College of Southern Nevada Strategic Plan, 2010-2017

Revised for 2012-2013

CSN Strategic Plan Introduction

The College of Southern Nevada's faculty, staff and students developed the **Enterprise 10-17 Strategic Plan** over a three-year period and implemented it in 2010, following approval from the Nevada System of Higher Education Board of Regents.

The CSN Strategic Plan is built around three core themes – Quality, Access and Diversity – derived from the college's mission statement. The core themes are subdivided into goals and objectives, based on input from faculty, staff, full- and part-time employees, students, parents, community partners, employers and others that completed a survey on CSN's website.

Specific faculty, staff and administrative employees have been tasked with annually reporting on each action step so that the plan remains meaningful and the responses are cohesive and thorough. In addition, the college annually reviews the plan to ensure it stays relevant.

Creating Opportunities

In 1971, CSN opened its doors as the Clark County Community College to 402 students and quickly grew to become the largest and most diverse higher education institution in the state, with more than 62,000 unique credit and non-credit students each year. The college has expanded to three main campuses in North Las Vegas, Las Vegas and Henderson and has multiple sites and centers.

CSN is one of eight public institutions governed by the Board of Regents within the Nevada System of Higher Education. One of four community colleges in the state, CSN is the sole public associate-degree granting institution in Southern Nevada and offers a few niche bachelor's degrees in the health sciences.

CSN has no ethnic majority. A third of students receive Pell Grants and approximately 40 percent receive federal need-based aid or Title IV awards. When they leave CSN, about 90% of students stay in the region, while 92% stay in Nevada.

Students can choose from more than 200 degree and certificate options in more than 120 areas of study, including 27 degree and certificate programs available entirely online.

Led by CSN President Michael Richards, the college is divided into six academic schools and the non-credit Division of Workforce & Economic Development, which provides workforce training, personal enrichment and customized business training opportunities for the community.

Changing Lives

The most rewarding part of being in education is seeing the impact it has o   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
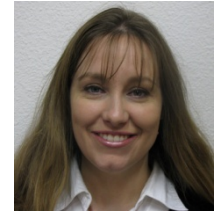
"Coming from a family of 10, including my parents, a dream of a higher education was not always in my mind. With seven older brothers that never made it to their high school graduation, only fears that I would never make it would run through my mind. However, with determination to becoming the first 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 four 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   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
   -    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.

★ The entire College community put the strategic plan into place, and progress was made on the goals and objectives.

★ The first annual report was collaboratively written on progress during the plan's first year, 2010-2011, shared at the President's Cabinet o   December 12, 2011, and disseminated early in 2012.

★   revision to the overall plan was completed with input from Institutional Research and the Associate Vice President of Academic Affairs, and took into account the annual report's findings. This new revision was shared with the President's Cabinet o   January 9, 2012, and approved by the President on January 23, 2012. It was then linked on the Strategic Planning website and announced to the College community at large.

★ The newest revision, completed late summer of 2012, was accomplished with the help of the inclusive and diverse Strategic Planning Committee. Many recommendations as to revisions that will make reporting easier and indicators more appropriate were received by the President and approved. The biggest among these changes was the adoption of "champions" for each strategy, enabling a more cohesive response at the end of each year.

Evidence of Institutional Effectiveness and Accountability

Goals and Objectives of Core Themes

Core Themes:

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

Diversity

Access

Quality

General Education
Transfer Preparation
Vocational Education
Remedial Education
Adult Education
Community Service
per BoR

College of Southern Nevada Strategic Plan Overview

Strategic Plan

OTS Plan

Academic Plans

Student Affairs Plans

Administrative Operations Plans

Unit Reports and Assessment Data

Unit Reports and Assessment Data

Unit Reports and Assessment Data

Unit Reports and Assessment Data

FINANCIAL PLAN TO SUPPORT THE ENTIRE COLLEGE

Executive Summary

After four decades, 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 o   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 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 programs
- ★ Increase levels of CSN internal 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 compliance
- ★ 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 wide variety of educational opportunities

- ★ Offer classes on days, times and in the format most desired by students while maximizing classroom utilization
- ★ Provide variety of courses and programs online
- ★ Provide classes in wide variety of locations
- ★ Encourage students to complete degrees/certificates in timely manner
- ★ 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 support services to address students' nonacademic needs
- ★ Provide as much financial aid to as many students as possible
- ★ 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   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

★ Identify and resolve internal issues and concerns regarding diversity and inclusion

★ Provide opportunities for employees and students to learn about other cultures and the value of diversity

★ 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   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

★ Increase the number of degree and certificate completers from underrepresented groups through targeted marketing and support services

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 (Champions)

- The initial timeline for completion, progress report due dates

- The primary assessment sources

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

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

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

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
THEME: Quality **Core Theme Definition:** Shape the CSN culture by making quality a chief value and design principle in every College policy, procedure, plan, and initiative.					
Goal 1: Enhance the reputation of CSN					
Q1.1 Improve the quality and innovation of CSN's programs	Obtain/maintain external program accreditation where possible	Academic Affairs Winters	Increase from 31 to 35 programs having achieved programmatic accreditation	Division and Program specialized accreditation reports showing programs that have achieved specific accreditation	Annually
	Publish and utilize annual outcomes assessment data	Office of Assessment Ewing	All assessment reports, plans and program reviews are published annually	Assessment tracking matrix; annual assessment reports indicating use and impact of assessment results; Divisional report documenting submission of program review	Annually
	Collaborate with local entities to ensure credit and non-credit programs are innovative and responsive to the changing needs of local business and industry	Academic Affairs, DWED Weiner	All career and technical education programs have industry advisory groups At least once a year, meet with local Chambers of Commerce and local development authorities regarding workforce development	Departmental lists of advisory groups and partnerships/ collaborations, and meetings with local Chambers	Annually
Q1.2 Increase levels of CSN internal stakeholder satisfaction	Execute surveys to identify issues and concerns.	Campus Climate Committee Chair	At a minimum, one survey is conducted annually by the Work Climate committee	Satisfaction data: custom surveys; CCSSE (Community College Student Satisfaction & Engagement), Noel Levitz surveys	Annually
	Remediate, where feasible, known issues and concerns of internal CSN stakeholders	Campus Climate Committee Chair	Responses to periodic surveys show an increase in satisfaction	Satisfaction data: custom surveys; CCSSE (Community College Student Satisfaction & Engagement), Noel Levitz surveys	
Q1.3 Improve the quality of facilities and equipment	Ensure that facilities and equipment are meeting or exceeding appropriate standards	Academic Affairs, Finance & Admin. Payne (Facilities) / Charlton/Vaithylin gam (Equipment)	Complete an annual review and assessment of equipment and facilities used in classrooms and around campus to determine whether each is effectively utilized and adequate for current needs	Facilities reports; departmental reports documenting existing equipment and equipment needs related to education, equipment utilization, and reports documenting equipment benchmarks	Annually

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
Q1.4 Improve the quality of instruction	Enhance faculty professional development opportunities that encourage quality teaching	Academic Affairs McCoy	Provide funding for professional development opportunities for faculty such as conference attendance, along with CAPE workshops	Customized participant evaluations; departmental reports of professional development by its faculty	Annually
	Expand and enhance the College's efforts to recognize faculty accomplishments in the area of teaching	College wide Recognition committee Chair	Recognize faculty accomplishments in the area of teaching by publicizing them annually on our website Hold an annual recognition program	Website availability of faculty accomplishment info Evidence of recognition program	Annually
	Maintain and support a faculty and classroom evaluation process that encourages quality teaching	Academic Affairs Milne	Departments will achieve a minimum of 95% satisfactory or better on supervisor evaluations of faculty	Faculty evaluation policy and procedures; annual report by Academic Affairs on evaluation policy	Annually
Q1.5 Build a transparent culture of accountability and evidence in all areas of the College	Implement a comprehensive data management and reporting system to support data-informed decisions	Office of President, Academic Affairs, Institutional Research (IR) Yavitz	Institutional data that incorporates Complete College America (CCA) and National Governor's Association (NGA) Metrics, NSHE performance metrics, analyses of Achieving the Dream interventions, and other institutional priorities	IR reports on website; NSHE reports on website; data reports	2013 with annual progress
	Expand the college-wide outcomes assessment program	Academic Affairs, Office of Assessment Ewing	All academic departments utilize the college-wide assessment program. 75% of all academic and non-academic programs have developed and are following outcomes assessment plans, and assessment data is published annually.	Programmatic assessment plans and reports; Assessment tracking matrix; Reports of assessment plan compliance; Program Review reports	Annually
	Publish comprehensive administrative and academic data	Fin. & Admin, Academic Affairs, Student Affairs, IR Yavitz	Easily available online data will include budget, assessment, accountability and student services data	IR reports on website Fiscal accountability and stewardship reports	Annually

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
GOAL 2: Maintain a quality workforce within the institution					
Q2.1 Attain the desired ratio of full-time to part-time faculty	Increase the number of full time faculty members relative to the number of part-time faculty members	Academic Affairs Winters	The ratio of full-time to part-time faculty will increase one percentage point each year from a baseline of 34% / 66% in AY 2009-2010	Faculty ratio report	Annual progress
Q2.2 Hire employees who meet or exceed minimum qualifications	Ensure new full time faculty hires meet or exceed CSN quality standards	Academic Affairs, Human Resources Thomas Brown	100% of newly hired full time faculty employees meet or exceed minimum CSN quality standards	New hire qualifications report	Annually
Q2.3 Improve the faculty, administration, and staff evaluation compliance	Monitor compliance with faculty, administration, and staff evaluation policies	Acad. Affairs, Stu Affairs, HR, Fin. & Admin., and all employee groups Thomas Brown	Achieve 90% compliance across all employee groups	Evaluation compliance report, published annually	Annually
Q2.4 Enhance the part-time faculty support system	Identify part-time faculty professional development needs through surveys and feedback	Academic Affairs, CAPE, Weiner	Provide a part-time conference each year to support professional development and address needs of part time instructors, with agenda based on stated needs and issues	CAPE assessment reports and annual report	Annually
	Improve lines of communication to and from part-time faculty	Academic Affairs Weiner	Communication to and from part-time faculty will be adequate and effective, as measured by Department Chair feedback.	Department Chairs will report the level of communication with part time employees	Annually
Q2.5 Expand and enhance professional development for faculty, administration, and staff	Provide college-wide professional development opportunities	CAPE, Carson	College-wide professional development opportunities will be supported in the budget, and announced to all employees.	Departmental tracking data showing who attendance, conferences and other developmental opportunities	Annually
	Revive the Community College Conference for the state of Nevada	CAPE, Carson	The Conference is sponsored and presented in Nevada each year	CAPE reports on activities and events	Annually
THEME: ACCESS					
Core Theme Definition: Create guided pathways for students via access to quality educational opportunities and services that inspire and encourage goal achievement.					
GOAL 1: Every person seeking an education from CSN will have access to a wide variety of educational opportunities					
A1.1 Offer classes on days, times and in the format	Optimize classroom utilization using	Academic Affairs, Scheduling Office	Determine capacities of all instructional space and show an average of at least 85%	NSHE reports: Space Utilization reports (biennial); Class schedule	2013 with annual

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
most desired by students while maximizing classroom utilization	PeopleSoft or other program ------------------------------- Design a schedule that is desirable to students and encourages students to enroll at maximum levels ------------------------------- Engage Noel Levitz consultancy	Bearce ---------------------- Student Government, Academic Affairs Joe West ---------------------- IR, Yavitz	classroom utilization across all available days/times -- Working with Student Government and student surveys, achieve 75% satisfaction with class schedules (days/times/formats) -- Noel Levitz consultant is engaged to help with student satisfaction with class opportunities	reports; IR/PeopleSoft (PS) reports; and enrollment reports -- Student satisfaction data: Community College Student Satisfaction & Engagement (CCSSE), Noel-Levitz, custom surveys -- IR reports	progress ------------------ 2013 with annual progress ------------------
A1.2 Provide a variety of courses and programs online	Increase the number and variety of courses and programs offered online	Academic Affairs Norris	Determine the number of online offerings, courses and entire degrees, and increase by 1% annually	IR/PS reports: Class schedules; Enrollment data; Program data; Grade distributions	Annually
A1.3 Provide classes in a wide variety of locations	Operate a CSN main campus in each quadrant of Las Vegas valley as resources allow ------------------------------- Operate a learning center site in many areas within CSN's service region, as resources and student demand allow	Academic Affairs, Fin. & Administr. McGee ---------------------- Academic Affairs, Fin. & Administr., DWED McGee	For each main campus: Identify location, and document sufficient resources to operate it effectively -- For each site: Identify location, and document sufficient resources to operate it effectively. Demonstrate student use/demand for adding or removing access sites	IR/PS reports: Class schedules; enrollment data; list of campuses and sites -- Student demand/ interest surveys: Custom surveys; Finance reports: budgetary & planning data; NV DETR reports: Occupational demand	Annually ------------------ Annually
A1.4 Encourage students to complete degrees/ certificates in a timely manner	Encourage students to complete their academic goals, including: • complete degrees three years from declaration of major • complete certificates two years from declaration of major • complete degrees before transferring to	Academic Affairs, Student Affairs McCoy	Students with a minimum of 45 credits are contacted to encourage them to graduate as part of "Project Graduate." Follow up will happen after spring semester to see if those who are contacted graduate. -- Increase the six-year graduation and transfer rate by one percentage point per year. Increase the IPEDS graduation and the IPEDS transfer rate by one percentage point per year.	IR reports: completion, graduation, and persistence. Add in AtD and CCA details. -- IR reports: six-year graduation and transfer rates; IPEDS data	Annual progress ------------------ Annual progress

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
four-year institutions			-- Every department and school will have a plan to track current majors, and increase the number of declared majors who graduate	-- Departmental and school plans	-------------- 2013 with annual progress
A1.5 Provide effective developmental education to students	Transition to a requirement that students enroll and complete developmental courses within first 30 credits	Student Affairs Gruner	Increased numbers of students who enroll and complete developmental courses within their first 30 credits	Departmental and Student Affairs' reports of strategies. AtD details.	Annual progress
	------------------------------- Expand and enhance advising and support services that encourage student success in developmental courses	----------------------- Student Affairs McCoy	-- Advising and support services that encourage student success in developmental courses are correlated with increased success by those students who use the services	--- Student Affairs tracking of student use and developmental course success	----------------- 2013 with annual progress
	------------------------------- Encourage academic departments to develop strategies to increase student success in developmental courses; continue NSHE math and English initiatives in developmental education	----------------------- Academic Affairs McCoy	-- Those departments offering developmental courses will show an annual increase in measures of student success	--- Departmental reports	----------------- Annually
GOAL 2: 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	Determine student goals and match with available services	Academic Affairs McCoy	Goal determination is part of the student intake process	Student Affairs reports	2013 with ongoing progress
	------------------------------- Improve efforts to inform students and employees of available services	----------------------- Student Affairs Gruner	-- Demonstrate a variety of methods used to inform employees and students of available services	--- Student Affairs reports	----------------- Annually
	------------------------------- Increase student utilization of support	----------------------- Student Affairs Gruner	-- Document a 2% annual increase in student utilization of support services in several	--- Student Affairs reports of utilization of support services	----------------- 2013 with ongoing

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
	services		areas within Student Affairs	(longitudinal tracking data); reports on strategies to increase utilization by students	progress
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	College Brain Trust will conduct a review of Student Affairs	Student Affairs Gruner	Implement appropriate recommendations	Student Affairs reports on implementation of CBT recommendations	Fall 2012
A2.2 Provide support services to address students' nonacademic needs	Determine students' nonacademic needs and match with available services	Student Affairs Hill	Needs assessment is part of the intake process	Student Affairs report	2013 with annual progress
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	Improve efforts to inform students and employees of available services	Student Affairs Hill	Demonstrate a variety of methods used to inform employees and students of available services	Student Affairs reports	Annually
A2.3 Provide as much financial aid to as many students as possible	Ensure adequate resources are available to effectively serve students	Student Affairs Sanchez	Financial aid amount available to CSN students increases each year Marketing of Financial Aid opportunities is provided	Financial aid reports	Annually
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	Increase timely and accurate completion of financial aid application(s)	Student Affairs Sanchez	Financial aid applications increase each year	Financial aid reports	Annually
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	Increase student utilization of available financial aid	Student Affairs Sanchez	Show an increase in the number of students receiving and the amount disbursed in financial aid each year	Financial aid reports	Annually
A2.4 Provide hard copy and online library resources to support learning	Expand availability of books, journals, and other supportive materials	Library Services Erwin	Show an increase in library resources, based on survey needs	Library report of electronic and hard copy holdings; report documenting need for expansion of holdings	Annually
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	Expand online options for books, journals and	Library Services Erwin	Show an increase in students who use and access the library resources	Student library utilization data	Annually

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
	other materials				
A2.5 Provide clean, safe and secure facilities	Ensure facilities and CSN sites are consistently clean and adequately maintained	Facilities Payne	The cleaning and maintenance of the facilities is consistent and at least at a minimal level There is adequate budget capacity for facility cleanliness and maintenance	Schedules for facility cleaning and maintenance/ maintenance plan; report by department documenting facility cleaning and maintenance demands and human and financial capacity to meet that need	Annual progress
	Ensure facilities and CSN sites are consistently safe and secure	Campus Police Caraballo	Show a decrease in the number and severity of reported security incidents at all locations	Clery Act reports; Campus police security incident count report	Annually
		Campus Police Caraballo	Security and emergency response plans (e.g., emergency event plan, IT disaster recovery plan, emergency notification systems) are in place and periodic drills are held	Security and Emergency Response Plans and reports on drill activities	2013 with annual progress
		Campus Police Caraballo	An annual review of all security and emergency response plans is completed	Security and Emergency schedule to review plan	Annually
		Campus Climate Committee Chair	The faculty, staff and students are satisfied with campus cleanliness, safety and security, to an 80% level of satisfaction	Satisfaction data: CCSSE; Noel Levitz; custom surveys	2012 with annual progress
GOAL 3: Enhance partnerships with the community and with businesses					
A3.1 Raise awareness of CSN with external stakeholders	Increase awareness of CSN's services and activities	Public Relations, Marketing, Business Operations Morgan	Marketing and outreach activities will increase in the number of locations that materials are provided, and the size of the potential audience	Departmental reports documenting increased marketing and outreach activities	Annually
	Maintain and enhance the unified CSN communication and marketing campaign	Public Relations, Marketing, Business Operations Morgan	Demonstrate continued outreach and training activities to CSN employees regarding the unified communication and marketing standards	Reports of use of standards, outreach and training activities	Annually

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
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	Expand and enhance content and improve usability of CSN website(s)	Business Operations, Website designer	Update the CSN websites at least quarterly with current information and relevant statistics for stakeholders	Departmental reports of uploaded information onto website	Annually
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			Access numbers to the CSN website show an increase over the previous year	Reports documenting increased traffic to CSN website	Annually
A3.2 Improve overall educational outreach and community relations	Expand partnerships with secondary and postsecondary institutions	Academic Affairs McCoy	Partnerships with CCSD, other NSHE institutions, the NSHE Health Sciences System, and other partners will increase over last year	Departmental reports documenting partnerships/collaborations	Annually
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	Expand partnerships with local business and industry	Office of Diversity Initiatives Diversity Coordinator	Communication/interactions with local Chambers of Commerce, development authorities, and others concerned and involved with workforce development will increase over previous years	Departmental and program reports of the interactions with local Chambers of Commerce	Annually
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	Increase community representation on advisory committees	Academic Affairs, Hioki	All career and technical education programs have industry advisory groups, and advisory committees will show an increase in community representation	Career/technical education program lists of industry advisory groups; Departmental lists of community representation on advisory boards	Annually
A3.3 Expand and enhance programs in the Division of Workforce and Economic Development for customized training, grant-funded education, and community relationships	Collaborate effectively with local entities to improve partnerships with local business and industry	Division of Workforce and Economic Development (DWED) Gouker	Collaborations with local Chambers of Commerce, development authorities, and others concerned and involved with workforce development will increase over previous years	Departmental reports documenting partnerships & collaborations	Annually
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			The number of partnerships with local business and industry will increase annually	Departmental reports documenting partnerships & collaborations;	Annually
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			The number of non-credit programs offered and non-credit clients (students) served will increase annually	DWED report of course offerings and longitudinal tracking of increase in non-credit program offerings and students served	Annually
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Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
	Program offerings are responsive to the needs of local business and industry	Gouker	Programs offered show a 75% level of satisfaction	Custom surveys documenting needs of clients and satisfaction in meeting those needs	Annually
	Increase grant-based funding for DWED programs	Gouker	Grant-based funding will increase annually	DWED longitudinal report of grant funds secured	Annually
	Establish new DWED location in City Hall	Gouker	MOU with the City of Las Vegas and occupancy of space	DWED reports on locations and space	Annually
	Establish Job Connect Center at Cheyenne Campus	Gouker	MOU with DETR and occupancy of space	DWED reports on locations and space	Annually
A3.4 Increase total funding to CSN through grants and contracts	Increase the number of grant applications submitted	Office of Resource Development Rosemary West	The number of grant applications increases each year	Office of Resource Development reports	Annually
	Increase the number of and the dollar amount of grants obtained	Office of Resource Development Rosemary West	External funding grants awarded to CSN will increase each year, both in dollars and numbers of grants	Office of Resource Development reports	Annually
	Mentor college faculty to match CSN and its programs to potential funding sources and produce successful proposals	Office of Resource Development Rosemary West	Training, mentoring and support for CSN employees will be provided annually	Office of Resource Development reports	Annually
A3.5 Increase total funding to CSN through comprehensive fundraising efforts	Design and implement an employee giving campaign	CSN Foundation Matthews	A plan is in place for an employee giving campaign	Foundation financial and donation reports	Annually
	Design and implement an alumni giving campaign	CSN Foundation Matthews	A plan is in place for an alumni giving campaign	Foundation financial and donation reports	Annually reported

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
	Design and implement a capital campaign	CSN Foundation Matthews	A plan is in place for a capital campaign	Foundation financial and donation reports	Annually
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	Increase donations to CSN	CSN Foundation Matthews	Through these campaigns, donations to CSN will increase	Foundation financial and donation reports	Annually

THEME: DIVERSITY

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

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

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
D1.1 Make diversity and inclusion a priority in planning and establishing CSN's institutional identity	College leadership shows a commitment to local events and organizations that highlight diversity	Administration, Office of Diversity Initiatives Diversity Coordinator	CSN is represented at local events that highlight diversity	Office of Government Affairs and Diversity Initiatives reports	Annually
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	College leadership shows a dedication to diversity and inclusion in communication and decision-making	Administration, Office of Diversity Initiatives Diversity Coordinator	Communications from College leaders are constantly cognizant of issues of diversity -- Decisions by College leaders show a recognition of issues of diversity	Office of Government Affairs and Diversity Initiatives review of communications and decisions	Annually
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	Pursue status as a Hispanic Serving Institution (HSI)	Administration, Office of Diversity Initiatives Diversity Coordinator	Meet Federal criteria; engage Language Sources consultancy; engage HSI Taskforce	Office of Diversity Initiatives reports	Annually
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	Ensure all committees are inclusive and diverse	Academic Affairs, Student Affairs, HR Milne	College-wide, Faculty Senate and hiring committees will have a diverse membership	HR, Faculty Senate and Office of Government Affairs and Diversity Initiatives review of college-wide committee membership	Annually
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	Highlight the diversity of CSN students and employees in promotional and marketing materials	Public Relations, Marketing, Business Operations Morgan	CSN marketing, promotional and communication materials highlight the diversity and inclusion at CSN	Marketing and communication materials	Annually

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
D1.2 Identify and resolve internal issues and concerns regarding diversity and inclusion	Devise campus culture and climate surveys to identify stakeholder issues and concerns regarding diversity and inclusion	Student Affairs, Office of Diversity Initiatives Campus Climate Committee Chair	Through campus culture and climate surveys, responses are gathered and used to resolve any stakeholder issues and concerns regarding diversity or inclusion mentioned. These issues, and the College's response to them are shared annually	Affirmative action reports; Custom surveys	Annually
D1.3 Provide opportunities for employees and students to learn about other cultures and the value of diversity	Expand the offerings of cultural and diversity-oriented activities for CSN employees/students	Student Affairs, Office of Diversity Initiatives Diversity Coordinator	Cultural and diversity-oriented activities are held at the main campuses annually	Office of Government Affairs and Diversity Initiatives report on activities and offerings	Annually
	------------------------------ Provide professional development opportunities related to diversity for CSN employees	---------------------- CAPE, Carson	--- Professional development for CSN employees includes diversity-oriented events and activities each semester	--- CAPE reports on professional development workshops, trainings and other learning opportunities	----------------- Annually
D1.4 Build a student body reflective of the ethnic diversity of CSN's service area	Improve the student recruitment, retention, matriculation, and persistence activities to achieve a student body reflective of the ethnic diversity of CSN's service area	Student Affairs, HR, Hill	The ethnic diversity of CSN's service area will be determined along with the ethnic diversity of our student population, and the comparison will be within a few percentage points of each other	Longitudinal IR Reports: enrollment, and persistence organized by ethnic diversity	2012 and ongoing
D1.5 Build a faculty, administration, and staff reflective of the ethnic diversity of CSN's service area	Annually review the ethnic distribution of CSN faculty, administration and staff, and the ethnic distribution of CSN's service area	Human Resources, Office of Affirm-ative Action Scarborough	The ethnic distribution of CSN's employees becomes more similar each year to the ethnic distribution of CSN's service area	Affirmative Action audit reports; IR and Human Resources ethnic diversity demographic reports	Annually
	------------------------------ Support current hiring practices that encourage the development of a	---------------------- HR, Brown	--- Discrepancies between actual and optimal ethnic distributions, as measured by the annual Affirmative Action report, are	--- Hiring policies; Hiring Committee Training materials; Institutional reports of strategies	----------------- Annually

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
faculty, administration and staff who reflect the ethnic diversity of CSN's service area			reduced		
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	Annually review the affirmative action plan and initiate any changes indicated by the review	HR, Brown	An annual review of CSN's affirmative action plan is completed, and needed changes brought to light by the review are implemented	Affirmative Action reports	Annually
GOAL 2: CSN is a supportive and open community predicated on mutual trust, respect, and support					
D2.1 Encourage a College environment in which all its members treat each other with courtesy and respect	Provide a College environment in which all its members treat each other with courtesy and respect	Office of the President, all Vice Presidents, Office of Diversity Initiatives Diversity Coordinator	The annual campus climate survey shows that 75% of CSN employees believe that they are treated with courtesy and respect	Campus climate and custom surveys	2012 and ongoing
	------------------------------	----------------------	--	--	-----------------
	Reduce the number of reported interpersonal incidents on College property	Security/Police Caraballo	The number of reported interpersonal incidents (security incidents, grievances etc.) on College property will decrease each year over the prior year	Incident reports (campus police, Dean of Students, Human Resources)	Annually
GOAL 3: CSN provides underrepresented students the skill sets necessary to be successful					
D3.1 Increase the number of degree and certificate completers from under-represented groups through targeted marketing and support services	Target-market all available support services that are shown to improve persistence and completion of community college students from under-represented groups	Student Affairs Latimer ---------------------- Student Affairs Latimer	Marketing of support services is targeted toward underrepresented students -- The numbers of students from underrepresented groups who complete a degree or certificate increases annually	Student Affairs marketing reports -- IR reports broken out by ethnic diversity (persistence, completion)	Annually ----------------- 2012 and ongoing

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 o   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 Administration. The Committee is chaired by the Senior Vice President for Finance and Administration. The Committee is the primary deliberative and recommending body for institutional retrenchment.

The CCBR is not 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 recommending body only to the administration.

Planning Process

Following 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 o 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.

Enrollment by Campus
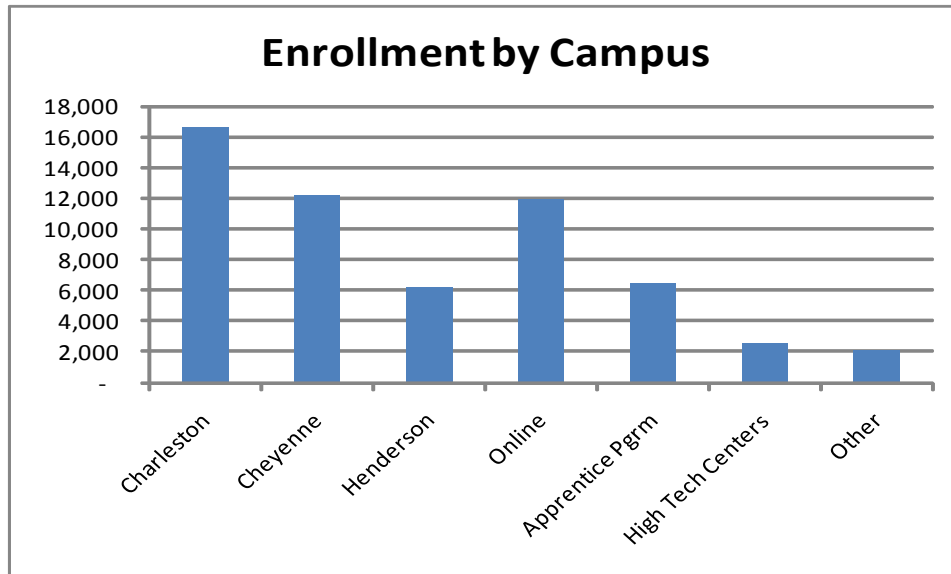
Headcount by Gender

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

Headcount by Gender

24

Data as of: 1/11/2010

Total Headcount (unduplicated)	43,091
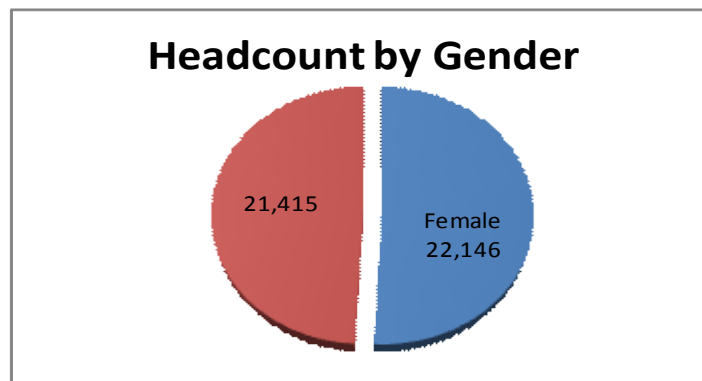
Headcount by Age

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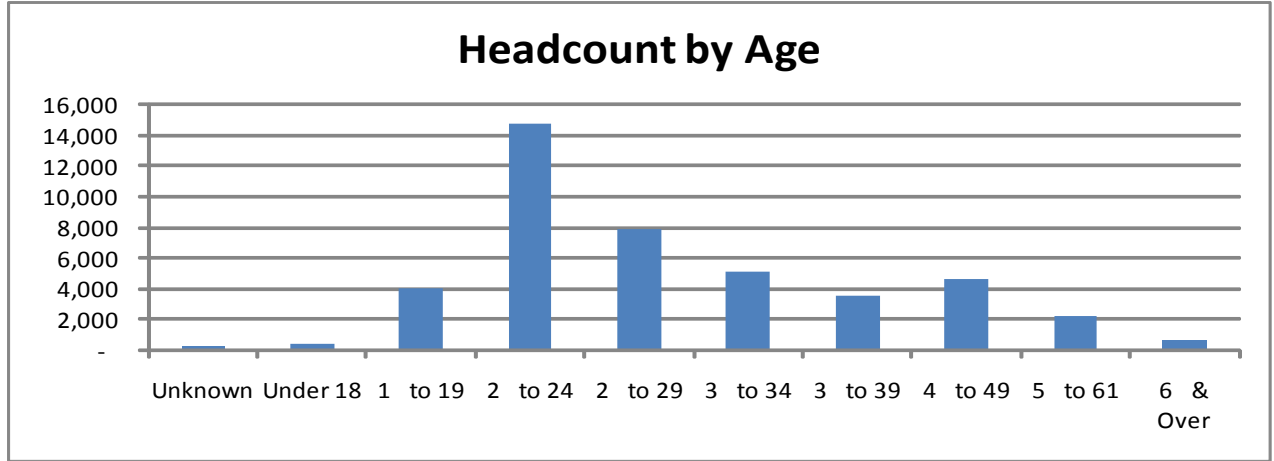
Headcount by Unit Load

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

25

Data as of: 1/11/2010

Total Headcount (unduplicated)	43,091
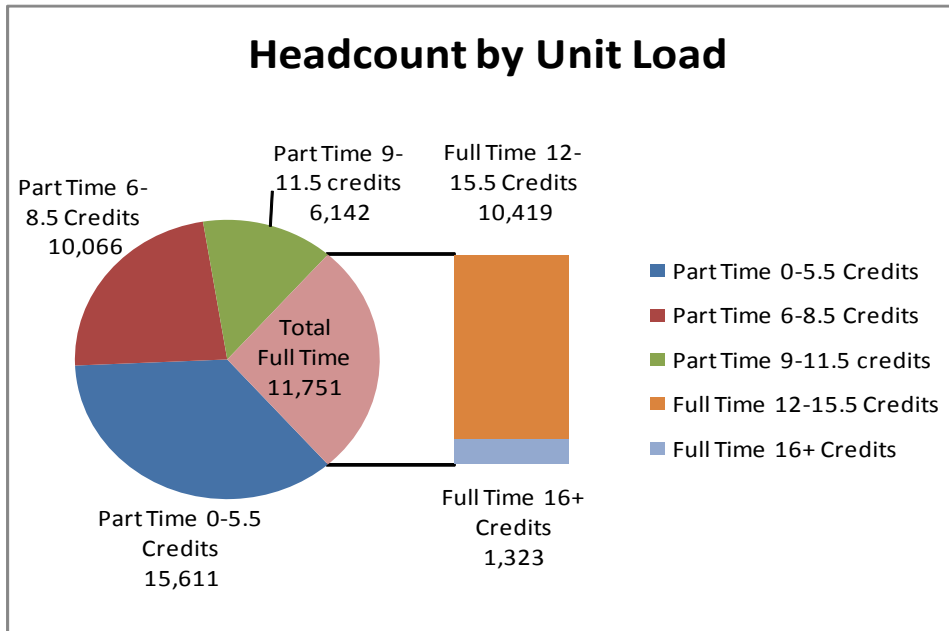
Headcount by Residency

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

Headcount by Residency

Nevada 40,339

WICHE/Good Neighbor 169

Military 316

Out-of-State 2,417
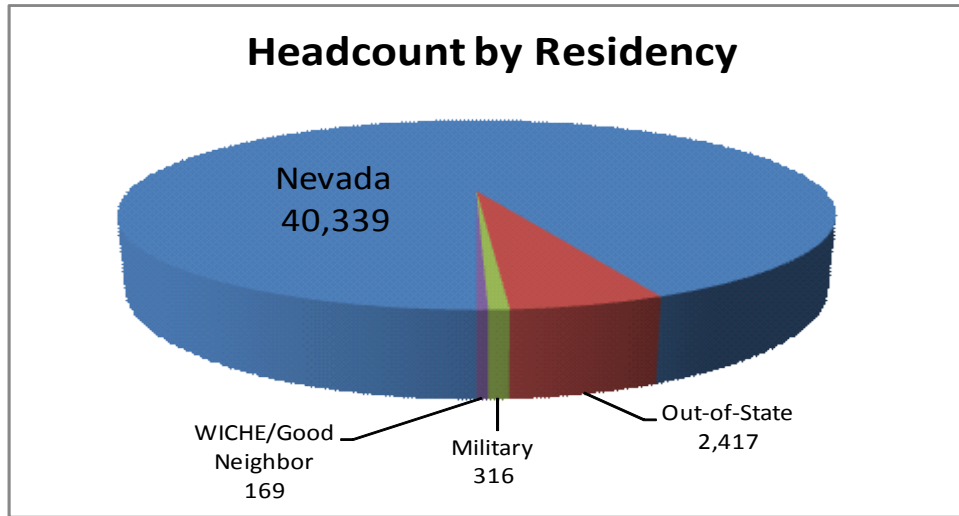
Headcount by Time (unduplicated*)

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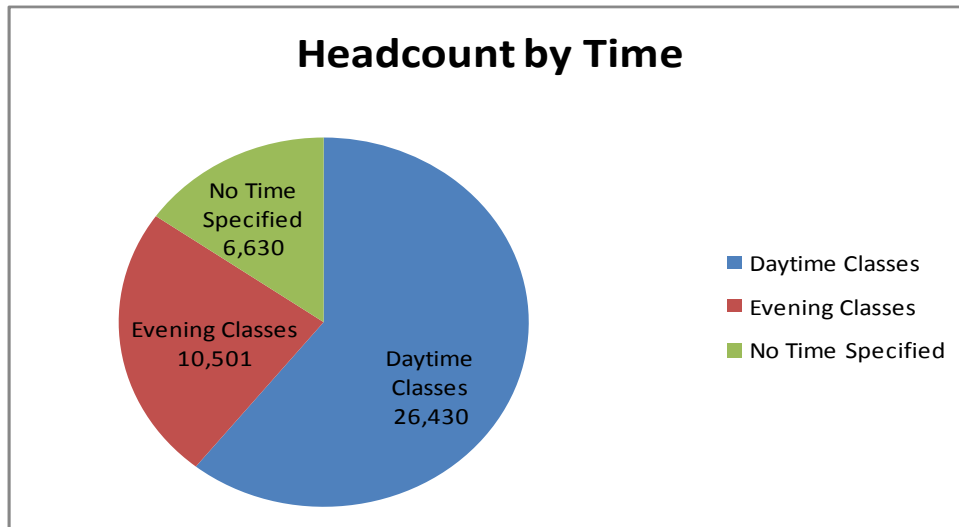
* Students taking both day and evening classes are counted for the time the most classes are taken. If the counts are equal, the day classes get the count.

**Evening Classes beginning 5:00 P M or later. No Time Mostly online.

Headcount by Time

No Time Specified 6,630

Evening Classes 10,501

Daytime Classes 26,430

- Daytime Classes
- Evening Classes
- No Time Specified

Data as of: 1/11/2010

Total Headcount (unduplicated)	43,091

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%
TOTAL	43,561	

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

who select Hispanic.

IPEDS category "Nonresident Alien" is not included.

Percentage = single category / unduplicated total.

Headcount by IPEDS Ethnic Category
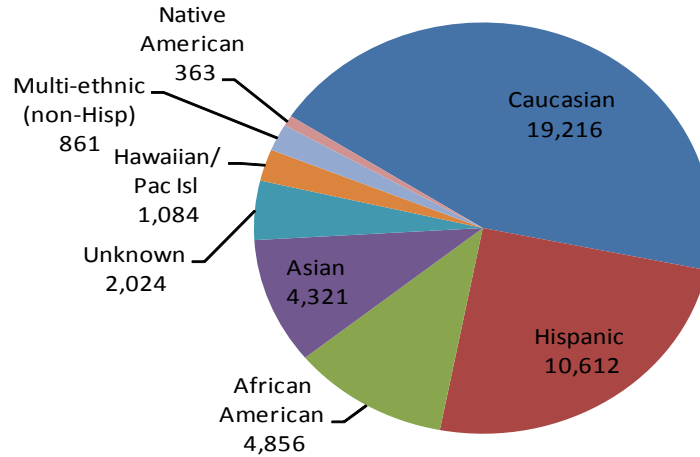
Enrollment by Ethnic Populations
Duplicated (once per each selected ethnicity) *

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
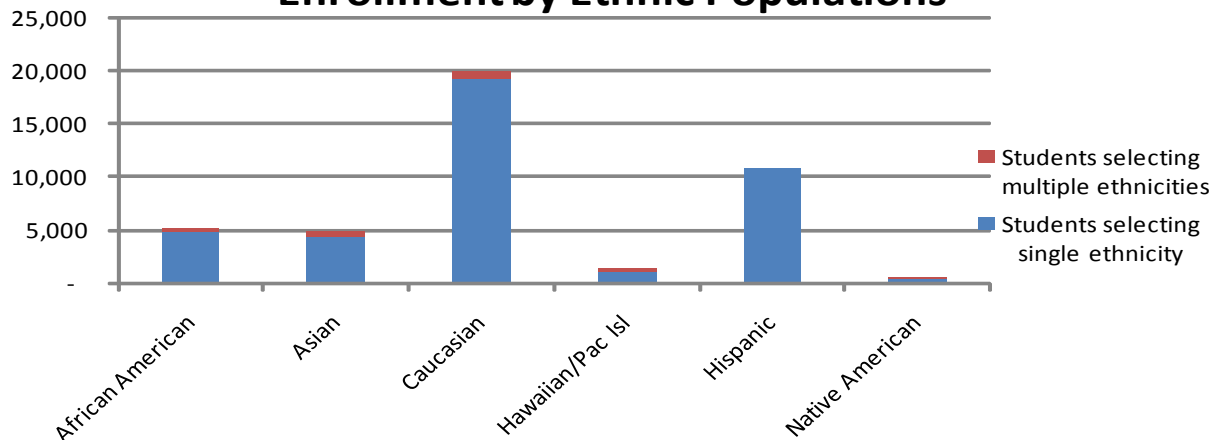
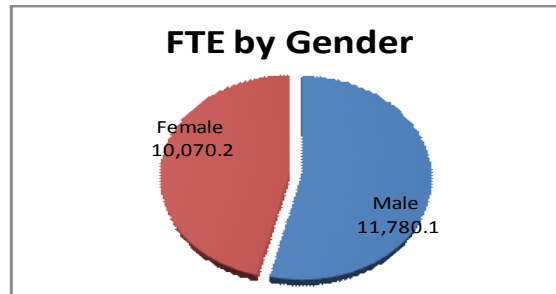Data as of: 1/11/2010

Total Full-Time Equivalent (FTE)	21,850.4

FTE by Campus

Unduplicated

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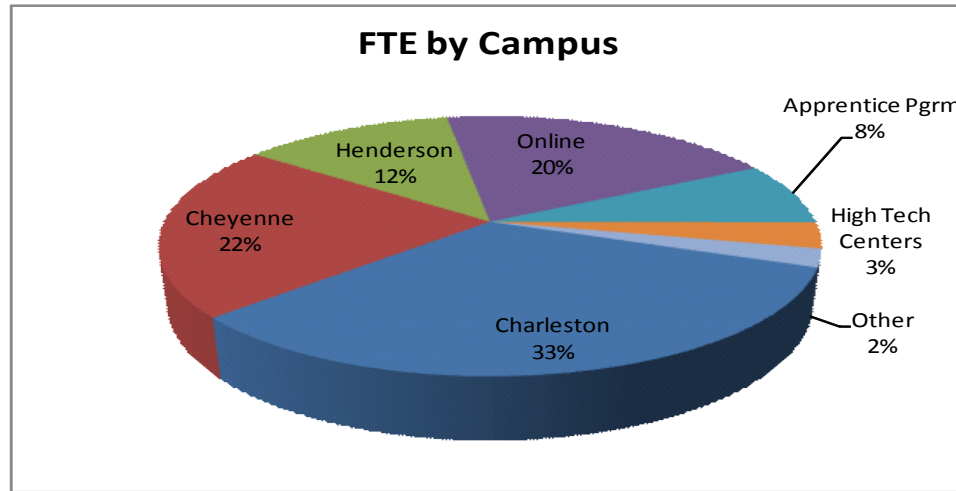
FTE by Gender

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

FTE by Age

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

28
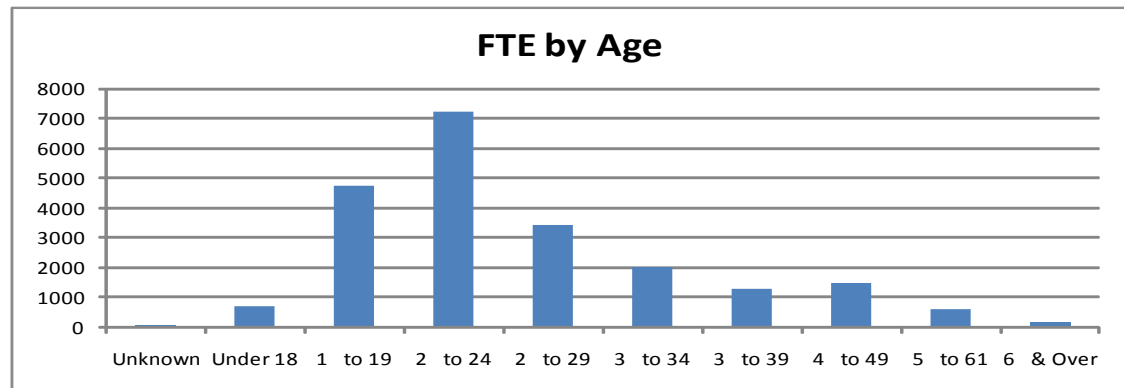
Data as of: 1/11/2010

Total Full-Time Equivalent (FTE)	21,750.5

FTE by Unit Load

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

FTE by Unit Load

Part Time 9-11.5 credits, 3,884.6
Other, 10,414.2
Part Time 6-8.5 Credits, 4,332.1
Full Time 12-15.5 Credits, 8,854.4
Full Time 16+ Credits, 1,559.8
Part Time 0-5.5 Credits, 3,219.5
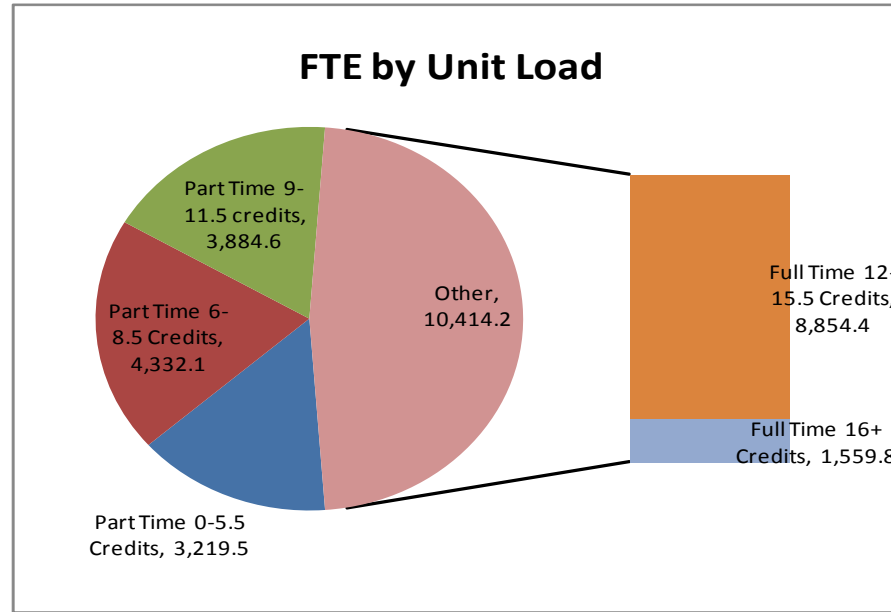
FTE by Residency

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

FTE by Residency

Nevada, 20,334.0
Wiche/Good Neighbor, 123.8
Res. Military, 165.4
Out-of-State, 1,227.0
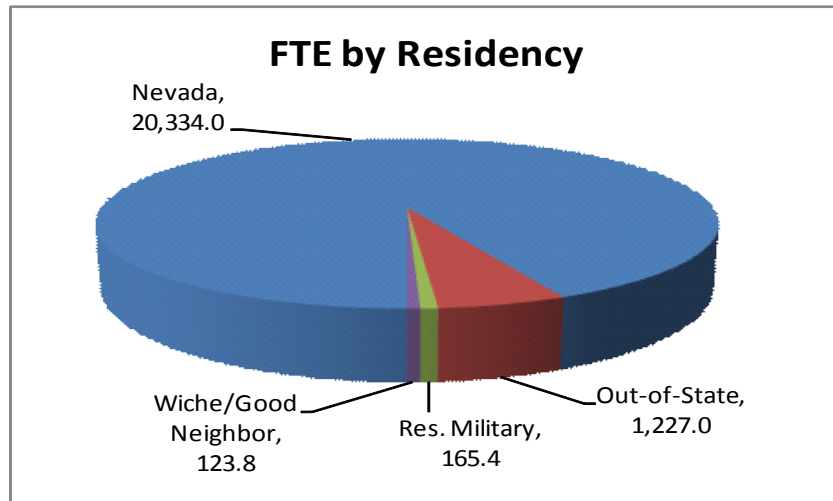
Data as of: 1/11/2010

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%
TOTAL	21,850.5	

* Students taking both day and evening classes are counted
for the time the most classes are taken. If the counts are equal,
the day classes get the count.

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

FTE by Time
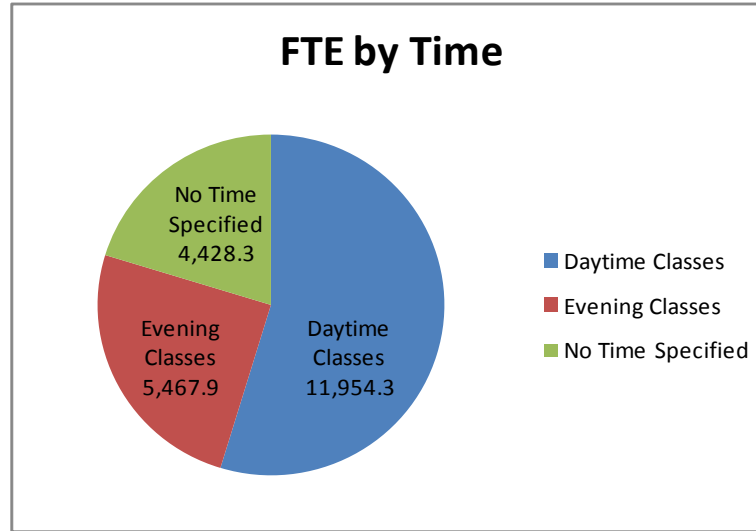
FTE by IPEDS Ethnic Category
Unduplicated (once per student)

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%
TOTAL	21,849.9	

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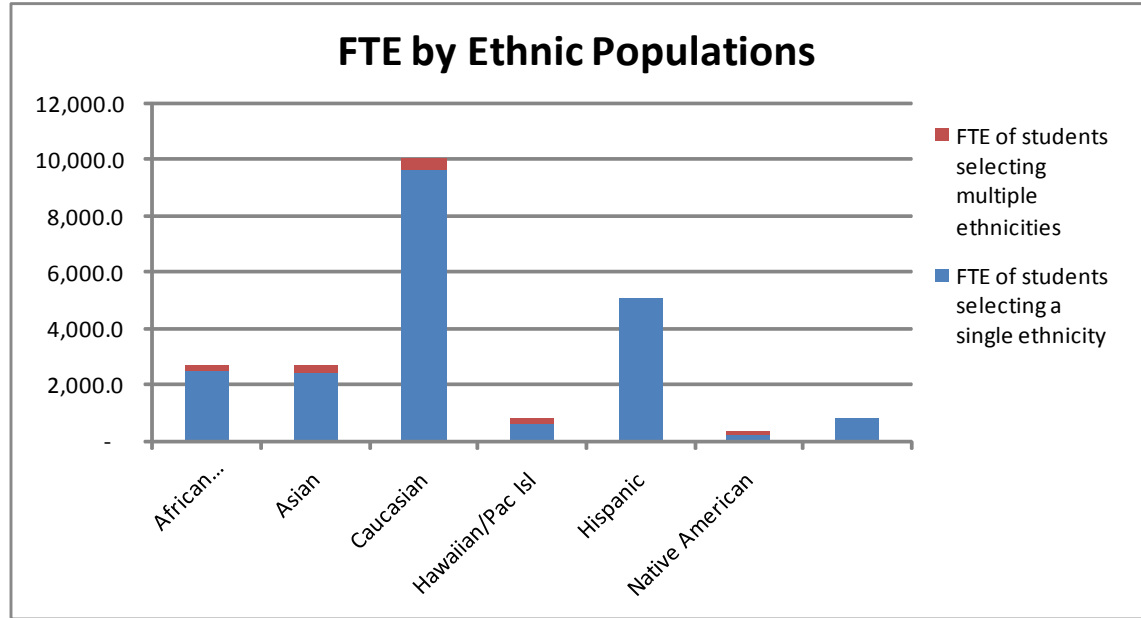Percentage = single category / unduplicated total

FTE by Ethnicity

30

Data as of: 1/11/2010

Total Full-Time Equivalent (FTE)	21,750.5
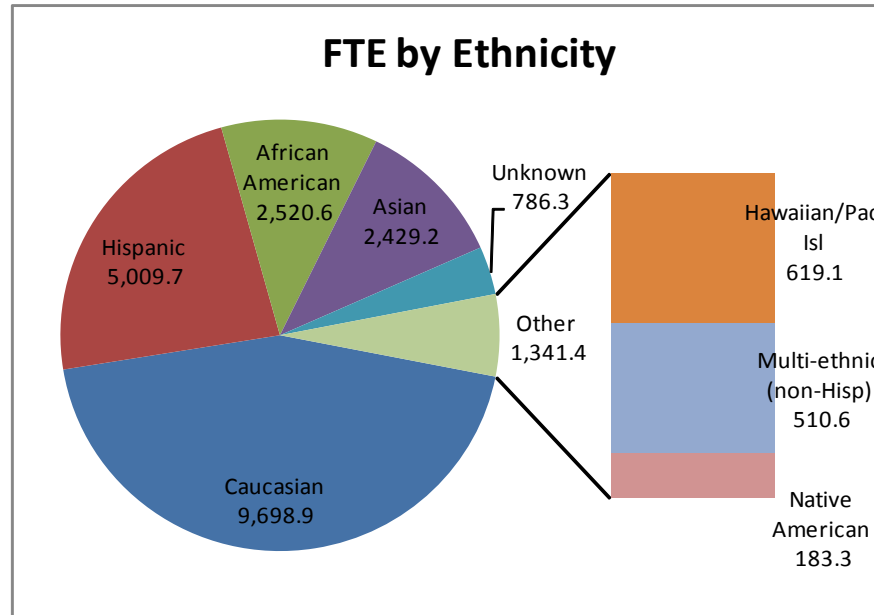
FTE by Ethnic Populations
Duplicated (once per each selected ethnicity) *

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.

FTE by Ethnic Populations

Legend: FTE of students selecting multiple ethnicities; FTE of students selecting a single ethnicity

ANNUAL PROGRESS REPORT OF CSN'S STRATEGIC PLAN

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

- update the status of those objectives,

- determine if the objectives were completed, and

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

This template will be used:

FY 2011-2012 Objectives	Status

Approved by the NSHE Board of Regents on 9/9/10