ethnic Category**



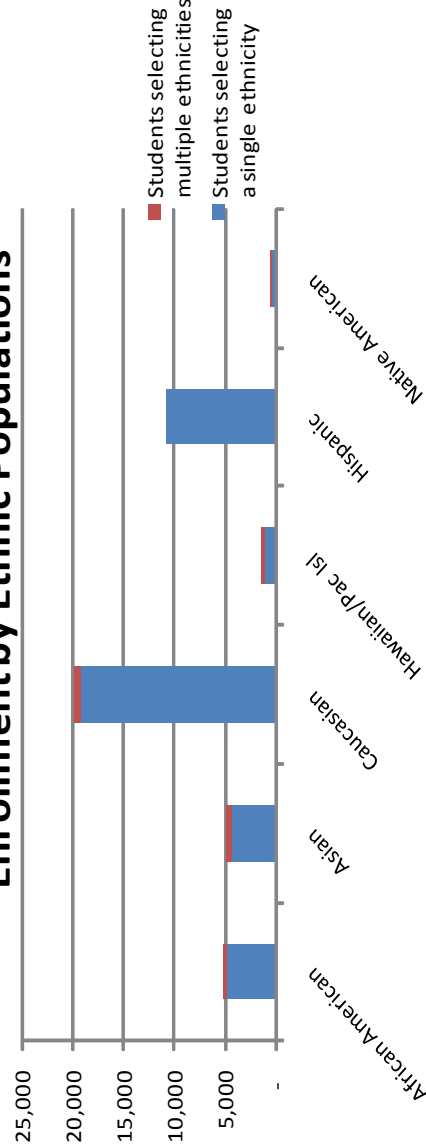
**Enrollment by Ethnic Populations**

Duplicated (once per each selected ethnicity) \*

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.

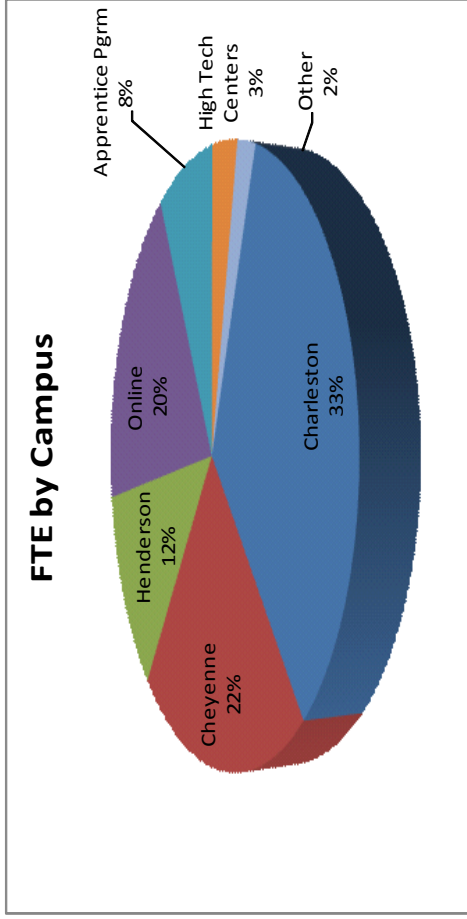
**Enrollment by Ethnic Populations**





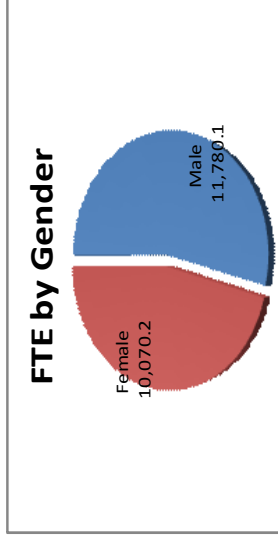
FTE by Campus

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%
<b>TOTAL</b>	<b>21,850.4</b>	



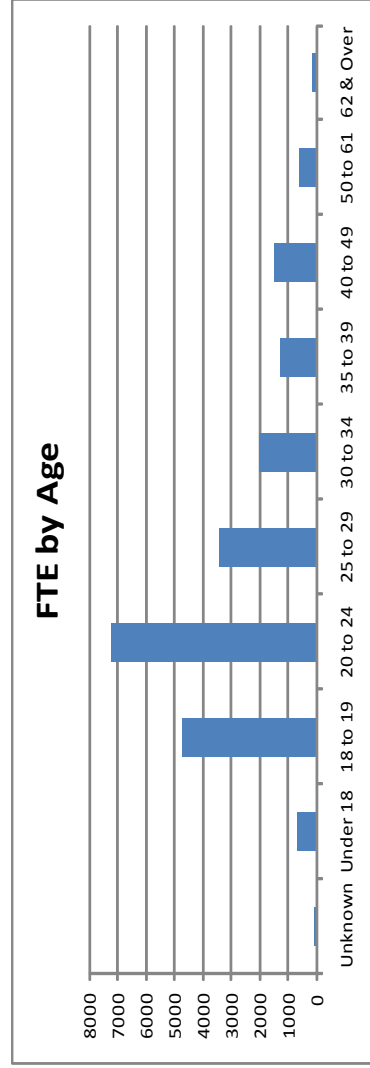
FTE by Gender

Gender	FTE	% of Total
Female	11,780.1	53.9%
Male	10,070.2	46.1%
<b>TOTAL</b>	<b>21,850.4</b>	



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%
<b>TOTAL</b>	<b>21,850.4</b>	



Data as of:

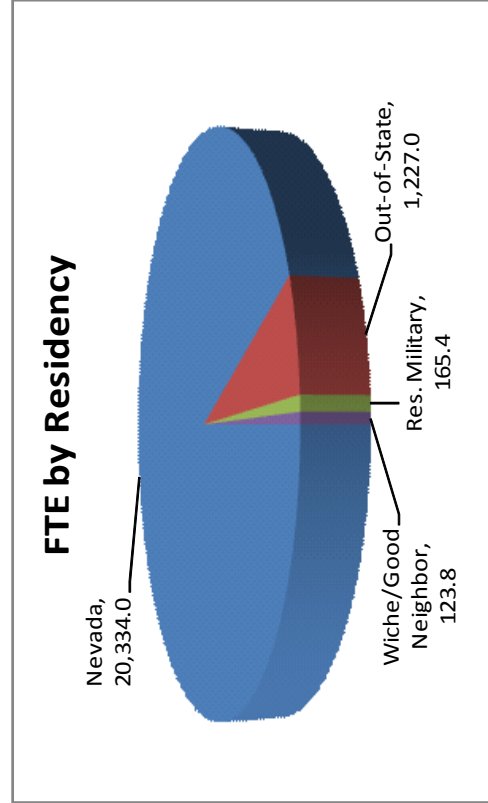
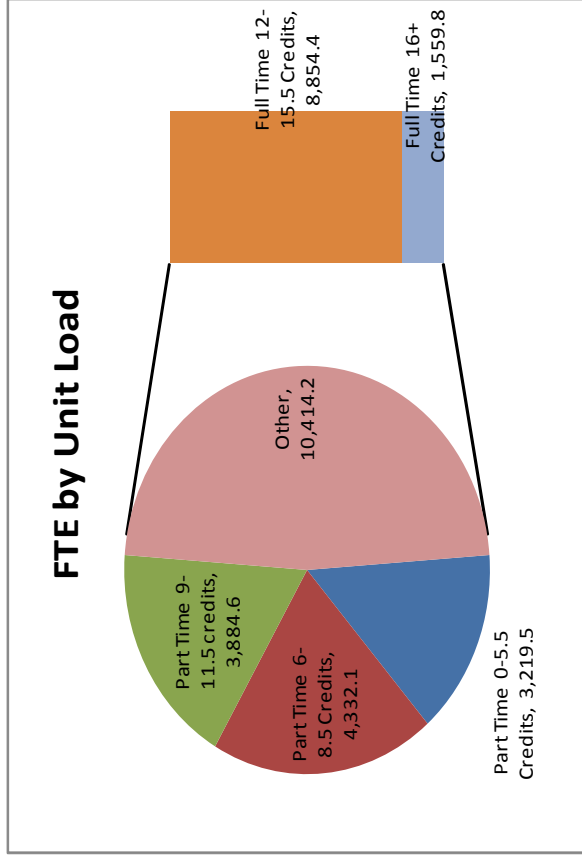
1/11/2010

Fall 2009

Total Full-Time Equivalent (FTE)

21,750.5

FTE by Unit Load		
Enrollment	FTE	% of Total
<b>Less than Part Time:</b>		
< 1 credit	30.3	0.1%
1 to 5.5 credits	3,189.2	14.6%
<b>Part Time:</b>		
6 to 8.5 credits	4,332.1	19.8%
<b>3/4 Time:</b>		
9 to 11.5 credits	3,884.6	17.8%
<b>Total Part Time:</b>	<b>11,436.2</b>	<b>52.3%</b>
<b>Full Time:</b>		
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%
<b>Total Full Time:</b>	<b>10,414.2</b>	<b>47.7%</b>
<b>TOTAL</b>	<b>21,850.4</b>	



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%
<b>TOTAL</b>	<b>21,850.2</b>	

Data as of:

1/11/2010

**Total Full-Time Equivalent (FTE)**

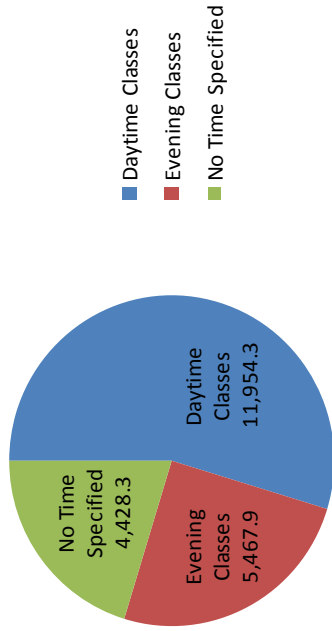
**21,750.5**

**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%
<b>TOTAL</b>	<b>21,850.5</b>	

\* 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.

**FTE by Time**



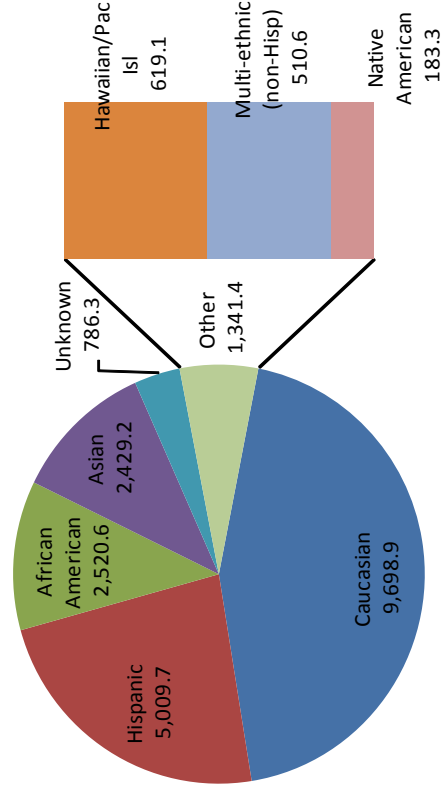
**FTE by IPEDS Ethnic Category**

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%
<b>TOTAL</b>	<b>21,849.9</b>	

\*Using IPEDS protocols, Multi-ethnic does not include students who select Hispanic. IPEDS category "Nonresident Alien" is not included. Percentage = single category / unduplicated total

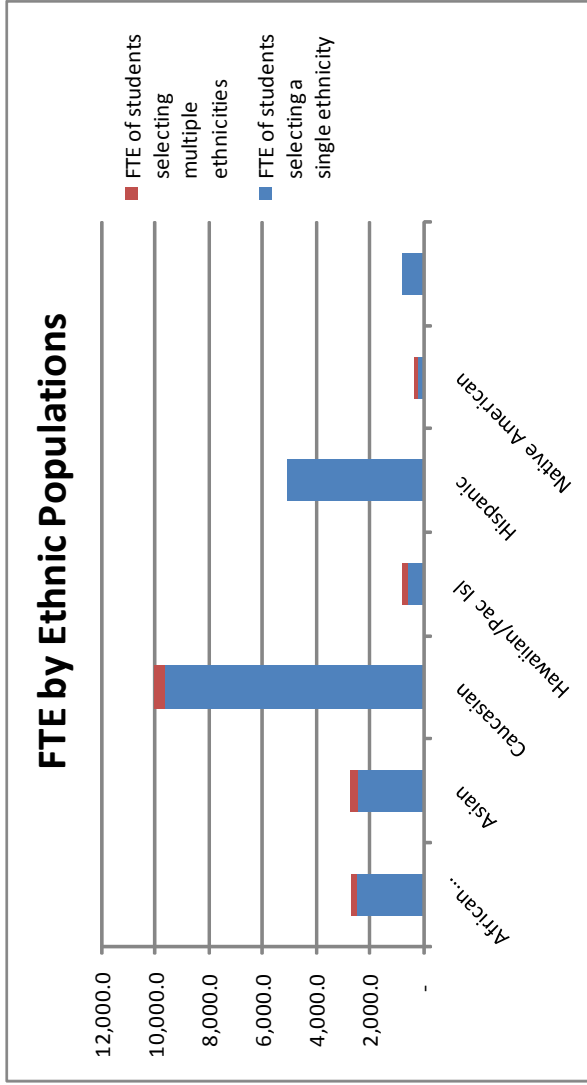
**FTE by Ethnicity**



**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.



**APPENDIX B**

**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

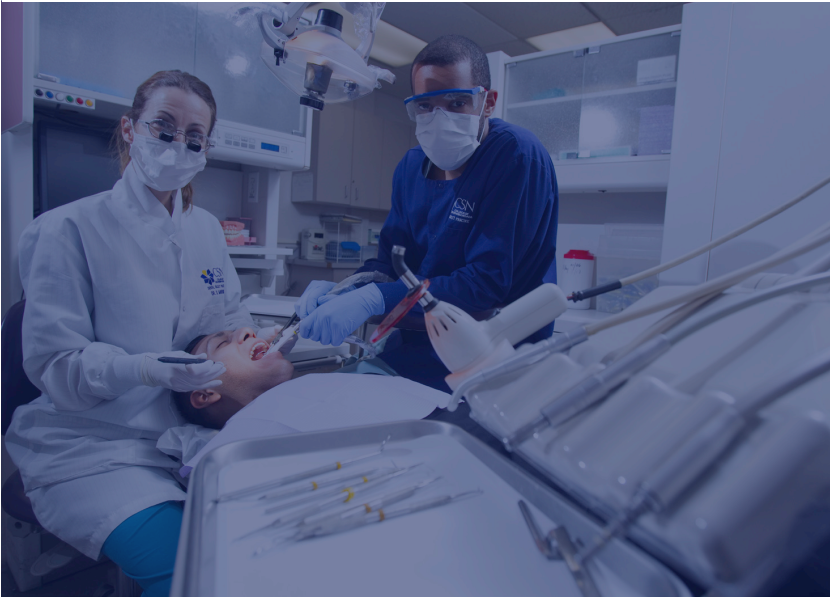
This template will be used:

<b>FY 2010 Objectives</b>	<b>Status</b>



**CSN**  
COLLEGE OF  
SOUTHERN NEVADA

**STRATEGIC PLAN 2017-2024**



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2	MESSAGE FROM THE STRATEGIC PLANNING CO-CHAIRS
4	STRATEGIC PLANNING PROCESSES
5	MISSION
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7	CORE THEMES
7	INSTITUTIONAL OUTCOMES
7	COLLEGE-WIDE INITIATIVES AND PRIORITIES
9	INITIATIVES AND PRIORITIES STEWARDSHIP
9	THEMES/GOALS/METRICS
15	APPENDIX A: SWOT ANALYSIS
16	APPENDIX B: ACKNOWLEDGEMENT OF TASK FORCE MEMBERS
17	APPENDIX C: CSN CORE THEME WORK GROUPS





## Message from the President

Since 1971, the mission of the College of Southern Nevada (CSN) has been clear: create opportunities and change lives through accessible and affordable education. This plan continues that tradition, highlighting challenges as well as college-wide opportunities to provide tomorrow's leaders with the skills, knowledge, and abilities they need.

Through the work of many within our campus community, this plan frames CSN's next seven years of service to Southern Nevada and the Nevada System of Higher Education. As expressed in the plan, our faculty, staff, and students are committed to fulfilling the needs of the diverse communities CSN so proudly serves. The following broad core themes are currently underway at CSN:

- **Student Success:**
  - **Completion**, driven by state and national initiatives;
  - **Engagement**, which demands fresh eyes and innovation for today's learners;
- **Community, Connection, Inclusion and a Sense of Belonging**, essential to welcoming students and meeting the demands of the local economy;
- **Quality**, recognizing CSN's public responsibility that encompasses feedback mechanisms that measure accomplishment; and
- **Institutional stewardship**, ensuring CSN is accountable while meeting the needs of the region.

Our strategic planning process has been co-chaired by Professor Dr. Joshua Levin and Vice President Patricia Charlton and has been inclusive of a 25-member volunteer complement of the CSN faculty, staff, and students. This broad group of stakeholders has provided wide-ranging expertise to inform these efforts. As a result of their hard work, CSN's strategic focus, which affects every aspect of the College, its departments and functions, will make great strides on behalf of students. CSN now has a clear path forward, and it is an exciting one!

Margo L. Martin, Ed.D.  
Acting President, College of Southern Nevada





## Message from the Strategic Planning Co-Chairs

The Strategic Futures Task Force (SFTF) began with the understanding that the future of the College and the students we serve is in our hands. Our fundamental guiding principles as we began our work, to which we stayed steadfast and committed throughout, were the following:

- Being transparent in our work across the CSN community;
- Reaching out to the diverse range of stakeholders who have interest and perspective to share on the future of the College;
- Being respectful of differing opinions while seeking mutually beneficial compromises and solutions; and
- Being transformational: looking towards the future of what CSN can and should be, and reaching further to our highest vision of what the College can accomplish.

The SFTF celebrates the dedication and knowledge of our faculty. The combination of their expertise and commitment to education produces a supportive and rigorous academic environment that successfully challenges our students to be their best. The diversity evident among the faculty results in a convergence of knowledge, perspective, and methods that enhance the educational experience and prepares students for the complexities of a multicultural world. In keeping with CSN's long standing concern with quality, The SFTF recognizes the importance of empowering faculty to produce innovative student-centered education that contributes directly to the fulfillment of the College mission.

Our collaborative process also identified opportunities and key challenges that must be recognized and addressed. These challenges limit CSN's ability to achieve our potential as the nation's premier community college. First, difficulties concerning internal communication and collaboration within the college community, among employee groups, colleagues, campuses, departments, schools, divisions, administrative processes, and policy settings, has resulted in a fractured environment. This deeply and negatively impacts our institutional culture, morale, efficiency, and the successful achievement of institutional goals. Actions to address college-wide communication must be addressed immediately. Communication solutions and additional relevant priorities including technology and professional development are incorporated into the 2017-2024 Strategic Plan.

The internal communication challenge also impacts students and their interaction, engagement, and participation in the learning environment. Communication difficulties related to the coordination of services, onboarding into the College community, effective advising and counseling, and delivery of support across campuses impact student success and satisfaction. The redesign and implementation of a standard student experience that includes mandatory orientation and centralized e-mail will make great strides towards improving the student experience.

It is important to review CSN's brand strategy, to increase our impact on the student pipeline (which includes K-12 and non-traditional students) as well as improve engagement with local communities and workforce collaboration. We must also explore ways to ensure that students are prepared for the rigor and challenges of higher education. Ensuring college readiness, understanding financial and other college barriers, and acknowledging student support service requirements in advance can all be improved. Expanded technology functionality (including a new Customer Relationship Management (CRM) tool) and increased staffing in appropriate areas and campuses will help in this regard. Increasing awareness of CSN as the first choice for educational advancement while deploying institutional resources to best serve Southern Nevada residents, business and industry, municipalities, and K-12 must be explored with renewed vigor.

These overarching challenges are fundamental, severe, and solutions are necessary in order to support the CSN mission, vision, and values.

CSN is an essential community investment. Success in Southern Nevada is literally tied to our ability to educate and empower students in the region. The SFTF embraced the responsibility of serving as institutional stewards tasked with assisting and guiding CSN to be better than we are today. In order to properly identify and assess our shortcomings, as well as develop an informed, inspired, achievable vision for our future, we called upon the intellect and passion of 25 dedicated faculty, staff, and students. This group facilitated targeted research engagements with stakeholders throughout the institution, the public at large, civic organizations, and business and local government leadership.

It is important to note that this plan has been updated to reflect two important items, including the Nevada System of Higher Education (NSHE) Strategic goals and metrics which were established in December 2017, as well as the inclusion of Student Learning Outcomes. These items are reflected in CSN's goals and metrics throughout this strategic plan.

We are deeply grateful for the volunteers and staff who helped create this plan for the future of the College. The Strategic Futures Task Force began with a desire to improve: to "Plan Smart and Dream Big." The result of our work, this document, is a reflection of the insights and aspirations of the College and the wider community. We believe that it outlines a path towards a future in which our faculty, staff, and especially our students can succeed in education and thrive in the world. We thank the Strategic Futures Task Force and the Strategic Plan Work Team Members and Team Leads for their time, energy, insight, and dedication to bring the plan to fruition.

Dr. Joshua Levin

Vice President/Provost Patty Charlton





## Strategic Planning Process: Strategic Futures Task Force

The task force was created through recruitment for volunteers. Faculty, staff, and students were invited to volunteer by completing an application describing their intent, experience in the College, and commitment to an engaging and transformational process. The President's Office selected task force members based on their ability to provide input into the process as well as the volunteer's ability to represent a broad cross-section of the institution.

The task force was charged with collecting and analyzing data, using their experience with the College to advocate for positions within the plan and planning process. The work was divided among the task force and included the following sub-committees:

- Mission, Vision, and Values
- Internal Stakeholders
- External Stakeholders
- Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis
- Environmental Scan

The task force utilized all of 2016 to collect and analyze data and to engage in thoughtful debate about the future of the college and the path forward. We required experts from different areas of the college to take risks, think boldly, and develop strategies that the College could implement to reach our goals. This vision for CSN was articulated in revised statements of mission, vision, values, core themes, and goals. These professionals accepted the challenge and were ambitious and purposeful in their work.

## Strategic Planning Process: Strategic Futures Task Force

The work products of each subcommittee were critical to our understanding of the College and provided context for the task force to engage in meaningful conversation about the plan. The collection of data was extensive:

- **Mission / Vision / Values Subcommittee**  
Reported 15 listening sessions in various college work groups.
- **Internal Stakeholders Subcommittee**  
Reported 16 listening sessions conducted in various busy intersections on all three campuses.  
Received 144 survey responses.
- **External Stakeholders Subcommittee**  
Reported four sessions with outside groups and one session with invited guests and elected officials.  
  
College-wide Survey – reported 1,725 responses.
- **Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis Subcommittee**  
Reported 19 sessions in various work groups and in classes.
- **Environmental Scan Subcommittee**  
Interviewed 13 colleges.

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## Mission

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.

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# Vision

The College of Southern Nevada is recognized as a leader among community colleges in fostering student success. CSN is committed to

- **Exceptional Learning Environments**, which integrate career and liberal arts education to shape well-rounded, engaged citizens, employees, and community leaders.
- **Developing Solution-oriented Strategies** to help students overcome barriers to educational access and success.
- **A Culture of Accountability** in which we balance data-informed decision making with flexibility and responsiveness to stakeholders, individuals, and events.
- **A Collegial Work Environment** that makes CSN the “employer of choice” for an exceptional workforce that is engaged in and accountable for the quality of CSN’s learning environment and benefits from excellent support, growth opportunities and competitive total compensation packages.
- **Quality Community Partnerships** that provide resources and educational opportunities to develop a skilled workforce.
- **Cultural and Academic Initiatives** that promote the advancement and appreciation of the arts, sciences, and humanities, contributing to the richness of our multicultural community.
- **Environmental stewardship** and public awareness of risks and opportunities for sustainability.
- **Resource Development, Operational Efficiencies, and State-of-the-art Technology** that support an innovative and exemplary learning and working environment.

# Values

- **Lifelong Learning:** CSN values a broad-based education because a diverse foundation of knowledge empowers creative thinking, problem solving, and innovation.
- **Excellence:** CSN understands that achieving and surpassing our goals requires care, commitment, and quality, in teaching, learning, scholarship, service, and administration.
- **Integrity:** CSN places fairness, honesty, transparency, and trust at the center of all policies and operations.
- **Inclusion:** CSN embraces diversity because it heals social division and injustice and promotes creativity, growth, and critical thinking through the integration of many different perspectives.
- **Academic Freedom:** CSN values freedom of thought and speech because open minds and uninhibited discussion are fundamental to teaching, learning, and responsible civic engagement.
- **Connectedness:** CSN builds a collective identity through shared governance, effective communication, and collaboration among students, faculty, staff, and community members.

# Core Themes

**Student Success:** Provide an environment in which students have available services and courses to support their personal, work, and educational endeavors. The College utilizes best practices to inform success practices

**Community, Connection, Inclusion, and Sense of Belonging:** CSN provides an inclusive environment that fosters lasting connection, shared investment, pride, and goodwill across the broad range of stakeholders in our community.

**Quality:** CSN engages in best practices that lead to the successful realization of our mission, vision, and values.

**Institutional Stewardship:** Using current resources ethically, effectively, and sustainably. Every decision considers the environmental, social, and fiscal impact.

## Institutional Outcomes

College of Southern Nevada students, through courses, programs, and holistic student engagement are expected to achieve the following Institutional Outcomes through their experiences with the college environment:

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

## College-wide Initiatives & Priorities

Critical foundational initiatives and priorities were identified through the process for development of the 2017-2024 Strategic Plan. These areas were either 1) noted by the Strategic Futures Task Force as comprehensive challenges to meeting the transformation opportunity for CSN and fundamental to operations; 2) an initiative identified by the Board of Regents of the Nevada System of Higher Education outside of the Strategic Futures Task Force, but fundamental to the operation and structure of CSN; or 3) systematic opportunities for continuous improvement and assessment of student learning. These items are included below and require careful attention. They will be developed and communicated to the CSN College community and shared in the ongoing review process of the Strategic Plan.

### **I. Manageability Study (Multicampus District) Initiative;**

CSN migration from a multicampus, unitary management model to a multicampus district model with central services, semi-autonomous campuses, and appropriate administration has been proposed and approved by the Board of Regents of the Nevada System of Higher Education (NSHE). Implementation will be achieved through a phased approach. Phase one is anticipated to include the following:

- Communication with internal and external constituent groups;
- Assessment and deployment of a standard student experience at the three main campuses;
- Establishment of councils and committees for coordination activity;
- Development of a long-term space solution for Henderson Campus and associated service areas;
- Development of position requirements and job descriptions for campus administrators;

- Designation of Centers of Excellence for targeted promotion on each campus and site;
- Development of a plan for academic and student services expansion to meet deployment of services and curriculum to enable guided pathway delivery.

## **2. Collective Bargaining:**

CSN is currently in the process of working with the Nevada Faculty Alliance (NFA) on behalf of all full-time academic faculty, including counselors and librarians, on development of a Collective Bargaining agreement.

## **3. Integrated Planning Policy Development and Identification of Institutional Planning Documents and Annual Reporting:**

CSN has lacked a comprehensive planning process that integrates planning across the institution. The Society of College and University Planning defines integrating planning as “a sustainable approach that builds relationships, aligns the organization, and emphasizes preparedness for change.” Through alignment of organizational planning elements across the institution, a commitment to fulfilling the institutional mission, vision, and values can be accomplished. To accomplish this effort, the College will develop a comprehensive systematic college-wide planning that integrates all institutional planning under the auspice of the CSN Strategic Plan. This policy includes the establishment of the CSN Planning Council with the charge to incorporate the review of proposed plans and associated updates, annual review of plan progress, and dissemination of plans across CSN.

## **4. Internal and External Communication:**

College-wide communication between and among departments is important to fulfilling the mission of the organization. To achieve a higher level of connectivity between and among departments, the College will prioritize:

- Revisiting the organizational structures and systems that support interdepartmental communication;
- Creating feedback loops among College Administration, Department Leaders, Faculty, Staff, and Students while prioritizing a model of Shared Governance;
- Reviewing communication to external constituents and developing strategies and processes for consistent, timely, and effective messaging to the community;
- Developing councils and committees to address college communication and collaboration in the multicampus district model.

Effective communication is a critical skill for individuals and groups, and it is a chronic challenge in large organizations like CSN. While new mechanisms for communication are researched and tested, the following principles should apply.

- Dignity: Every member of the CSN community, at every location, is valued.
- Respect: Every member of the CSN community is worthy of respect.
- Information: CSN provides people the information needed to do their jobs well.
- Caring: CSN people care about others and are devoted to common objectives on behalf of students.
- Community: Institutional and personal success are complementary goals common throughout CSN.

## **5. Technology Improvements:**

Technology is a fundamental support structure for the success of the College. To achieve a higher level of connectivity to systems and data, the College will prioritize implementation of the following tools:

- Implementing enterprise-wide Human Resources and Financial Management Software;
- An enterprise-wide Constituent Relationship Management (CRM) system;
- Comprehensive data analytics software to ensure department managers and leaders have access to real-time data;
- Technology to meet college requirements, including classroom technology and systems that support students, faculty and staff;
- Appropriate technology to enable collaboration and engagement across campuses and community (video capability, collaboration tools, and associated tools).

**6. Professional Development for faculty and staff:**

Ensuring that faculty and staff have access to internal and external professional development opportunities is a priority. Internal professional development will be achieved through the Center for Academic and Professional Excellence (CAPE). This service works in consultation with faculty and staff to provide for delivery of programming that contributes to greater success and satisfaction in their jobs. External professional development for faculty and staff will be addressed through the vice presidents for their respective divisions.

## Initiatives and Priorities Stewardship

<b>Initiative/Priority</b>	<b>Responsible Party</b>
Manageability, Multi-Campus District	President
Collective Bargaining	President/Executive Team/NFA
Integrated Planning	President/Executive Team/College wide
Communication	Internal - President/Executive Team External - President/Executive Team, Public & College Relations, Marketing
Technology	Customer Relationship Management - VP Student Affairs Data Analytics - Institutional Research WorkDay - VP Finance

## Core Themes | Goals | Metrics

The Strategic Plan is guided by the Mission Statement, Vision Statements, and Value Proposition cited earlier. In turn, these elements guide Core Themes that function as principles to planning smart and dreaming big. The entire CSN community takes full responsibility for creating a working and learning environment where faculty, staff, and students can thrive. CSN's salient aspiration is a college environment in which 1) students experience success, build meaningful connections, develop a passion for learning, and develop knowledge and skills that enrich their lives and careers for their lifetimes; and 2) faculty and staff find professional satisfaction in their teaching and service.



# CORE THEME: STUDENT SUCCESS

Provide an environment in which students have available services and courses to support their personal, work, and educational endeavors. The college utilizes best practices to inform success practices.

## COMPLETION & ENGAGEMENT

Nevada has an urgent need to substantially increase educational attainment, and the state and nation have adopted priorities to increase the number of community college graduates.

Community college students come from a wide range of academic readiness and diverse perspectives. These include low income, first generation, nontraditional, single parents, socioeconomic challenges, and students with disabilities.

CSN's commitment to access and affordability launches students on a pathway for completion, including transfer to a four-year institution. The context and goals in this area of student success place CSN on track to meet completion goals. Guided pathways have been developed at CSN. The scheduling and delivery of courses across campuses and times will enable graduation, completion, and student success.

The context, goals, and strategies for this core theme begin with closing the achievement gap of identified students. This is followed by academic support services, advising and guidance, and physical resources to supporting teaching and learning leading to improved student success and completion.



## CONTEXT

- ▶ Continuing work with K-12 partners and others to address college readiness, including initiatives for bridging secondary and post-secondary education and gaps in preparedness for college learning;
- ▶ Improving screening and preparation of students for courses (online and in-person) to effectively support student learning;
- ▶ Providing intentional support interventions for students to retain them and help them complete a certificate or degree program;
- ▶ Developing more communication avenues for students and implementing technology to guide student completions;
- ▶ Identifying and supporting opportunities and experiences in the area of undergraduate research for faculty/students;
- ▶ Receiving and valuing feedback from students through surveys and focus groups to guide CSN's responsiveness to student needs;
- ▶ Instituting mandatory actions for new students such as orientation, First-year Experience, and advising, to provide a base for a standard student experience;
- ▶ Engaging advisors and counselors in retooling structures for improved services to students to invigorate the student experience;
- ▶ Creating assessments, measures, and interventions that guide CSN in having a better understanding of delivery and services that students require to facilitate readiness and success.

# CORE THEME: STUDENT SUCCESS

Provide an environment in which students have available services and courses to support their personal, work, and educational endeavors. The college utilizes best practices to inform success practices.

## GOALS

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- ▶ Improve graduation and transfer rates year over year.
- ▶ Implement Connection, Entry, Progress and Completion (First Year Experience) model for student services and the collegiate experience, ensuring that students connect to the college and to pathways for completion.
- ▶ Increase the percentage of students with a degree plan year over year.
- ▶ Increase the number of students taking a full-time course load in the fall and spring semesters.
- ▶ Increase the number of students who utilize the support services that result in student retention, persistence, and completion.

## METRICS

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- Certificates and degrees awarded
- IPEDS graduation and transfer data
- Retention rates
- Completion rates in gateway math and English courses
- Course completion rates
- Change in the percent of students (cohort of economically disadvantaged and non-degree seeking) who complete their first semester
- Change in the number of students who participate in a First-Year Experience program
- Online readiness assessment data
- CCSSE data
- Degree plans on file



# CORE THEME: COMMUNITY, CONNECTION, INCLUSION & A SENSE OF BELONGING

CSN provides an inclusive environment that fosters lasting connection, shared investment, pride, and goodwill across the broad range of stakeholders in our community.

Southern Nevada requires a skilled workforce to sustain its competitive economic vitality. The workforce is drawn from a vibrant and diverse social and ethnic community.

The College must increase its capability, capacity, and footprint to provide quality education, training, and services that will include all citizens. Attainment gaps must close; these disparities in achievement require intentional focus so that credentials of all types as well as transfer degrees can be earned regardless of a student's age, gender, race, or economic status.



## CONTEXT

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- ▶ Implementing a comprehensive CSN “workforce vision,” one that encompasses all aspects of the College’s mission, community commitment, and business and industry collaborations.
- ▶ Enhancing business, industry, district, trades agencies and other partners essential to CSN’s performance and mission achievement;
- ▶ Engaging with municipalities as well as professional, civic, and cultural organizations to increase collaboration, engagement, and satisfaction with CSN;
- ▶ Presenting CSN to internal and external constituent groups through regular reports, public forums, media, marketing, announcements, and venues that allow public accountability;
- ▶ Deepening the diversity and cultural awareness that enriches CSN;
- ▶ Sustaining multiple and consistent connections to the larger CSN community.

## GOALS

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- ▶ Improve outreach to cultivate community relationships.
- ▶ Increase the number of participants engaging in preparation activities for college.
- ▶ Promote CSN shared identity and pride.
- ▶ Ensure alignment with the workforce and economic development ecosystem to meet employment demand and gaps as identified by Industry Sectors.
- ▶ Create a culture in which CSN values diversity, inclusion, and respect for others in every College service, event, and operation.

## METRICS

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- Interest/participation in identified cohorts (e.g., dual enrollment K-12; adult learners, and transfer students)
- Employee survey results
- Rosters of faculty, staff, and students involved in meaningful community engagement efforts
- Participation in programs offering industry-recognized credentials
- Enrollment in credit and noncredit programs for identified top in-demand industry sectors
- Number of students participating in internships and apprenticeships
- Nevada Promise enrollments
- Alignment of Academic Master Plan with State of Nevada high-demand occupational groups
- New and inactivated curriculum

# CORE THEME: QUALITY

CSN engages in best practices that lead to the successful realization of our mission, vision, and values.

Public education in general and specifically community colleges have seen calls for greater relevance, value, and performance. CSN must aim high to accomplish its mission with quality inside the classroom and in the community. Academic quality, validated through regional and specialized accreditations, ability for students and faculty to participate in meaningful undergraduate research opportunities, and the utilization of processes that support continuous improvement are and must remain hallmarks of the College.



## CONTEXT

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- ▶ Nurturing partnerships and expanding opportunities for collaboration;
- ▶ Involving faculty and staff in reliable opportunities for professional development;
- ▶ Restructuring, improving and formalizing as needed the Division of Workforce and Economic Development (DWED), community relations, the website, college advancement, and the CSN Foundation, providing for a more penetrating and systematic reach into the community;
- ▶ Continuing to earn commendations for shared governance with policy revisions and work climate improvement as well as faculty participation in decision-making.

## GOALS

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- ▶ Improve service experience to students.
- ▶ Embed continuous improvement into all aspects of the College.
- ▶ Pursue specialized accreditations.
- ▶ Recruit, hire, and retain diverse qualified employees.
- ▶ Enhance professional development opportunities for employee growth and enrichment.
- ▶ Improve shared governance and coordination.
- ▶ Develop opportunities for faculty and students to engage in undergraduate research.

## METRICS

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- Specialized accreditations
- Employee survey results
- Student satisfaction surveys
- Employee completions of Service Excellence training
- Faculty and student participation in research activities
- Employee participation in training/professional development including mentorship programs for new employees
- Employee hiring data

## CORE THEME: INSTITUTIONAL STEWARDSHIP

Using current resources ethically, effectively, and sustainably. Every decision considers the environmental, social, and fiscal impact.

As a public organization, CSN must hold itself accountable, be transparent when communicating outcomes, and demonstrate responsible stewardship of resources. Achievements and challenges must be openly reported, and communication, both internally and externally must be effective.



## CONTEXT

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- ▶ Complying fully with all applicable local, state and federal laws, including Title IX, Board policies, and institutional policies and procedures;
- ▶ Involving faculty leadership in decision-making related to academics and student success initiatives;
- ▶ Continuing open processes of budget allocation, program review, auditing, and fiscal responsibility;
- ▶ Creating and reporting performance metrics.

## GOALS

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- ▶ Enhance transparency on strategic themes through published institutional data/analytic results.
- ▶ Improve fiscal responsibility, sustainability, and resource allocation to assure mission alignment.
- ▶ Diversify institutional revenue streams.
- ▶ Reduce energy consumption.
- ▶ Conduct required assessment and evaluation of degree and certificate programs and services.

## METRICS

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- Institutional reserve
- Resources secured through external sources including grants and contracts and donations
- Opportunities for stakeholder transparency and input, through engagement such as Town Hall meetings, councils, and committee participation
- Kilowatt hours per square foot utilized
- Assessment plans for all degrees and certificate programs
- Increase Weighted Student Credit Hour (WSCH) achieved through course completion

# APPENDIX A: STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS ANALYSIS

The Strategic Futures Task Force solicited opinions from a variety of College stakeholders in an effort to better understand the College's internal strengths and weaknesses and external opportunities and threats. The Task Force assigned a committee to visit with faculty, staff, and student groups, in addition to classrooms on each of the campuses. Questions were asked of each group to individually identify what they perceived to be the College's strengths, weaknesses, opportunities, and threats. The summary of those discussions, represented below, provided context and framed the direction of the planning process.

## STRENGTHS

### **Classes**

- Small class size
- Instructors - helpful, friendly
- Canvas
- Many options for class

### **Resources/Services**

- Writing and Tutoring
- Technology - Canvas, labs

### **Employees - Faculty**

- Helpful, experienced, caring
- Diverse

### **Diversity and Inclusion**

### **Advising and Counseling**

- Good, quality faculty

### **Tuition and Fees (Price)**

### **Location, Campuses, Facilities**

## OPPORTUNITIES

### **Programs (Academics)**

- Offer more 4-Year degrees
- Offer more internships

### **External partnerships**

- Academics and Workforce
- CCSD K-12

### **Funding Formula**

- Change Formula

### **Marketing, brand, reputation**

### **Tuition and Fees (Price)**

- Increase financial aid and scholarships
- Increase assistance for students in need

### **Student Services**

- Job placement assistance
- Customer service

### **Growth**

- Growing economy
- Community growth

### **Student Life**

- Student Union
- Student Organizations

## WEAKNESSES

### **Location, Campuses, Facilities**

- Facilities need updating to meet student needs

### **Scheduling**

- Need more sections of classes at campuses

### **Advising/Counseling**

### **Employees**

- Faculty
- Leadership and management

### **Funding**

### **Technology**

### **Culture & Communication**

- Silos

### **Student Services**

### **Customer Service**

- Giving out poor/misleading information
- Poor communication between departments

## THREATS

### **Competition**

- NSHE Institutions
- Other Institutions

### **Funding Formula**

- Budget

### **NSHE and Board of Regents**

### **Environmental change**

### **Marketing, brand, reputation**

### **Employee**

- Leadership

## APPENDIX B: ACKNOWLEDGMENT OF TASK FORCE MEMBERS

The College of Southern Nevada would like to express sincere appreciation for the time, effort, and energy of the following individuals who created the vision and path for the next seven years of the college.

### **Strategic Futures Task Force**

Patty Charlton, Sr. Vice President, Co-Chair  
Dr. Joshua Levin, Professor, Co-Chair  
Dr. Jill Acree, Professor  
Dr. Sondra Cosgrove, Professor  
Clarissa Cota, Professor and Department Chair  
Dr. Darin Dockstader, Professor  
Venus Glass, Adjunct Faculty  
Dr. Marcus Johnson, Dean  
Ayesha Kidd, Associate Vice President  
Paul Minto, Director  
Mike Mizner, Office of Technology Services  
Rolando Mosqueda, Associate Vice President

Dr. Thillaisthan Ragnath, Professor  
Lawrence Rodis, Instructor  
Caitlin Saladino, Adjunct Faculty  
Mary Sasso, Director  
Jack Sawyer, Librarian  
Nicholas Sheppard-Miller, Coordinator  
Zachary Stanczak, Student  
Lester Tanaka, Interim Dean  
Diane Welch, Assistant General Counsel  
Cheryl Wilkes, Advisor  
Carla Wright, Instructor  
Sarah Renkes, Administrative Assistant



# APPENDIX C:

## CSN CORE THEME WORK GROUPS

### Student Success – Stephanie Hill

Ed Batayeh  
Yvonne Jackson  
Shellie Keller  
Sharnee Walker  
Robyn Rohde  
Leticia Wells  
Mary Sasso

### Student Success – James McCoy

Charles Gary  
Nicolas Goodsell  
Rick Marks  
Shellie Keller  
Laura Latimer  
Terry Norris  
Charlene Gibson  
Joshua Martin  
Robyn Rhode  
Ed Batayeh

### Community – Marcus Johnson

Melissa Schroeder  
Hyla Winters  
Guy Amato  
Bradford Glover  
Margaret Taylor  
Michael Spangler  
Ricardo Villalobos  
Nick Sheppard-Miller  
John Adlish

### Community – Patty Charlton

Dave Morgan  
Guy Amato  
KC Brekken  
Michael Flores  
Mary Kaye Bailey

### Infrastructure – Sherri Payne

Paul Minto  
Will Lewis

### Outreach – Kimiko Walton

Levia Hayes  
Clarissa Cota  
Dexter Irvin  
Patrick Villa

### Diversity – Maria Marinch

Ayesha Kidd  
Jason Parker  
Eric Gilliland  
Michelle Hooper

### Quality – Laura Latimer

James McCoy  
Charles Gary  
Nicholas Goodsell  
Rick Marks  
Shellie Keller  
Terry Norris  
Charlene Gibson  
Joshua Martin  
Robyn Rhode  
Ed Batayeh  
John Bearce  
Jacob Bakke

### Quality Human Resources – John Scarborough

Ayesha Kidd  
Eric Gilliland  
Jason Parker

### Technology

Mugunth Vaithyalingam  
Cheryl Feldmeier  
Sherri Payne  
KC Brekken  
Constance Newton  
John Bearce

### Institutional Stewardship – Mary Kaye Bailey

Patty Charlton  
Hyla Winters

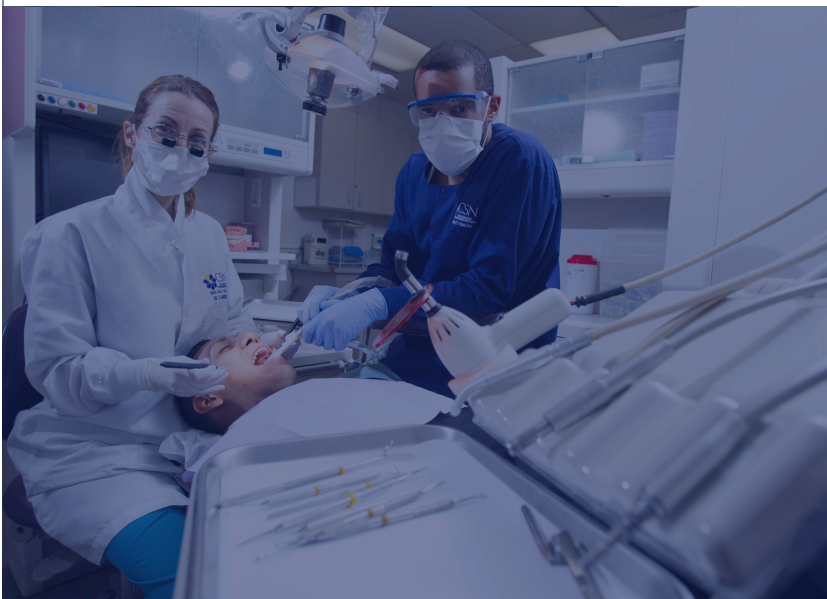




**CSN**  
COLLEGE OF  
SOUTHERN NEVADA

# STRATEGIC PLAN 2017-2024

## ATTACHMENT: STRATEGIES



# CORE THEME: STUDENT SUCCESS

Provide an environment in which students have available services and courses to support their personal, work, and educational endeavors. The college utilizes best practices to inform success practices.

## COMPLETION & ENGAGEMENT

---

Nevada has an urgent need to substantially increase educational attainment, and the state and nation have adopted priorities to increase the number of community college graduates.

Community college students come from a wide range of academic readiness and diverse perspectives. These include low income, first generation, non-traditional, single parents, socio-economic challenges, and students with disabilities.

CSN's commitment to access and affordability launches students on a pathway for completion, including transfer to a four-year institution. The context and goals in this area of student success place CSN on track to meet completion goals. Guided pathways have been developed at CSN. The scheduling of courses and delivery across campuses and times will enable graduation, completion, and student success.

The context, goals, and strategies for this core theme begin with addressing the achievement gap of identified students. This is followed by academic support services, advising and guidance, and physical resources to supporting teaching and learning leading to improved student completion.



## IDENTIFIED STRATEGIES

---

Implement optimized scheduling through the development of a new scheduling policy.

Implementation of Degree Planner Software (part of Constituent Relationship Management (CRM) system.

Implement an online readiness assessment, followed by an online tutorial for students in need of skill development, and an in-person training requirement for students who are insufficiently prepared for online courses.

Mandate. 1) Advising for all students, 2) orientation for all students, and 3) readiness assessment for all students.

Increase the % of degree-seeking students who enroll and complete gateway math and English within the first 30 credits. CSN will mandate math and English placement tests for all degree-seeking students.

Research and evaluate the merits of a mandatory Academic Learning Success (ALS) course.

Expand library, computing, writing center, tutoring, and other academic onsite and online support services for students.

Facilitate faculty discussion of the relationships between student success and pedagogy. The goal is to encourage faculty to develop and share ideas that help reduce failure and non-completion without sacrificing standards or creativity and flexibility in teaching.

## **CORE THEME: STUDENT SUCCESS**

Provide an environment in which students have available services and courses to support their personal, work, and educational endeavors. The college utilizes best practices to inform success practices.

### **IDENTIFIED STRATEGIES**

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Adopt a comprehensive Strategic Enrollment Plan through college-wide engagement with best practices in enrollment management.

Optimize CRM and related technology to enable ease of student enrollment processes and leverage CSN's ability to keep students on guided pathways to graduation.

Implement a redesign of Academic Advising and Academic Counseling that enables an experience that meets student's needs.

Establish baseline for current beliefs, attitudes, and use of existing student resources at CSN through survey, focus groups, and resource use data and set benchmarks for increased access to existing services.

Create and implement an exit survey for non-reenrolling students (to better understand their reasons for leaving).

Develop and scale a program for economically disadvantaged and non-degree seeking students that supports proactive outreach to assess student needs and efficacy of institutional services supporting student needs.

Implement an online readiness assessment, followed by an outline tutorial for students in need of skill development, and an in person training requirement for students who are insufficiently prepared for online courses.

Collect detailed data on how students are paying for their education with the intention of increasing financial aid application and use.

Define and assess general education learning outcomes across the curriculum.

# CORE THEME: COMMUNITY, CONNECTION, INCLUSION & A SENSE OF BELONGING

CSN provides an inclusive environment that fosters lasting connection, shared investment, pride, and goodwill across the broad range of stakeholders in our community.

Southern Nevada requires a skilled workforce to sustain its competitive economic vitality. The workforce is drawn from a vibrant and diverse social and ethnic community.

The College must increase its capability, capacity, and footprint to provide quality education, training, and services that will include all citizens. Attainment gaps must close; these disparities in achievement require intentional focus so that credentials of all types as well as transfer degrees can be earned regardless of a student's age, gender, race, or economic status.



## IDENTIFIED STRATEGIES

---

Identify and quantify relationships with business and industry. Measure of satisfaction with business and industry partners should be incorporated.

Career Services will centralize administrative functions to integrate and include formal internships, externships, practicals, and service learning opportunities.

Staff in Career Services will expand relationships with businesses to create internship opportunities and work with schools to market opportunities to students.

Engage our existing faculty, departments, and schools with non-traditional programming in support of community needs, such as lecture series or other community interests, initiatives, and areas of focus.

1) Lead and facilitate proposed student union development, 2) Increase the square footage of collaborative space, 3) Provide support in the establishment of Campus Life at each campus.

Identify alternative uses of space that are conducive to achieving community objectives – creative, welcoming, and functional spaces.

Develop faculty/staff brand ambassadors who are informed and can create relationships in the community to support recruitment efforts.

Expand outreach process for international students to engage within the college that facilitates an exchange of sharing cultural difference, perspectives, and participation in which the College's rich student diversity can be shared.

Develop and implement outreach process to adult learners, middle, and high school students.

Work with student government to evaluate communication processes that enable all students to engage with the school. Work with student government to implement improvements. Ease the process for the formation of student groups and their ability to utilize shared CSN resources.

# CORE THEME: COMMUNITY, CONNECTION, INCLUSION & A SENSE OF BELONGING

CSN provides an inclusive environment that fosters lasting connection, shared investment, pride, and goodwill across the broad range of stakeholders in our community.

## IDENTIFIED STRATEGIES

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Develop a class and/or mentorship opportunity for faculty advisors to help prepare them for their club-advisor roles.

Ensure that outreach messaging emphasizes that CSN degrees and programs contain general academic competencies and foster close alignment around local and workforce trends.

Evaluate cost benefit to determine effectiveness of printing an online catalog; and study options related to print on demand services.

Develop youth intervention strategies to strengthen and increase community relationships for exposure to CSN.

Expand CSN's dual credit program to target underrepresented student populations.

Increase outreach to business and industry partners by deans (focusing on increasing adult and nontraditional learners).

Enhance campus life and created targeted programs and events – Student-centered, resource-oriented and connected to the community.

Hold yearly Diversity Day event to include accountability report, champion recognition, training and multicultural festival.

Identify and train diversity champions in each area, academic and administrative, to increase engagement, promote diversity initiatives and create interactive communications. Diversity champions would also serve as “diversity and competence experts” to be consulted on issues related to diversity, equity and inclusion (non-legal/HR). Maximize existing structure, e.g. multicultural groups/alliances, Diversity Council, etc.

Formally recognize diversity champions' contributions. Validate and recognize institutional impact of participation in diversity initiatives, events and programs.

Increase diversity-related institutional materials to inform and provide tools for faculty/staff/students.

Increase the number of faculty and staff that take diversity 101, diversity 102, Safe Zone and other diversity training.

Develop a strategic branding approach to enhance the reputation and knowledge of the College among community stakeholders.

Research appropriate communication content and media for targeted engagement with various individuals and groups. Creating easy on ramps, like the guided pathways, for potential non-traditional students.

## CORE THEME: COMMUNITY, CONNECTION, INCLUSION & A SENSE OF BELONGING

CSN provides an inclusive environment that fosters lasting connection, shared investment, pride, and goodwill across the broad range of stakeholders in our community.

### IDENTIFIED STRATEGIES

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Focus on CSNs engagement/participation in external events; CSN active involvement in community organizations and workshops. Encourage engaging the college community to share knowledge about fields of interest with the CSN community and the community at large.

Support an annual “State of the College” event to promote awareness and celebrate the role the College plays in the community.

Expand collaboration with local workforce development board, local chambers of commerce and the Las Vegas Global Economic Alliance (LVGEA).

Environmental scan to identify Southern Nevada demand and gaps consistent with high-demand and emerging fields.

Evaluate and revitalize the CSN brand to prepare future students for college.

Develop targeted industry training programs.

Promotion in and support of industry associations.

Expansion and promotion of ACT WorkKeys assessments.

Establish a dedicated presence at CSN locations in support of economic development initiatives.

Strengthen Workforce Connections partnership and explore co-office locations at CSN campuses.

CSN Recruitment and Outreach regularly meet with DWED classes/students to inform of pathways and interest to CSN post-secondary opportunities.

# CORE THEME: QUALITY

CSN engages in best practices that lead to the successful realization of our mission, vision, and values.

Public education in general, and specifically community colleges, have seen calls for greater relevance, value, and performance. CSN must aim high to accomplish its mission with quality inside the classroom and in the community. Academic quality, validated through regional and specialized accreditations, ability for students and faculty to participate in meaningful undergraduate research opportunities, and the utilization of processes that support continuous improvement, are and must remain a hallmark of the College.

## IDENTIFIED STRATEGIES

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During high volume periods, have trained personnel walking main student services areas answering basic questions and directing students.

Make readily available online and on college literature simplified intake pathway for non-degree seeking students: a) Visiting students who want to enroll in CSN courses and transfer the credits to their home institution, b) Students seeking personal or professional fulfillment, c) Students who would like to take English language classes, d) Current high school students who would like to earn CSN credit while still in high school. Additionally, include important information about Non-Degree Status (i.e. not eligible for federal financial aid or state aid). 2) With the new CRM driven admissions application, CSN will be able to identify Out of State students quickly and send an auto communication to them with the link to Residency FAQ webpage with detailed regulation information and the reclassification application.

Formalize cross unit training and engagement (registrar, financial aid, cashier's, advising, and counseling (for instance)).

Ease registration process for non-degree-seeking students.

Provide online advising.

Integrate administration of student feedback mechanisms into the provision of services. For instance, implement service surveys that are automatically generated upon interaction with registrar, financial aid, and advising/counseling.

Redesign admissions form (CRM's Radius). Eliminate current mistake triggers (residency, high school, out of country, previous address). Retool: Financial aid preliminary offer to high school students.

Redesign the interaction between Academic Advising and Academic Counseling to ensure all students who request academic counseling receive a quality experience.

Integrate the Mission/Vision/Values into the formal employment interview process.

Integrate exit interviews to establish baseline data about why employees exit and work on strategies to reduce turnover ratio.

Create a mentorship program for new employees that will take them through the 30 day, 90 day, and one year anniversary of employment date.

## CORE THEME: QUALITY

CSN engages in best practices that lead to the successful realization of our mission, vision, and values.

### IDENTIFIED STRATEGIES

---

Develop and institute an orientation program for new employees that incorporates networking, training, and culture immersion components.

As part of recognition/retention initiatives. Celebrate one-year milestone.

Develop/revise recognition program to include criteria, process and accountability.

Decrease the time from close of position availability to extension of job offer.

Develop and institute core competencies for administrative faculty and executives.

Tie core competencies to the MVV.

Create expectations for supervisors/managers and communicate roles and responsibilities. Tie accountability of roles/responsibilities to performance management/compensation systems.

Examine options for mentoring or other training and transition planning for chairs (such as on the job overlap period).

Provide support for faculty engaged in professional enrichment in their field or discipline.

Internal professional development (CAPE) will be leveraged to ensure faculty and staff have the training necessary to be successful in their jobs.

Include online academic advising / counseling in the technology strategies.

Assign a project manager (point person) for technology purchases/projects. (There is a parallel to project management in facilities, analytics, workday, etc.).

Implement the Constituent Relationship Management (CRM) Radius Module to enable improvement in the registration process.

Undertake a review of CSN's participation in the shared instance to assess system capability, deployment of functionality as implemented in the shared instance, limitations of CSN's quality of services realized from participation with the shared instance, and recommendations for enhancement and improvement.

Institutionalize communication policy and protocol.



## CORE THEME: QUALITY

CSN engages in best practices that lead to the successful realization of our mission, vision, and values.

### IDENTIFIED STRATEGIES

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Option: The use of Communication Ambassadors that are assigned to coordinate communication across the organization, as well as providing guidance on external communications, as appropriate. Ambassadors will serve as part of an institutional work team focused on developing processes that improve communications College-wide. This includes developing mechanism that share best practices, work in progress, general information, and specific challenges.

Focus on utilizing cross-functional teams to support and implement new initiatives.

Develop and implement a college-wide Intranet to be used to share messages across the campus and provide a resource for internal communication.

Require that all faculty contact students through the LMS or their CSN email.

Develop an institutional work team to develop processes that improve communications college-wide. Mechanisms that share best practices, general information, and challenges, that can be facilitated in a cross-departmental, division, or other means.

By Fall 2018, all CSN communications to students are sent through CSN email.

Develop an institutional work team to assess institution wide (enterprise) solutions for real time conferencing and collaboration tools that are effective for coordination with multiple stakeholders; efficient – and include functionality that meets stakeholders needs; and provide options to meet user requirements.

Restructure committees, councils, and taskforces. / Implement appropriate technology to meet the needs of the CSN community. / Ensure academic programs are reviewed every three years.

Identify, evaluate and dedicate resources necessary to support undergraduate research including equipment, space, and research activities in fulfillment of faculty workload requirements.

Identify, apply, and support undergraduate research grant opportunities and partnerships.

## CORE THEME: INSTITUTIONAL STEWARDSHIP

Using current resources ethically, effectively, and sustainably. Every decision considers the environmental, social, and fiscal impact.

As a public organization, CSN must hold itself accountable, be transparent when communicating outcomes, and demonstrate responsible stewardship of resources. Achievements and challenges must be openly reported, and communication, internally and externally, improves organizational proficiency.



## IDENTIFIED STRATEGIES

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Evaluate targeted specific organizational areas for effectiveness, efficiency and responsiveness to meet institutional goals.

All programs will undergo a program review every three years.

Perform Branding Strategy assessment for CSN Foundation.

Raise matching funds for Science and Health Building capital project.

Complete integrated planning efforts of CSN until 100% of all comprehensive plans are integrated and support institutional priorities.

Identify areas for greater efficiency in sustainable use of material resources, e.g., plastic bottles, paper, water, recycling, etc.

Explore additional strategies related to technology based energy efficiencies.

Reduce number of A-133 external audit findings.

Address instructional staffing to reduce the number of Letters of Appointment with Benefits (LOB's).

Provide access to metric dashboards, published institutional data/analytic results, and share achievements.

Increase DWED revenues by 5% year over year.

Decrease the number of unearned "F" grades each year.

Invest in systems, infrastructure, and amenities that contribute to environmental sustainability and responsible stewardship.

Usage of dashboards and analytics software to share information (i.e., site visits).



# 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 measurable 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

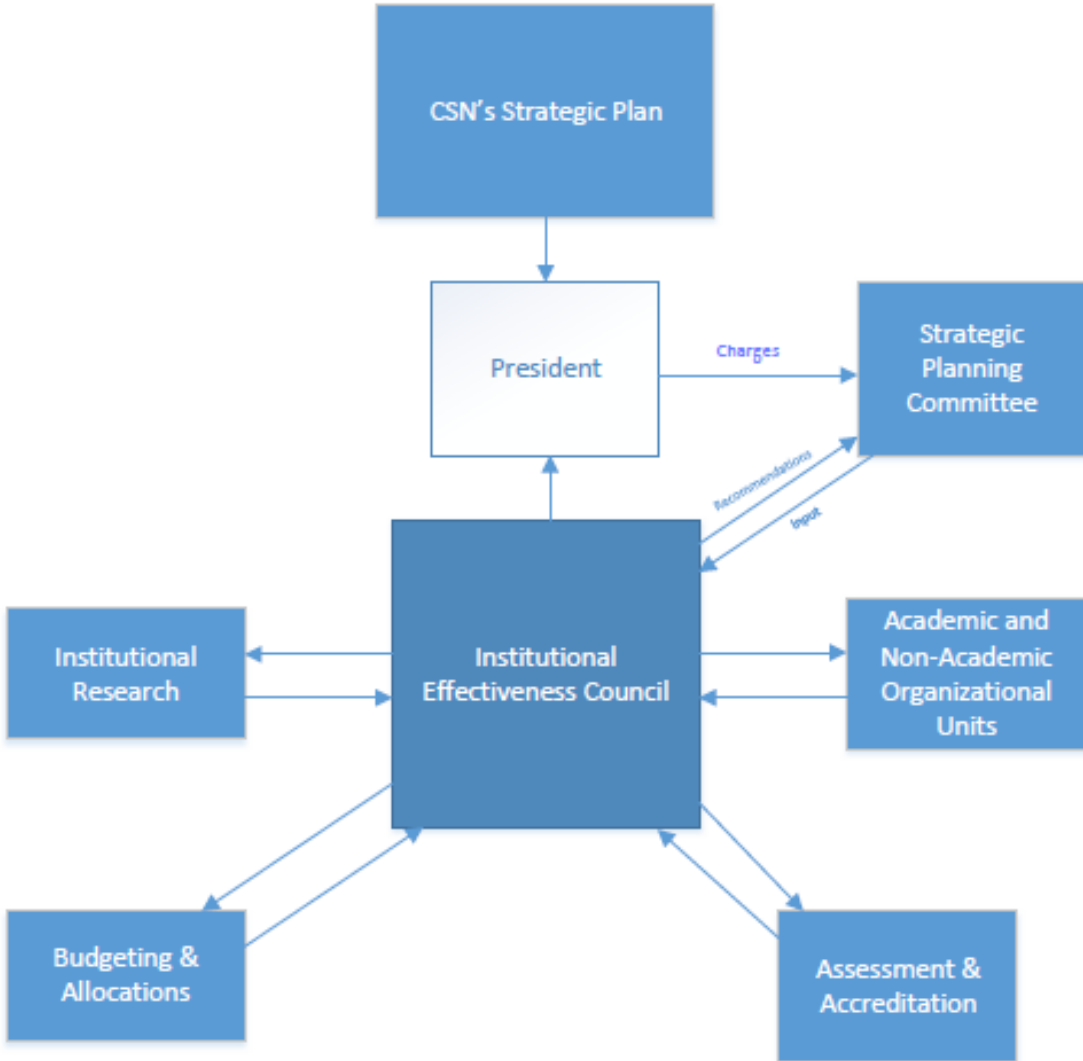



Figure 2. Integrated Strategic Planning, Assessment, and Budgeting Timeline

SPRING			SUMMER			FALL					
January	February	March	April	May	June	July	August	September	October	November	December
Institutional Research data collection		IR provides institutional		IEC reviews data and creates an IERM		IEC presents IERM to the President/VPs		Institutional Research data collection		IR provides data to academic programs for program evaluation (review)	
IEC meets monthly and constructs reports as needed.		IEC meets monthly and constructs reports as needed.		IEC reviews data and creates an IERM		IEC presents IERM to the President/VPs		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	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		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		Budget requests due	VPs review budget request	IEC reviews budget requests and makes	President with VPs awards budget request based upon IEC



## Appendix A: Institutional Assessment Policy

 <b>CSN Policy</b>	<b>Institutional Assessment Policy</b>
<b>Category: Faculty</b>	<b>Effective Date: 06/13/2018</b>
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](mailto:general.counsel@csn.edu), 702.651.7488) and/or the Recommending Authority.

**V. SIGNATURES**

Recommended by:

/s/ Jill Acree  
Jill Acree, Faculty Senate Chair

6/7/18  
Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley  
Richard Hinckley, General Counsel

6/6/18  
Date

Approved by:

/s/ Dr. Margo Martin  
Dr. Margo Martin, Acting CSN President

6/13/18  
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

<b>Institutional Effectiveness Reporting Metric</b>	
Fill in dot if evidence is shown- Total dots for Core Theme Indicator Score	
<b>Core Theme Indicator: Student Success</b>	<p><b>Student Learning</b></p> <ul style="list-style-type: none"> <li>○ Institutional learning outcomes</li> <li>○ General education learning outcomes</li> <li>○ Program learning outcomes</li> <li>○ Course learning outcomes</li> <li>○ DWED learning outcomes</li> <li>○ Apprenticeship learning outcomes</li> </ul> <p><b>Student Achievement</b></p> <ul style="list-style-type: none"> <li>○ Persistence rates</li> <li>○ Momentum rates – earned 30 credits</li> <li>○ Completion/Graduation rates</li> <li>○ Transfer rates</li> <li>○ Degree planner consistency rates</li> </ul>
<b>Core Theme Indicators: Quality</b>	<p><b>Service Excellence</b></p> <ul style="list-style-type: none"> <li>○ Unit goals/outcome achievement</li> <li>○ Service goals/outcome achievement</li> <li>○ Initiative goals/outcome achievement</li> <li>○ Testing/Placement</li> <li>○ Remediation rates</li> <li>○ Professional development goals</li> <li>○ Gateway course completion goals</li> <li>○ Student support resource utilization</li> </ul> <p><b>Leading &amp; Communicating</b></p> <ul style="list-style-type: none"> <li>○ NWCCU Accreditation status</li> <li>○ Specialty accreditation/reaccreditation Status</li> <li>○ Internal communication (relations &amp; publications)</li> <li>○ External communication (relations &amp; publications)</li> <li>○ Enrollment rates</li> <li>○ Degrees conferred</li> <li>○ Research activities</li> </ul>
<b>Core Theme Indicators: Community, Connection &amp; Inclusion</b>	<p><b>Valuing People (Stakeholder Satisfaction)</b></p> <ul style="list-style-type: none"> <li>○ Students</li> <li>○ Exiting Students</li> <li>○ Alumni</li> <li>○ Employers</li> <li>○ Advisory Boards</li> <li>○ Employee</li> <li>○ Community partnerships</li> </ul> <p><b>Workforce Development</b></p> <ul style="list-style-type: none"> <li>○ Employment demand rates</li> <li>○ High-demand occupation rates</li> <li>○ Industry-recognized credentials awarded</li> <li>○ Internships/Apprenticeships</li> <li>○ Organizational collaborations</li> </ul>

<b>Core Theme Indicators: Institutional Stewardship</b>	<p><b>Financial &amp; Operational Stability</b></p> <ul style="list-style-type: none"> <li>○ Cash reserve fund ratio</li> <li>○ Capital improvement ratio</li> <li>○ Tuition &amp; Fees / Median Income ratio</li> <li>○ Foundation scholarship/endowment holdings</li> <li>○ Resource Development grants/awards</li> <li>○ New FT/PT faculty/ Staff/Admin</li> <li>○ Staffing ratio audit</li> <li>○ Financial aid status/loan repayment</li> </ul>	<p><b>Accountability &amp; Transparency</b></p> <ul style="list-style-type: none"> <li>○ Program Reviews/Evaluations</li> <li>○ Branding strategy assessment</li> <li>○ Green initiative audits</li> <li>○ External audit</li> <li>○ Dashboard analytics</li> </ul>
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## Appendix C: Integrated Strategic Planning Policy

 <b>CSN Policy</b>	<b>Integrated Strategic Planning Policy</b>
<b>Category: General</b>	<b>Effective Date: 06/13/2018</b>
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](mailto:general.counsel@csn.edu), 702.651.7488) and/or the Recommending Authority.

**V. SIGNATURES**

Recommended By:

/s/ Jill Acree  
Jill Acree, Faculty Senate Chair

6/7/18  
Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley  
Richard Hinckley, General Counsel

6/6/18  
Date

Approved By:

/s/ Dr. Margo Martin  
Dr. Margo Martin, Acting CSN President

6/13/18  
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 04/30/2018 – Recommended by Executive Committee (J. Acree)

## Appendix D: Budget and Resource Allocation Metric

<b>Mark the box of the score and level indicating unit evidence of each criteria</b>				
<b>Criteria</b>	<b>0</b>	<b>1-Growing</b>	<b>2- Good</b>	<b>3- Great</b>
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

 <b>CSN Policy</b>	<b>Institutional Assessment Policy</b>
<b>Category: Faculty</b>	<b>Effective Date: 06/13/2018</b>
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](mailto:general.counsel@csn.edu), 702.651.7488) and/or the Recommending Authority.



**V. SIGNATURES**

Recommended by:

/s/ Jill Acree  
Jill Acree, Faculty Senate Chair

6/7/18  
Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley  
Richard Hinckley, General Counsel

6/6/18  
Date

Approved by:

/s/ Dr. Margo Martin  
Dr. Margo Martin, Acting CSN President

6/13/18  
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)

 <b>CSN Policy</b>	<b>Academic Assessment Policy</b>
<b>Category: Faculty</b>	<b>Effective Date: 06/13/2018</b>
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](mailto:general.counsel@csn.edu), 702.651.7488) and/or the Recommending Authority.

**VI. SIGNATURES**

Recommended by:

/s/ Jill Acree  
Jill Acree, Faculty Senate Chair

6/7/18  
Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley  
Richard Hinckley, General Counsel

6/7/18  
Date

Approved by:

/s/ Dr. Margo Martin  
Dr. Margo Martin, Acting CSN President

6/13/18  
Date

**VII. ATTACHMENTS**

- A. History
- B. Ways to participate in assessment

## Attachment A: HISTORY

## New Policy

- 06/13/2018: Approved by CSN President
- 06/07/2018: Reviewed by General Counsel
- 05/11/2018: Recommended by Faculty Senate (J. Acree)
- 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



**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](mailto:general.counsel@csn.edu), 702.651.7488) and/or the Faculty Senate Chair ([office.facultysenate@csn.edu](mailto:office.facultysenate@csn.edu), 702.651.7330).

#### VI. SIGNATURES

Recommended By:

/s/ Jill Acree  
Jill Acree, Faculty Senate Chair

6/7/18  
Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley  
Richard Hinckley, General Counsel

6/6/18  
Date

Approved By:

/s/ Dr. Margo Martin  
Dr. Margo Martin, Acting CSN President

6/13/18  
Date

**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.

<b>Requirements</b>	<b>Credits</b>	<b>Notes</b>
<b><u>Common Core Requirements</u></b>		
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	
<b>Subtotal</b>	<b>12</b>	

**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.
<b>Subtotal</b>	<b>18-22</b>	
<b>TOTAL CREDITS REQUIRED</b>	<b>30-34</b>	

## Attachment C

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

<b>Common Core Requirements Subtotal =</b>	<b>12 credits</b>
<b>Subject Area Requirements Subtotal =</b>	<b>18-22 credits</b>
<b>Total General Education requirements =</b>	<b>30-34 credits</b>

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
<b>English Composition</b>	6 Credits	ENG 100 with at least C- or 101 or 113, and 102 or 114
<b>Mathematics</b>	3 Credits	MATH 120 or higher
<b>Values and Diversity</b>	3 Credits	<p><b><u>Requires one course from the following:</u></b></p> 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
<b>12 Credits Subtotal</b>		

**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**

<p><b>Natural Science</b></p>	<p>9-10 Credits</p>	<p><b><u>Requires at least two courses from the following - one of which must include a lab:</u></b>                  ANTH 102                  AST                  BIOL 101 or above                  CHEM 105 or above                  EGG                  ENV                  GEOG 103 or 104 or 117                  GEOL                  PHYS</p> <p><b>AND</b></p> <p><b><u>One Analytical Reasoning course from the following:</u></b>                  PHIL 102 or 114 or 302</p>
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<b>Social Science</b>	9-10 Credits	<p><b><u>Requires two courses from the following. Both cannot be in the same discipline:</u></b> 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</p> <p><b>AND</b></p> <p><b><u>One Communication Course from the following:</u></b> COM 101</p> <p><b>Note:</b> 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.</p>
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<p><b>Humanities and Fine Arts</b></p>	<p>9-12 Credits</p>	<p><b><u>Requires one course from the following Humanities:</u></b>                  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</p> <p><b>AND</b></p> <p><b><u>Requires one course from the following Fine Arts:</u></b>                  ART                  DAN 101                  Music                  THTR</p> <p><b>AND</b></p> <p><b><u>One Literature course from the following:</u></b>                  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</p> <p><b>Note:</b> HIST 101 or 111, <b>and</b> 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.</p>
<p style="text-align: center;"><b>18-22 Credits Subtotal</b></p>		

**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.

 <b>CSN Policy</b>	<b>General Education Requirements for AAS Degrees Policy</b>
<b>Category: Faculty</b>	<b>Effective Date: 06/13/2018</b>
<b>MOST RECENT CHANGES</b>  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](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](mailto:general.counsel@csn.edu), 702.651.7488) and/or the Faculty Senate Chair ([office.facultysenate@csn.edu](mailto:office.facultysenate@csn.edu), 702.651.7330).

**VI. SIGNATURES**

Recommended By:

/s/ Jill Acree  
Jill Acree, Faculty Senate Chair

6/7/18  
Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley  
Richard Hinckley, General Counsel

6/6/18  
Date

Approved By:

/s/ Dr. Margo Martin  
Dr. Margo Martin, Acting CSN President

6/13/18  
Date

**VII. ATTACHMENTS**

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

**Attachment A****History**

- Version 2
  - 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 1
  - 02/22/2013: Approved by CSN President Michael Richards
  - 02/21/2013: Reviewed for legal sufficiency by CSN General Counsel Richard Hinckley
  - 02/01/2013: Approved by the CSN Faculty Senate (C. Milne)
  - 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.

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

**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.



 <b>CSN Policy</b>	<b>Integrated Strategic Planning Policy</b>
<b>Category: General</b>	<b>Effective Date: 06/13/2018</b>
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](mailto:general.counsel@csn.edu), 702.651.7488) and/or the Recommending Authority.

**V. SIGNATURES**

Recommended By:

/s/ Jill Acree  
Jill Acree, Faculty Senate Chair

6/7/18  
Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley  
Richard Hinckley, General Counsel

6/6/18  
Date

Approved By:

/s/ Dr. Margo Martin  
Dr. Margo Martin, Acting CSN President

6/13/18  
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)
- 04/30/2018 – Recommended by Executive Committee (J. Acree)

## CSN Assessment Champions

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Debra Berry, Professor, oversees General Education  
Theodore Chodock, Librarian, Libraries  
Shellie Keller, Director, Centers for Academic Success  
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James McCoy, Associate Vice President, Academic Affairs  
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Rebecca Gates, Senior Specialist, Assessment  
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**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**

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Henderson, NV 89014  
702-651-2659

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Mesquite, NV 89027  
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