College of Southern Nevada

Evaluation of Institutional Effectiveness Report

Fall 2022

Submitted to
Northwest Commission on Colleges and Universities

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EVALUATION OF INSTITUTIONAL EFFECTIVENESS

Prepared for the Northwest Commission on Colleges and Universities
by the College of Southern Nevada

Submitted August 1, 2022
Site Evaluation October 5-7, 2022

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Institutional Report Certification

On behalf of the institution, I certify that:

✓ ☐ There was broad participation/review by the campus community in the preparation of this report.

✓ ☐ The Institution remains in compliance with the NWCCU Eligibility Requirements

✓ ☐ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued accreditation of the Institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

College of Southern Nevada

Name of Institution

Federico Zaragoza, PhD

Name of Chief Executive Officer

_____

Signature of Chief Executive Officer

8/1/2022

Date

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Overview and Preface

Institutional Overview

Founded in 1971 as Clark County Community College with 402 students, the College of Southern Nevada (CSN) is the state's largest and most ethnically diverse institution of higher education, serving the educational and training needs of more than 2 million people within its service area of Clark County. CSN's three main campuses (West Charleston Campus, located in Las Vegas, North Las Vegas Campus, located in the City of North Las Vegas, and the Henderson Campus, located in the City of Henderson) are each about 80 acres. CSN also operates seven learning centers throughout the valley, including three high-tech learning centers located at Green Valley High School, Palo Verde High School, and Western High School. In addition, CSN maintains student training and affiliation agreements with more than 300 clinical instruction locations at various healthcare facilities throughout Southern Nevada, and CSN provides robust distance education programming. We are recognized by the Integrated Post-secondary Education Data System (IPEDS) as a four-year institution, primarily offering associate degrees, less-than-one-year certificates, and less-than-two-year certificates, as well as additionally offering specialized bachelor's degrees.

CSN is led by Dr. Federico Zaragoza, President and Chief Executive Officer, and his executive leadership team. Our CEO proudly collaborates with CSN's Institutional Advisory Council and has established a spirit of shared governance with representatives from the CSN Faculty Senate, Administrative Faculty Assembly, and Classified Council. CSN is actively refining our Shared Governance Policy to promote a culture of students first and to assure inclusivity as well as accurate and frequent communication.

CSN's policies, mission, vision, and values statements affirm CSN's role within the Nevada System of Higher Education (NSHE). Established with a community college mission, CSN continues to serve that role with the addition of baccalaureate degrees in health, deaf studies, business, fire and emergency services, environmental management, and hospitality disciplines. CSN is organized into six academic schools: Advanced and Applied Technologies; Arts and Letters; Business, Hospitality, and Public Services; Education, Behavioral and Social Sciences; Ralph and Betty Engelstad School of Health Sciences; and Science, Engineering, and Mathematics, which house 20 academic departments offering more than 200 degrees and certificate programs in 71 fields of study. CSN offers the following degrees: Associate of Arts (AA), Associate of Business (AB), Associate of General Studies (AGS), Associate of Science (AS), and the Associate of Applied Science (AAS) as well as numerous Certificates of Achievement. In academic year 2013-14, CSN began to report several identified Skills Certificates comprised of course sequences less than 9 credits that lead to state or national industry certification. CSN also offers a broad selection of noncredit and continuing education courses through its Division of Workforce and Economic Development.

All degree-seeking students upon enrollment are asked to select one of 11 areas of study to start their learning journey. This early decision ensures that each student begins with Gateway Math and English courses along with common General Education courses for their selected area of study within their first year. Students maintain momentum toward their educational goals by selecting a major within their first year at CSN.

The CSN Office of e-Learning manages 28 fully online degrees delivered through Canvas Learning Management System. Additionally, CSN's Office of e-Learning instructional designers provide a comprehensive online teaching course for faculty professional development and oversee the College's Quality Matters online course evaluation system.

Responding to the unique needs of the Las Vegas valley, CSN provides personalized schedules including day, evening, and weekend classes taught on the three main campuses and at multiple locations throughout Southern Nevada. Additionally, students receive personalized Student Services to supplement the academic support for our students. However, during the semesters impacted by the COVID-19 pandemic (Spring, Summer, and Fall 2020 and Spring 2021), 75% of our courses transitioned to remote online instruction. Similarly, most Student Services Units adjusted to the obstacles created by COVID-19 outbreak to provide virtual services and in some exceptional cases in-person services. The 2021-2022 academic year saw us return to 45.8% in-person and hybrid instruction.

CSN awards the largest number of Associate Degrees and industry-recognized Certificates in the state. Its programs educate a professional and technologically savvy workforce that has been the backbone of the state's prosperity since CSN opened its doors in 1971. In 2020-2021, CSN graduated its largest class ever, awarding 4,725 degrees and certificates to 4,472 students (IPEDS Reporting). In Fall 2021, CSN enrolled 31,011 unique students or 17,170 full-time equivalent (FTE) students. Preliminary numbers indicate that the 2021-2022 graduating class is expected to be even larger. CSN regularly maintains student demographics, learning, and success profiles through the Office of Institutional Research and Office of Institutional Assessment in the Division of Institutional Effectiveness.

CSN employs approximately 1,175 full-time employees, of which 526 are full-time academic faculty members; additionally, CSN has approximately 890 part-time instructors on staff. Of our full-time faculty, 40% hold doctorate degrees, and 79% have a master's degree. In our part-time faculty ranks, 47% hold master's degrees, and approximately 11% have doctorates.

We invite you to learn more about CSN through these personal videos (Click on pictures):

Message from Zachary Johnagan CSN Student Government President 2021-2022

Why Students Choose CSN

Since the Year-Seven Report in Fall 2015, there have been several changes in executive leadership:

May 2016: Patricia Charlton was appointed Senior Vice President of Strategic Initiatives and Administrative Services and Accreditation Liaison Officer after serving as Senior Vice President of Finance and Administration for 14 years.

May 2017: Dr. Hyla Winters retired as Vice President of Academic Affairs having previously served as Accreditation Liaison Officer, Associate Vice President of Academic Affairs, and Dean of Health Sciences, spanning a CSN career of over 30 years.

July 2017: Dr. Margo Martin was selected as Vice President of Academic Affairs and Accreditation Liaison Officer, previously serving as Associate Provost at Florida State College at Jacksonville.

January 2018: President Michael Richards resigned as [Fifteenth President](#) and Chief Executive Officer of CSN after serving 10 years as president. Previously Dr. Richards served at CSN as Vice President (2005-2007), then was appointed interim President in 2007 and appointed President in 2008 after a national search.

February 2018: Dr. Margo Martin was appointed by the NSHE Chancellor as Acting President and Chief Executive Officer, serving CSN as [Sixteenth president](#).
Senior Vice President Patricia Charlton was selected as Vice President for the Henderson Campus.
Clarissa Cota was appointed as interim Vice President of Academic Affairs and Accreditation Liaison Officer when Dr. Margo Martin was appointed as Acting President.

August 2018: Dr. Federico Zaragoza, approved by the NSHE Board of Regents as the [Seventeenth President](#) and CEO for CSN in May 2018, started his role as CSN President in August 2018. Dr. Margo Martin was appointed by Dr. Zaragoza to serve as interim Vice President of Transition Activities.
Dr. Shari Peterson, Director of Institutional Assessment and Accreditation, was appointed by President Zaragoza as Accreditation Liaison Officer.

January 2019: Dr. Margo Martin returned to her position as Vice President of Academic Affairs.
Clarissa Cota returned to her role as Department Chair of Business, a position she held for 10 years, and later in the year was selected as Vice President for the North Las Vegas Campus.
Dr. Sonya Pearson was selected as Vice President for the West Charleston Campus after serving as Vice President at Maricopa Community College in Arizona.

December 2020: Dr. Margo Martin was appointed by President Zaragoza as the Chief Institutional Effectiveness and Accreditation Officer over a new CSN Division of Institutional Effectiveness that includes the Offices of Institutional Research and Institutional Assessment.
Dr. James McCoy was selected as interim Vice President of Academic Affairs previously

serving as Associate Vice President of Academic Affairs for 8 years.
Mr. Lawrence Weekly selected as Chief of Staff/Chief Diversity Officer

January 2021: Dr. James McCoy was selected as Vice President of Academic Affairs.

Spring 2022: Multi-campus Model Migration- transition of operational positions in support of campus and college-based units.

June 2022: Resignation of Henderson Campus Vice President Patty Charlton

New Academic Program Offerings

Since the last Year-Seven Report, there were twenty-nine new program additions to the curriculum, approved by the NWCCU on the following dates:

5/11/17	Certificate of Achievement - Forensic Anthropology
5/11/17	Bachelor of Applied Science - Fire and Emergency Services Administration
5/11/17	Certificate of Achievement - Aviation Technology
5/11/17	Certificate of Achievement - Cultural Resource Management
5/11/17	Certificate of Achievement - Dance
3/9/18	Bachelor of Applied Science - Deaf Studies: American Sign Language/English Interpreting
6/7/18	Bachelor of Science - Nursing
6/12/18	Bachelor of Applied Science - Project Management
2/8/19	Association of Applied Science - Computing and Information Technology: Cyber Security-Compliance
2/28/19	Associate of Associate Science - Engineering Technology: Unmanned Systems-Unmanned Aviation Systems Technology
6/4/19	Associate of Arts - Secondary Education
1/27/20	Certificate of Achievement - Engineering Technology: Unmanned Systems-Unmanned Aviation Systems Technology
6/4/19	Associate of Applied Science - Aviation Technology Cabin Service
6/4/19	Associate of Science - Engineering Technology: Utilities-Natural Gas
6/4/19	Certificate of Achievement - Engineering Technology: Utilities-Natural Gas
7/19/19	Associate of Science - Environmental Management
10/28/19	Bachelor of Applied Science - Environmental Management
12/15/20	Associate of Applied Science Air Conditioning Technology: Building Automation
1/20/21	Associate of Science - Dental Science
4/1/21	Bachelor of Applied Science - Culinary Arts
4/1/21	Bachelor of Applied Science - Food Service Management
4/1/21	Bachelor of Applied Science - Tourism, Convention, and Event Planning
6/15/21	Certificate of Achievement - Advanced Manufacturing
10/4/21	Certificate of Achievement - Theatre: Technology and Production
2/28/22	Associate of Arts - Computer Science

2/28/22	Certificate of Achievement - Computer Science
3/29/22	Certificate of Achievement - Advanced Manufacturing: Machining
3/29/22	Bachelor of Applied Science - Environmental Conservation
3/29/22	Bachelor of Applied Science - Environmental Lab Sciences
6/9/22	Associate of Applied Science – Advanced Manufacturing (will be submitted to NWCCU for approval after Year 7 site visit)

Academic Program Deactivations

Since the last Year-Seven Report, there were twenty-four academic program deactivations to the curriculum, approved by the NWCCU on the following dates:

8/1/18	CA Applied Politics/Political Management (31 Credits)
6/3/19	AA Anthropology: African Culture (60 Credits)
6/3/19	AA Secondary Education: Humanities and Fine Arts (60 Credits)
6/3/19	AA Secondary Education: Life and Physical Sciences (60 Credits)
6/3/19	AAS Architectural Design Technology: Residential Design (72 Credits)
6/3/19	AAS Architectural Design Technology: Interior Design (67 Credits)
6/3/19	AAS Computing and Information Technology: Networking-Linux (63 Credits)
6/3/19	AAS Engineering Technology: Power Utility-Plant Operation (60 Credits)
6/3/19	CA Engineering Technology: Power Utility-Plant Operation (31 Credits)
1/27/20	AAS Deaf Studies: Interpreter Preparation (60 Credits)
1/27/20	CA Concierge Management (30 Credits)
1/27/20	CA Graphic Communication: Animation Design Emphasis (33 Credits)
1/27/20	CA Graphic Communication: Graphic Design Emphasis (33 Credits)
1/27/20	CA Graphic Communication: Multimedia Design Emphasis (33 Credits)
1/27/20	CA Graphic Communication: Web Design Emphasis (33 Credits)
1/27/20	CA Pharmacy Technology (41 Credits)
3/2/20	AAS Floral Design Technology (60 Credits)
3/2/20	CA Floral Design Technology (30 Credits)
4/1/21	AAS Applied Psychology: Addiction Services (60 Credits)
4/1/21	AAS Applied Psychology: Aging Services (60 Credits)
4/1/21	AAS Applied Psychology: Child/Family Services (60 Credits)
4/1/21	AAS Applied Psychology: Community Social Services (60 Credits)
4/1/21	AAS Applied Psychology: Disability Services (60 Credits)
4/1/21	AAS Applied Psychology: Supervisory Services (60 Credits)
6/9/22	AAS Computer Office Technology (60 Credits) (will be submitted to NWCCU for approval after Year 7 site visit)

Report Format

The College of Southern Nevada's comprehensive Evaluation of Institutional Effectiveness (EIE) self-study includes responses to the 2020 NWCCU Standard One. This self-study was preceded by a Policies, Regulations, and Financial Review (PRFR) submitted to the NWCCU August 15, 2021. A glossary of terms is provided to clarify terms used in this report. The EIE is organized by each Standard One section and includes evidentiary data and a narrative response composed of the CSN processes established and used to demonstrate compliance, a rationale for those processes, identified gaps or areas for improvement, and data-informed decisions for change. Each narrative includes relevant embedded links to documents and webpages. Although each standard is written to stand alone, we offer links within standards to other standards that also cite the relevant processes, data, or faculty perspectives as referenced. In Standard sections 1.C.5, 1.C.6, and 1.C.7, faculty perspectives are included as specific examples of compliance, gaps, and change improvements. Finally, where relevant, we provide links to public dashboards and secure dashboards that have been made accessible to the evaluation team. The CSN Academic Catalog and Student Handbook are provided as an appendix link in this report as well as a separate PDF file uploaded to the NWCCU submission portal.

Acknowledgments

The principal authors of the self-study were Dr. Shari Peterson (Director, Institutional Assessment and ALO) and Dr. Margo Martin (Chief Institutional Effectiveness and Accreditation Officer) with data support from CSN's Institutional Research team. CSN established a Year-Seven Accreditation Steering Committee as contributing authors and reviewers with designated champions for each standard. CSN wishes to acknowledge the hard work and dedication provided to complete this EIE report.

Name	Division/Department	NWCCU Standard Champion
Margo Martin	Institutional Effectiveness	1.A.1; 1.B.3; 1.B.4; Rec. 3
John Bearce	Institutional Research	1.D.2; 1.D.3
Shari Peterson	Accreditation Liaison Officer/Assessment	1.B.1; 1.B.2; 1.C.5-7, Rec 1.
James McCoy	Vice President Academic Affairs	1.C.1; 1.C.2; 1.D.4
Rebecca Gates	Associate Vice President Henderson Campus	Rec. 2
Rick Marks	Curriculum, Scheduling, and Articulation	1.C.3; 1.C.8
Caprice Roberson	Interim Associate Vice President Academic Affairs	1.C.4

The following Steering Committee members had the role of contributor/reviewer in development of the EIE report:

Lisandra DeJesus – Associate Vice President Student Affairs
Uche Dappa - Director Testing Centers and Student Affairs Assessment & Strategic Planning
Julian Smit - Faculty Senate Chair
Tracy Sherman - Faculty Senate Chair-elect
Mary Kaye Bailey – Vice President Finance and Administration
Brian Schmidt - Faculty
Debra Berry - Faculty
Wil Wilreker - Faculty

Eligibility Requirements

Attestation:

The College of Southern Nevada attests to adherence with all accreditation eligibility requirements. Report sections that address the eligibility requirements include evidence of the eligibility requirements with reference to the specific requirement(s).

Addenda: Response to Prior Recommendation(s)

The College of Southern Nevada (CSN) completed a self-study report on Mission Fulfillment in Fall 2015 and hosted the NWCCU Year-Seven Peer Evaluation team on October 6-9, 2015. This process included an overall review with recommendations designed to improve and enhance institutional efforts related to student assessment, programs, and services, and to strengthen informed decision-making through recommendations for greater integration of comprehensive planning tools that include our Strategic Plan, Academic Master Plan, Strategic Enrollment Management Plan, Campus Master Plan, and resource allocation. CSN received the following five recommendations:

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

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

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

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

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

In 2017, CSN submitted a follow-up Ad-hoc and Supplementary Report to respond to these recommendations. After its review of the 2017 report, the NWCCU deemed CSN compliant with recommendations 4 and 5 and required additional follow-up and evidence to satisfy recommendations 1, 2, and 3. CSN prepared a Mid-cycle Report in 2018 and hosted the NWCCU Mid-cycle Peer Evaluation team on October 8-9, 2018. The Commission found that Recommendations 1, 2, and 3 were substantially in compliance but there was still a need for improvement. Therefore, the Commission required an addendum to our Fall 2022 Evaluation of Institutional Effectiveness Report to again address Recommendations 1, 2, and 3 from the Fall 2015 Year-Seven Peer-Evaluation Report.

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

Response: CSN has established a regular system of reporting student learning outcome achievement annually by November 1st at the program (major) and course levels (see response to Standard 1.C.5). Faculty have the primary role to plan and implement assessment activities, collect, and analyze assessment data, and determine actions for improvement of program curricula and student success as outlined in our Academic Assessment Policy. Planning and reporting have been streamlined using an online Assessment Management System for compiling annual Academic Program Assessment of Student Learning Reports. Assessment planning, reporting, and academic program review operates on a six-year cycle with staggered timelines between the six schools. Annual implementation of assessment activities and data collection occurs in years one through five with year six of the cycle culminating in academic program review (see response to Standard 1.C.7). Programs report annually on student achievement of program learning outcomes (PLOs) and course student learning outcomes (SLOs) for those courses planned for review within the academic year of reporting.

CSN has established both General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs). Department faculty work collaboratively to assess course content and collect data on GELOs across 10 distribution categories. CSN has created a crosswalk of our General Education System to illustrate alignment of our distribution categories, Institutional Learning Outcome (ILO) abilities and the general education core competencies indicated in 2020 NWCCU Standard 1.C.6: effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and information literacy. In addition, CSN has initiated pilot assessment measures of our institutional learning outcomes that cover key learning skill sets of critical thinking and communication (see response to Standard 1.C.6).

Through this self-study we recognize that we need to improve documentation of assessments with evidence of data collected. We need to enhance reporting of general education student learning achievement with greater consistency as well as revise and more diligently report course student learning outcome achievement. Because of the COVID-19 pandemic, we have found it difficult to disaggregate student learning outcome achievement by campus location and modality of instruction to address compliance with 2010 NWCCU Standard 4.A.3 and 4.B.2 cited in recommendation one. However, CSN has determined the following improvement actions through the Office of Institutional Assessment and Accreditation:

1. CSN faculty will consistently conduct and report SLO achievement when courses they teach are scheduled for review in the program assessment plan.
2. As a part of course review, CSN faculty will document the type of assessment measures used.
3. As a part of course review, CSN faculty will document the decisions/changes the

faculty made to improve SLO achievement.

4. Assessment findings will be disaggregated by campus and type of delivery mechanism (in-person, hybrid, online).

To assist with reporting action items 1-3, a reporting survey is now embedded and available within each academic program assessment reporting workspace in Taskstream, the College's assessment management tool, so that assessment data managers can report course SLO achievement, indicate the type of assessment measures used, and document the decisions/changes made based on student performance. To help program leaders better understand how student groups are performing in their programs, the Director of the Office of Institutional Assessment and Accreditation, upon request, helps with disaggregation of course SLO achievement data for action item 4. However, only a few programs typically request this assistance. Greater effort can be employed to communicate the benefit of disaggregating student learning outcome achievement as well as showing programs how to analyze and interpret student learning outcome data. We recognize this gap and will focus on action item 4 as next steps in 2022-2023.

Next Steps: CSN is considering a General Education reform process during 2022-2023. Goals for this faculty-led reform are to promote a pervasive culture of assessment at CSN, create a simple and unified assessment data collection and reporting process for general education skill sets, and establish transparency in use of assessment findings.

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

Response: CSN has an established institutional assessment policy, that outlines a system to evaluate all our academic and service unit programs to ensure they are achieving their intended goals or outcomes and to use the results of the evaluations to inform planning, decision-making, and allocation of resources and capacity (see response to Standard 1.C.7). Through policy, CSN has a well-established system of academic program review to evaluate effectiveness of our academic programs. CSN publishes academic assessment reports and academic program reviews to communicate our efforts to all stakeholders.

The Division of Student Affairs is still developing a comprehensive system of program review, it has utilized a number of recommendations from past outside consultant reviews. In addition, Student Affairs has carried out test run reviews of service units with the Council for the Advancement of Standards in higher education (CAS) as a guide. Student Affairs units have progressed in data gathering that enables them to use trends in action planning to improve their services. Operational support units are required to report annually on unit plan findings.

In 2019, CSN made several efforts to improve our existing ongoing assessment processes to focus on data use. CSN retained a Watermark software suite (Taskstream, Aqua, and Via) to help document evidence of planning, data collection, action plans for improvement, and

program review to determine unit and institutional effectiveness. The Office of Assessment provided training on these products to all faculty, staff, and administration via multiple training sessions (in-person, virtual, and instructional videos).

Further, CSN supported Dr. Rebecca Gates and Dr. Shari Peterson in their participation with the inaugural NWCCU Mission Fulfillment Fellowship to bolster critical staff members' knowledge and understanding. Additionally, CSN supported a team of four critical faculty and staff members to participate in the Academy for Retention, Completion, and Students Success (ARCSS).

Next, President Zaragoza established a system of Unit Planning for all units across CSN, including academic affairs, student affairs, and operational support services. These Unit Plans include goals, strategies, actions, and assessment measures that address the primary roles, responsibilities, and functions of the individual Units. Unit Planning follows a hierarchy system where department Unit Plans are aligned with division plans, CSN strategic plan goals, and Nevada System of Higher Education (NSHE) Strategic Goals. Additionally, Dr. Zaragoza implemented weekly reporting for all units regarding NSHE Strategic Goals. Since college Unit Planning is in the earliest stages of development and reporting, we are in the process of defining the elements needed for a systematic retrospective review or evaluation process to assess unit goal effectiveness, adequacy, and efficiency. However, CSN has been using an annual informal formative process of Unit Plan "show-and-tell" to allow units to showcase specific goals and outcome results to our President. These collaborative sessions have helped units modify and refine their Unit Plans.

Last, Dr. Zaragoza created a new Division of Institutional Effectiveness within the College and selected Dr. Margo Martin to lead the division as the Chief Accreditation and Institutional Effectiveness Officer. Units within this division include Accreditation, Assessment, Institutional Research, Strategic Planning, and the Institutional Review Board. The creation of this division is in alignment with our Institutional Effectiveness and Assessment Plan, which was developed prior to our 2018 Mid-cycle visit.

While there is more work needed regarding the use of outcome data to inform resource allocation, we have been able to link assessment data and resource allocation through our Unit Plans. Additionally, during the budgetary crisis resulting from the COVID-19 shutdown in the state of Nevada, CSN utilized Unit Plan data to make critical decisions regarding the freezing, unfreezing, or creation of new positions based on Unit Plans. Further, as federal government aid came in the form of Higher Education Emergency Relief Funds (HEERF), our institution also utilized budgetary requests from Unit Plans in prioritizing HEERF spending.

Next Steps: CSN is currently developing a comprehensive unit review process that would include master plans and examine executive and unit decision accountability. In addition, in the coming year, we will be evaluating the current academic program review process to enhance capabilities of determining academic program effectiveness.

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

Response: College-wide Unit Planning has allowed divisions over master plans (Academic Master Plan, Strategic Enrollment Management Plan, Facilities Master Plan, Technology Master Plan) to align with the CSN Strategic Plan and NSHE Strategic Goals. These master plans are used to guide Unit Planning within divisions and departments according to our CSN Integrated Strategic Planning policy.

Figure 1. CSN Integrated strategic planning hierarchy
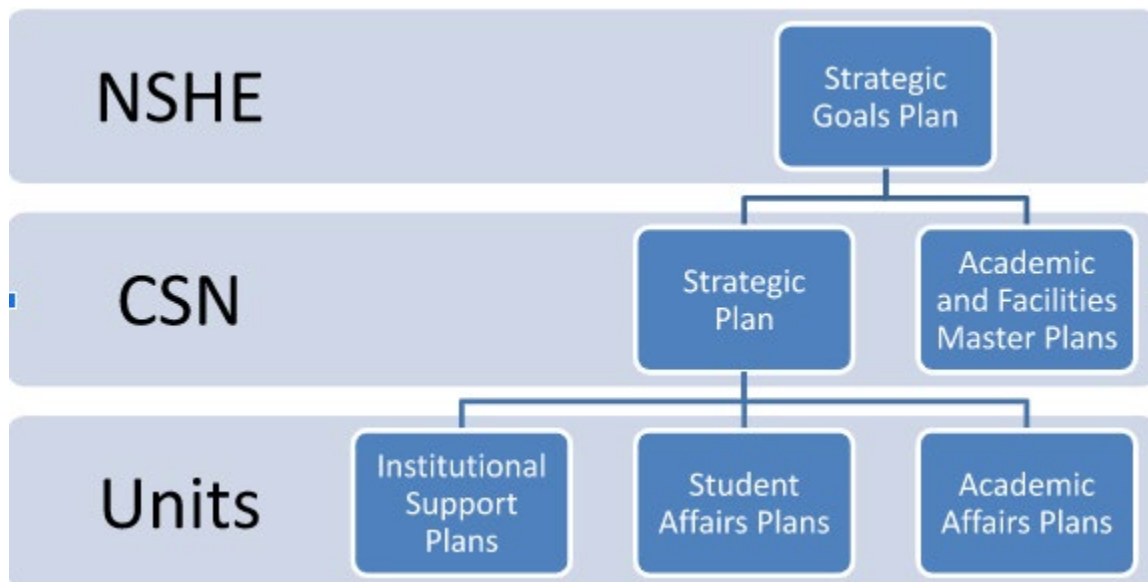
Figure 1 illustrates our hierarchical planning system that has allowed us to align assessment activities and collect data that can inform our strategic plan indicators. Institutional support, student affairs, and academic affairs unit plans align with the CSN Strategic Plan as well as NSHE Strategic Goals Plan. Division Unit plans under each Vice President serve as our new format of Master Plans. In the hierarchy, Academic (which includes Student Affairs) and Facilities Master Plans are shown lateral to our strategic plan and under the NSHE Strategic goals plan because they must be reviewed and approved by the NSHE Board of Regents.

In general, departments annually report Unit Plan assessment measures before November 1. Unit Planning also facilitates and supports our budget request and allocation process. Within each Unit Plan, departments link budget and resource requests to specific action items that support unit goals. CSN has implemented a mandate that all new budget requests be embedded within Unit Plans. The CSN budget and resource allocation process for new items includes a rating system conducted by the Faculty Senate Budget Committee and Academic Technology Advisory Committee (ATAC) for new-item requests. These items are generally one-time

expenses that would be funded from either State or non-State funding sources. Recurring items would be evaluated when there are new sources of ongoing funds. The Associate Vice President over Budgeting and the Vice President of Finance review the budget ratings, comparing these ratings with revenue stream capacity and determining a prioritized list for funding. The Executive Leadership Team reviews recommendations for funding and capacity resources, and the President has final approval of those recommendations. The new budgeting application, Anaplan, which CSN uses for budgeting State and non-State budgets, allows departments to request new recurring budget items. The Budget Office manually reviews requests for alignment with Unit Plans prior to implementation into the budget and as funding allows. Departments that receive new-item funding and resources must report on utilization effectiveness measures in the subsequent annual reporting cycle. Institutional decision-making and unit decision-making are guided by findings from assessment activities. Further detail and examples of utilizing our integrated strategic planning process are discussed in Standard 1.B.1 and 1.B.3.

Next Steps: One gap that we have been working to close is assessing the return on investment of allocated funds. We have generated a post-funding survey to be deployed to units who received new-item funding. The survey will collect data on the effectiveness and use of the funded items. Another gap we have identified is to more broadly communicate our budget priority imperatives so that all units operationalized their budgets under our core pillars of student success, shared governance, or accreditation. We expect that this strategy will help units to plan for resources more strategically.

STANDARD 1 – Student Success and Institutional Mission and Effectiveness

1.A: INSTITUTIONAL MISSION

Standard 1.A.1: Mission

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Narrative:

CSN Mission: The College of Southern Nevada empowers our students and communities to achieve, succeed, and prosper.

CSN's mission highlights our priority focus on students and the community. We believe that achievement, success, and prosperity are critical to the students we currently serve as well as our graduates who transition into our local community and become productive members of society. We create empowering environments for students to demonstrate self-determined behaviors and become intrinsically motivated to achieve their educational and personal goals. Student success includes transfer preparation, career and technical skill achievement, and noncredit community education. [*Continued compliance with Eligibility Requirements 1, 2, and 3*].

CSN has defined mission fulfillment as continuous improvement of key indicators in our Mission Fulfillment Model (MFM). CSN uses the MFM to focus our efforts and communicate our progress to internal and external stakeholders. The three core elements of the model linked to our mission are Achieve, Succeed, and Prosper. Each of these core elements is supported by three key indicators derived from our CSN 2019-2024 Strategic Plan as well as the Nevada System of Higher Education (NSHE) 2019 Student Success Goals that address student achievement, community impact, and institutional success.

The 2020 strategic plan update was triggered by an NSHE Board of Regents mandate to align institutional higher education strategic plans to the five NSHE Strategic Goals. In spring 2019, CSN utilized input from the mid-cycle accreditation review by NWCCU along with the new NSHE Goals and reached out to its stakeholders in the community to provide further input into the plan. As a result of this extensive work, CSN's strategic plan, which affects every aspect of the College, its departments, and functions, provides a clear path forward with a vision of national prominence in fostering student success, shared governance, and performance excellence.

The CSN core themes serve as historical emphases that have guided the creation of all CSN strategic plans. CSN has responded to recent external forces by implementing strategic plan goals that address community and workforce needs. The college has been intentional in maintaining alignment with our core themes as our strategic plan has incorporated new items that continue to be relevant and to respond to the current environment. While we recognize overlap in Core Themes 3 and 4, note that Core Theme 3 focuses on internal CSN processes whereas Core Theme 4 focuses on external processes. Our core themes are not assessed separately from our strategic plan goals.

The following lists each core theme with associated CSN strategic plan 2019-2024 goal(s) as well as NSHE strategic goals.

Core Theme 1. Student Success: a fundamental expectation that CSN students graduate, complete, transfer, and prosper.

>CSN *Goal 1: Student Success - NSHE Goals #2 and #3*

>CSN *Goal 2: Engagement - NSHE Goals #1, #2, and #3*

Core Theme 2. Community, Connection, Inclusion, and a Sense of Belonging: essential to welcoming diverse students and meeting the demands of the local economy.

>CSN *Goal 2: Engagement - NSHE Goals #1, #2, and #3*

>CSN *Goal 4: Workforce and Community - NSHE Goals #2 and #4*

Core Theme 3. Quality, recognizing CSN's public responsibility and accountability that encompasses feedback mechanisms that measure results and accomplishment.

>CSN *Goal 3: Performance and Quality - NSHE Goals #2 and #5*

Core Theme 4. Institutional Stewardship, ensuring CSN is accountable while meeting the needs of the region.

>CSN *Goal 4: Workforce and Community - NSHE Goals #2 and #4*

1.A: Institutional Mission Reflection

Response: CSN values the importance of a mission to guide all planning at the college. Dr. Zaragoza's emphasis on college-wide accountability through unit planning has help us to connect planning, assessment, and resource allocation. We have seen vast improvement in across-college sharing of department and institutional research data resulting in greater understanding of unit roles and import to the college. Our "show-n-tell" sessions have informed Dr. Zaragoza of unit strengths and weaknesses and highlighted unit-level data that previously had not been disseminated to the executive level. Although the Mission Fulfillment Model is a new system at CSN, we have made efforts to use the model as a focused communication of CSN's mission fulfillment status both internally and externally. This allows these stakeholders to see their part in contributing to CSN's mission. We recognize that mission fulfillment is an ongoing process of re-examination and reflection. We could enhance this process with greater involvement of our shared governance processes to cast a wider net of input in the future direction of the college.

1.B: IMPROVING INSTITUTIONAL EFFECTIVENESS

Standard 1.B.1: Evaluation and Planning

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Narrative:

CSN has adopted an institutional effectiveness continuous improvement cycle centered around assuring student success (see Figure 2). This model illustrates the seven stages that Units across CSN follow to implement our integrated Unit Planning and Resource Allocation process. CSN uses this process to evaluate mission fulfillment, determine institutional effectiveness, and assess student learning.

Figure 2. Institutional effectiveness continuous improvement cycle

CSN Mission Fulfillment

CSN has defined mission fulfillment as continuous improvement of key indicators in our Mission Fulfillment Model (MFM). These key indicators are drawn from our CSN Strategic Plan and Nevada System of Higher Education (NSHE) Student Success Goal indicators. We utilize our strategic plan to set meaningful goals that are relevant to all Units across CSN. We highlight these indicators in Standard 1.B.2. Assessing, planning, and utilization of resources for continuous improvement occur at all levels of the college (divisions, departments, and support programs) with Unit Plans as well as academic assessment plans for student learning [*Continued compliance with Eligibility Requirement 4*].

Institutional Effectiveness

CSN primarily uses its Strategic Plan indicators to inform whether we have been institutionally effective. In March 2020, the NSHE Board of Regents (BOR) approved the new CSN strategic plan. Since that time, CSN has worked to refine our metrics and target indicators. Our 2019-2024 Strategic Plan Indicator Scorecard displays each goal and the status of our journey toward achieving institutional effectiveness. CSN uses the scorecard to determine whether targets are moving away, on target, or target met. The CSN 2019 - 2021 Strategic Plan Report provides greater detail on the data collected for each goal objective indicator. In addition, the 2010-2017 Strategic Plan Indicator Scorecard and 2016 Annual Strategic Plan report are included to document our prior journey.

Annually, CSN submits a report to the Board of Regents on institutional performance metrics and progress towards meeting institutional targets. This annual report focuses on the student success metrics of retention, completion, and degrees awarded, and includes comparison of CSN performance to peer and aspirational peer performance benchmarks. In addition, CSN uses an informal annual evaluation of Unit Plans called "show-and-tell" to inform CSN's President on all Unit Plan actions and assessment measures and to determine whether Units are effectively performing and contributing to strategic plan indicators. The goal is to evolve this "show and tell" process into a formal cyclic review of Unit Plans, allowing CSN departments and divisions to refine efforts toward achieving effectiveness, allocating resources, and improving student learning and achievement. We plan to engage key stakeholder groups to develop a formal Unit Review policy during 2022-2023 with targeted implementation by Fall 2023.

Planning and Reporting

The process of academic planning and reporting of student learning outcome assessments (CSN Academic Assessment Plans and Reports) has occurred consistently for several years at the College. However, the process of assessing units for effectiveness, adequacy, and efficiency was initiated in 2019 when Dr. Zaragoza introduced focused Unit Planning that directly aligns with the CSN strategic plan and NSHE strategic goals. Units are assessed within their divisions to show effectiveness (direct impact of Unit on their target audience) as well as their adequacy (ability to meet their target audience needs) and efficiency (extent of utilizing their time, effort, and resources). Units are encouraged to include all three determinants, as appropriate, in their assessment measures. Units annually and centrally report their findings, analysis, data-informed decisions, and actions for improvement (CSN Unit Plans and Reports) to the Office of Institutional Assessment and Accreditation through Watermark Taskstream. To highlight these processes, we provide the following examples from different organizational levels that address improvements in student learning, achievement, and support services

Student Learning

Academic programs have utilized assessment plans to report on student learning at the course, program, and institutional levels. Effectiveness is shown through achievement of assessment measure targets and completion of action plans for improvement.

The AAS Diagnostic Medical Sonography program refined its effectiveness for greater student success by changing their final assessment measure to address a program and institutional learning outcome for communication in 2019-2020 from an e-portfolio to clinical demonstrations

in 2020-2021. The change in assessment measure allowed program faculty to provide a valid determination of communication competence. The program reported achievement targets were met at 100% and documented completion and implementation of an action plan from 2019-2020.

The AAS Photography program utilized its assessment results to request and secure additional resources to enhance student learning in the classroom. The program director requested Perkins grant funding and new item funding through the CSN Integrated Budget Request process. The program documented that student achievement of program and institutional learning outcomes increased and may have resulted from utilization of newer photography equipment.

Student Achievement
The English and Mathematics Departments have utilized student achievement data to inform course revisions and to remove formal placement testing for our Gateway English and Math courses. In 2018, NSHE mandated that institutions discontinue the requirement of courses under the 100 level as prerequisites to our Gateway English and Math courses. The data showed that many students were completing excess credit hours and coursework that did not count toward degree/certificate requirements. All NSHE institutions collaborated to develop and implement a plan to revise curriculum to meet the NSHE mandate. CSN revised our 100-level Math courses to provide enhanced (E) courses that would integrate remedial and core content. In addition, the faculty discontinued placement testing for Gateway courses so that students could self-assess readiness for our English and Math core or E courses to fulfill Gateway course requirements. In Fall 2020, Math E courses were offered to students. Figure 3 shows the five-year enrollment and completion trends. Although both enrollment and completions were down in 2019-2020, this dip may be attributed to the COVID-19 pandemic. Excluding the 2019-2020 year, CSN has shown increased enrollment and almost 12% increase in completions during 2020-2021.

Figure 3. Five-year gateway English and math course enrollments and completions
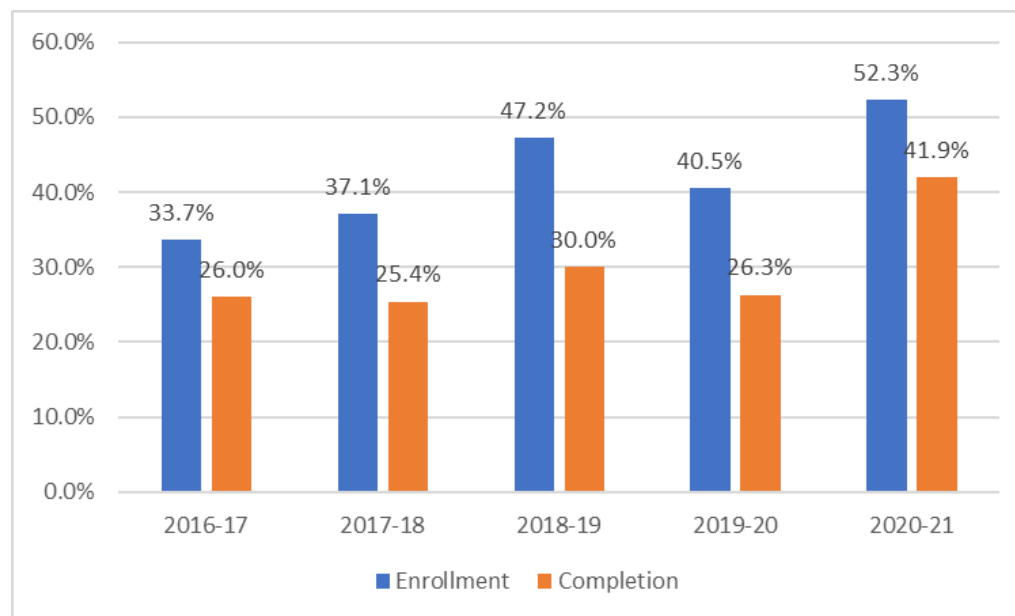
Notes. Enrollment = Enrollment in any Math and English course in the first term. Completion = completion of both English and Math within the first year.

Support Services

Through disaggregated student success data, CSN determined retention and completion disparities in our Black/African American male students. We established an initiative to develop and enhance services and provide leadership opportunities for this population. In response, our First Year Experience (FYE) and our Student Life and Leadership Development hosted the inaugural Black Male Leadership Success Summit in Fall 2020 as one of their Unit Plan strategies. A target was established to have at least 25% ($n = 808$) of CSN's Black and African American student population participate in at least one leadership event. The FYE program tracked daily and weekly attendance at all events and student engagement in student services. Of the 3,232 Black/African American male students attending in Fall 2020, 22 students attended all events, 15 attended more than one event but not all, and 48 students attended at least one event (3%). Although the target was clearly not met, 75 students were retained from Fall 2020 to Spring 2021 at an 88.2% rate. Leadership summit attendees were surveyed to determine students' perceived benefit from participating in the event (FYE Survey). Findings revealed 73% ($n = 22$) of survey respondents were very satisfied with the leadership summit. Student retention rates informed the decision to continue the event annually, increasing promotion and funding of the event. Unfortunately, due to the COVID-19 pandemic, the event was not conducted to full scale during Fall 2021. The FYE team plans to resume the event in Fall 2022.

Next Steps: While CSN has made significant strides in putting into practice this continuous improvement process, we recognize that all components of this cycle have not permeated all Units across the college, particularly in the use of data to inform decision-making and resource allocation. While assessment efforts and data collection have been strengthened, the closing of the loop continues to be a work in progress. That said, we are seeing greater traction, and Units are generating increasing evidence of improvement year over year.

Standard 1.B.2: Improvement of Effectiveness

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

Narrative:

Meaningful Goals, Objectives, and Indicators
CSN has incorporated into its strategic plan those items that are meaningful and set the baseline for Unit Planning across CSN Units. The 22 objectives and 53 indicators help us focus on improvement and evolution of our core responsibilities and impact to students. CSN uses an annual Strategic Plan Indicators report and summary Strategic Plan Indicators scorecard to communicate progress of Strategic Goals in Student Success, Engagement, Performance and Quality, and Workforce and Community. The following tables summarize the status of each strategic plan goal by objective with hyperlinks to the metrics and indicators in our 2019 - 2021 Strategic Plan report for further details.

Goal 1: Student Success
Provide the best environment, programs, and support services to meet students' personal, work, and educational needs and expectations. Close the achievement gap among underserved student populations. Improve completions and student success rates and increase the number of individuals with a post-secondary credential.

Table 1. Goal 1 student success status

Objectives	Status
Objective 1.1: Improve graduation and transfer rates year-over-year	On Target
Objective 1.2: Implement and enhance Connection, Entry, Progress and Completion (First Year Experience) model for student services	Moving Away
Objective 1.3: Increase the percentage of students with a degree plan year-over-year	Moving Away
Objective 1.4: Increase the number of students taking a full-time course load in the fall and spring semesters	Moving Away
Objective 1.5: Increase the number of students who utilize the support services that result in student retention, persistence, & completion	Moving Away
Objective 1.6: Ensure students achieve Institutional Learning Outcomes (ILOs) to promote lifelong learning	On Target

Goal 2: Engagement

Provide an inclusive and diverse environment that fosters lasting connection, shared investment, pride, and goodwill. Communicate, connect with, and support students to increase new student enrollments, student engagement, and satisfaction with CSN's family, culture, programs, and services.

Table 2. Goal 2 engagement status

Objective	Status
Objective 2.1 Improve outreach to cultivate community relationships	On Target
Objective 2.2 Increase the number of participants engaging in preparation activities for college	On Target
Objective 2.3 Promote CSN shared identity and pride	On Target
Objective 2.4 Create a culture in which CSN values diversity, inclusion, and respect for others in every College service, event, & operation	On Target
Objective 2.5 Improve service experience for students	On Target
Objective 2.6: Enhance Student Engagement and Success through a Multi-campus Leadership Model	Moving Away

Goal 3: Performance and Quality

Engage in best performance excellence practices that lead to the deployment of our values, accomplishment of our mission, and realization of our vision. Review and improve academic and work processes, ensure two-way communication and collaboration across campuses, and promote institutional innovation. Research critical real-world problems and seek solutions and stewardship to ensure performance excellence and the increase of quality and value to CSN stakeholders

Table 3. Goal 3 performance and quality status

Objective	Status
Objective 3.1 Embed continuous improvement and innovation into all aspects of the College	On Target
Objective 3.2 Pursue specialized accreditations	On Target
Objective 3.3 Recruit, hire, and retain diverse qualified employees	On Target
Objective 3.4 Enhance professional development opportunities for employee growth and enrichment	Moving Away
Objective 3.5 Improve shared governance and coordination	On Target

Objective	Status
Objective 3.6 Develop opportunities for faculty and students to engage in undergraduate research	Target Met
Objective 3.7 Evaluate degree and certificate programs and services	On Target

Goal 4: Workforce and Community

Collaboratively address the challenges of the workforce and industry education needs of Nevada populations. Address critical issues facing 21st century Nevada. Consider the environmental, social, and fiscal impact of every decision to use resources ethically, effectively, and sustainably.

Table 4. Goal 4 workforce and community status

Objective	Status
Objective: 4.1 Promote transparency of strategic goals through published institutional data and analytic results	On Target
Objective: 4.2 Improve fiscal responsibility, sustainability, and resource allocation to assure mission alignment	On Target
Objective: 4.3 Ensure alignment with the workforce and economic development ecosystem to meet employment demand and skill gaps	On Target

Regional and National Peer Institution Comparisons

CSN publishes information regarding peer and aspirational peer institutions on the Division of Institutional Effectiveness webpage. Data that we are tracking include trend data on enrollment, retention, graduation, and transfer rates and number of awards. The use of peer institutions has helped us to monitor and compare our performance in our strategic plan goals and mission fulfillment key indicators (see Standard 1.D.2). CSN presents an annual report of institutional effectiveness metrics to the NSHE Board of Regents (BOR) that includes comparisons of enrollment, completion, transfer, and retention rates with NSHE peer institutions and national peer institutions for benchmarking (2019 Metrics report, 2020 Metrics report, 2021 Metrics report). In addition, CSN participates in the Post-secondary Data Partnership (PDP) that also includes disaggregated data comparisons with peer institutions. We have determined that we should enhance college-wide use of PDP data analysis reports to inform our Strategic, Master, and Unit Plans. CSN is actively engaged in evaluating our peer institutions to determine whether we would like to make changes to best mirror our size, structure, student population, and effectiveness outcomes.

Improvement of Institutional Effectiveness

CSN has used our institutional effectiveness processes since our last comprehensive NWCCU year seven report and site visit that have helped us to:
- Increase utilization of guided pathways
- Increase gateway math and English course completions

- Streamline general education course offerings by Areas of Study
- Increase the number of academic program degrees and certificates to meet community needs
- Increase all phases of our institutional effectiveness continuous improvement cycle.

Next Steps: We recognize that we need to further disaggregate our data so units have data relevant to their needs that can inform their unit plan actions. We can also do a better job of informing the college community how to access and best utilize disaggregated data.

Standard 1.B.3: Inclusive Planning

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Narrative:

CSN has an Integrated Strategic Planning policy that is used to inform and unify planning across CSN. CSN uses an Institutional Effectiveness continuous improvement cycle (see Figure 2) to guide unit and assessment planning. Unit Planning includes all academic, operational, and student affairs units. Unit Planning allows us to align our Unit Plans with our strategic goals and provides a mechanism by which all employees contribute to institutional effectiveness. Our Unit Planning processes encourage both horizontal and vertical collaboration and communication within and among divisions. In addition, CSN promotes inclusive processes to assure that Unit members are included in the creation, modification, and evaluation of Unit Plans. Annually, our Division of Institutional Effectiveness coordinates and facilitates data collection for strategic plan indicators. We use our annual strategic planning report to disseminate information on our plan progress to CSN employees and to key external stakeholders (e.g., Institutional Advisory Council, NSHE Board of Regents, and legislators).

Since 2018, CSN has used our Integrated Strategic Planning policy to plan and document requests for additional budget funds or resources at the Unit level. Starting in 2020, Units that requested any type of funding or resources needed to ensure that these requests were not only tied to their goals, but that the requests also appeared in their Unit Plans. In addition, Units that have received funding and/or resources are asked to report on assessment methods employed to determine whether the allocated resources contributed to effectiveness and to show a return on investment. CSN launched this "loop-closing" portion of the process in 2021 and continues to be a work in progress.

Since 2018, CSN has used our Integrated Strategic Planning policy to plan and document requests for additional budget funds or resources at the Unit level. Starting in 2020, Units that requested any type of funding or resources needed to ensure that these requests were not only tied to their goals, but that the requests also appeared in their Unit Plans. In addition, Units that have received funding and/or resources are asked to report on assessment methods employed to determine whether the allocated resources contributed to effectiveness and to show a return on investment. CSN launched this "loop-closing" portion of the process in 2021 and continues to be a work in progress.

Future work includes improved communication and refinement of this process so that more Units report on assessment of resource allocation. Receiving responses to solicited feedback and more active engagement from our stakeholders to help interpret our findings and help refine the plan to be more meaningful are gaps we have identified for improvement.

Standard 1.B.4: Environmental Scanning
The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Narrative:

Monitoring of Internal and External Environments
Our academic master planning process and curriculum development processes involve conducting environmental scans to make strategic decisions regarding planning, assessment, and curriculum development.

CSN utilizes Community College Survey of Student Engagement results, Unit Planning, and Clark County School District High School pipeline data annually as internal environmental scans. We contract with EMSI Burning Glass Inc. and Las Vegas Global Economic Alliance Blueprint to conduct formal environmental scans of the intersection between the community and CSN. We regularly solicit input from and actively engage with Chambers of Commerce within the southern Nevada region. Additional insights and reports are obtained from Nevada Workforce Connections Board, Nevada Governor's Office of Economic Development, Governor's Office of Workforce and Innovation, Nevada Governor's Office of Science Innovation and Technology. As a result of the COVID-19 pandemic, CSN conducted three Student Basic Needs Surveys including a partnership with the City of Las Vegas Community of Practice to administer the HOPE Center survey to compare our results with UNLV students. We found parallel needs between both student populations and developed action plans to provide our students with laptops and hotspots to minimize interruptions in their learning. We also acquired a grant for mental health first aid and provide CSN employees with greater access to mental health services within and outside of the college. In the basic needs survey students responded that they needed more assistance with math understanding and math course completion and students with English as a second language were particularly struggling with math. As a result, CSN obtained a Title V HSI grant to help students focus on gateway math course completions.

Governance System
CSN involves our governance system to update and revise our strategic planning and resource allocation. During the COVID-19 pandemic, CSN developed a budget reduction taskforce with committee members from all employee groups. This process utilized an environmental scan first to learn what areas across the campus could be streamlined, reduced, or adjusted. Also, CSN uses our cabinet of executive leaders and employee group representatives to communicate information and issues to determine actions as needed.

To better assess our internal environment, CSN has established an all-college Institutional Effectiveness Council (IEC) to assist CSN leadership with determining our strategic position, defining our future direction, reviewing, and revising, as necessary, our mission, planning, intended outcomes of our programs and services, and indicators of achievement for our goals. The

College established the IEC in 2018 with the primary responsibilities of evaluating strategic plan indicators, student learning outcome achievement, student achievement trends, and academic program reviews. The IEC initially was a part of the integrated strategic planning and resource allocation process in providing ratings for new item budget requests and then made recommendations for funding approval to the President. This role has recently been modified, and the primary evaluator of instructional budget request proposals is the Faculty Senate Budget Committee. We intend for the IEC role to focus on more wholistic evaluation of our Institutional Effectiveness continuous improvement cycle (see Figure 2).

An example of how we have utilized shared governance to monitor our environments is our Strategic Enrollment Management (SEM) steering committee that utilizes the SEM plan to regularly identify and streamline the student life-cycle of recruitment, onboarding, advisement, enrollment, retention, persistence/momentum, and completions. All employee groups are represented on the SEM committee. In addition, the SEM Steering Committee has six subcommittees to explore enrollment gaps from various aspects:

1. Data, Analytics, and Institutional Effectiveness
2. Instructional and Operational Technology
3. Marketing, Outreach, Recruitment and Onboarding
4. 4. Funding and Student Access
5. Student Progress and Retention
6. Academic Program and Scheduling

The primary purpose of the SEM is to combine knowledge obtained from internal and external environment scans to develop short- and long-term action plans for improvement. Enrollment trend data are presented to the Executive Leadership team weekly for discussion and adjustment to relevant action deployed.

Next steps: CSN has been working on a shared governance policy to clarify governance structures, roles, and responsibilities across the college. We are striving to finalize the policy and move toward implementing shared governance in a more transparent and wide-spread process.

1.B: Improving Institutional Effectiveness Reflection

Response:
We recognize that we need to be more inclusive in what we are using as indicators of institutional effectiveness. Currently, the strategic plan and NSHE student success goals are the primary data sources. Unit review and student learning outcome achievement are vital indicators of effectiveness and should be given greater emphasis. Currently, these processes are two of 54 indicators within our strategic plan.

1.C: STUDENT LEARNING

Standard 1.C.1: Program Content and Rigor

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.

Narrative:

CSN is committed to providing a relevant, engaging teaching and learning environment that promotes student success in programs of study aligning with our mission and vision that 1) address regional workforce needs and 2) provide a transferable foundation of knowledge to pursue advanced degrees. CSN uses collaborative contributions from faculty, staff, administrators, and business and industry partners to establish and offer programs of study that contain content and rigor aligned with discipline standards that demonstrate sufficient depth and breadth of higher education aims [*Continued compliance with Eligibility Requirement 5, 12, and 13*].

Figure 4. CSN degree and certificate programs by academic school
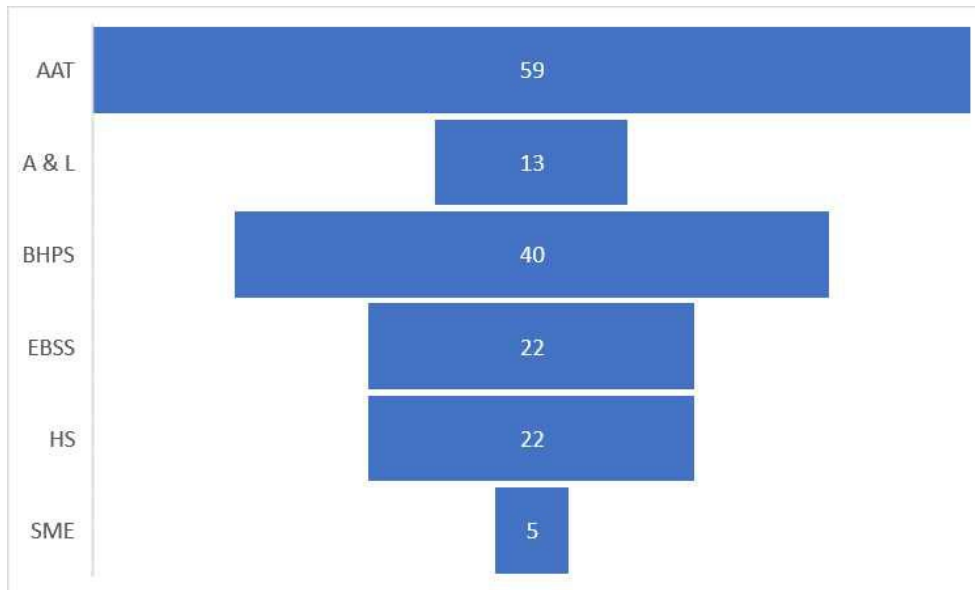
Notes. AAT = School of Advanced and Applied Technology, A&L = School of Arts and Letters, BHPS = School of Business, Hospitality, and Public Service, EBSS = School of Education, Behavioral, and Social Science, HS = School of Health Science, SME = School of Science, Mathematics, and Engineering.

Curriculum development is a faculty-led process established through Faculty Senate policies and committee processes. During the past three years, to promote CSN's mission to empower our students and communities to achieve, succeed, and prosper, faculty and academic leaders have conducted environmental scans to include labor market studies as well as local and regional business and industry support prior to developing and launching new certificates and degrees. The

rigor and caliber of the curriculum are evaluated through student performance in demonstrating learning outcomes at the course, program, and general education levels. In addition, academic programs are periodically reviewed as a process of determining effectiveness and continuous improvement according to the Faculty Senate Academic Program Review policy.

CSN conducts employer, graduate exit, and alumni surveys to learn whether student expectations and needs have been met in their educational pursuits as well as to determine through reflection whether students feel capable in utilizing the knowledge and skills acquired during their CSN educational journey. Many of our programs that have specialized accreditation conduct these surveys internally and are reported with their annual specialized accreditation reports or cyclic self-study reports. CSN currently offers 161 degree or certificate programs across six academic schools (see Figure 4). Addition of new programs of study follows the CSN Faculty Senate Curriculum policy and adheres to the NSHE Policies and Guidelines Manual Chapter 13. CSN has also developed academic maps for each degree and certificate showing recommended course sequencing to complete

Standard 1.C.2: Credit and Credentials Based on Learning

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Narrative:

Appropriate Breadth and Depth

CSN awards credit, degrees, certificates, and credentials for programs that focus on a breadth and depth of student learning. Each course, degree, and certificate is built around a published set of Student Learning Outcomes (SLOs), which are determined by the faculty and are informed by the learning outcomes substantiated by employers, transfer institutions, and/or accrediting bodies. All course and program student learning outcomes are measurable to allow for formative and summative assessment of student learning to take place at regular intervals.

Students demonstrate their level of depth and breadth of learning through carefully designed student learning assessments (e.g., assignments, tests, quizzes, practicums, labs, simulations, and other demonstrable experiences). Faculty assess each student's learning through these assessments, and at the conclusion of a course, they determine whether course credit will be awarded to the student. Students must demonstrate depth and breadth of their learning tied to the prescribed SLOs for the course to receive the course credit from CSN. Faculty are required to assess and report student learning outcome achievement annually based on the schedule within program assessment plans ([academic plans and reports](#)). In addition to annual reporting of SLO achievement, faculty cyclically perform academic program review once every six years ([view unit and academic program reviews](#)).

Sequencing and Synthesis of Learning

CSN faculty develop course-level SLOs that are comprehensive and that build from one learning outcome to another to ensure the proper sequence of student learning is maintained. For new courses and/or revisions to existing courses, faculty solicit feedback from their peers regarding their proposed SLOs through a process designed to be transparent and inclusive. Upon approval of the SLOs by the CSN Curriculum Committee, faculty share the SLOs for all courses through the published course syllabus. CSN faculty also develop program-level SLOs for all degrees and certificates that CSN offers. Oftentimes, the SLOs for CSN's degrees and certificates are also informed by business and industry advisory boards, industry-recognized certifications that may be embedded in the degree or certificate, specialized accreditation standards, and/or state licensure exam requirements as applicable.

All course, degree, and certificate SLOs are published in our [Academic Catalog](#). All SLOs for [CSN degrees, programs,](#) and courses are established by the academic departments and approved via our [Faculty Senate Curriculum Committee](#) process. The curriculum development and approval process is articulated in our recently updated [Curriculum Policy](#); Appendix E within the policy describes the timeline between launch and implementation. Student learning outcomes must be proposed, approved by the department chair, approved by School Curriculum Advisory Committees, sent out college-wide for feedback via the Faculty Senate chair, and then approved

by the Faculty Senate Curriculum Committee. The Chief Academic Officer then has 30 days to review and respond, if desired. This process can take between 3-5 months, depending on when faculty initiate the process. The primary responsibility of the Faculty Senate Curriculum Committee is to follow the policy that ensures course and program curricula meet appropriate standards for breadth, depth, sequencing, and synthesis of learning. The Curriculum Committee membership includes representation from each CSN department and academic advisory groups as well as ex-officio administrators to assure compliance with Nevada System of Higher Education (NSHE) policies as well as NWCCU standards and policies.

Once the Faculty Senate Curriculum Committee and Chief Academic Officer approve, the SLOs and other components of all new proposed degrees and certificates are reviewed by the NSHE Academic Affairs Council (AAC). Following support from AAC, new degree proposals then go to the NSHE Board of Regents for review and approval. Upon final approval, the SLOs for all degrees and certificates are published in the publicly available CSN academic catalog.

Academic Program Review
Along with student achievement trends, the SLOs for all existing degrees and certificates are periodically reviewed during CSN's program review process. Typically the self-reflective process of academic program review leads to curriculum and program changes, including proposals for new programming. Ideas for new programs are vetted through academic Deans and the Vice President of Academic Affairs and require a feasibility study to establish community need and demand as well as a proposed budget and fiscal impact to CSN. Feasibility study results are presented to the President for review and input prior to inclusion in the Academic Master Plan,

Most recently CSN added three new Bachelor of Applied Science degrees in the field Environmental Conservation, Environmental Laboratory Sciences, and Environmental Management. Each of these new programs is unique and meets a distinct community need. CSN requires that all proposed degrees/certificates include a feasibility and community need prospectus that is reported to the executive leadership team. Components include relationship of the degree to CSN mission and job demand – labor statistics, community/industry support, academic support, program design, needed resources, student pipeline, and proposed timeline are all considerations.

Standard 1.C.3: Publishing and Sharing Learning Outcomes

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Narrative:

Student Learning Outcomes (SLOs) for all degrees, certificates, and credentials are published and updated as applicable in the CSN Catalog and Student Handbook. They are included as the first section on each degree page. Students can access the SLOs for any specific course as well in our Catalog, where SLOs are listed along with the course descriptions. The annual Catalog and Student Handbook is an online publication produced and updated regularly by the Office of Curriculum, Scheduling, and Articulation, which reports to the Office of Academic Affairs. The update process for the Catalog involves melding multiple timelines, including that of the faculty curriculum process, Veterans Administration, NSHE guidelines, and NWCCU guidelines.

To help merge the faculty curriculum process with the production of the Catalog, CSN uses Curriculog, an online curriculum workflow program that connects to Acalog, an online catalog program. In addition, Acalog allows for the assignment of editors, reviewers, and approvers from the various areas of the college for updating and enhancing their assigned sections within the Catalog.

Next Steps: Within courses, faculty are required to include the SLOs on the course syllabus, per the Faculty Senate Course Syllabus Policy, although there is currently no enforcement mechanism for this requirement – a gap that CSN will address in Fall 2022.

Standard 1.C.4: Admission, Completion, and Graduation Requirements

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Narrative:

CSN's Student Catalog and Handbook has a section dedicated to admissions information as well as a dedicated Admissions webpage that informs students on the admission process, student types, registration information, placement testing, transferring in credits, the course substitution process, and more. In the handbook, we break each process down for our students. The online admission's portal delineates between the types of students who may be admitted and gives students information and directions based on student type. For example, if a student is transferring, they would choose "Transferring to CSN Student," a link that provides more information about first choosing an Area of Study, along with other transfer student information, and a link to the complete enrollment process. This system seems to work well for us. However, the admission's portal has a lot of student categories. Moving forward, CSN will explore consolidating these options so that students do not become overwhelmed.

Graduation requirements are included on the admissions information webpage as well as in the Catalog but could probably be easier for students to find if we placed the graduation information on the main navigation page. This section describes the Catalog and degree requirements and the procedures for applying for graduation. While CSN encourages students to meet with an academic advisor to ensure they are ready to apply for graduation, the actual application for graduation is not linked to nor are directions about how to find and submit the application included, so this section should be updated to include these.

Standard 1.C.5: Assessment System to Evaluate Quality of Learning

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Narrative:

CSN has a regular and effective system of assessment to evaluate the quality of learning at the course and program (major) levels. We have established a six-year planning cycle during which faculty annually report student learning outcome achievement for five years, and then in the sixth year, program faculty participate in a formal academic program review. The planning process includes identifying assessment measures and performance targets for each program learning outcome and specific program courses that faculty will review annually for student learning outcome achievement and course modifications. Programs report annually on the percentage of students who have achieved program learning outcomes for each degree and certificate of achievement at a designated performance level. This process includes describing the data collection process and timeline, organizing and interpreting data collected, and then using the data to inform program or course curriculum changes for improvement through developing action plans.

Figure 5. Annual assessment reporting compliance
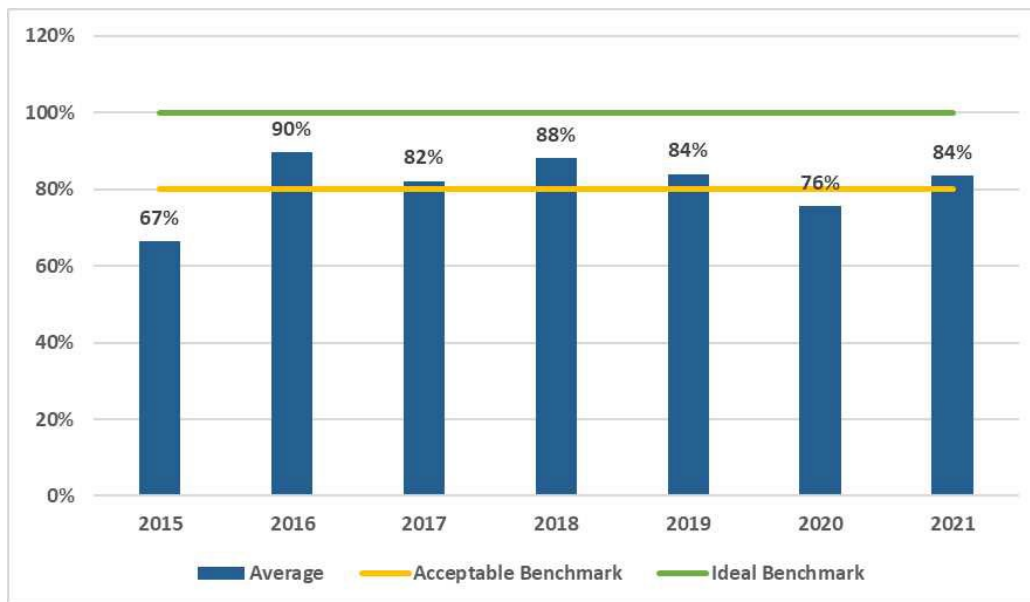
CSN faculty have policies in place to establish curricula, assess student learning, and participate in academic program review to improve instructional programs. In 2012, CSN established in its strategic plan a goal indicator of 100% compliance with annual assessment reporting. In 2018, the new CSN strategic plan did not include the compliance goal. Instead, the Office of Institutional Assessment and Accreditation Unit Plan has established annual reporting goals at the course, program, general education, and institution levels that focus on comprehensiveness and quality in

reporting. CSN established a new acceptable benchmark of 80% comprehensive reporting and an ideal benchmark of 100%. Over the past seven reporting cycles, average annual assessment reporting has been above the acceptable benchmark except for 2015 when the current Director deployed a new system and in 2020 when the COVID-19 pandemic impacted instruction and assessment methods (see Figure 5). The seven-year reporting average is 81% across all school programs.

Figure 6 illustrates annual assessment reporting by academic schools. Programs completing academic program review are counted as completing annual assessment reporting (2015 - A&L; 2016 - BHPS & EBSS; 2017 - SEM; 2018 - AAT; 2019 - HS; 2020 - none; 2021 - BHPS & EBSS). The Engelstad School of Health Science and the School of Science, Engineering, and Mathematics have met acceptable and ideal reporting benchmarks all seven years.

Figure 6. Annual assessment reporting by school
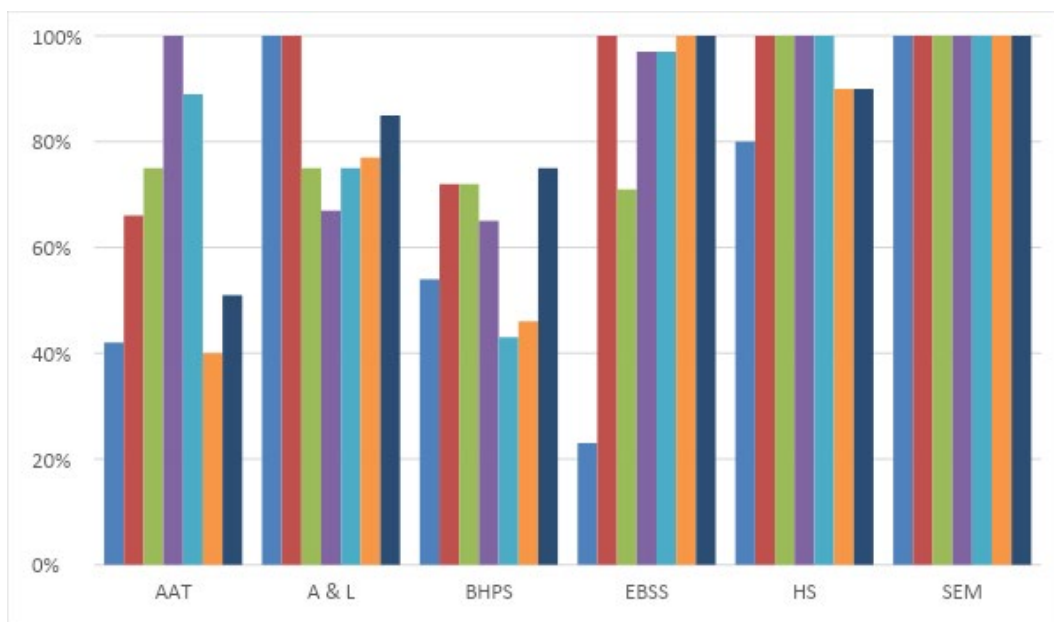
Notes. AAT = Advanced and Applied Technologies, A&L = Arts and Letters, BHPS = Business, Hospitality, and Public Service, EBSS = Education, Behavior and Social Science, HS = Health Sciences, SEM = Science, Engineering, and Mathematics.

Course-level

In 2015, CSN established achievement reporting formats as Not Achieved, Partially Achieved, and Achieved. In 2019, CSN adopted the Watermark Taskstream assessment management system, and the College changed learning outcome achievement to include acceptable and ideal targets. Acceptable achievement targets are not met, met, or exceeded, and ideal achievement targets are moving away, approaching, and exceeded. Reporting of course-level assessment of SLOs is incorporated within annual assessment reports. Departments/programs indicate in their assessment plans which courses they intend to review and report on SLO achievement for each year of their plan. The objective is to have all special program courses reviewed at least once within the six-year planning cycle. Currently, 11% of all active CSN courses have been reviewed, including reporting achievement of course student learning outcomes. We recognize that this is an area that needs improvement, and it will take several assessment cycles to achieve. CSN utilizes Canvas as

our Learning Management System where most assessment measures are implemented, or student achievement is documented. In addition, CSN has purchased several electronic assessment resources to help departments/programs with organizing data collection.

Program-level

When we average PLO achievement across all school programs, all schools met or exceeded their minimum acceptable targets, and five of six schools are approaching or exceeding ideal targets (Table 5). When ideal targets are achieved, the ideal target should become the new acceptable target, and a new ideal target should be established. This will be the focus of refining measures and targets during the academic year 2022-2023.

Table 5. Academic program learning outcome achievement

AY 2019-2020 Reporting	Acceptable Target				Ideal Target			
School	Exceeded	Met	Not Met	Un-specified	Exceeded	Approaching	Moving Away	Un-specified
AAT	41%	17%	38%	4%	30%	48%	11%	11%
A&L	45%	26%	23%	6%	38%	34%	23%	6%
BHPS	46%	21%	28%	5%	21%	58%	11%	11%
EBSS	57%	36%	4%	2%	55%	40%	2%	2%
HS	18%	64%	8%	10%	16%	48%	4%	32%
SEM	44%	11%	44%	0%	0%	11%	22%	67%

Faculty Perspective

CSN offers three faculty perspectives on compliance with Standard 1.C.5. Each perspective shows what their department faculty have implemented and accomplished regarding assessment of student learning, why they selected their assessment methods, what they have learned when self-reflecting upon this process, and what they would do differently in the future.

Faculty A - "From the faculty perspective, I feel that CSN has an effective program in place. My department has had course-level assessment in place for two decades; we are still in the process of implementing program-level assessment, but we are a general education department with many students but few graduates in our field. I believe we would have had program-level assessment in place had processes not been delayed by the COVID-19 pandemic.

"I have had some frustrations with dates being unreasonable or changing, but over the last few years, these issues have not recurred. The current November 1 deadline is achievable and becoming better known every year. It just means that October is Assessment Month. As I oversee both English and General Education Assessment, we were able to use Taskstream and work from home.

Here is how this schedule worked:

- The first Friday in October, each of the three projects (Composition I, Composition II, Literature) meets for an hour to norm and briefly overview how things will look in Aqua. We then have twelve days to read the artifacts for these projects.
- The second Friday in October, the faculty who elected to help score our General Education Critical Thinking project met to norm and look at Aqua, and then raters had twelve days to score those artifacts.
- On Wednesday of the third week, the English artifacts are scored, so I can send the raters the data from the reports; each project then convenes on Friday to discuss the data and decide what actions we would like to take.
- On Wednesday of the fourth week, the Gen Ed artifacts are scored, so I can send the raters the data, which we then discuss on Friday, along with brainstorming conclusions and possible actions.
- October is usually a five-week month; this means that I had a week to compile the data and conclusions from each project and write the reports.

"As I said, October is Assessment month, but one conclusion faculty have drawn from following roughly this schedule the last two years is that having the Via/Aqua software available, which allows us to score artifacts at home on our own time over twelve days instead of having to crank them out in a tiny, windowless room over two hours is a good addition that makes the projects feel more humane and achievable.

"I have a unique perspective on the Taskstream implementation because I was the faculty member on the committee that chose the software. Taskstream makes reporting easier. Yes, it is clunky and not particularly user-friendly. The first year using Taskstream was a nightmare. However, subsequent years are then significantly easier than manual reporting. I also know because I was of the position that Taskstream was the most flexible of the options and the one most able to function at our scale. It also has several modules (I am thinking of Aqua and Via) in which I have run projects that were made significantly easier by the use of this software. While I agree that the implementation was not particularly smooth and the software is far from optimal, I also didn't see any options that were better, and I would be sad to lose the functionality it provides—functionality that, again, I don't believe the other software choices offered at all, let alone at the scale we need."

Faculty B - "The Department of Physical Sciences has faculty-established protocols to assess its program in support of the College's mission and program Student Learning Outcomes (SLO's). The SLO's are twofold. First, demonstrate scientific methods and relate theory, experiment, data analysis and general knowledge. Second, analyze data and perform dimensional and graphical analysis of collected data. These protocols are designed to give faculty insight into student success and provide a mechanism in which to adjust curriculum as faculty deem necessary.

"The Associate of Science (AS) Degree housed within the Department of Physical Sciences is a general transfer program for students who are planning to transfer to a baccalaureate or pre-professional institution. A secondary objective may be employment upon completion of the AS degree. The assessment strategies are twofold: First, a direct measure of learning will occur in three courses. In Chemistry 121, General Chemistry I, all sections utilize a national exam published by the American Chemical Society (ACS). Selected questions relevant to program outcomes will

be examined to assess student mastery. In Physics 151, General Physics I, a selected laboratory activity will be assessed via a rubric to determine whether students have met the learning outcomes. In Physics 180L, Physics for Scientists and Engineers Lab I, a selected laboratory activity will be assessed via a rubric to determine whether students have met the learning outcomes. Second, an indirect measure of student learning will track AS Physical Science students to determine whether they are receiving grades of C or better in program core requirements and physical science electives for the previous year.

"The faculty chose a multi-pronged strategy to assess its program due to the prescribed Student Learning Outcomes (SLO) and degree requirements. For example, each student must take either Physics 151 or Physics 180L. As such, any assessment tool in these courses would be able to capture every student wishing to earn an AS in Physical Sciences. The assessment tool in these courses will address the program's second SLO. Although Chemistry 121 is not required of every student, the ability to use a standardized national exam allows the faculty to make easy comparisons across institutions who utilize the national exam. The assessment tool in this course will address the program's first SLO.

"In the year prior to the pandemic, the 2019-2020 assessment cycle, 13.8% of students scored a 70% or better on the ACS national exam. In comparison with published national data for this exam, CSN students had an average score 8.7% worse and a median score 11.4% worse than peers nationwide. It is noted that the Department needed to purchase and administer new exams for this assessment cycle. This was necessary due to warnings from the publisher that the 2005 exam was old and likely compromised. To close the loop, faculty who teach Chemistry 121 will be provided results for the ACS national exam. These results will show a breakdown by question and topic for each individual course section. Analysis of these questions will provide a starting point for addressing difficult topics each subsequent academic year."

"In the year prior to the pandemic, the 2019-2020 assessment cycle, 51.2% of students scored a 70% or better on the Physics 151 and Physics 180L common laboratory exercise. The faculty agreed upon an acceptable target of 60.0% of students scoring 70% or better in the selected laboratory exercise. To close the loop, faculty who teach Physics 151 and Physics 180L will review data from the common laboratory exercise to ensure SLO alignment and measurements of student success."

Faculty C - "The Department of Human Behavior comprises three major disciplines: Anthropology, Psychology, and Sociology. Human Behavior offers four AA degrees and three Certificates of Achievement. Prior to the pandemic, we supported approximately 23,000 students per academic year, including summer school. This past academic year, Human Behavior taught 17,704 students (duplicated headcount), including summer school. CSN Human Behavior recently completed our six-year program review, which entailed a detailed evaluation of each of our programs' accomplishments and failings over the review period, "skinny legs and all." Some of our disciplines, for example the applied branch of our psychology program, had long-term, successful, and actionable assessment programs providing high quality data. Other programs had limited data with which to work.

"During the six years in question, beginning with academic year 2015-16 and ending with

academic year 2020-21, the assessment regimen changed twice. These changes rendered the data in the earlier parts of the evaluation cycle essentially irrelevant at the time of program review, particularly in the sociology and general psychology programs. At the beginning of the review period there was no culture of assessment in the large Human Behavior general education programs. Especially towards the beginning of the program review cycle, assessors used a "going through the motions" mentality that did not take assessment seriously. This has changed so much during the six-year program review period that Dr. Peterson, our Director of Assessment, used Human Behavior as an example to other departments of "what to do." Ironically, no formal assessment of faculty assessment development in our department ever occurred. However, on a qualitative basis, the difference is clear. During the study period, many faculty received assessment training, both formal and informal. Department leadership focused on two areas for development: 1) Faculty use of Canvas' ability to map learning outcomes to assessment artifacts and 2) basic faculty training in Bloom's Taxonomy. These two items had the effect of creating a culture of awareness that grew over the last three years of the program review cycle. Department leadership placed assessment "in everyone's face" so to speak – assessment was brought up in nearly every meeting, and there were numerous committees of various sorts concerning assessment.

"Faculty members who had neither personal nor professional interest in assessment found the notion waved in their faces on a regular basis. In short, a faculty member in Human Behavior could hardly avoid hearing about or discussing assessment during the study period. The net result was increased employment of assessment practices throughout all of our disciplines. During the last three years of the program review period, some program lead faculty were changed, replacing those who had less assessment experience with those who had more. All of the general education and most of the degree program classes have now had their course learning outcomes updated. The Sociology program has completed a program revision; the Psychology program is presently in the midst of one; and the Anthropology program completed one early in the cycle. With this said, the purpose of assessment is to create an actionable program of mitigation of any deficiencies we should find. Our applied psychology program has collected actionable data through the entire study period.

"The culture of assessment in this group is strong and preceded the management intervention that began seven years ago. The two radical changes in the college's approach to assessment created considerable difficulty for the Anthropology AA. Although the Anthropology AA has been collecting data throughout the study period, the nature of the data has changed twice during the study period. Only the past three years of data collection could reasonably be construed as actionable. This coming academic year, 2022-23, will be the first year that these data will be utilized on a program-wide basis. The Cultural Resources Management and Forensic Anthropology Certificates of Achievement are new, small programs that have existed for four years each. They both have collected actionable assessment data throughout their brief existence. The general psychology and sociology programs both began collecting actionable data three years ago.

"Department of Human Behavior Process - During the study period each of our general education disciplines conducted assessment of student learning outcomes in a similar fashion. There were two research questions: 1) To what degree are students achieving the program-level learning objectives? 2) To what degree are students achieving general education outcomes?

"Permanent faculty were free to create whatever system of assessing student and general education learning outcomes they preferred. Many were already using some method of their own creation. For all part-time and some full-time faculty use, we created a test bank. Each test bank asked core questions fundamental to that particular discipline. Each test bank question was mapped separately to the program learning outcomes and general education student learning outcomes. Each test bank was coordinated by a lead faculty member who is a member of the discipline in question, in consultation with other members of the discipline. The test bank was evaluated by our department statistician. In the case of General Psychology, radical changes were made to the test bank to assure alignment. In all disciplines, we concluded that 70% success on any measure constituted competency since most faculty treat 70% mastery at the course level as a "C."

"The test banks were then attached to quiz modules with twenty questions each. For each discipline, the quiz module, with the attached test bank questions, was deployed to a minimum of 10% of the 101-level sections offered during the semester to be studied. Anthropology has run the study three times, including the pilot. Sociology and Psychology have run the pilot once each. At the completion of the semester, the results were tabulated and reported in aggregate form to both the faculty and the assessment department via the Taskstream software.

"The leadership team held a lengthy post-mortem at the conclusion of each study. We found the test bank system to be an effective course assessment measure. In the absence of longitudinal data, we have declined to promulgate any findings to the faculty. We have committed considerable energy over the past three semesters to refining the test banks – weeding out bad questions, covering areas inadequately covered, and rewording items of questionable validity. We expect that once we have three years of data, we will view the database to be sufficiently reliable to be actionable. Anthropology will be the first discipline to produce actionable artifacts, probably for the 2023-2024 school year."

Narrative:

CSN has created a General Education Crosswalk that shows how our General Education Distribution categories align with NWCCU general education competency topics and our institutional learning outcomes. Assessment of general education courses is organized and implemented within departments and reported to the Office of Institutional Assessment and Accreditation annually by November 1.

Figure 7. General education course level trends
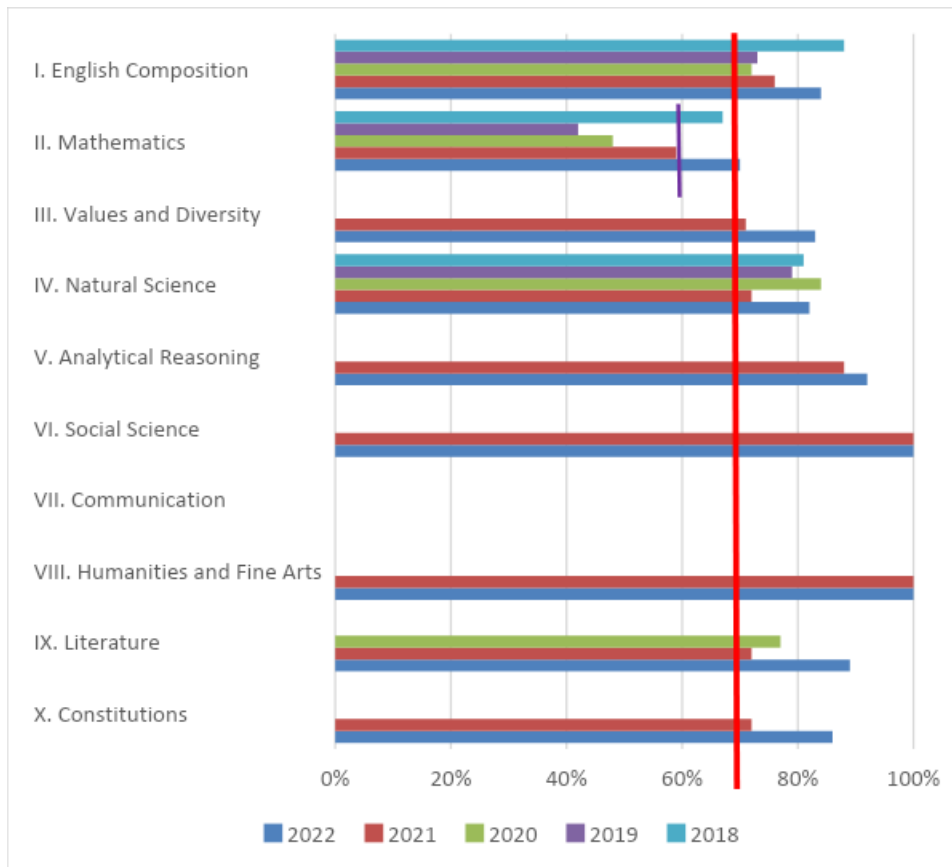
CSN uses a dual-prong approach to assess general education at the course level and across the

learning experience at CSN. CSN has an existing policy for college transfer courses/degrees (AA, AB, AS) and general education related instruction for AAS and Certificates of Achievement. At the course level, there are 10 general education distribution categories with general education learning outcomes and course list that have been approved by the Faculty Senate General Education Curriculum Subcommittee. The policy states that courses must assess students for general education content within the approved courses. The second prong of our general education system involves annual assessment of students approved for May graduation to determine their competence in one or more of our institutional learning outcomes (ILOs), which are critical thinking, communication, and civic engagement.

Figure 7 shows student success in comprehending general education course content for each distribution category. Competence is met at a minimum assessment level of 70% across all assessment measures except for Mathematics which has a benchmark competency level of 60%. Distribution categories of English, Mathematics, and Natural Science have a long history of collecting and reporting course-level data for general education learning outcomes assessment. All other distribution categories, except Communications, have consistently reported general education learning outcome achievement. Assessment data for the Communications category has not yet been reported. CSN recognizes this gap as an area for improvement, and we are working with the department to collect, analyze, and report general education learning outcome achievement for this distribution category in the next academic year.

In Spring 2020, the Faculty Senate General Education Assessment Committee launched a pilot project for assessing general education across the learning journey. On behalf of the committee, the Office of Institutional Assessment and Accreditation launched an assessment that was sent to 2,208 students. Of the population, 42 students responded (2% response rate). The assessment consisted of two quantitative reasoning questions, two information literacy questions, and one cause and effect question to measure ILO 3 - critical thinking. Students must demonstrate competence in three of the five questions to be deemed minimally competent, four questions to be deemed competent, and five questions to be deemed highly competent. Figure 8 shows that more than 90% of graduating students who responded to the post-graduation survey performed to the level of competent or highly competent in critical thinking ability.

Figure 8. General education assessment across the learning journey

Faculty Perspectives

CSN offers three faculty perspectives on compliance with Standard 1.C.6. Each perspective shows what their department faculty have implemented regarding general education assessment, why they selected their assessment methods, what they have learned when self-reflecting upon this process, and what they would do differently in the future.

Faculty A - "The CSN Faculty Senate General Education Assessment Committee has existed since 2017. In our first year, we established our three Institutional Learning Outcomes and the seven facets through which we wanted to examine them; in the second year, we developed an assessment plan and schedule. In our third year, we formulated a Critical Thinking project, which we would have implemented in the fourth year if not for COVID-19. We decided to run the project in the next year while we plan the Communication Project; we would not normally have this overlap, but again, COVID-19 impacted the assessment.

"This committee does not define Gen Ed nor determine whether individual courses are part of General Education; this is done by the General Education subcommittee of the Faculty Senate Curriculum Committee with the guidance of the state requirements as determined by the NSHE Board of Regents. The ten distribution categories above are from the Nevada requirements. Course content and course-specific skills are already being assessed at the course level, and it does not make sense for us to conduct assessments that are already being overseen by the appropriate faculty from the appropriate discipline; we, therefore, decided to assess for our three Institutional Learning Outcomes (Critical Thinking, Communication, Diversity and Civic Engagement).

"Our original plan was to conduct the Critical Thinking project once every six or seven years, but it turned out to be simple enough to score that we will run it more frequently than that, perhaps every year, so that we can get more complete data sets.

"Our findings from the Critical Thinking Assessment were, frankly, better than we expected partly because of some scoring issues with the two questions the library agreed to evaluate. While this matter will probably correct itself, the results were so good that we are aware the instrument may just be too simple. However, we wanted to ask questions that we felt students from all fields had a fair and reasonable chance of being able to answer, and different fields require different depths of coverage of our questions. We will continue to monitor and adjust this instrument."

Faculty B - "The Department of Physical Sciences has an established program to assess its General Education courses in support of the College's mission. The assessment of these General Education courses is designed to measure learning outcomes consistent with scientific and quantitative reasoning.

"The Department of Physical Sciences assesses its General Education courses using a pre and post survey. Each discipline within the Department – Astronomy, Chemistry, Environmental Sciences, Geography, Geology and Physics – agreed to use a standardized method as its assessment tool. The pre survey is given near the start of the term whereas the post survey is given near the end of the term. These surveys are designed to evaluate each student's ability to define and apply basic concepts in a scientific discipline and to competently apply the scientific method. The surveys present each student with a hypothetical scenario where a gardener needs to evaluate the application of different types of fertilizers and the effect on growth rates. The surveys measure both qualitative and quantitative aspects of the Natural Science Learning Outcome described previously. The qualitative measures ask students to evaluate items such as, "Presently I understand the scientific method," and "Science is about memorizing facts." These questions are scored using a Likert scale ranging from strongly agree = 4 points to strongly disagree = 0 points. The quantitative measures ask students to evaluate items such as, "Identify the hypothesis," and "Identify the problem." These questions are scored as correct or incorrect. The data collected from these surveys is evaluated, and average values are calculated for each category. The benchmark for success is an improvement of scores of students from the pre survey to the post survey.

"In 2015, the Physical Sciences Department embarked on a process to devise an assessment tool that could apply to the variety of disciplines within the department. After discussion with the then Chair of the Department, a simple pre and post survey tool was created, providing an array of qualitative and quantitative data to understand student success in the Department's general education courses.

"Prior to 2017, the surveys given to students were different from the pre survey to the post survey. The data analysis prior to 2017 was determined to be inconclusive due to the potential of inaccurate comparisons arising from the different surveys administered. Beginning in Fall 2018, the Department modified the survey and administered the same questions for both the pre survey and post survey. The table below shows the quantitative results of the surveys given from Fall 2018. The data in Table 6 show very little difference from the pre survey to the post survey.

Table 6. Physical science pre- post-survey trends

Semester	Students	Pre survey % correct	Post survey % correct	% Difference
Fall 2018	1006	57.8%	58.2%	0.6%
Fall 2019	1183	57.3%	56.1%	-2.0%
Fall 2020	719	62.8%	63.0%	0.5%
Fall 2021	832	59.6%	60.0%	0.8%

Next Steps: Moving forward, the Department will add discipline-specific data to this existing assessment tool. Each discipline will identify an assignment or a set of common questions to administer to all students enrolled. The data will be aggregated across each discipline's General Education courses and analyzed to gauge student success in satisfying the Natural Science Learning Outcomes.

Standard 1.C.7: Use of Assessment Results to Improve Learning

The institution uses the results of its assessment efforts to inform academic and learning support planning and practices to continuously improve student learning outcomes.

Narrative:

CSN has an established and ongoing system of planning, assessment, data collection, and data analysis to inform decision-making and actions for improvement. Assessment is carried out across CSN in two primary processes: a) assessment of student learning and b) assessment of college units in academic, academic (learning) support, student services, and operational service areas. Both processes impact academic and learning support college-wide. As units and programs analyze and report their assessment data, they are asked to identify how those data have informed their decision-making for change, including developing actions for improvement. These changes and actions for improvement are outlined in formal action plans within the Watermark Taskstream system. Action plans for improvement provide detail on the steps or tasks required to complete the action, individuals responsible for the tasks, a timeline for completion, identified measures for tracking progress, and measuring success, efficiency, or adequacy. Units are encouraged to provide monthly status updates on their actions to document what has been completed and what still needs to be accomplished within the current assessment cycle.

Figure 9. Trends in action plans for improvement of student learning
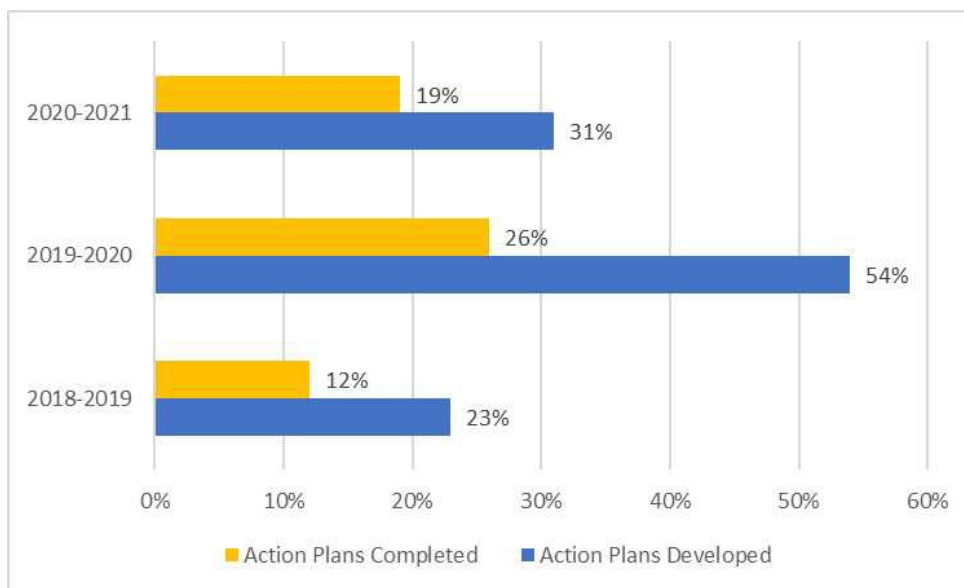
**Assessment of Student Learning**

Figure 9 illustrates an increase in action plans developed and completed from 2018-2019 through 2019-2020. Although there was a decline in the number of action plans developed and completed for 2020-2021, school assessment committee peer evaluation showed an increase in the quality of action plans, and fewer action plans overall were needed to improve program processes. Most

action plans for improvement target curriculum and pedagogy changes and modification of assessment activities (see Figure 10).

Figure 10. Trends in types of action plan improvements
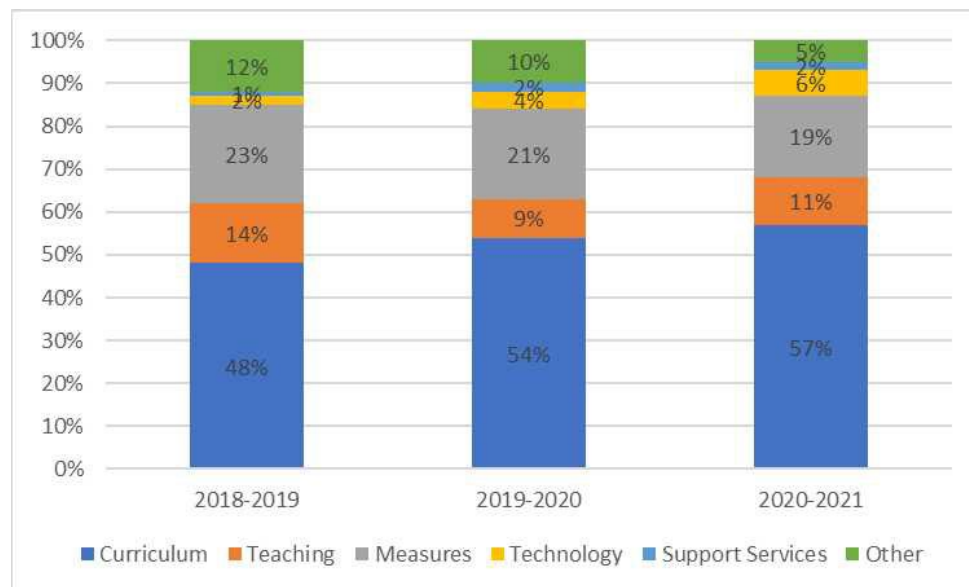
Faculty Perspective

CSN offers three faculty perspectives on compliance with Standard 1.C.7. Each perspective shows what their department faculty have implemented and accomplished regarding utilization of assessment, why they selected their assessment methods, what they have learned when self-reflecting upon this process, and what they would do differently in the future.

Faculty A - "In terms of General Education, we have just conducted our first project. We plan to offer several sessions next fall in which we present the results and ask faculty to brainstorm possible responses; with only one year's data, it may be too soon to make sweeping changes, but we want to be open with the data in the hopes that, over several years, faculty can begin to see patterns and help formulate action plans.

"The English Department began assessing its Composition courses in 2002. Our curriculum and materials at the time were rather antiquated and quaint, and we had some outcomes, but nobody really used or even looked at them. As we began assessment, the first thing we saw was that the outcomes were not assessable (several "demonstrates" and several "appreciates"), so our first step was to create usable outcomes. We decided that, since we needed to assess our outcomes, we may as well write outcomes that we felt reflected our current threshold concepts, core beliefs, and pedagogical practices, so we began crafting new outcomes. This took several iterations and is of course a continuing process, but by about 2005 or so, we had outcomes that we felt lent themselves to assessment. Our department had previously been of the mindset that, "Somebody a long time ago wrote those outcomes; they're fine, so we'll just keep using them." Once we started assessment, we were able to demonstrate the need for fresh outcomes, and the outcomes we have

now are assessable and more accurately reflect the current state of our discipline. We also required a few iterations to get rubrics we felt accurately reflected our intentions with the outcomes, but eventually, we developed rubrics that have worked well for several years.

"Once we had rubrics that we felt accurately reflected what was happening in our classrooms, the next thing we noticed was that the textbook that had been adopted possibly when the college started did not really reflect our bright, shiny new outcomes. We had all been assured that that textbook was a lock that we would never be able to change, but with several years of assessment data, we felt comfortable asserting that the textbook our adjunct faculty were required to use needed to be replaced, and we were able to get department buy-in; we now have a subcommittee of our English Department's Composition committee that evaluates new textbooks every few years instead of just adopting the same one repeatedly. This step, which our new faculty quite take for granted, was a tremendous step forward for the currency of our department and was brought about entirely by assessment data.

"In about 2012, CSN administration expressed that we were contractually obligated to have several meetings a semester; we had been having only one, at the beginning. We were faced with having to hold additional department meetings, but none of us wanted those to be meetings where we just sit in a room and receive information that could have been conveyed just as easily in an email. We decided that we would like to discuss different teaching practices by having faculty members give ten-minute lessons. Faculty were free to choose their own topics, but we encouraged them to base topics off recent assessment results. We do not currently have these meetings every semester, and they are in the process of evolving into communities of practice, but these were often very exciting meetings in which we'd see and then discuss three to five teaching snippets. They were a good way to discuss issues, many of which pertained to assessment data. We also encouraged pre-tenured faculty to present so that the department as a whole would know something about their specialties and interests before we were called upon to write tenure letters.

"As we continue our assessment efforts each year, some topics keep coming up; notably, our students consistently score poorly on Synthesis. When students' poor performance on Synthesis started recurring every year, we decided that perhaps part of the problem was that, although Synthesis is part of the outcomes for the course, perhaps not all faculty feel they have sufficient expertise on the topic, so we have now hosted three different Professional Development sessions, allowing our faculty to learn more about Synthesis and present some teaching activities. The last two years, this has been a Convocation session available to all faculty in all disciplines because Synthesis is an issue in many fields besides English."

Faculty B - "The assessment coordinator for the Department of Physical Sciences is responsible for collecting data for General Education and program assessment efforts. The coordinator will work with faculty to ensure that General Education courses have the assessment tools (pre survey and post survey) needed to complete the assessment. The coordinator will analyze and present these data to the Department each spring.

"After numerous iterations of the surveys, Department faculty determined that the tool is not sufficient to adequately measure student success. Going forward, the Department agreed to add an additional assessment tool to its General Education course assessment. Each discipline, astronomy,

chemistry, environmental sciences, geography, geology, and physics will agree to use a common set of questions or an assignment across all sections. Faculty believe that adding this additional tool will provide more actionable data.

At this time, program assessment efforts only involve collecting the data and constructing a report that is delivered to the College's Office of Assessment each November. Going forward, the assessment coordinator will present the results of the program assessment each spring convocation and faculty will have the opportunity to weigh in on any changes needed.

Faculty C - The Department of Human Behavior has utilized data from assessment activities to enhance curricula, learning experiences, and improve teaching. The follow list are examples of how we have closed the loop on assessment practices.

- Human behavior created two applied anthropology programs in 2017. One of these is our Forensic Anthropology program.
- Forensic Anthropology requires an Anthropology Lab; This lab is also used by our Biological Anthropology course.
- Both human and neanderthal skeletons are required in a fully equipped biological anthropology lab. Our lab had a human skeleton only.
- I included a neanderthal skeleton ($9500) in last year's Unit Plan.
- The skeleton request was mapped to department, school, institutional, and NSHE goals.
- When HEERF II/III funding became available, I submitted a request for the Neanderthal skeleton.
- My request was approved thus closing the loop and approving an item that appeared in the Unit Plan.
- We are expecting the skeleton to appear shortly and be available for student use in the summer semester.
- Nearly $12,000 of other laboratory items that directly contribute to student success were purchased through the same process this spring.

Standard 1.C.8: Transfer Credit and Credit for Prior Learning

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Narrative:

CSN maintains a transfer-of-credit policy that supports program integrity while providing students' optimal mobility between institutions in pursuit of their academic and educational goals. The policies and procedures regarding transfer-of-credit are an integral part of CSN's institutional mission of welcoming and serving students of diverse backgrounds. This policy requires CSN to evaluate and appropriately award credit based on a student's educational experiences. This evaluation is accomplished through the Registrar's office Transfer Center and consists of highly qualified personnel committed to the accurate evaluation of prior educational experiences, while ensuring program integrity, through the consistent application of policies and procedures regarding transfer-of-credit. These policies are published on the college's website and in the annual catalog.

Degrees, courses, and credits transfer seamlessly between Nevada System of Higher Education (NSHE) institutions, and the General Education Requirements for AA, AS and AB degrees are fully transferable. NSHE's common course numbering systems fosters this seamless transfer of credits earned, which aligns Nevada coursework between institutions. Credit for coursework successfully completed at one NSHE institution and that applies to general education requirements will fulfill the same categories at all other NSHE institutions. This also applies to specific program requirements for Baccalaureate degrees.

In addition, CSN collaborates with other Nevada institutions to create clear transfer guidelines and pathways, through the publication of academic maps, for students to ensure credit transfer without credit loss. As part of NSHE policy, no student shall transfer to a Nevada institution with resulting credit loss. Thus, CSN undergoes a yearly transfer review with these institutions and updates any requirements and changes to programmatic content. CSN also works with out-of-state institutions creating partnerships and MOUs for student transfer.

NSHE and CSN regularly review and update transfer-of-credit policies. The Registrar oversees the transfer credit evaluation process and makes decisions regarding application of policy. Additionally, the Registrar collaborates with faculty subject matter experts to evaluate content and determine applicability to specific major requirements.

Standard 1.C.9: Graduate Programs

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Narrative:

CSN does not have any graduate programs.

1:C: Student Learning Reflection

Response: CSN has progressed substantially in implementation and documentation of student learning outcome achievement since out last comprehensive seven-year report for the NWCCU. We have strong pockets of assessment occurring in academic units, and units are using data to inform decision-making for improvement. However, we recognize that our distribution model of general education does not reflect the evolution of general education course completion to demonstration of meaningful core skill sets.

Standard 1.D.1: Recruitment, Admissions, and Orientation

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Narrative:

Click on picture to see a message from 2022 DREAM Scholar: Adrian Bell

The College of Southern Nevada is committed to its foundational open-door mission. She focuses on student Access while providing opportunities for all students to enroll in short-term certificate, two-year, and four-year academic programs. Additionally, the College is committed to assisting students to gain access to adult education programs and high-demand, industry-specific workforce development certifications via the Division of Workforce and Economic Development. The commitment to provide a consistent student experience is embodied, supported, and assessed by the Division of Student Affairs in strategic partnership with college-wide constituents. The Division aims to champion student success by delivering evidence-based programs and services that promote access, progress, and completion [*Continued compliance with Eligibility Requirement 6, 11 and 16*].

Recruitment - As an open-enrollment institution, the College of Southern Nevada's (CSN) recruitment strategies provide meaningful access and opportunity to prospective students in the Greater Las Vegas valley and beyond. Recruitment and Admissions efforts work together to give students and families accurate and timely access and opportunity information to enroll at the College (CSN Admissions). Recruitment and Admissions efforts focus on reaching potential first-year students through K-12 partners, dual-credit, Division of Workforce and Economic Development, and various community-based events and fairs. Efforts also serve students seeking transfer pathways into CSN and returning students who previously attended CSN. The Office of

Student Recruitment and College Connections tailors its efforts to and embraces the vast array of potential future students, leading to differentiated recruiting strategies which require close collaborations with other institutional units, including and not limited to: Nevada Promise, the Office of the Registrar, First Year Experience, the Office of Targeted Enrollment, Financial Aid, Career and Transfer Services and others. The fundamental recruitment message to potential students remains that the institution supports their success in alignment with the College's "Student First" motto. This 'Students First' approach to student service delivery leverages institutional strengths such as offering low debt, individualized attention with small class sizes, and workforce entry opportunities in a growing and bustling metropolitan area. A commitment to student success is exemplified in the fundamental expectation that students will "graduate, complete, transfer, and prosper."

The pandemic heavily impacted traditional recruiting strategies such as in-person high school visits and college fairs, and other events, tours, and other services, especially in the 2019-2020 FY. This situation is very conspicuous in admissions applications trends for the period. They utilized the evidence from the trends data to identify and deploy online/virtual software that allowed us to redesign the student experience and deliver services in different modalities to assure access of diverse groups. Using platforms like WebEx, MS Teams, Google Meet, and Zoom allowed the staff to meet students and communities 'where they are' while adapting to the pandemic environment. The redesign of recruitment modules and activities allowed the Unit to influence the increase in the number of admissions applications received from 45,715 in 2019-2020 to 66,887 in 2020-2021 as was observed in the trend linked above.

A Summer 2020 and Fall 2021 Qualtrics Service Satisfaction Survey for the Division of Student Affairs Student Satisfaction Survey feedback indicating that students desired more online/virtual service options. When analyzed at the Unit level, about 75% of the students indicated they were satisfied or very satisfied with the service modalities and quality of services rendered by each Unit participating in the survey. The expansion of our digital/virtual offerings for events, self-guided CSN audio tours, virtual appointments, texting platforms, and a new cutting edge chatbot anticipated in Fall 2022 will continue to support our efforts of recruiting students along with traditional methods. The continuous assessment of services has allowed the institution to continue the partnership with students and learn how we can continue to improve and maintain the consistent student experience.

Orientation - CSN provides a New Student Orientation (NSO) and a Coyote Orientation Registration Event (CORE) to assure our First Steps Process of orientation, advising, placement testing, and registration. The NSO workshop familiarizes students with the CSN academic experience, academic requirements, our 11 areas of study, academic advising, and student resources. Students are better prepared to complete their degree planner including initial course recommendations from academic advisors. CORE Live Events connect students with the CSN community to encourage interaction with resources and support services, meet faculty and staff. CSN utilizes a pre- and post-test to collect data on the impact NSO has had in preparing them to succeed at CSN. In addition, CSN tracks the number of students attending NSO and CORE events.

Prior to the COVID-19 pandemic, CSN engaged in efforts to transition NSO and CORE to a virtual/online experience option for all students. This allowed us to be in a better position when

responding to the COVID-19 pandemic virtual shift. NSO is available to complete 24/7 on multiple device types. Since launching the new online NSO platform on April 22, 2020, over 23,500 students have completed the NSO.

First Year Experience - The [First Year Experience (FYE)](#) provides a seamless and comprehensive first year experience supporting holistic transitional success in academic and personal exploration in the first year. FYE supports CSN's "students first" focus on graduation, completion, transfer & prosperity. FYE works collaboratively with campus and community partners to provide important connections to the CSN community, key relationships, and structured resources & support. FYE creates academic and co-curricular pathways by which students can connect, persist, and reach educational goals through graduation and beyond. [FYE collects data](#) on student perceptions of academic and co-curricular pathways and learning outcomes.

Academic Advising - Upon completion of NSO and early in their academic journey, CSN requires students to meet with an Academic Advisor. Academic Advising appointments are available to all students in various modalities – virtual/online, telephone, or on-campus. [New students](#) must meet with an Advisor before registering for their first semester of classes. Advisor assignments for new students are made in the first month of the fall and spring semester. Once assignments are completed, advisors conduct outreach campaigns to encourage all new students to meet with their assigned advisor before enrolling/completing their first 15 credit hours. Subsequently, students are encouraged to meet with their assigned Academic Advisor when they have earned 30, and 45 credit hours. During these individual advising meetings, the Academic Advisor reviews the degree plan for each student's declared major, creates an academic plan for the student to achieve degree/certificate completion, and explains CSN academic policies and procedures. After each completed appointment, the [academic advising department tracks](#) visits and surveys students' satisfaction with advising visits and their understanding of the selected academic plan. On average, 86% of the students responding to a student Satisfaction Survey conducted in [insert semester] stated they were very satisfied with their advising appointments visits. Additionally, 89% of the students responding to the [student satisfaction survey](#) indicated they understood how to use the Academic Plan provided to them by their Advisor. Academic Advisors seek to meet annually with academic department chairs and program leads for training on curriculum changes and pending updates to a new degree or certificate programs. The data collected and analyzed by the Academic Advising team helps the College inform professional development opportunities for staff and faculty and continuously adapt service delivery methodologies in academic advising.

Graduation - Consistent with the institution's mission, students receive timely, helpful, and accurate information about the requirements for graduation from the College. Our [Admission web page](#) has links to [Graduation information](#) providing the student with all of the information they need to apply for graduation. This information urges the student to meet with their assigned Academic Advisor, offer deadlines for graduation application, and discuss their catalog years requirements, printed credential information, and commencement celebration information. To ensure students receive the services desired, the graduation team in the Office of the Registrar runs queries that send communication to prospective graduating students urging them to apply for graduation. Once the student applies for graduation, the Office updates their student record/file. It places the file in the 'In Review' process. Subsequently, eligible students receive a communication letting them know the Office has received their application and is reviewing it. Depending on their

account and student file status, the application for graduation is then placed in either of the following queues: In Progress, Complete, or Does Not Graduate (DNG). The Office of the Registrar sends DNG students a specific communication the day they are coded. This action aims to provide students ample time to meet with an Academic Advisor to complete their requirements before the end of the term. Once the semester/term is completed, the Office immediately posts all 'Complete' files and reviews all 'In Progress' files.

The internal processes aim to identify all student files eligible for completion and post as many potential degrees and credentials. Subsequently, and as soon as possible, the Office communicates with all students eligible for graduation and those not eligible to provide them additional student success recommendations and service interventions. The average number of services provided by the Office of the Registrar over the past three academic years of 2018/19, 2019/20, and 2020/21, is 64,800. The number of student academic credentials posted for graduation was 3453 (36,94 dup), 3400, and 2480 (3354 dup) for the same years. In following Division expectations, the Office conducts student satisfaction assessments directly (via student conversations, phone calls, surveys, and others) and indirectly (via internal quality checks and operations reviews). The semester and annual results of the assessments allow the Office of the Registrar to continuously improve traditional, virtual/online, and hybrid services to all students.

Services to students and prospects focus on the commitment to provide an open-door access model to all students. Starting with Recruitment and Admissions and following with New Student Orientation, Academic Advising, and Graduation services, all students and families are allowed to Connect, Enter, Progress, Complete, and Transition in alignment with the Loss and Momentum Framework modeled by all Units in the Division of Student Affairs [*Continued compliance with Eligibility Requirements 17*].

Transfer - CSN, consistent with its mission, recruits and admits students who can benefit from achieving a degree in higher education. Communications regarding a CSN degree begins with admissions and is facilitated by academic advising with the goal of achieving student objectives whether that be graduation, and entering the work force, or transfer to 4-year college or university. Once a student shows interest in CSN we provide a multitude of communications through our Customer Relations Management (CRM) program, and personal contact, to ensure the student has a firm understanding of the opportunities and requirements of degree and transfer pursuit.

The student entering CSN first undergoes and extensive orientation process outlining requirements from degree selection to registration and graduation. Additionally, many students enter CSN with the goal of transferring to a 4-year college or University. This transfer process is guided the academic advising and counseling. CSN's Department of Academic Advising, working with academic affairs administration and faculty, provide students with specific program pathways to other Nevada System of Higher Education (NSHE) and Non NSHE institutions. Advisors assist with degree selection appropriate for transfer to select institutions and provide academic pathways which assist student with achieving transfer goals with no credit loss. Advisors clearly provide needed information to students, along with academic maps, which outlines the entire transfer process from admissions to graduation.   These measures have resulted in a robust transfer of CSN students to various colleges and universities.

Standard 1.D.2: Disaggregated Indicators of Student Achievement

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Narrative:

CSN strives to use data in all facets of college operations to better understand the students and communities that we serve. Data are used to communicate current and aspirational indicators of student achievement. Data help us better understand our progress toward mission fulfillment, identify gaps in groups and processes, and inform decision-making at the unit and executive levels of CSN [*Continued compliance with Eligibility Requirement 6, 7, and 8*].

Figure 11. CSN peer institution comparisons
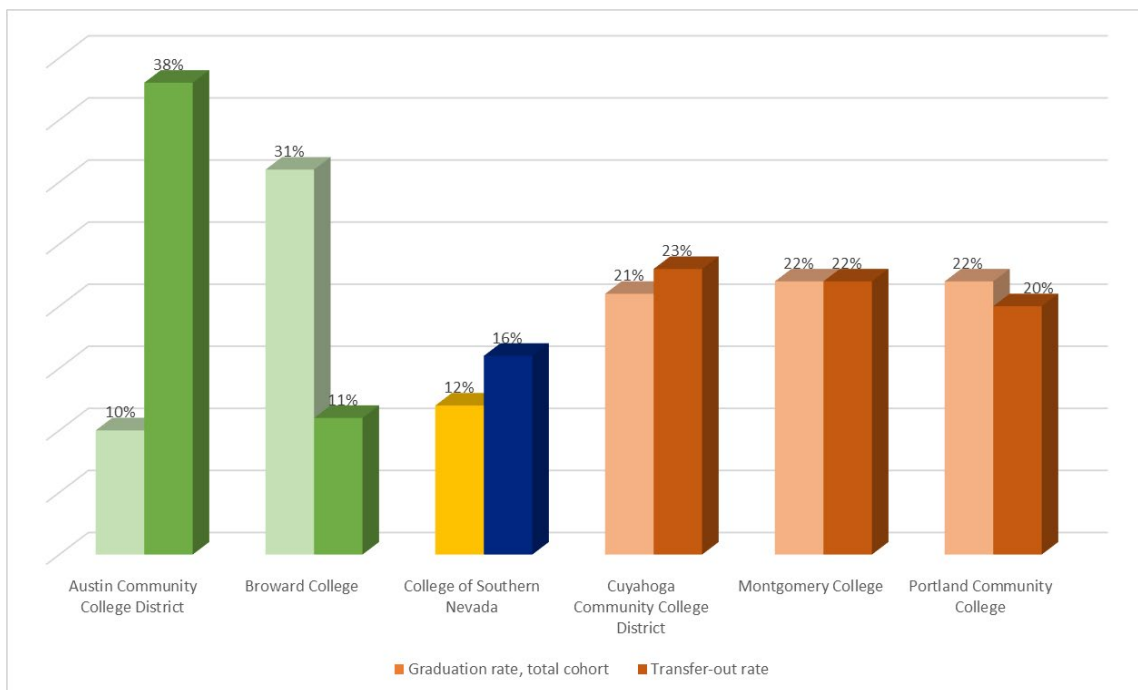
Regional and National Peer Institution Comparisons

CSN compares our student persistence, completion, and retention annually against peer institutions and the data are reported annually to the Nevada System of Higher Education (NSHE) Board of Regents via Metric Reports (2019 Metrics report, 2020 Metrics report, 2021 Metrics report). In addition, peer institution comparison data are published on our Institutional Effectiveness webpage. Figure 11 is an example of peer comparisons for graduation and transfer rates. Although our graduation and transfer rates are lower than our peer institutions, we are encouraged that our graduation rate is higher than one aspirational peer and transfer rate is higher than our other

aspirational peer institution. We identify three comparable peer institutions as Cuyahoga Community College District, Montgomery College, and Portland Community College. CSN had identified two aspirational peer institutions as Austin Community College District and Broward College. CSN is actively engaged in evaluating our peer institutions to determine whether we would like to make changes and select peers that best mirror our size, structure, student population, and effectiveness outcomes (Peer Comparison Chart). The Nevada System of Higher Education (NSHE) requires us to identify three peer institutions and three aspirational peer institutions. We intend to identify and utilize additional peers to help us monitor our enrollment, retention, graduation and transfer rates, and number of awards.

Student Achievement Indicators
NSHE has established four Student Success Goals that CSN reports annually. CSN includes three of those goals, shown below, in our Mission Fulfillment Model (MFM) as key indicators:

NSHE Student Success Goal- Persistence rates (Target- 71.6%)
- ‣ CSN percent of first-time, full-time (12 or more credits) freshmen that persist to the following fall semester increased .6% from 59.5% (2019-20) to 60.1% (2020-21)

NSHE Student Success Goal - Graduation Rate (Target- 17.5% in 2025)
- ‣ CSN has increased graduation rate at 150% time to completion by 7.1% from 9.3% (2017-2018) to 16.4% (2021-2022).

NSHE Student Success Goal – Award Confirmations (Target- 5362 in 2021)
- ‣ 4472 degrees/certificate were awarded during Academic Year 2020 – 2021, 890 less than targeted.

In addition, CSN has seven student achievement indicators in our strategic plan. Three of those indicators we utilize in our MFM *.

Table 7. Mission fulfillment key indicators

Goal 1: Student Success Indicators	2019-20	2020-21
Objective 1.1: Improve graduation and transfer rates year-over-year		
*Indicator 1: Increase total awards to 6095 by 2024 (NSHE Student Success Goal)	On Target	Moving Away
*Indicator 2: Achieve Graduation Rate at 17.5% by 2025 (NSHE Student Success Goal)	On Target	On Target
Indicator 3: Increase graduation by 2% for minority students (non-white, non-hispanic)	On Target	On Target
Objective 1.4: Increase the number of students taking a full-time course load in the fall and spring semesters	**2019-20**	**2020-21**

Goal 1: Student Success Indicators	2019-20	2020-21
Objective 1.1: Improve graduation and transfer rates year-over-year		
*Indicator 1: 3% (delta) increase annually (year over year) of students completing college-level Math and English in the first year.	Moving Away	On Target
Indicator 2: 5% increase in students who complete 15 credits a term and 30 credits a year	Moving Away	Moving Away
Objective 1.5: Increase the number of students who utilize the support services that result in student retention, persistence, & completion	**2019-20**	**2020-21**
Indicator 2: The ethnic proportion of IPEDS FT/PT cohort retained fall to spring will meet or exceed the ethnic proportion of the student population	Moving Away	Moving Away
Objective 4.3 Ensure alignment with the workforce and economic development ecosystem to meet employment demand and skill gaps	**2019-20**	**2020-21**
*Indicator 4: Increase enrollment and completions of students in programs offering industry recognized credentials.	On Target	Moving Away

These student achievement indicators are used to inform college-wide planning, evaluate progress across each goal, and help shed light on how well CSN is fulfilling its mission. Three of these indicators are core key indicators used in our Mission Fulfillment Model (MFM). The MFM is used to focus our efforts and communicate our success to internal and external stakeholders. The three core elements of the model are Achieve, Succeed, and Prosper with key indicators that address student persistence in coursework, retention fall to fall to stay on track with their academic maps, completion of their selected degrees or certificates of achievement, and prosperity in our community through employment and/or transfer to further their academic goals. These indicators are discussed across CSN to assist units with decision-making and future planning. We also use this tool to communicate our progress towards Mission Fulfillment to internal and external stakeholders.

National Benchmarking
CSN uses the Community College Survey of Student Engagement (CCSSE) to compare institutional practices and student behaviors that are highly correlated with student learning and retention. CSN publishes the Summary Report on Student Engagement as well as a Benchmark Report. CSN uses five benchmarks from the CCSSE, each of which reflects institutional practices and student behaviors that promote student engagement: Active and Collaborative Learning; Student Effort; Academic Challenge; Student-Faculty Interaction; and Support for Learners. CSN

hosts Data Summits to disseminate data to different stakeholders, and our data are also published on the Institutional Research web page. The data outcomes from the surveys have helped in analyzing the achievement gaps and providing stakeholder disaggregated data to strategize on closing the gaps.

Disaggregated Data

Our Office of Institutional Research regularly collects and displays data on enrollment, persistence, retention, completion/graduation and disaggregates data by race, ethnicity, age, gender, socioeconomic status. We recognize that we could do better at creating first generation student datasets and including them uniquely on our dashboards. We regularly report data to the Integrated Postsecondary Education Data System (IPEDS) and the Postsecondary Data Partnership (PDP) as additional resources for dashboarding and data analysis reports. CSN uses the Post-secondary Data Partnership (PDP) to compare our disaggregated data with peer institutions. The use of disaggregated data has helped CSN to enhance our strategic position as an institution that meets student needs and allows us to participate in national student success initiatives (see Standard 1.D.4).

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Standard 1.D.3: Disaggregated Indicators of Student Achievement: Publication and Use

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

</div>

Narrative:

CSN publishes institutional research data in our IR dashboards that are readily accessible to internal and external stakeholders. Data is provided for FTE and Fill Rates (Fullness) to assist academic departments with course schedule review and management in the scheduling dashboard. Dashboards are created for student demographics by semester, campus, course and major including gender, age, race/ethnicity, and Pell grant awards. The student success dashboard includes enrollment and completion as well as time to completion.

The student success dashboard also includes data using the IPEDS cohorts for full- and part-time students (IPEDS FT/PT): persistence, gateway Math and English completion, credit momentum, and course completion. CSN has a separate transfer-out rate dashboard for IPEDS FT/PT student cohorts by institution and demographic. In addition, data across all Nevada System of Higher Education (NSHE) institutions are available on their NSHE institutional research dashboards.

Student achievement and engagement data from our Strategic Plan indicators are compared year over year to inform decision-making processes across all college units (Strategic Plan webpage). Annually, CSN publishes annual Metric Reports that are presented to the NSHE Board of Regents (BOR) and published on our Institutional Research (IR) Accountability webpage. This allows us to communicate broadly to both internal and external stakeholders. We have used various forms of data we collect to participate in improvement initiatives including Complete College America (CCA), Achieving the Dream (ATD), and obtaining a Lumina Foundation grant to improve student success. Participating in these initiatives has helped us to identify gaps in underserved populations, Gateway Math and English course sequencing, and utilization of our guided pathways (academic maps). The Institutional Research Accountability webpage also includes links to various CCA and ATD reports.

IR aims to create greater awareness on content of our data, accessibility, navigation, and the disaggregated data published on the IR dashboards. As an action plan for improvement, CSN has embarked on a project to develop instruction videos on how to utilize our data dashboards to inform unit and assessment planning and reporting (Institutional Assessment webpage). We also plan to increase the frequency of data summits we hold for internal stakeholders in 2023.

Standard 1.D.4: Disaggregated Indicators of Student Achievement: Processes and Methodologies

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Narrative:

Processes and Methodologies
The Office of Institutional Research (IR) has recently added a data request portal to help streamline data requests made from all employee groups across CSN. The portal helps identify the purpose, timeline, and intent for utilizing data increasing transparency of both data requester and IR needs. Most internal data requests made are for basic contact lists, more complex data pulls involving specific parameters and logic and/or recurring/refreshing datasets, full analyses asking us to answer open ended questions or provide explanations, dashboard building and maintenance. CSN is currently looking to establish a data dictionary to facilitate transparency in data requests, data utilization, and interpretation.

CSN also produces data requests for external entities including the Nevada System of Higher Education (NSHE) Board of Regents (BOR) for compliance reporting, IPEDS, Achieving the Dream, Complete College America, and grant organizations. In addition to data queries, IR also conducts survey research internally for divisions and departments related to Unit Plan goals, college-wide interest, satisfaction, behavioral research studies, and Community College Survey of Student Engagement (CCSSE).

Mitigation of perceived gaps in achievement and equity
CSN has employed various actions, programs, and initiatives to help inform us on the status of CSN's Diversity, Equity, and Inclusion (DEI). The Division of Institutional Effectiveness web page lists a brief overview of race and ethnicity trends as well as provides links to some of our DEI related web pages. CSN contracted with the Sawgrass Group Inc. to assess diversity and inclusion prior to the COVID-19 pandemic. The Sawgrass report outlined various action items that we could deploy to enhance DEI initiatives at CSN and reduce barriers and disparities that impact the structure of CSN and students' educational goals. Many of these recommendations were put on hold during the pandemic because of budget reductions and a state-wide hiring freeze. As we rebound from the pandemic, we intend to act on many of the Sawgrass report recommendations. Key initiatives that have helped to focus our DEI efforts are Achieving the Dream (ATD), Complete College America (CCA), and the Lumina Foundation Talent Hub which will be discussed next.

CSN has participated in ATD since 2012 and has used this opportunity to enhance our student in-take process. We scaled up our first ATD pilot project in 2015 to create CSN First Steps, which requires new students to complete orientation, testing, and advising benchmarks prior to enrolling in their first CSN courses. With active assistance from ATD leaders, the College attributes its enrollment increases between 2015-2019 to this intake process. The COVID-19 pandemic required us to reconsider our First Steps program when all services went to a remote modality. We still

offer testing services, but we no longer require formal placement testing as part of the First Steps process. We have removed testing benchmarks and allow students to enroll in courses they feel best fits their readiness. We are currently assessing student success without testing benchmarks and have found that students exhibit higher success in 2020 and 2021 compared to previous years. However, more research will be conducted to understand what criteria students are using to make their course selections.

NSHE institutions have agreed to participate in CCA for over 10 years, and ATD currently recognizes CSN as a "Leader College of Distinction." CSN collaborates with our sister institutions to establish and complete state-wide goals for enrollment and completions. CSN has focused our CCA participation on the Guided Pathways and Momentum projects to help streamline student academic requirements and better communicate degree planning with academic maps. CSN's advising team utilizes these maps to assist and communicate with students what the requirements are for their major. Academic maps are published in the CSN Academic Catalog for each listed major degree or certificate.

CSN received a Lumina Foundation grant from 2018-2021 to participate in the Talent Hub initiative. The population CSN proposed to impact was traditional age learners, especially African American and Hispanic, low-income learners. This initiative allowed CSN to develop student support programs to increase enrollment, persistence, and completions. The 2021 Lumina Final report details the various student support programs we were able to implement on campus including the Nevada Promise Scholarship, Academic Map integration, Onboarding and Orientation, Meta-majors. Additionally, the Lumina grant (along with other grants) allowed CSN to address the COVID-19 pandemic with establishment or enhancement of key support programs (Coyote Cupboard, Early College programs), and capital improvement of our Department of Workforce and Economic Development DWED sit facilities to better serve students who were work displaced.

1.D: Student Achievement Reflection

Response:
The Institutional Research (IR) department intends to develop an action plan to create greater transparency in communicating disaggregated data on first generation students. The IR department currently offers several dashboards using Power BI, providing access to key data that reflect student demographics, student success, student completion, course of study, and enrollment. Additionally, CSN provides an annual metrics report to the NSHE Board of Regents, and just last year, IR and Marketing/Communications partnered to publish our first Annual Fact Book. Under the leadership of President Zaragoza, the IR team members have begun to move away from being merely transactional when it comes to data sharing and are becoming more front facing, engaging the CSN community in strategic dialogue that is data driven. Next steps include providing access to more disaggregated data to include our peer institutions, which can be uniquely displayed in our data dashboards. Moreover, we are working with the President to establish Assessment and Planning Days, which will be collegewide events that will engage all departments and employees in a continuous improvement cycle that promotes our mission of ensuring that our students and

communities succeed, achieve, and prosper. and efforts made to broadly disseminate this information.

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Moving Forward

Response: CSN is the largest higher education institution in Nevada and serves a diverse clientele with strong ties to the southern Nevada workforce. CSN has strived to be an exemplar community college by actively monitoring our environments, adapting existing processes and procedures to meet changing student needs. Participating in this self-reflective process has given us the opportunity to examine whether we are mission focused and how we can serve our students in productive ways.

CSN has identified various next step actions within each response to a standard and will implement these actions this next year as we assess and revise our processes and strategic position. Our primary focus will be to strengthen our shared governance process, enhance our general education assessment, develop a formal unit review process, enhance disaggregation of data, disseminate those data to all our stakeholders, and intentionally use data from peer institutions to establish benchmarks.

Conclusion

Message from President and Chief Executive Officer

Our CSN Vision is to be recognized a leader among community colleges in fostering student success, shared governance, and performance excellence. While impressive progress has been made in each of the three domains, CSN leaders understand that we must transform the existing culture into one of continuous improvement that operates within a proven institutional effectiveness system. This accreditation report provides affirmation of our commitment to improve. We have identified next step actions within each response to a standard and will implement these actions this next year as we assess and revise our processes and strategic position. Our primary focus will be to strengthen our shared governance process, enhance our general education assessment, develop a formal unit review process, enhance disaggregation of data, disseminate those data to all our stakeholders, and intentionally use data from peer institutions to establish benchmarks consistent with our vision.

Federico Zaragoza, Ph.D.

Appendix A: Year Six, Standard Two, Policies, Regulations, and Financial Review (PRFR) Report

Policies, Regulations, and Financial Review (PRFR) Report

Appendix B: Year Six, Standard Two, Policies, Regulations, and Financial Review (PRFR) Peer Evaluation Report

PRFR Peer Evaluation Report

Appendix C: CSN Response to Policies, Regulations, and Financial Review (PRFR) Peer Evaluation Report

CSN completed a Policies, Regulations, and Finance Review (PRFR) in Fall 2021. Correspondence from the NWCCU PRFR evaluation committee documented areas where CSN was found to comply with the NWCCU Standards for Accreditation and indicated in their findings three areas where improvement is needed: 2020 Standard(s) 2.G.3; 2.G.5; 2.G.7. CSN provides the following report on improvements made to these three standards.

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

> **Evaluator Finding:** CSN has some programs, primarily in the area of health, business, and teaching, that have limited entry (admissions requirements). The committee had difficulty identifying reciprocity information for CSN's various licensure programs. Other workforce development programs that lead to gainful employment are listed clearly at https://www.csn.edu/gainful-employment.

> **CSN Response:** CSN has a Professional Licensure Programs webpage for informing students of CSN programs that lead to state licensure or national certification; this includes the disclaimer for NC-SARA compliance. The webpage identifies the relevant programs with a link to a programmatic page listing each state, territory, or international licensing agency and a statement regarding any additional requirements for licensure.

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

> **Evaluator Finding:** This information is also available on CSN's financial aid website (https://www.csn.edu/financial-aid). Students are required to complete the Entrance Loan Counseling and the Master Promissory Note to ensure that they are aware of the repayment obligations. CSN's negotiated loan default rate is not clearly linked from https://www.csn.edu/consumer-information-disclosures, but this information should be readily available to students.

> **CSN Response:** CSN has a link on our Tuition and Financial Aid webpage under Costs and Consumer Information in the right-hand column to our Federal Student Aid/Consumer Information webpage that lists consumer information disclosures. In addition, on that page under student loan information, we have a link to the US Department of Education Office of Federal Student Aid search page for Official Cohort Default Rates for Schools.

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a

course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Evaluator Finding: CSNs e-learning policy was updated recently in April 2021 and is linked from their central CSN policy and procedure and Instructional Technology Committee webpages. The updated policy does not refer to a learner's identity verification. CSN PRFR report notes that their approach to validate student identity is currently under internal review to assure student identity authentication. We recognize this is a known issue, and we look forward to its resolution.

CSN Response: CSN has drafted a [student identification verification policy](#) that describes how learner identity will be verified in online courses. The CSN Faculty Senate is currently managing the vetting this draft policy. We anticipate approval of this policy in Fall 2022 and subsequent deployment thereafter of a dual authentication system within Canvas, our Learning Management System (LMS). For those faculty who do not utilize Canvas in their online course delivery, faculty must use one of the established exam-proctoring mechanisms within their course.