COLLEGE OF SOUTHERN NEVADA

Strategic Plan 10-17

ANNUAL REPORT
As of June 30, 2015
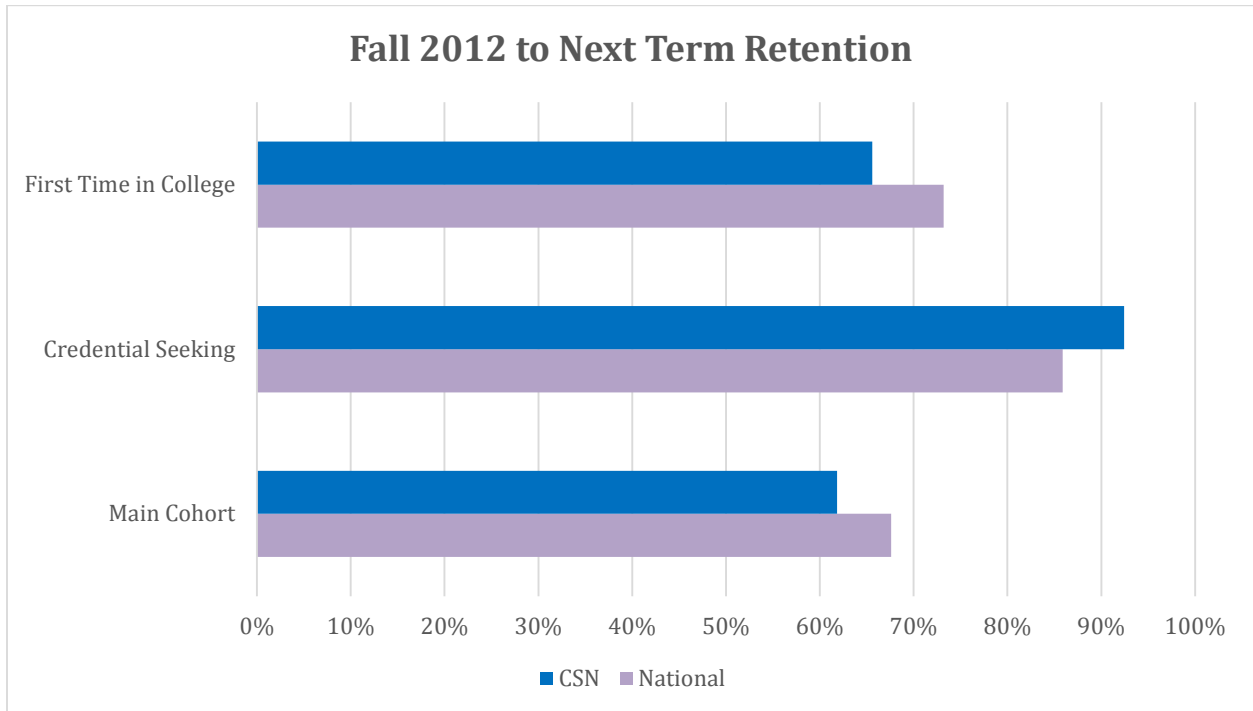
2015 Annual Strategic Plan Report

Core Theme: Student Success

Goal 1: Increase Student Retention

Measure: Retention rate of students from semester-to-semester.

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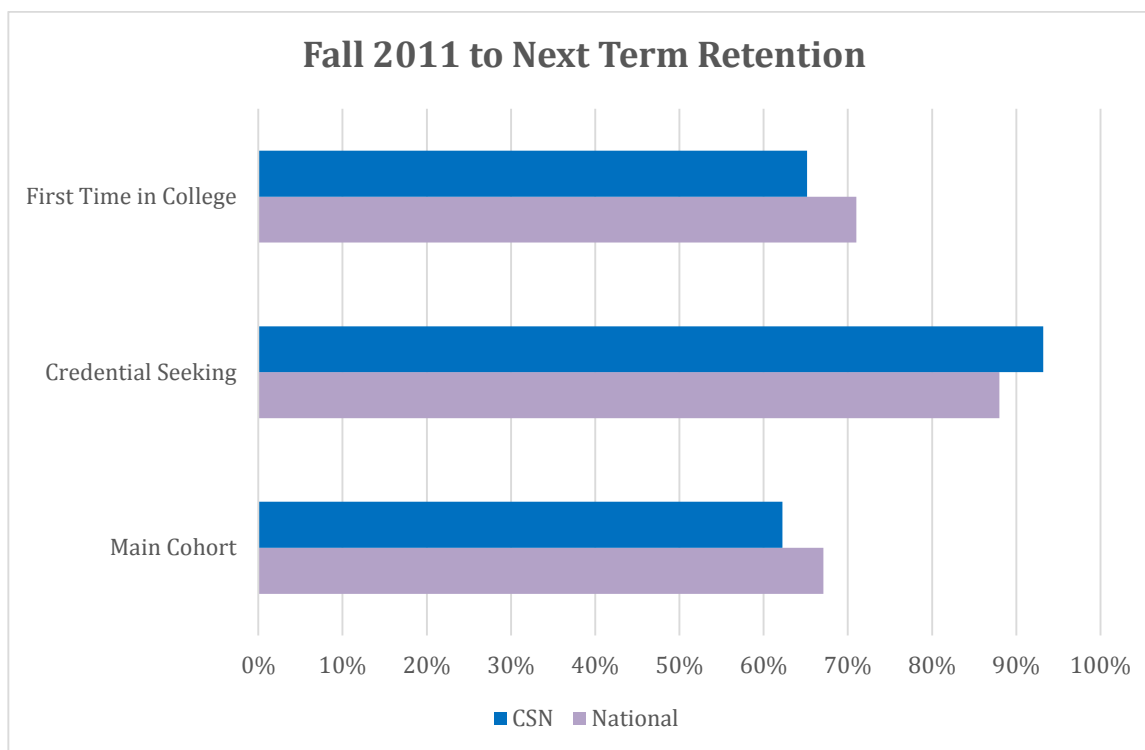
Progress:

Fall 2012 to Next Term Retention

(Categories: First Time in College, Credential Seeking, Main Cohort; Series: CSN, National; x-axis 0% to 100%)

*Source: VFA Benchmarking Dashboard, 2014-15 Collection, all participating schools

> **Using the Voluntary Framework for Accountability metrics (supported by the American Association of Community Colleges) as a national benchmark, CSN's semester-to-semester student retention rates remain very close to the national benchmark. (See charts above and below.)**
>
> **CSN slightly *trails* the national benchmark for semester-to-semester retention for the "first time in college" and "main cohort" student populations. However, CSN exceeds the national benchmark in semester-to-semester retention for all "credential seeking" students.**
>
> ***The VFA is the principle accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences.**

Fall 2011 to Next Term Retention

Horizontal bar chart comparing CSN and National retention rates for First Time in College, Credential Seeking, and Main Cohort categories, with a percentage axis from 0% to 100%.

Legend: ■ CSN ■ National

Source: VFA Benchmarking Dashboard, 2013-14 Collection, all participating schools

<u>Target Indicator 2</u>: The number of unearned F grades decreases each year.

Progress:
There were a total of 92,705 duplicated students in classes (excluding 0-credit classes) in Fall 2014.   There were 13,535 F grades issued with 7,325 that were "unearned", meaning they were a result of non-attendance and/or non-participation prior to 60% of the length of the semester. This accounts for 8% of all grades posted, which is slightly higher than the 6% rate from Fall 2013.
To address this, the College has implemented the following:
1. The 25 high enrollment/low success courses for spring 2015 have been identified.
2. Data will be shared with deans and department chairs on September 25 at the inaugural Collegiate Council meeting
3. Academic deans and department chairs have been asked to prepare action plans to address these 25 high enrollment/low success courses
4. Information is being shared about the financial impact of unearned F's through public forums with deans, department chairs, and faculty
5. Pilot programs to provide supplemental instruction through a Perkins project will be up and running this academic year
6. Increased reading tutorial support will be offered through the Centers for Academic Success
7. Institutional research has been asked to compare the unearned F rate for the ATD MMP (Mandatory Matriculation Process) cohort from the last academic year, to the overall student population to determine if our MMP efforts have any impact on unearned F grades

8. Faculty senate is considering an attendance policy to encourage faculty to engage students early in the semester
9. Office of eLearning is developing a strategic plan to incorporate an assessment of students prior to enrollment in online courses to determine if students are ready for the online format

Goal 2: Increase Student Persistence

Measure: Persistence of students from academic year to academic year
Target Indicator: Year-to-year persistence rates will meet or exceed a nationally recognized benchmark.
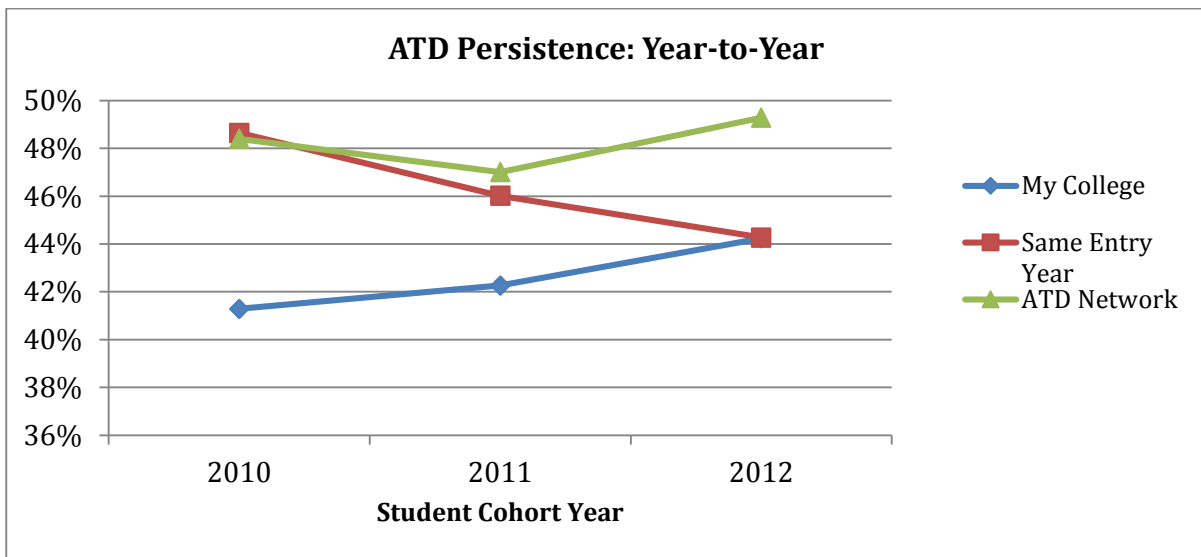
Progress:

ATD Persistence: Year-to-Year

Figure ATD Student Success Outcome M4

Using the Achieving the Dream (ATD) metrics as the national benchmark, CSN falls a little short in meeting the national average for year-to-year student persistence. In 2012, CSN's year-to-year persistence rate was just over 44%. The ATD college average was just over 48%. It is important to note that CSN became an ATD institution in 2012. The CSN year-to-year persistence rate has climbed each year between 2010 and 2012. (The line showing "Same Entry Year" data is from institutions that became an "ATD institution" the same year CSN did.) It is expected that the year-to-year persistence rate will continue to climb and should meet or exceed the ATD average in a year or two.

Goal 3: Increase degree and certificate completions

Measure: Complete College America goals, and NSHE performance pool targets.
Target Indicator 1: CSN meets or exceeds Complete College America goals.

> **Progress:**
> **NSHE's 2014-15 CCA goal for CSN was 4,796 graduates for the academic year. For that time period (Summer 2014–Spring 2015), we conferred 3,044 certificates of achievement, associate degrees and bachelor's degrees as well as 1,790 skills certificates. This is a total of 4,834, which is .8% more than the CCA goal.**

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

> **Progress:**
> **NSHE released the Performance Pool Outcomes report on 1/8/2015. CSN's Year 2 target was 2,665.4 weighted points. CSN's actual (earned) weighted points were 2,990.5, which was 112.2% of the target.**

Goal 4: Provide a "Pathway Sheet" for every degree/certificate that shows a timely route to completion for both full- and part-time students

Measure: Degrees and certificates that have Pathway Sheets.

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

> **Progress:**
> **All degrees have guided pathways that will be published in the 2016-2017 College catalog. Until then they can be accessed from the CSN Home Page by clicking on the degree programs in the left column, picking the degree sheet, and scrolling down to find the guided pathway.**

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

> **Progress:**
> **All certificates have guided pathways that will be published in the 2016-2017 College catalog. Until then they can be accessed from the CSN Home Page by clicking on the degree programs in the left column, picking the appropriate certificate sheet, and scrolling down to find the guided pathway.**

Core Theme: Quality

Goal 1: Conduct required assessment of degree and certificate programs

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

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

> **Progress:**
> **Since 2012, degree and certificate of achievement programs have worked on designing 3-year assessment plans with the intent of revising program student learning outcomes to incorporate higher-level cognitive outcomes measurement. Additionally, programs have been asked to identify or design a comprehensive culminating direct measure of assessment and subsequent**

rubric for assessment of student performance. The percentage of programs within each School that have submitted 3-year assessment plans are: Advanced and Applied Technology (72%), Arts & Letters (100%), Business, Hospitality, & Public Services (31%), Behavior, Education & Social Sciences (53%), Health Sciences (91%), and Science & Mathematics (0%). Of the 147 degree programs and certificates, 83 plans (56%) were submitted to the Office of Assessment for approval. All 83 plans received initial approval for implementation with requested modifications to the plans. Of the initially approved plans, 25% were resubmitted with the requested modifications and received final approval. The college is progressing in this area and maintains a goal of 100 percent compliance.

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

Progress:
For AY 2014 -2015, 100% of academic programs at CSN were actively engaged in assessment activities to include: drafting and revision of multi-year assessment plans, program outcome revision, collecting data on direct measures of assessment. CSN achieved 62% compliance with submitted assessment plans and 15% compliance with submitted assessment reports. New assessment policies and strategies will be implemented for AY 2015-2016 to increase compliance with the strategic plan goals.

Goal 2: Student learning outcomes for every academic course will be evaluated every three years
Measure: Academic programs' three-year matrix of reviewed courses.
Target Indicator: 100 percent of courses in each academic department are submitted and reviewed every three years.

Progress:
The formalization of a 3-year rolling schedule of reviews of all course outcomes is being developed. For the 2014-2015 year, several departments reviewed all course outcomes, but a more clearly delineated list of which departments will review which course outcomes will be created for 2015-2016. Work with the Deans, Chairs and Academic VP will begin quickly this year so that a firm schedule is created for 2015-2016, all parties will be aware of their responsibilities for review, and an accurate measure can be provided at the end of the year.

Goal 3: Increase faculty skills in training and professional development
Measure: Faculty participation in professional development activities including CAPE and outside agency conferences, training and activities.
Target Indicator: The number of faculty participating in professional development activities increases 2-3 percent from year to year.

Progress:
CAPE provided 346 professional development training sessions from July 1, 2014 to June 30, 2015. There were 3,807 duplicated employees who participated in these sessions, with 2,081 classified as duplicated academic faculty. Since this is the first year that attendees were tracked by classification (academic faculty, administrative faculty or classified staff), percentage increases are not yet available. However taking into account the 15% increase in overall attendance from the 2013-2014 year and a 20% increase in convocation workshop participation, attended fairly exclusively by faculty, it is fair and reasonable to say there has been a significant increase in faculty attendance at CSN Human Resources CAPE-provided trainings. In addition to these numbers, there were 304 part-time faculty members who attended the Fall 2014 Adjunct Impact conference.

Goal 4: Foster long-term partnerships with business and industry for training and education
Measure: Number of business partnerships.
> Target Indicator: Among those businesses that need continuing training, over 50 percent are repeat customers.

Progress:
The percentage of training partnerships that are repeat customers for the 2014-2015 year is 75%, which is an increase over the percentage of repeat customers from the 2013-2014 year of 72%.

Core Theme: Diversity
Goal 1: Faculty and staff ethnicities mirror the CSN service area
Measure: Annual Affirmative Action report.
> Target Indicator: The diversity percentages of full-time faculty and staff match the ethnic diversity of the CSN service area (Clark and Nye counties).

Progress:
- **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 is particularly proud of the following:**
  - **The Female employee percentage (57%) is higher than our service area (50%)[1]**
  - **CSN continues to increase the percentage of Hispanic employees and has, since July, hired 18 full-time Hispanic employees (20% of the total new hires).**
  - **The Asian employee percentage (8%) has increased from last year's percentage (7.6%)**
  - **The American Indian/Alaskan Native employee percentage (1%) is aligned with our service area (1%)[1]**

> o **The Black/African American employee percentage (12%) is higher than our service area (11%)[1]**
> o **The Hawaiian/Pacific Islander employee percentage (1%) is aligned with our service area (1%)[1]**
> [1]County statistical data provided by the U.S. Bureau of the Census, Population Estimates Program (PEP). http://www.census.gov/popest/estimates/html.

Goal 2: Student body ethnicities mirror the CSN service area
Measure: Student ethnic demographics.
> Target Indicator: The diversity percentages of CSN students match the ethnic diversity of the CSN service area (Clark and Nye counties).

> **Progress:**
> **The proportions of minority students are very similar to the population of Clark County (2010 Census). Of note: Hispanic population at CSN = 27%, Clark County (CC) = 29%; Asian population at CSN = 10%, CC = 9%; African American population at CSN = 12%, CC = 10%. The largest disparities in proportion are within the White Non-Hispanic (CSN=36%, CC=48%) population, and the "Unknown" category, which is not reported in the Census data for CC.**
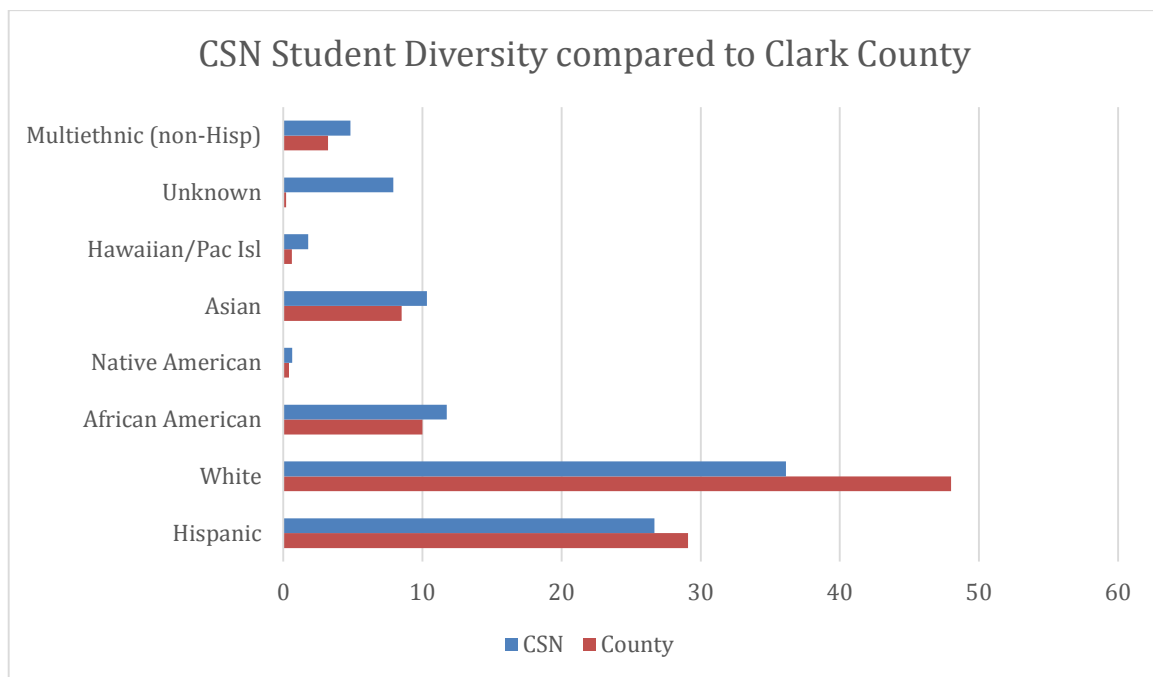
Source: Fall 2014 Final enrollment; 2010 US Census

Goal 3: Provide diversity or culturally oriented events
Measure: Participation/numbers of diversity or culturally oriented events.
> Target Indicator 1: The number of diversity or culturally oriented events is maintained from year to year.

Progress:
In 2014-2015, CSN hosted 55 diversity-related activities and events throughout the year, including those organized through seven multicultural committees. This reflects an increase of more than 50% in activity from the 25 events in 2013-2014.

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

Progress:
In 2014-2015, approximately 2,258 students, staff, faculty and community representatives attended diversity-related activities and events. This is an increase of 22% from 1,757 reported in 2013-2014.

Goal 4: Reduce identified achievement gaps in any student population
Measure 1: Ethnicities of first-time, full-time students obtaining a degree or certificate.
　　Target Indicator: The ethnic proportion of all student graduates will meet or exceed the ethnic proportion of the student population.

Progress:
Recent graduates (Summer 2014 – Spring 2015) were evaluated against enrollments for Fall 2014. The ethnic proportions of the graduates are similar to the enrollment proportions, however most of the graduate proportions are smaller than the enrollment proportions. The exceptions to this case are the Asian, Hawaiian/Pacific Islander and White graduate populations. These proportions for both graduation and enrollment are consistent with those of the prior year.
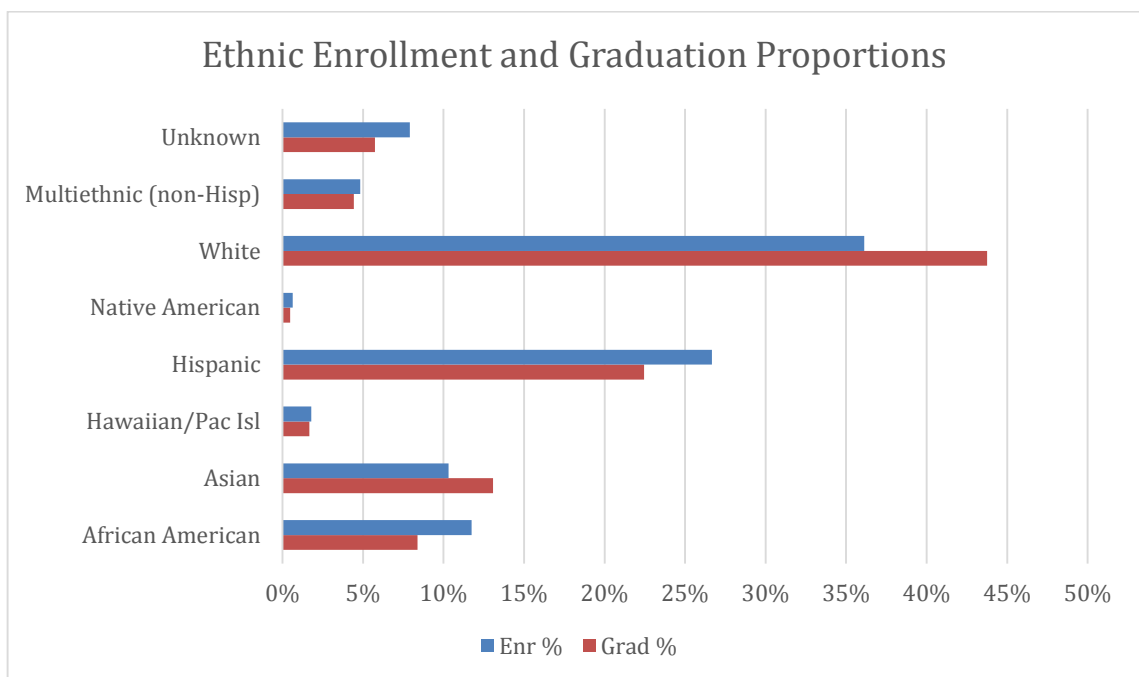
Source: Fall 2014 Final Enrollment; Graduation Data, 2145-2152

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

Target Indicator: The ethnic proportion of all retained students will meet or exceed the ethnic proportion of the student population. [Rephrased: The varying ethnicities at CSN will be retained at the same rate as the overall student population.]

Progress:

	Fall 2012 Students	Fall to Next Term Retention		Result
All Students in Cohort	**4,063**	**3,756**		**92.4%**
Am. Indian / Alaskan	19	17	❌	89.5%
Asian	431	398	✅	92.3%
Black	406	377	✅	92.9%
HI / Pac. Isl.	70	66	✅	94.3%
Hispanic	1,109	1,043	✅	94.0%
White	1,529	1,393	✅	91.1%
2+ Races	226	209	✅	92.5%
Unknow n	273	253	✅	92.7%

Source: VFA Benchmarking Dashboard, 2014-15 Collection, all participating schools

Using the Voluntary Framework for Accountability (VFA) metrics (supported by the American Association of Community Colleges), CSN's semester-to-semester student retention rates by ethnic proportion compared to the overall CSN VFA cohort for semester-to-semester retention are highlighted above. The data above represents the students in the VFA* cohort who were enrolled in the Fall 2012 semester and were subsequently retained to the spring 2013 semester.

As shown, first term to second term retention rates for each population by ethnic group meets or exceeds the average first term to second term retention rates for the overall CSN VFA cohort for all student populations except for two—the American Indian/Alaskan group and the white group. The cohort size for the American Indian/Alaskan student population is very small showcasing that only two students of the 19 in this sub population did not get retained into the second semester which puts this group slightly below the cohort average for first term to second term retention. The white ethnic group trails the cohort's average first term to second term retention as well—by just over 1%.

*The VFA is the principle accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences.

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

Target Indicator: The ethnic proportion of all students persisting from year-to-year will meet or exceed the ethnic proportion of the student population. [Rephrased: The varying ethnicities at CSN will persist at the same rate as the overall student population.]

Progress:

	2013 Cohort	Fall-to-Fall Persistence	Result	
All Students in Cohort	7,057	3,284		46.5%
Black	1,026	326	❌	31.8%
Hispanic	1,939	955	✅	49.3%
Other	1,786	906	✅	50.7%
White	2,306	1,097	✅	47.6%

Source: CSN ATD Complete 201508 v2

Using CSN's Achieving the Dream (ATD) metrics, CSN's year-to-year student persistence rates <u>by ethnic proportion</u> compared to the overall CSN ATD cohort for year-to-year persistence are highlighted above. The data above represents the students in the CSN ATD cohort (disaggregated by ethnic proportion) who were enrolled in the Fall 2013 semester and who *persisted* to the fall 2014 semester.

As shown, first year to second year persistence rates for each population by <u>ethnic group</u> meets or exceeds the average first year to second year persistence rates for the overall CSN ATD cohort for all student populations except for one—the African American population. The African American population of the CSN ATD cohort trails the CSN ATD cohort's first year to second year average persistence rates by 14.7%. Much work is currently being done to address this gap in persistence.

In fact, one of the two CSN ATD intervention pilots that was adopted in 2013-2014 seeks to specifically address this year-to-year persistence gap for our African American population. Initial intervention assessment data suggests that the ATD intervention that was put into place is beginning to help increase year-to-year persistence for our African American student population. Additionally, there are other initiatives that are currently underway at CSN that will be implemented to help all student groups persist at greater levels.

Goal 5: CSN provides a safe and inclusive environment
Measure 1: Clery Act statistics

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

> **Progress:**
> **From the Clery ACT Report, there are 24 On-Campus statistical measures recorded. Of those, 13 measures remained at zero, two remained the same as last year, five measures showed a decrease in incidents and four measures showed an increase.**

Measure 2: College initiatives.

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

> **Progress:**
> **The College has increased the number of initiatives to provide a safe and inclusive environment this year, with more on the way.**
>
> **In 2014-2015, the college developed a detailed strategic diversity plan, with goals that specifically connect to this CSN overall strategic goal.**
>
> **The Work Climate Committee included specific survey questions on diversity and inclusion in the snap survey conducted and analyzed in 2014-2015. The final report is posted on the CSN Work Climate Committee webpage:**
> http://www.csn.edu/uploadedfiles/Administration/Institutional_Research_and_Planning/Work_Climate/2014-2015_Snapshot_Pilot_Survey_withExecSumm_report_FINAL_fixed.pdf
>
> **In 2015, the college launched the Safe Zone program. Thirty-two CSN faculty/staff have been identified as allies and received training. The CSN Safe Zone Program is designed to promote a more welcoming, safe, and inclusive environment for members of the LGBTQ communities and to educate and promote understanding, appreciation and respect.**
>
> **Since September 2014, CAPE and the Office of Community Relations, Diversity and Multicultural Affairs host "Diversity Day." This is an all-day diversity awareness and cultural sensitivity training for faculty and staff, which focuses on student interaction and provides practical tools to enhance student success. This effort has reported 440 participants in the three sessions held to date.**

Core Theme: Access

Goal 1: Students will have access to support services they need

Measure 1: Students utilizing tutorial services.

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

> **Progress:**
> **In total, all tutorial appointments (drop-in and appointment-based) for CSN students increased from 52,309 visits during 2013-2014 to 65,618 visits during 2014-2015. This equates to an increase of 25.4%.**

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

> **Progress:**
> **In early September of 2014, a suite of 32 online student success skills workshops on a variety of topics, known as StudentLingo, were first made available to CSN students, staff and faculty by secure login via MyCSN. Workshop completion was recorded in two parallel ways: the amount of time each user spent viewing a workshop was tracked, and users were offered the chance to print an optional certificate of completion.**
>
> **In the Fall 2014 semester, 2,272 distinct individuals, resulting in 2,645 workshop visits of 10 or more minutes, accessed the online success workshops. Overall, 72% of student users rated workshop quality as Excellent or Very Good, and almost all (91%) student users reported learning information that would improve their skills. In the Spring 2015 semester, 3,267 distinct individuals accessed the success workshops, resulting in 6,535 workshop visits of 10 or more minutes and 5,447 printed certificates of completion. More than half of the users completed three or more workshops.**
>
> **Since success workshops were not offered in the prior academic year (2013-14), no comparison of utilization rates is possible. However, interest in the success workshops is increasing among CSN faculty, staff and students, so an increase is anticipated for next year.**

Measure 2: Students receiving academic advising and counseling every semester.
  <u>Target Indicator</u>: Student scheduling appointments with academic advisors and counselors will increase 3-4 percent from year to year.

> **Progress:**
> **For the 2014-2015 Year: There were 34,115 student appointments, and an additional 1,400 hours of online advising. Based on 2013-2014 advising and counseling services provided to students, this year's service numbers represent a 33.11% increase in usage by students. Data below.**
> - **Advisors/Success Coaches held a total of 19,655 actual 30-minute scheduled appointments with students (*total excludes no-shows*).**
> - **Advisors/Success Coaches met with an additional 1,208 students during scheduled 90-minute group advising sessions as part of Orientation and Boot Camp events.**
> - **Advisors/Success Coaches provided 1,400 hours of online advising chat room services to students.**
> - **Academic Counselor appointment system recorded 13,252 student appointments.**

Measure 3: Staffing of academic advisors and counselors.
  <u>Target Indicator</u>: The ratio of students to advisors and counselors will be 500:1.

> **Progress:**
> **Advisors, success coaches, faculty advisors and school counselors all play very different but vital roles in helping students achieve success. The combined ratio of all these different types of employees would be 1,042:1. Breaking down that ratio into the different categories, the ratios of academic advisors/success coaches, faculty advisors and school counselors are:**
>
> ☐ **Academic Advisors/Success Coaches to first-time college students (new, non-transfer) and Associate of General Studies (AGS) new and returning students - 809:1**
>
> ☐ **Trained Faculty Advisors to students - 137:1**
>
> ☐ **School Counselors to degree seeking returning and transfer students – 1,217:1**

Goal 2: Increase access to business and industry training
Measure 1: Students participating in DWED training opportunities.
> Target Indicator: Student enrollment in DWED training opportunities will increase 1.5 percent from year to year

> **Progress:**
> **The student enrollment in DWED training opportunities increased from 15,315 in 2013-2014, to 17,382 in 2014-2015. This shows a phenomenal increase of 16% in just one year.**

Measure 2: Students completing skills certificates in an academic IPEDS reporting year.
> Target Indicator: Student completion of CSN NSHE-approved skills certificate programs will increase 1.5 percent from year to year.

> **Progress:**
> **CSN students earned 1,787 skills certificates in the 2014-15 academic year (Summer 2014 – Spring 2015). This is approximately 4% lower than the number earned (1,865) in the 2013-14 academic year.**

Goal 3: Provide access to enrichment events for students, employees and the diverse community at large

> **NOTE: The public performance of artistic and cultural events is not only an effort of the Department of Fine Arts, but also the CSN Performing Arts Center, the Department of English, and other entities within CSN. This report is the first of its kind, and though there are no previous reports with which to compare, the level of artistic and cultural presentations at CSN has been steadily increasing over the last five years. Contributing to that growth are several new initiatives, including an English Department presentation and discussion of *Rocky Horror Picture Show,* and a collaborative Fine Arts fundraiser that is cross disciplinary, employing the talents of such diverse groups as CSN's *Middle Eastern Dance Ensemble* and the *CSN Calypso Coyote Steel Drum Band.* These are new efforts that greatly broaden the range of tastes and interests of both CSN students and potential audiences.**

> **This report counts only <u>public presentations</u> given by CSN; groups that rent the Performing Arts Center are not counted in this report, although it should be noted that the general public gives dozens of performances and presentations each year on the CSN campuses.**

Measure 1: Number of art gallery and other art events.
>   <u>Target Indicator</u>: Number of art gallery events will be maintained or increased each year.

> **Progress: The number of art gallery & other art events - 15**

Measure 2: Number of music performances.
>   <u>Target Indicator</u>: Number of music events will be maintained or increase each year.

> **Progress: The number of music events - 19**

Measure 3: Number of theatre performances.
>   <u>Target Indicator</u>: Number of theatre events will be maintained or increased each year.

> **Progress: The number of theatre performances - 21**

Measure 4: Number of dance performances.
>   <u>Target Indicator</u>: Number of dance performances will be maintained or increased each year.

> **Progress: The number of dance performances - 8**

Measure 5: Number of public presentations related to literary arts.
>   <u>Target Indicator</u>: Number of public presentations related to literary arts will be maintained or increased each year.

> **Progress: The number of literary arts events - 8**

There are 32 Target Indicators in this 2014-2015 Revision. Achieving success would equate to reaching 80% of the 32 target indicators, or achieving 26 indicators in the Plan.