2014 Strategic Plan Annual Report

Year 2013-2014 Achievement Indicators	STATUS AND PROGRESS

A1.1
Reduce time from student admission application submission to enrollment
	The Achieving the Dream Mandatory Matriculation pilot project was flowcharted in March 2014 to provide the technological direction to myCSN for technical support needed to manage this mandatory matriculation project. The ATD pilot project is being applied to CCSD high school graduates, between June 2014 and August 2014, who are new to CSN and have no CSN academic credit. When those students complete the CSN admission form and indicate they will be a CCSD high school graduate between June 2014 and August 2014, myCSN identifies them and assigns them to the ATD cohort. This cohort has flags placed that are removed as students' progress through the process:
	•Flag is removed when student completes either an online orientation or a face-to-face orientation
	•Flag is removed when student completes placement testing for Math and English and placement test scores are entered into myCSN
	•Flag is removed when the student meets with an academic advisor to plan course enrollment.
	When all three flags are removed, student holds are removed and student is able to register for classes.
	   As of 6-30-14, there were 4360 students identified in the ATD cohort.
	   As of 6-30-14, 712 total holds have been removed. These students are eligible to register for class.
	A documentation guide has been prepared to guide future efforts at placing holds on student accounts. The technology was tested and determined to be functional.
	CCSD 2014 graduates 28,059
	   Applied/admitted to CSN as of 8-24-14 5,009
	   Holds removed as of 8-24-14 2,400
	   Holds removed and enrolled as of 8-24-14 2,019 – (49% enrolled in 12-15.5 credits and 23% enrolled in 9-11.5 credits)
	CSN is making progress in improving the ratio of admission to enrollment; but this continues to be challenge. A documentation guide has been prepared to guide future efforts at placing holds on student accounts. The technology was tested and determined to be functional.

A1.2 (2) Determine capacities of all instructional space and show an average of at least 85% classroom utilization across all available days/times	CSN began implementing the CollegeNet 25Live system beginning in 2011 and running through 2012. This process required a considerable amount of data preparation and system configuration. In addition, all classrooms and classroom features were standardized at this time. The system went live beginning with the Fall 2013 semester. There is no baseline optimization data for the former manual process. With 25Live implementation, average Fall 2013-Spring 2014 classroom optimization is approximately 70%. Although this is currently short of the 85% goal, CSN is making great progress optimizing classroom space and increasing scheduling efficiency. Rick Marks, manager of Curriculum & Scheduling, has worked - and continues to work - closely with the academic departments to make better use of our classroom resources and develop new scheduling practices to increase classroom optimization.

------------------------------- Initiate the development of a strategic enrollment management plan	--- This action item is being supported by the Strategic Enrollment Management project. The academic subcommittee of the Strategic Enrollment Management (SEP) Core Team has identified a strategy "CSN will develop a process to coordinate systems in student records, budgeting, and human resources to better inform decision making." As of 6-30-14, one of the action items for this strategy is to develop an academic semester scheduling process. The stakeholders (Curriculum and Scheduling, Admissions and Records) have identified the following objectives to address this strategy: Master Calendar – Combine the timelines of the faculty senate curriculum committee, approved curriculum entry into MyCSN, scheduling timeline, catalog/schedule pdf timeline and other timelines to be identified into one master calendar. Scheduling practices – Identify weaknesses in the current scheduling practices and recommend changes. Analyze using "wait list" function within MyCSN. Survey students about how they search for classes. Space utilization of priority assigned academic spaces – Identify weaknesses in how teaching spaces are utilized in order to better distribute and utilize space. Addendum to A1.2 – As the strategic enrollment management plan is being finalized into a formal document, the following action has been taken to affect the design of a schedule that maximizes student enrollment: 1. The Office of Curriculum and Scheduling has been trained to identify the process to determine space utilization of all priority scheduled academic spaces. Space utilization reports, by academic department, will be run before conclusion of fall 2014 semester. 2. DWED has consulted with the Department of Math to better schedule Math Prep to encourage immediate enrollment of students into either MATH 120 or MATH 95. For example, a dedicated section of MATH 120 was placed at West Sahara in July to accommodate those students who completed Math Prep and qualified for enrollment in MATH 120. A similar schedule was prepared for fall 2014 whereby the Math Department added two sections of MATH 120 into the second eight-week session to accommodate students who complete Math Prep and qualify for enrollment in MATH 120. 3. Students were surveyed about preference for viewing semester schedule of courses. Purpose of this survey, conducted in May 2014, was to determine what students use as the primary source of schedule look-up. 92% of respondents use MyCSN to look up semester schedule. 62% of respondents use the PDF version of the schedule as their secondary source. Additional data from this survey will be used in the strategic enrollment planning process as CSN begins to address the process for building an academic semester schedule.

A1.3 (4)

Financial aid amount available in funded scholarships and financial aid to CSN students increases each year

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Number of applications increases each year

Time from application submission to notification

	Fall Semester 2011-12 Academic Year			Fall Semester 2012-13 Academic Year		
	Total # of Students: 37,717			Total # of Students: 35,633		
Source of Aid Awards:	# of Students Receiving Awards	% of Total Students Receiving Aid	$ Amount of Aid Awards	# of Students Receiving Awards	% of Total Students Receiving Aid	$ Amount of Aid Awarded
Grants, scholarship aid from fed/state/ local govt., CSN and other sources known to CSN	15,390	40.8%	$43,997,769	14,615	39.75%	$40,688,924

decreases each year -------------------------------- Scholarship and financial aid funds given to students increases each year	# of Pell Grant Award Recipients	12,051	31.95%	$37,040,716	10,666	29.93%	$33,768,514
	# of Federal Student Loan Recipients	3,043	8.07%	$19,507,243	2,539	7.13%	$17,674,018

SS1.1 (4) Advising and support services that encourage student success in developmental courses are correlated with increased success by those students who use the services	During FY 14 the *Department of Advising & Coaching Services* conducted 258 presentations in developmental English, Math and Biology classes (an 9.7% increase from 235 class visits in FY 13) allowing staff to reach out to an estimated 6,000 students engaged in developmental course work. In-person presentations and dissemination of a 4-page *Student Resources For Success* handout encouraged students in developmental courses to take advantage of FREE tutoring services, advising/counseling, skill-building assistance through the writing, math & science centers, acquisition of advanced study/learning strategies, and one-on-one support from Success Coaches in developing personalized Success Plans, particularly in the wake of the ***2 to Finish*** campaign for timely completion of the associates degree in two years (annual credit load of 12-12-6). Currently, the metric used to compare success rates of developmental students using services is based on E-Alert usage data of faculty alerted students who worked with a Success Coach and those who opt out from receiving assistance. *(Response to faculty referrals in MyCSN module remains optional for students)*. The success rates of students in developmental courses who used skill building services triggered by E-alerts vs. students in developmental courses who chose not use support services shows comparable outcomes from the previous year:

	Passed E Alerted Course w/ "C" grade or higher	Semester GPA of 2.0 or higher	Next Term Persistence	Earned 100% of attempted credits
Developmenta Students worked with Success Coach (325 in 2013-14)	**26%** **85** **students**	**37%** **120** **students**	**72%** **234** **students**	**41%** **133** **students**
Developmenta Students who declined services (469 in 2013-14)	**17%** **80** **students**	**26%** **122** **students**	**36%** **169** **students**	**25%** **117** **students**
Developmenta Students worked with Success Coach (337 in 2012-13)	**23%** **77** **students**	**29%** **98 students**	**50%** **169** **students**	**33%** **111** **students**
Developmenta Students who declined services (549 in 2012-	**18%** **99** **students**	**24%** **132** **students**	**57%** **313** **students**	**28%** **15** **students**

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Note: All figures rounded up to next whole percentage. The elimination of Math 093 in 2014 reduced the overall number of E-alerted developmental students from 886 in year 2012-13 to 794 in 2013-14. In addition, while 41% of alerted developmental students came in for services in 2013-14 (325 students) compared to 38% in 2012-13 (337 students), the base number for 2013-14 remains slightly smaller.

The number of students who enrolled and successfully completed developmental coursework within 39 or fewer credits (39-credit threshold used in order to incorporate students finishing developmental course work the same term they reached/surpassed 30 credits) decreased very slightly from the Fall 2011 cohort to the Fall 2012 cohort next (983 vs. 966 students), reflecting a slight decrease in cohort size and overall CSN enrollment. Even so, the *percentage* of students who attempted developmental Math and completed it increased slightly from 28% to 29% and the *percentage* of those who attempted developmental English and completed it decreased slightly from 67% to 66%. Given that the Fall 2011 cohort had one more year to reach 39 credits and complete developmental coursework, this is an actually encouraging finding for the Fall 2012 cohort's results one year from now.

In an effort o to enforce the completion developmental course work prior to the 30-39 credit threshhold , the **Achieving the Dream (ATD) Mandated Matriculation Process (MMP) initiative** for the 2014 Clark County School District High School Graduates entering CSN in Fall 2014 included enrollment in appropriate Math & English remedial sequence through one of multiple instructional options during 1st term. Options include self-paced math modules and traditional classroom courses of various lengths both supported by Math Labs fully staffed with Math Faculty and Mentors. To further ensure completion of developmental courses within their first 30-39 credits, MMP students will have to meet with the Academic School Counselor housing their discipline 2nd term enrollment. In addition, the English Department changed the essay-based placement test for the English Accuplacer Test, thus facilitating and expediting enrollment in appropriate English classes.

Implement Accuplacer (for English and Reading) placement tests to enable timely evaluation of student ability

This year, the College reviewed its English placement test and evaluated alternatives. Effective 4/01/14. Accuplacer's Writeplacer was implemented as the product that best matched CSN's needs. Pursuant to SS1.1, from July 2013 to June 2014 the three Testing Centers administered a total of 25,857 placement tests, broken down by subject as follows: English = 11,250, Math = 12,320 and Reading = 2,287. The Testing Center collaborated with ATD Leadership to implement the placement testing components of their Mandatory Matriculation goals. An online appointment scheduling system, WCOnline, put in place to facilitate self-scheduling and to allow Testing Center staff to send appointment confirmations, appointment reminders, and to notify a student if he/she misses a scheduled appointment. WCOnline utilization data revealed a 26% no-show rate for May. We reduced the amount of appointment-only computers available to online appointments, (in part to meet the needs of course exams) and the no-show rate dropped to 12% for June. This change did increase the number of walk-in appointments. In May, the Testing Center fulfilled 338 walk-in appointments with 469 no-shows out of 2585 completed appointments. For June, we fulfilled 941 walk-in appointments with 355 no-shows out of 3037 completed

	appointments.
	Additional collaboration with the ATD Leadership Team and the College's iNtegrate (MyCSN) team has helped to expedite and improve the quality control over the upload of testing data to MyCSN. Also, collaboration with the Office of the Registrar has resulted in the automatic upload of SAT scores into Peoplesoft in the immediate future. Testing Center staff have trained CSN Recruiters to proctor placement tests for workshops and "Enrollment Boot Camp" events, with a capacity for 125 students at each event. Employees in the Testing Center also have worked closely with our "Jump Start Program" to provide placement testing at local high schools. QR codes for smartphones have been implemented by the Testing Center, that immediately connect students with Testing Center information, scheduling instructions and study skills resources. The Testing Center worked closely with both the English and math department to revise the re-test policy so that students may retake a placement after a two-week waiting period.
	For Fall 2015, CSN will add the Accuplacer Reading Placement Test to its required placement testing.
Increase numbers of students who enroll and complete developmental courses within their first 30 credits	The number of students who enrolled and successfully completed developmental coursework within 39 or fewer credits (39-credit threshold used in order to incorporate students finishing developmental course work the same term they reached/surpassed 30 credits) decreased very slightly from the Fall 2011 cohort to the Fall 2012 cohort next (983 vs. 966 students), reflecting a slight decrease in cohort size and overall CSN enrollment. Even so, the *percentage* of students who attempted developmental Math and completed it increased slightly from 28% to 29% and the *percentage* of those who attempted developmental English and completed it decreased slightly from 67% to 66%. Given that the Fall 2011 cohort had one more year to reach 39 credits and complete developmental coursework, this is an actually encouraging finding for the Fall 2012 cohort's results one year from now.

Those departments offering developmental courses will show an annual increase in measures of student success in those courses

- **Developmental Education Course Success Rates**

From Fall 2012 to Fall 2013 all developmental education courses success rates **increased by 2.5%**.

Fall 2012	Sum of success	Sum of Eligible Students	Success rate
ENG	569	821	69.30%
MATH	2401	4047	59.35%
Grand Totals	**2970**	**4868**	**61.00%**

Fall 2013	Sum of success	Sum of Eligible Students	Success rate
ENG	547	755	72.30%
MATH	2152	3493	61.60%
Grand Totals	**2699**	**4248**	**63.50%**

However, the fall 2013 success rate actually dropped to 59.1% in spring 2014.

Spring 2014	Sum of Success	Sum of Eligible Students	Success rate
ENG	478	701	68.20%
MATH	1869	3269	57.20%
Grand Totals	**2347**	**3970**	**59.10%**

SS2.1 (4)
Needs assessment is part of the intake process, both academic and non academic

Skill-building services provided by several operations within Student and Academic Affairs collect needs assessment information from participants. According to students, academic under preparedness and lack of time-management skills and are the two most commonly cited barriers to student success. To aid in diminishing deficiencies throughout FY 14, Advising, Counseling, Tutorial and other academic support services engaged CSN students in a variety of personalized services. Type of service and usage comparisons between FY13 and FY 14 denote an overall 15.54% usage increase:

	2012-13 Usage	2013-14 Usage As of June 13th	% Change
Accounting Lab Visits	No tracking done	No tracking done	N/A
Advising & Counseling One-on-One Visits	15,770	16,411	4% +
Chartroom Advising Visits	3,832	3,467	8.9% -
CIT and IS Lab Visits	Did not exist	201	n/a
Communication Lab Visits	3,681	2,392	35% -
E-Alert Students who accepted assistance offer	1,234	1,053	14% -
Email Advising Exchanges	3,432	3,467	1% +
General Tutoring Visits	9,156	13,013	42% +
Group Advising Attendees	921	1,013	8.9% +
Math Resource Centers Visits	7,557	9,379	24% +
Orientation Participants	2,031	3,403	67.55% +
Photo/GRC & Videography Labs Visits	Did not exist	122	n/a
Science Resource Centers Visits	4,488	5,934	32% +
Skill-Building Workshop Attendees	206	231	12% +
Writing Center Visits	16,768	20,049	19.6% +

Demonstrate a variety of methods used to inform employees and students of available support services

Student and Academic Affairs professionals routinely send ALL email communications and disseminate information (presentations, handouts, Q&A sessions, tables) while participating in CSN Connections, Welcome Back Week, Adjunct Conference, Convocation, and Success Poster Fair events informing staff and students of available services. These presentations are also offered for School and Department meetings and for individual class meetings.
In addition, available services in Student Affairs are published on the various departmental websites, advertised in college-sponsored social media outlets, and are easily referenced by CSN employees, most faculty and students. When changes in services or procedures occur, students are informed via email through the MyCSN Communication Center, the ICS system across the institution, and via social media. CSN employees and faculty are informed via email, typically by the department from which the changes originate.

Document a 2% annual increase in student utilization of support services in areas within Student Affairs (SA)	As indicated below, between FY 13 and FY 14 advising and success contacts within Student Affairs increased by 5.90%:

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Email Advising Exchanges	3,432	3,467	+ 1%
Group Advising Attendees	921	1,013	+ 8.9%
Orientation Participants	2,031	3,403	+ 67.55%
Skill-Building Workshop Attendees	206	231	+ 12%

Gradual reduction in acceptance of E-Alert services by referred students is linked to manually driven processes outside of the student information system. The implementation of a *Customer Relationship Management or* CRM in the near future will help CSN maximize the automation, frequency and quality of E-Alert connections between faculty, students, and success coaches. The program will allow for monitoring of class attendance, tracking of class assignments, management of students' advising and tutorial appointments, and will provide early alerts for students that may be at-risk academically thus increasing student success and retention as a result from the elimination of optional responses to alerts.

Course completions are measured in specific courses and increases each year in identified gateway courses.

Definition of Gateway Courses
NSHE defines Gateway Course Completers (in the formula funding docs) as "the total number of students (unduplicated) who successfully completed a college-level English or mathematics course (grad C- and above) in the reporting year." Using this definition, any 100-level math or English class is a gateway class.

Completions of Gateway Courses
The course completions for spring 2014 in math and English gateway courses have increased by 0.4% from spring 2013.

Spring 2013	Sum of Success	Sum of Eligible Students	Success Rates
ENG	4506	6633	67.90%
MATH	2679	4116	65.10%
Totals	7185	10749	**66.80%**
Spring 2014	Sum of Success	Sum of Eligible Students	Success Rates
ENG	4793	6885	69.60%
MATH	2677	4229	63.30%
Totals	7470	11114	**67.20%**

SS2.2 (3) Students with a minimum	**Strategies to Encourage Students to Complete** Three separate letters were sent to associate of arts degree seeking students with

of 45 credits are contacted to encourage them to graduate and follow up after spring semester shows many of those who were contacted actually graduated	50 credits or more and Certificate of Achievement seeking students with 20 credits or more. This was a total of 5,920 students. Additionally, three separate Strategic Enrollment Planning (SEP) letters were sent to currently enrolled students: • Letter 1 Declared Major – including Degree Plan, Catalog Year and Counselors names = 19,811 students • Letter 2, AGS declared major = 4, 535 students • Letter 1, Re-Declare Major (major expired) = 479 students In addition, the threshold includes students finishing developmental course work the same term they reached/surpassed the 50 credit mark.

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

Current Six Year Graduation Rates & Transfer Rates

The *six-year* graduation and transfer rate should be increasing by one percent per year. Unfortunately, according to the IPEDS data, the graduation rate has stayed flat while the transfer-out rate has dropped 2%.

Overall Graduation Rate	2012	2013
Graduation Rate	9%	9%
Total number of students in the adjusted cohort	1204	1528
Total number of completers	108	139

Overall Transfer-out Rate		
Transfer-out Rate	23%	20%
Total number of students in the adjusted cohort	1204	1528
Total number of transfers-out within 150% of normal time	273	298

Every department and school will have a plan to track current majors, and increase the number of declared majors who graduate, as measured by who completes degrees three years from declaration of major, completes certificates two years from declaration of major and completes degrees before transferring to four-year institutions

School of Math & Science

The Biological Sciences and Physical Science departments will be using the following plan for tracking students:

1. IR will provide an updated list of declared majors at the beginning of each academic year (preferably at the beginning of each fall and spring semester) that will include:
   - Student name
   - NSHE ID
   - Major(s)
   - Date of declaration
2. With each declared major assigned to a Counselor (financial aid difficulties, probation, etc.) or a Faculty Advisor, the Counselors and Faculty Advisors will be responsible for tracking the progress of their respective advisees. Assessment of progress should be made via the 2-3 contacts that Counselors and Faculty Advisors make each semester.
3. For the general AS degree, Counselors and Faculty Advisors have been provided with a five-semester guided pathway that they will use to shepherd students toward completion of their degrees. They have also been instructed to work with students to get them past the math (MATH 181, or MATH 120, 124 or above) requirement as quickly as possible. This requirement will be the principle hurdle to completion.
4. Counselors and Faculty Advisors have been instructed to reiterate the advantages of completing an Associate's degree (courses do not "expire,"

transferability of the general education curriculum) before transferring to another institution each time that they contact an advisee.

5. At the end of each spring semester, Counselors and Faculty Advisors will work with the Lead Faculty and Chair to submit a report on the progress of declared majors to the Dean.

For the AS with **Biological Sciences** Emphasis, Counselors and Faculty Advisors have been provided with four-semester and five-semester guided pathways they will use to shepherd students toward completion of their degrees. They have also been instructed to work with students to get them past the math (MATH 181) and chemistry (CHEM 121 and CHEM 122) requirements as quickly as possible. These requirements will be the principle hurdles to completion.

Physical Sciences Department (Chemistry, Earth Science, Environmental Science, Geological Science, Pre-Engineering), Counselors and Faculty Advisors have been provided with guided pathways they will use to direct students toward completion of their degrees. They have been instructed to work with students to get them past the MATH and ENG 101 requirements as quickly as possible. Physical science faculty advisors have also been instructed to record their contacts with students via a tool in Canvas to independently track student progress towards completion. For the Mathematics Emphasis, Counselors and Faculty Advisors have been provided with guided pathways that they will use to shepherd students toward completion of their degrees.

The Department of Mathematics The AS in **Math** degree is being eliminated. Thus, there are no majors.

The School of Advanced and Applied Technologies has installed General Education prerequisites to technical courses to ensure that students in CTE programs address all aspects of the degree (tech students tend to take only tech courses and avoid Gen Ed.) The catalog pages of most degrees have been reworked to promote relevant applied general education courses such as COM115, ENG107, and MATH104. The schedule of offerings was reviewed to improve access to courses in meaningful sequence and avoid long delays between successive courses. Institution of filters, such as portfolio reviews, were done to redirect personal enrichment students and assure that students enrolling in advanced courses are dedicated to the program. Established Bachelor degree paths to other institutions with the caveat that the transfer requires completion of the CSN degree.

The Department of Media Technology will be implementing the addition of General Education course pre-requisites in the Fall of 2015. This will coincide with the reconfiguring of our AAS degrees to conform to the Board of Regents' mandate of 60 credits for Associate degrees. Additionally, all Media Tech programs will, in Fall 2015 streamline all General Education requirements to list those courses that are more appropriate for Media Tech degrees. Finally Media Tech is establishing a pathway for students looking to further their education in Visual Media studies with transfer agreement to Nevada State College. This agreement will require students to complete their AAS in Videography prior to enrollment in the BAS Visual Media program at NSC.

In an effort to increase completion rates, the **CIT Department** is working on the following items:

1. Add additional general education classes as prerequisites where appropriate.
2. 2+1+1 agreement in place with DeVry University, and potentially with Nevada State College with a path to a BA.
3. Working on greater collaboration between colleges in N.S.H.E.
4. CIT faculty members working with counselors for student cohort orientation.

The Engelstad School of Health Sciences is made up of limited-entry degree and certificate programs in all three Departments: **Dental Sciences, Diagnostic Evaluation, and Rehabilitation Services; Health-Related Professions;** and **Nursing**. These programs have additional policies that have mandatory procedures that must be followed. These procedures include orientations, meeting with advisors every semester, meeting with program coordinators/directors and attending limited entry workshops. Once accepted into the Health Sciences Program of choice, the learner will receive additional advising from designated program faculties as needed.

The majority (those who remain in the program) graduate within 3 years of declaring the major. This goes for the Certificate program as well. All of the students graduate prior to going on to a four-year degree. We also have several Certificate of Completion programs that are Open Entry. After meeting with a CSN Advisor/Success Coach, students interested in any of these programs are referred to the Program Director. They may also access the HPA Office for further info. Attendance at a Health Programs Orientation or Limited Entry Workshop is not required for Open Entry program admission.

The School of Education, Behavioral and Social Sciences
The **Department of Education** intends to work with Institutional Research to track completers three years after completion of the major as well as completers two years after declaration of major. The department will begin to tabulate this information to establish a baseline for degree completion.

We also intend to work with Institutional Research and collect information gathered from the students, themselves, through the department's faculty advisors to determine which students are planning to transfer to a four-year institution. That is, we intend to seek as reliable information as possible from impending graduates regarding their transfer plans.

The department intends to work closely with majors, including through the assigned counselors and our own faculty advisors, to insure that students follow degree pathways and are able to enroll in courses they need for graduation. Our intention is that this guidance from counselors and, particularly, the connection with faculty advisors will result in generally increasing numbers of majors who complete their degrees in two or three years and who transfer to a four-year institution upon completion.

The **Department of Social Sciences** intends to work with Institutional Research to track completers three years after completion of the major as well as completers two years after declaration of major. They also intend to work with Institutional Research and collect information gathered from the students, themselves, through the department's faculty advisors to determine which students are planning to transfer to a four-year institution. That is, they intend to seek as reliable information as possible from impending graduates regarding

their transfer plans. The department will begin to tabulate this information to establish a baseline for degree completion. The department intends to work closely with majors, including through the assigned counselors and our own faculty advisors, to insure that students follow degree pathways and are able to enroll in courses they need for graduation. Our intention is that this guidance from counselors and, particularly, the connection with faculty advisors will result in generally increasing numbers of majors who complete their degrees in two or three years and who transfer to a four-year institution upon completion.

The **Department of Human Behavior** has put the following items in place to increase graduation completers of declared majors, and to track current majors:
-There are 10 faculty who currently are Faculty Advisers for 2014-2015. They will be working closely with our embedded counselors at the Cheyenne and West Charleston campuses.
-We hold information days each year for potential and current majors in Anthropology, Psychology, and Sociology
-We have CSN clubs for Anthropology, Psychology, and Sociology that involves students in the field and community service
-We have capstone courses that all majors in Anthropology, Psychology, Mental Health, and Sociology must take prior to graduation, allowing us to track the number of degree completers or potential degree completers
-We are in the process of polling faculty and students via e-mail and Facebook for post-CSN information.

The School of Arts & Letters
The **Department of Communication** has made several steps towards this goal:
1. We have created 2- and 3-year pathways to a degree to help students and their advisors follow a path to ensure they take the correct courses to achieve graduation in a timely manner.
2. We have in place in-house counseling and faculty advisors to help students choose the correct courses and the right amount of credits per semester (average 15 per semester to graduate in 2 years).
3. We contact IR every year to get a list of current majors taking courses in COM or JOUR and contact them to offer advising services, if desired.
4. We have looked over the course offerings to make sure every class needed for a student to graduate are offered often enough to meet the students' needs.
5. We will have special advising opportunities at our annual Degrees in Communication Seminar each Spring semester.

The **Fine Arts Department** has not tracked student success within any timeframes. However, they have put the following in place this spring:
 1. We have created new 2-year and 3-year guided pathways for all three degrees and both certificates.
 2. We are mentoring faculty about doing student advising with those pathways in mind.
 3. We will begin individual tracking beginning Fall 2014.

The **International Languages Department**: Since there are no graduates in ESL, Foreign-Language and AM/IPP degree-seeking students (the AM certificate has been eliminated) are tracked and advised personally by the respective Lead Faculty Members. Additionally, we will be specifically targeting and tracking students in the 112 sections (many 111s are simply fulfilling a general education requirement) encouraging them to continue toward the degree by discussing possibilities in class and by distributing 2- and 3-year pathway sheets.

The **Department of Engish** has created two and three year *Pathways to Graduation* for our Creative Writing degree as well as our English AA based on the new General Education policy. These have been distributed to all of the Arts and Letters counselors. In addition, many English faculty are actively training to assist in counseling students and guiding them toward their goals as English majors. Currently, our Creative Writing instructors have been tracking and advising the students in that degree program right through to the completion of their Capstone Portfolio course. We will be reaching out to our general English AA degree seekers in Fall 2014 and assigning teachers to work with these students as well. Studies have shown that if an individual student feels that he or she has even one faculty member taking an interest in his or her educational goals, than the chances for that student to succeed increase exponentially.

The School of Business, Hospitality and Public Services has put the following items in place to increase the success rates of our current and new students:
- We have streamlined our degree offerings through the Curriculum process.
- We have created guided pathways – to provide to students. The pathways provide a suggested schedule for a student to follow in order to obtain a degree is a specific amount of time. The pathways are available on the CSN website, and are shown to students on a one-to-one basis.

The **Department of Public Safety & Human Services** has instituted full time advising by department faculty to assist students in course selection and career goal setting.
- Faculty conduct one-on-one and group advising of students. The Department Administrative Assistant advises students and resolves academic issues for students on a scheduled or walk-in basis.
- We work directly with the School Counselors to assist students in resolving impediments to their academic success. We streamline trips students have to make to campus.
- The Department is creating a website to provide additional assistance to students in course selection and sequencing of courses.
- The Department has contacted the Graduation Office and received names of students who have applied for graduation, but did not graduate. It is our intent to complete a degree assessment and then contact the students to advise them as to what course is missing and/or how to complete degree requirements. Students are encouraged to come in and meet with us.

The **Business Administration Department** students benefit from intense advising and academic support, directed tutoring and support structures, and one-on-one mentoring. A speaker series is an additional feature of one of our programs. Students are also exposed to issues relevant to the program itself along with workforce preparation topics.

Accounting, Finance and Computer Office Tech – the ACBSP self-study was just completed with no significant findings. The Accounting Lab is offering free tutoring on all three campuses. The curriculum is being modified to include a course in QuickBooks to help make students more marketable and allow them to gain real world experience using the software.

Hospitality Management – prerequisites are now being integrated into the guided pathways in the English and Math areas. Students participate in multiple

	community events, which opens up the possibility of internships.
SS2.3 Policy review	Highlights: • Until CSN commits to placing holds on student accounts and forcing them to seek academic advising/counseling prior to registration, students will continue to self advise. • The 2011 key findings of the Community College Survey of Student Engagement document one of the lowest aspects of student engagement is the frequency of academic advising/planning. • Effective July 2013, the 12 FTE academic counselors were assigned to academic Schools. • MATH 91 was eliminated and all those students were placed into MATH 93. We intend to take a close look at the grade distribution in MATH 93 for this term. If there is not a significant decrease in the overall performance, there may be a sound argument for eliminating other developmental courses, as well. However, the plan is for MATH 93 to go away when the Math Prep classes expand a bit more. • Develop a *Statement of Student Responsibility* that stresses the importance of the student's role in their individual success as well as the College's expectation that student meet standards of responsibility. • Policies and practices have been created/modified based on data and national best practices, using on research on targeted populations with an ATD framework. • Implement an annual in-house survey to students midway through each fall semester and benchmark improvements year over year.
SS3.1 (2) Provide funding for professional development opportunities for faculty such as conference attendance and presentations, along with CAPE workshops -------------------------------- Departments will achieve a minimum of 95% satisfactory or better on supervisor evaluations of faculty	The CSN Faculty Senate Travel Committee authorized 131 conference travels for faculty during the 2013-2014 academic year. In addition, CAPE sessions and attendance for 2013-2014 show: | Category	Attendance	Sessions
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Informational	424	38
Soft Skills	735	91
Pedagogy	580	38
Compliance	590	78
Technology	921	127
Total	3250	372	 There is no central repository of total monies spent on professional development, registration fees were paid at either the dean or department level, travel was paid through VPAA account, grant accounts, or other sources of funding, so what was decided was to go to Faculty Senate Travel Committee for the identification of all faculty who were approved for travel; hence the numbers of faculty, not dollars spent. --- The College met its goal of 95% or better. The percent of faculty receiving excellent ratings has increased, the percent receiving satisfactory or commendable has decreased proportionally, and the percent of unsatisfactory ratings has increased slightly. In 2013-2014, 92.2% of faculty who completed an evaluation (non-completers, those on sabbatical, and faculty in their tenure application year are not counted) received an excellent rating, whereas 7.5% received commendable or satisfactory. (With a new evaluation policy and form going into effect for the coming academic year, the potential for a decline in "excellent" ratings exists. This coming year should be viewed as a pilot of the new policy.)

SS3.2 (2)
Provide a part-time confer-ence each year to support professional development and address needs of part-time instructors, with agenda based on identified needs and issues
 	
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Communication to and from part-time faculty will be adequate and effective, as measured by Department Chair feedback
	CSN holds an *annual* Adjunct Impact Conference just before the start of every fall semester. This event is held on a Saturday with the intention that more part time instructors will be available to attend. The conference includes breakfast with administration, multiple breakout sessions throughout the morning all revolving around self-improvement, teaching and learning as well as a general session in the afternoon. The conference also features a vendor's area. The afternoons have also included student demonstrations, keynote speakers and various academic school meetings. After each conference, a survey is sent out that asks participants to evaluate their experiences during the conference. The results of the survey help to inform the agenda for the conference the following year.
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	    School of Arts and Letters – International Languages had a consultant come in to train faculty on language assessment that will be implemented across the department. English department holds paper grading norming sessions with part time faculty. Each department holds an adjunct workshop to go over departmental events/initiatives. At the end of spring semester, about 70 people attended an adjunct appreciation soiree.
	    Engelstad School of Health Sciences – In march, the SRGT program partnered with the State Assembly of Surgical Technologists to present a full day workshop on amputations and prostheses. The Vet Tech program cooperates with the Western Veterinary Conference and receives complimentary admissions for all faculty to the annual conference. Part time instructors participated in the CCSD/CSN Health-care Career Fair and also presented at several CTA high schools. Program advisory committees include part time faculty representation. Dental Hygiene part time faculty were invited to participate in filming educational videos and curriculum mapping. Part time faculty are also invited to attend convocation, pinning and graduation ceremonies.
	    Education, Behavioral and Social Sciences – These three departments hold meetings for part time instructors during Convocation week. The Human Behavior department has a part time faculty needs committee that meets regularly. They plan the Convocation week meetings, help to deal with classroom evaluations of part time faculty and suggest additional training opportunities. The Education Department conducted a professional development seminar in spring 2014.
	    Business, Hospitality and Public Services – The Department of Public Services assigns full time faculty members to be mentors of part time faculty. These mentors assist with course materials, teaching tips, or any other assistance needed by the part time faculty. In addition, when the community relations course was revised, input from part time faculty was solicited. This collaboration between full and part time faculty worked very successfully.

SS3.3 Development activities are provided to all classified and administrative faculty and encouraged in eval-uation process	Professional development activities are provided to administrative and classified personnel at CSN. Some are offered through the CAPE sessions, and some are taken within the school, department or programmatic area. Both representative groups (Classified Council and the Administrative Assembly) were contacted and spoken to by the Strategic Plan Champion, and offered ideas for additional training that might be relevant to their jobs, which were passed on to CAPE. Over 230 workshops are offered through CAPE this year, not all of them every semester. The total number of 2013-2014 sessions offered was 372, and attendees totaled 3,250 (duplicated). Further discussions are going to begin with supervisors to determine the best way to encourage professional development in the evaluation process.

Category	Number of Sessions	Total Attendance	Number of Session Titles
Informational	38	424	24
Soft Skills	91	735	44
Pedagogy	38	580	28
Compliance	78	590	13
Technology	127	921	18
	372	3,250	

Q1.1 (3) Accreditation reports show the number of programs that have external accredit-tation have increased	There are 40 educational programs accredited/approved by external agencies. One additional program was included in that list of 40 externally accredited programs: the AAS in Fire Science Technology received notification of approval from the National Fire Academy. This is fewer than previously reported (50) due to the fact the CSN completed an inventory of low-yield programs, and due to the identified low enrollment deactivated nine programs, and one more lost programmatic accreditation. Potential future specialized accreditations, on which self studies will be started for initial accreditation, are: Paralegal, Diesel Technology, Slot and Self Service Device Technology, Theatre Technology, and Industrial and Power Utility.
All assessment reports, plans and program reviews are published annually on CSN website	All programs at CSN have participated in assessment of student learning activities. This includes the development of 3-year assessments of student learning plans, updating program outcomes to be measureable, and developing measuring tools for the program outcomes. Data is being collected on the measurement tool (i.e., rubric, expanded checklist) and included in the annual report to the Office of Assessment & Accreditation. Work is underway to improve the department's website and create an electronic resource room/data warehouse for easier access to the multi-year plans and annual results. This electronic connection will also allow the sharing of best practices and templates across the College campuses.
All College operations are provided annual training in order to utilize assessments of all areas	·A Perkins Grant was received to support Program Outcome development and assessment of student learning for Career & Technical Education (CTE) Programs. Faculty of 30 CTE programs participated in the 2013-14 grant as professional development to further enhance the work on CTE program outcomes and development of rubrics as measurement tools. Teaching and learning strategies using authentic assessment and active learning were also a key focus of the 2 workshops to assist with improved teaching and learning. ·Several workshops were held for all CSN faculty through CAPE on active learning, developing measurement tools (i.e., rubrics, expanded checklist), and authentic assessments. More than 100 faculty participated in these workshops held in the fall and in the spring that supported and assisted with improved teaching and learning.
Q2.1 (3) Institutional data incorporates Complete College America (CCA) and NSHE performance metrics, analyses of Achieving the Dream interventions, low yield programs, and other institutional priorities	Demand for timely and accurate data to support data-informed decisions has increased, largely due to performance-based metrics to which CSN is held accountable. In the 2013-14 academic year, Institutional Research (IR) hired two additional analysts to enhance our capacity to respond to the increased need and to support additional survey facilitation. IR provided data, analysis, survey facilitation and reports for internal audiences (executive administration, CSN Foundation, academic schools and departments, service areas and college committees) and external constituencies in support of federal requirements, NSHE and legislative requests, and accreditation.

This past year, NSHE adopted a new funding formula with a performance component that incorporates aspects of Complete College America (CCA) metrics, course completion and program completion. These metrics are compiled by NSHE, but are based entirely on data that CSN IR provides each semester. These data include detailed taxonomies, file uploads for the NSHE data warehouse and |

	routine IPEDS survey data. Achieving the Dream initiatives were fully developed this past year and are being piloted beginning in Fall 2015. All baseline data have been generated and reports to assess initiatives are in the planning stages. Additional reports and analyses in support of institutional priorities include, but are not limited to: • Standard metrics required for IPEDS, Student Right-to-Know, Perkins, and other federal reporting; • Metrics in support of Noel-Levitz Strategic Enrollment Management and the internal Strategic Enrollment Planning committee; and • Institutional accountability reports which include graduates and degree completion, student retention/persistence, enrollment summaries, grade distributions and student profiles; and • Academic program reviews support accreditation and identify low-yield programs.
IR data is easily available and posted to CSN web pages	Where possible, internal reports and survey results are published to the IR portion of the CSN website and are updated routinely as needed. NSHE reports containing our data (CCA Metrics, enrollment reports, accountability reports, etc.) are typically published under the "Policies & Reports" section of their website. External entities (IPEDS, VFA, WICHE, etc.) typically have aggregate metrics and benchmarking data available on their public-facing websites. CSN IR is in the process of identifying additional reports to expand our transparency and to enhance the ability to make data-driven decisions. As these are developed and cataloged, they will be available on the IR website.
IR data and assessment reports are updated on CSN's website annually, and CSN notifies employees when reports are updated/posted on IR site and how to request/find data	As the demand for data-driven decisions has increased, so has the need for timely and accurate data metrics. In 2013-14, Institutional Research (IR) hired two additional analysts to enhance our capacity to respond to these needs.
D1.1 (3) Objectives are achieved for each diversity-oriented event	For fall 2013 and spring 2014, CSN's Office of Community Relations, Diversity and Multicultural Affairs worked closely with the six established internal diversity committees, composed of faculty, staff, students and community members, to organize and implement 25 diversity-themed events with a combined attendance of approximately 1,767 students, faculty, staff and community representatives. These events celebrated Asian Pacific American Heritage, African American History, Hispanic Heritage, Native American Heritage and Women's History Months. During the spring 2014, CSN also added two diversity-related committees: the Queer Inclusive College Campus Committee (QICC), which will work on issues of impact for the LGBTQ community, and the Internationalization Committee, which for many years has celebrated International Education Week and which now will begin working with the Office to implement the 2014-2015 activities. For each event, organizers filled out a request form that included goals and objectives, audiences, resources needed and other strategic analysis to ensure

	events and activities were complementing CSN's mission, its strategic plan and the diversity objectives. Each committee debriefed after activities to ensure objectives were met, to document best practices and to modify or enhance future practices.
	In addition, the Office collaborated with community organizations and chambers of commerce in 45 community events where CSN participated at different levels, distributing information, representing the college and establishing connections.
	Finally, CSN schools and departments organized dozens of diversity-related events throughout the year. For example, the Department of Student Life and Leadership Development organized the Artist Circle, March Music Madness, the Student Leadership Academy, and others. The School of Arts & Letters held the Post Cards from Abroad series and other events that feature culture, geography and economics and enhance intercultural understanding and sensitivity. Close to 1,800 students, faculty, staff and community members participated in these events.
	The Disabilities Resources Center and the Veteran's Center at CSN also held a variety of events and activities that are crucial to providing a welcoming and inclusive environment at CSN.
Diversity-related development activities are provided every semester at all main Campuses	Two different classes were offered at the three main campuses. "Discrimination in a Diverse Workplace" was offered five times with 30 people attending and "Cultural Awareness: Interacting with an Open Mind" was offered four times with 38 people attending. Also, Diversity training sessions are a part of convocation in both the spring and fall. For fall 2013 and spring 2014 5 diversity-related sessions were presented with attendance of 58. In addition, CAPE and the Diversity office planned a full day 2 track-training event that was held on March 28, 2014. A total of 12 sessions on various topics were presented with attendance of 134 people at the various sessions. This event will be planned every semester the next one being on September 26, 2014. In total for specific training on various subjects of diversity and cultural awareness 260 attended.
The annual campus climate survey shows at least 75% of CSN employees believe that they are treated with courtesy and respect	The Work Climate Committee conducted a snapshot survey in April 2014 of all CSN employees. Findings from the survey report that over 82% of CSN employees are treated with courtesy and respect all or most of the time. These results suggest great work has been done toward the goal of creating a positive environment at CSN.

D2.1 Have a student demographic reflective of service area	CSN's student body is reflective of its main service area – Clark County. Although the percentage of Whites at CSN is notably lower (more than 14 points) than the percentage of Whites in Clark County. The proportion of females at CSN is about 5 percentage points higher than the percentage of females in Clark County. Asians and Black/African Americans make up a higher percentage of CSN students than they do in Clark County by about 3 points. The proportions of other groups at CSN are only slightly above (Native Hawaiian/Pacific Islander and Multi-ethnic), or slightly below (Hispanic) the proportion of those groups in Clark County. The biggest differences are related to age, as one would expect in an institution of higher education. Traditional college-age students (ages 18-24) comprise about 56% of CSN's student body but only about 13% of Clark County residents. It is worth noting that somewhat older students (ages 25-34) are also more highly represented at CSN than in Clark County, showing that CSN serves students beyond traditional college age ranges.

	CSN	**Clark Co.**
Headcount	**36,627**	**2,062,253**
Gender		
Female	55.3%	49.7%
Male	44.7%	50.3%
Ethnicity (unduplicated)		
American Indian/Alaska Native	0.7%	0.9%
Asian	10.4%	7.4%
Black or African American	10.9%	7.9%
Hispanic	26.1%	27.3%
Multiethnic (non-Hispanic)	4.3%	2.9%
Native Hawaiian/Pac. Islander	2.0%	0.7%
White	38.1%	52.7%
Unknown	0.1%	n/a
Age		
14 and under	0.0%	20.4%
15-19 (traditional college ages)	**24.8%**	**6.4%**
20-24 (traditional college ages)	**31.5%**	**6.8%**
25-34	24.1%	14.8%
35-59	18.9%	34.0%
60 and over	0.7%	17.5%

Ethnic Group comparisons to other service areas also reflect greater multi-ethnic representation at CSN

	Ethnic Category	CSN % of Total	Nye County % of Total	Esmeralda County % of Total	Lincoln County % of Total
	African American	10.9%	2%	0%	2.3%
	Asian & Hawaiian/Pac Islander	10.4%	1.3%	.4%	.7%
	Hispanic	26.1%	13.6%	15.3%	6.2%
	Native American	0.7%	1.6%	4.2%	1.1%
	White	38.1%	78.9%	77.3%	87.9%
	Multiethnic (non-Hisp)	4.3%	- - -	- - -	- - -
	Unknown	.1%	- - -	- - -	- - -

D2.2 (3)
Make progress toward Affirmative Action goals, showing a close similarity of ethnicity of service area to College faculty, admin-istration and staff
	• The Department of Human Resources reviews both applicant and staffing reports to look for ways to increase diversity.
	• The College is continuing to monitor its success toward meeting the goals set forth in the Affirmative Action Plan. CSN is committed to diversity and provides the following information in support of that commitment:
	  ▶ The Female employee percentage (52.2%) is higher than our service area (49.0%)
	  ▶ Though CSN experienced a dip in the percentage of Hispanic employees, since January CSN has hired 11 full-time Hispanic employees (14.1% of the total new hires)
	  ▶ The Asian employee percentage (7.6%) has increased from last year's percentage (6.5%)
	  ▶ The American Indian/Alaskan Native employee percentage (2.0%) is higher than our service area (1.2%)
	  ▶ The Black/African American employee percentage went down from last year's 11.1% to 10% this year but since January CSN has hired 19 full-time Black employees (24.4% of the total new hires)
	  ▶ The Hawaiian/Pacific Islander employee percentage (1.3%) is higher than our service area (.8%)

------------------------------ Hiring policies and practices demonstrate a commitment to hiring di-verse employees	-- • The College is finalizing a new hiring policy that places additional emphasis on hiring a diverse workforce. • The Department of Human Resources' recruitment team continues to focuses on advertising in diversity related publications, websites and list servers to increase the diversity of applicant pools. • A member of the Affirmative Action team meets with each search committee to ensure they are aware of the Colleges goals and to discuss any disparities within the hiring department. • Once the search committee has finished their review of applicant credentials, the Department of Human Resources reviews each summation form to ensure the applicant pool being invited for interview(s) is diverse.
------------------------------ Affirmative Action Plan is reviewed annually, and identified needed changes	-- • Each year, the College does a comprehensive review of the Affirmative Action Plan. • As areas of incongruence are discovered, the Affirmative Action team in

are implemented	consultation with the President and/or Vice Presidents determines an action plan.
D3.1 (3) Collaborations with local Chambers of Commerce, development authorities, and others concerned and involved with workforce development will increase over previous years; and the number of WED programs and clients (students) served will show an annual increase	**DWED STATUS:** • During FY 13/14 DWED entered into 51 contracts with businesses and other organizations. Nineteen customized training classes were developed and 217 employees participated in customized training. DWED conducted 344 WorkKeys assessments and 250 National Career Readiness Certificates were awarded; this is a 59% increase over last fiscal year. **PARTNERSHIPS:** • City of Las Vegas – DWED/CSN site established at City Hall; 267 City employees enrolled in CSN's training programs. • The Nevada Workforce Development Center was opened on the Cheyenne campus. The Center is staffed by a Business Services Coordinator from DWED and a Coordinator from DETR. The Center's main goal is to support current businesses to ensure their future health and to assist businesses considering relocating to Nevada. Center staff has documented approximately 1,000 contacts since the Center opened. • Department of Motor Vehicles – developed new traffic safety course • City Impact Center – Developed a Workplace Specialist & Professional Development Certificate Training Program for City Impact clients • Department of Labor & Industries- computer classes for employees • Department of Training and Rehab - computer class & Personal Fitness Trainer Certificate • Clark County- Department of Family Services - GED en Español • NV Workforce Connections - WorkKeys assessments and training for clients • Delta Academy - WorkKeys assessments and training for clients • UMC - ESL training for nurses • Hilton Grand Vacations – ESL training for employees • Dignity Health – ESL training for employees • TELUS International – computer training for employees • LHoist – computer training for employees • Veteran's Affairs – computer training and retirement planning for employees **CHAMBER MEMBERSHIPS/DEVELOPMENT AUTHORITIES:** • Participation on North Las Vegas Advisory Board • Conducted City of Las Vegas Downtown Development Focus Group • Staff attendance at Metro and Henderson Chamber events • Staff attendance at Southern Nevada Strong and Regional Economic Development Education Taskforce • Nevada Workforce Development Center staff attendance at Governor's Industry Sector Council meetings
-------------------------------- Local business and industry groups will state that CSN programs are responsive to their needs and show a 75% level of satisfaction	-- **DWED STATUS:** • DWED total enrollments for FY13/14 – 15,315. The total number of fulfilled registrations was 14,150. This represents a slight increase over FY12/13 (2%). • Surveys from students attending the Community and Personal Enrichment Program – 85% satisfaction

	• Surveys from students attending TAACCCT Home Care Aide Training – 96% satisfaction • Surveys from students attending TAACCCT Facilities Maintenance Training – 86% satisfaction • Surveys from students attending American Heart Association and Healthcare classes – 85% satisfaction • Surveys from students attending Business Services classes – 95% satisfaction
---------------------------------- Grant-based funding will increase annually	-- DWED STATUS: • DWED received an award of $1,583,392.20 from the Adult and Family Literacy Act Grant in May 2014 • $381,000.00 from DETR for Apprenticeship Program Studies • $204,000.00 from Workforce Connections for Apprenticeship Program (pending award) • $88,000.00 from Governor's Health Sector Council/DETR to develop Community Health Worker Training Program in collaboration with TMCC • $50,000 donation from Nevada Energy for Safety Training Lab • TAACCCT 1: awarded a one-year no cost extension which will allow us to spend down remaining funds from the 2012 one million dollar award for Home Care Training Program • TAACCCT 2: awarded $2.5 million in 2013 for Facilities Maintenance Training Program (in process) • Total Grant Funding: $5,806,392.20 Grant funding awarded last fiscal year was $4,495,638.70, and this year's grants totaled $5,806,392.20, which is an increase of $1,310,753.50.
D3.2 Demonstrate a 2% increase in participation of women and minority-owned local businesses to become certified vendors of the College	The ability to track and report a 2% increase of local, woman, and minority owned businesses registering with the College to become a vendor is not possible given the limitations of our current financial/purchasing system. Though the goal is achievable, the means to accurately track progress is not yet available. The Nevada System of Higher Education is currently concluding a process that will result in the implementation of a new and enhanced procurement system enabling the Purchasing Department to report progress on this important metric. However, much is being done to promote the participation of local, woman, and minority owned businesses in the college's procurement processes. The College of Southern Nevada has actively supported supply chain and supplier inclusion for many years and recently redoubled its efforts and focus in this area. CSN Purchasing, with strong support from College administration and its Office of Diversity and Inclusion, utilizes a multi-faceted approach to stimulate the interest and awareness of local emerging businesses in CSN opportunities. The summary below details the momentum CSN is building in the area of supply chain and supplier inclusion, and provides data to demonstrate the progress of our efforts. Bidding Opportunity Notifications To comply with the NSHE Procedures and Guidelines Manual requirements to distribute all formal solicitations through one or more approved vendor outreach channels, CSN distributes notifications of bidding opportunities through the approved channels provided by the NSHE Vice Chancellor of Finance and Administration office and several additional outreach and advocacy groups. These include the: Las Vegas Asian Chamber of Commerce, Urban Chamber of Commerce, North Las Vegas Chamber of Commerce, Latin Chamber of Commerce,

	Women's Chamber of Commerce, Nevada Minority Supplier Development Council, and the Governor's Office of Economic Development. Supplier responses to CSN solicitations have increased considerably in the last 15 months and many local, emerging businesses have participated in the bidding process. CSN Purchasing will continue to develop improved methods of tracking bid responses to better measure the effectiveness of the enhanced notification process. CSN Hosted Supplier Inclusion Event and Workshops On November 1, 2013, CSN hosted its inaugural Supplier Inclusion Networking Event and Workshop. CSN partnered with the Asian Chamber of Commerce, the Latin Chamber of Commerce, the Urban Chamber of Commerce, Akers and Associates, the Governor's Office of Economic Development, and several other business and community organizations to promote the event. The Workshop enjoyed a varied participation—the 44 attendees representing local businesses and community organizations included a judge, a representative from Senator Heller's office, and the president of the Latin Chamber of Commerce. The clearly positive feedback to this event, coupled with the College's commitment to continue the momentum to strengthen local business relationships, prompted CSN to hold a second event on February 28, 2014. This event hosted 54 local businesses and community organizations and 25 CSN faculty and staff.