

CSN's Annual Strategic Plan Report
2010 - 2011

Year 2010 - 2011 Objectives	Status
<p>Q1.1</p> <p>Obtain/maintain external program accreditation where possible.</p> <p>Implement strategies to publish and utilize annual outcomes assessment data.</p> <p>Implement strategies to evaluate and improve the academic program review model and process.</p> <p>Implement strategies to ensure that academic program quality is commensurate with national standards.</p> <p>Implement strategies to collaborate more effectively with local entities to ensure academic programs are innovative and responsive to the changing needs of local business and industry.</p>	<p>CSN has 121 degree programs across the college. Of those, 31 have program specific accreditations. There are five additional programs that may be accredited in the near future. CSN has focused its energy in accreditations particularly where licensure for graduates is a requirement. Accreditations are resource intensive, both time-consuming and expensive. Therefore, considerable thought goes into seeking accreditation. In fact, the college rejected the idea of seeking external accreditation for various reasons:</p> <ul style="list-style-type: none"> • Programs are too small to meet accreditation standards • No accreditation exists, such as for degrees in general studies • Lack of enough full-time faculty to develop the necessary self study and program review <p>The Office of Resource Development and Assessment publishes the annual assessment plans and reports on their website, http://www.csn.edu/pages/934.asp. The Office of Resource Development and Assessment also launched a monthly newsletter in February 2011, Measuring Success, which highlights several assessment successes around the CSN campus.</p> <p>The Academic Program Review policy was revised by Academic Standards Committee to comply with the Annual Academic Appraisal data collection tool. Faculty Senate has not approved revisions to this policy. During the 2010/2011 academic year, the Schools of Business, Hospitality and Public Services and Education, Behavioral and Social Science were identified as pilots for academic program appraisal process. Unfortunately, the data was not available before the conclusion of the academic year. Therefore, academic appraisal will be implemented in the fall 2011 semester. The career and technical education degree programs at CSN provide evidence of advisory committees comprised of local business and industry. These advisory committees meet at least once per academic year to review the curriculum and outcomes. In addition, CSN programs actively participate in joint technical skills committees with CCSD. The office of High School Partnerships started work on a Programs of Study project, which took CSN faculty into twelve local high schools to talk about CSN academic programs. The Science and Technology Expo also highlights the plethora of academic programs at CSN.</p> <p>The Office of Assessment has:</p> <ul style="list-style-type: none"> • Developed and implemented a complete online repository of college-wide assessment plans and reports • Implemented a speaker series to showcase outstanding examples of assessment projects and use of results (Spring 2011)--presenters are CSN faculty and staff • Conducts ongoing individualized departmental trainings with faculty and/or staff to improve assessment activities and develop/implement new localized survey projects in support of planned assessment activities • Collaborated in the design of the proposed academic evaluation worksheet that incorporates annual assessment activities and results into the annual program evaluation process • Developed and implemented the monthly "Measuring Success" assessment and evaluation bulletin, designed to showcase outstanding examples of the use of assessment results for program improvement

Q1.2

Implement strategies to identify and remediate, where feasible, known issues and concerns of internal CSN stakeholders
Implement strategies to identify and remediate, where feasible, known issues and concerns of external CSN stakeholders.

In the summer and fall of 2010, the Office of Institutional Research, the Office of Assessment, and the CSN Vice Presidents vetted examples of other community college climate surveys to formulate questions for a CSN Climate Survey. The questions compiled from these examples were shared with President Richards, the Classified Council, and the Administrative Faculty Assembly. All the above parties worked together to identify and prioritize areas of focus for a CSN Climate Survey. The goal of the survey was to obtain a baseline measure of current climate at CSN. There were six sections in the survey:

- The CSN organization (communication, involvement, leadership, diversity)
- Your department (supervisor, coworkers, communication)
- Your job (resources, support, HR matters, how you see your role)
- Institutional Performance (accountability, relations with constituents)
- Benefits and acknowledgements (salary, recognition)
- About you (demographics)

On November 16, 2010, the CSN Climate Survey was deployed electronically to all CSN employees identified by Human Resources. Paper deployment of the survey was sent to employees who did not have a good email address. The survey was closed on January 23, 2011. There were a total of 847 respondents out of 2549 employees.

A Climate Survey Committee was formed to discuss the results and make recommendations for improvement to the President. The committee included 19 CSN faculty, classified, and professional employees from various departments. The committee met five times from February to May of 2011 and invited President Richards and Interim VP Crawford to attend the last meeting so the committee could share the recommendations. The committee recommended the administration focus on:

- Consistent policies and procedures accessible to everyone
- Communication with the administration and reinforcement of policies and procedures
- Training Opportunities for all
- Customer service as core value

President Richards emphasized that this climate survey is a baseline and that we need to conduct a climate survey on a regular basis to see if there is improvement. The committee and the President agree that the committee should continue to meet to make recommendations, monitor the implementation of the recommendations, and to work with future climate surveys. President Richards will share these recommendations and goals with the campus community during convocation and through the Chronicle.

CAPE also conducted a CSN Professional Development Survey in Spring 2011. The survey was available from April 12, 2011 thru April 29, 2011. The survey included questions about employee demographics, past CAPE event attendance, interest in future CAPE professional development opportunities, preferred days, times, and campus. Analysis of the survey is still in progress.

President Richards shared these recommendations and goals with the campus community during convocation and through the Chronicle. He made the CSN Work Climate a primary goal for the coming academic year, kept the faculty/staff committee in place, and set forth a plan to address four themes from the committee: policies, community, service, and training.

Service Research Corporation (SRC) conducted a Secret Shopper initiative, for the purpose of assessing the quality of internal and external stakeholder customer service. 216 mystery shops were performed over a 7-week period. SRC collaborated with a specialized CSN Committee to draft customized questions and scenarios for each department/shop type. Specific core strengths and deficiencies applicable to each department, campus, and mode of service were identified so targeted training could be developed and successes acknowledged.

Q1.3

Implement strategies to ensure that facilities and equipment are meeting or exceeding appropriate standards.

Faculty and staff report a variety of strategies to ensure that equipment is up to industry and safety standards. The benchmarks for standards come in many forms, including OSHA, ADA, accreditor recommendations, practitioner consultants, and current equipment in the professional workplace. In many of the science areas, for example, faculty meet throughout the year to tour each campus instructional area, plan, and implement mandatory safety trainings and report improvement strategies and equipment status.

- Planned, remodeled, and moved into updated laboratory space on Cheyenne Campus, bringing physical science labs into complete compliance with current laboratory, ADA, and safety standards.
- Dental Sciences, Diagnostics, and Rehab received Perkins funding to update/upgrade their Clinical Laboratory with Microbiology analyzer, electrophoresis chamber, hemocytometers, agglutination viewers, digital dry baths, DNA probe technology, and more. This equipment prepares students to use the equipment they will use in the clinical settings.
- The anatomy and physiology lab received a new skeleton with removable inner parts and labeled muscles, veins, etc.
- PTA program annually brings in a medical electronics consultant to review all of their equipment. The report included identification of equipment in proper working order and calibrated correctly, and what equipment needed to be serviced and/or replaced. Repairs and replacements are completed based on the recommendations.
- Diagnostic Medical Sonography just purchased two new Transcranial Doppler Systems.
- Vet Tech Program
 - Received VersaTron® Shock Wave which generates high-energy, focused sound waves outside of the body, offering a noninvasive treatment option for dogs experiencing lameness and pain. Students get to observe and administer treatment used in combination with or instead of anti-inflammatory drugs, surgical intervention, and physical treatments.
 - Upon recommendation of AVMA accreditation site visit, purchased digital dental radiology unit, and double-head teaching microscope.

The Computing and Information Technology (CIT) Department relies on its advisory committee and industry partnerships, as well as the in-house expert, to review and recommend updates and upgrades.

- The CISCO partnership ensures facilities maintain current hardware that informs curriculum. This resulted in using Perkins funding to upgrade routing and switching lab equipment to support the new CCNA Security course curriculum.
- Refreshed the hardware in several classrooms to ensure the ability to handle current industry software requirements.

The department of Communication also relies on an advisory committee and partnerships in the field to stay abreast of current, industry-standard technology.

- Updated radio broadcasting equipment that corresponds with that used in the KNPR studio.
- Purchased digital speech recording equipment and podcast producer software to allow for students' speeches to be recorded for self and peer assessment. This replaces VHS-style recordings that are now considered antiquated.

The department of Fine Arts is also relying on industry standards to update its equipment and software:

- The recording lab now has new CoreDuo iMacs and ProTool software.
- The new Music Visualizer demonstrates chords and pitches on-screen for enhancing the instructors' abilities to teach to more than one learning modality.

The Performing Arts Center is relying on federal regulations and green technology to update equipment:

- Replacement of wireless microphones to meet new FAA regulations

Q1.3 continued

- Counter-Weight/Rigging inspected annually to ensure OSHA compliance
- Upgrading lighting to LED strip lights for vivid display and low energy usage.

The college adheres to, and is periodically evaluated by, NWCCU, according to prevailing accreditation standards. A component of this process is evaluation as to the appropriateness and adequacy of facilities and equipment. Facilities managers meet regularly with the supervising VP and President to ensure facilities are safe and appropriate for use.

Management of equipment assets is conducted through the Asset Inventory process. New procedures designed to ensure compliance with the Nevada System of Higher Education (NSHE) requirements were implemented in Fall 2010 semester. This included a departmental review of equipment and other assets comparing quantity and location with the information in the data warehouse, making corrections and other updates as necessary. The updated inventory sheets were certified by the appropriate manager before their return to the Asset Management staff who were responsible for updating the information in the data warehouse system.

- Asset Management staff sporadically spot-check physical inventory during the fiscal year.
- Facilities Management ensures compliance with ADA regulations during major construction projects. In addition, when a complaint regarding a perceived ADA infraction is received or Facilities Management staff identifies a deficiency, ADA compliance audits are facilitated through State Public Works Board staff.
- Through funding from the 2009 Legislative session, a remodel of the Science labs at Cheyenne Campus was completed in time for Fall 2011 semester. Included in the 15,800 sf renovation were chemistry and biology labs, microbiology, anatomy and physiology labs, as well as geology and physics labs.
- Also at Cheyenne, a new state of the art fire alarm system was installed in the Main Building and the Culinary Building.
- CSN replaced about 2,000 classroom seats to upgrade and repair old and damaged items.
- Space utilization reports are compiled for NSHE biennially, and will be prepared in Fall 2011 for presentation to the Board of Regents during Spring 2012.

Each year the VP for Finance and Facilities issues calls for equipment needs from the departments, and requests are submitted to the budget committee, comprised of faculty and staff, who hold hearings and set priorities for purchase. Recommendations for purchase are then submitted to the vice president and purchases are made. Priorities for projects are developed with the facilities staff and recommendations are made to the President. With institutional resources, high priority projects are addressed or phased.

Although the budget crises of the last several years have curtailed facility planning and construction, CSN has internally identified salient needs and developed plans to address the needs, including:

- Studies of HVAC systems on all campuses
- Analysis of deferred maintenance backlogs for all campuses
- Signage and wayfinding plans
- Solar projects
- Landscaping needs
- Renewal of space (painting, carpet, etc.)

Q1.4

Implement strategies to enhance faculty professional development opportunities that encourage quality teaching. Provide faculty access to, and utilization of, student success and satisfaction data. Expand and enhance the College's efforts to recognize faculty accomplishments in the area of teaching. Encourage Faculty Senate to maintain and support a faculty evaluation policy that encourages quality teaching.

Faculty across the disciplines have access to their student evaluations and are encouraged to review responses. Additionally, department chairs evaluate full and part-time faculty and meet to discuss areas requiring improvement. The evaluation process, which passed through the Faculty Senate, was studied and voted on by representatives from each of the schools.

Faculty are recognized for outstanding teaching and service activities. Faculty nominations of colleagues for various presidential awards and regents' awards are processes annually. A faculty-run Internal Recognition committee provides oversight for the process and evaluation of applications, with the resulting recommendations being sent to the college president.

- Dennis Soukup received the Regents Award for Excellence in Teaching
- Jeff Wagner received AIA Nevada Outstanding Young Architect award

Faculty attend international, national, regional, and local conferences to present and to further develop their discipline expertise and enhance their classroom pedagogy.

- Assembly on Education Summer Symposium
- CATESOL (Int'l Languages)
- Tech Mentor Conference (CIT)
- Cengage Learning "The Conference" Adobe Educator Workshop
- Cine Gear Expo (MT)
- Santa Fe Photo Workshop
- Skills USA (MT)
- NACTE (MT)
- National Institute on Teaching Psychology annual meeting
- American Association of Sexuality Educators and Therapists
- Pacific Sociological Association annual meeting
- Two Year College English Association-West (hosted at CSN)
- National Communication Association annual conference
- Radiation Therapy annual conference

Additional professional development included the following:

- Implementation of pilot for Education faculty to be mentored by assigned CSN counselor to advise education students.
- The RDTP program partnered with Varian Medical Systems, a worldwide leader in manufacturing cancer treatment machines.
- Three-day training on transcranial Doppler and new Sonara systems.
- HVAC faculty attended workshop on new technologies for HVAC instruction, industry trends, and changing EPA regulations.
- VISTAS books trained full and part-time Spanish instructors in the use of INVITACIONES ancillary electronic programs
- Internal workshops on strategies for promoting active foreign language

CCSSE findings were shared with the leaders of the Faculty Senate

Although CAPE was consolidated with HR, the services of CAPE have provided an array of professional training in the past year, particularly as MyCSN was implemented

The sabbatical leave policy was revised for greater clarity, and the institution remained committed to sabbatical leaves despite the budget crisis

The new internal recognitions committee expanded efforts to recognize faculty accomplishments, and the administration added funding to award stipends for excellence in teaching and service

The Faculty Senate is revising the evaluation policy to strengthen quality teaching

The first luncheon in recent years honoring retirees was held this past spring, and

The first conference for part-time faculty drew about 500 participants and emphasized quality teaching

Q2.1

Implement strategies to increase the number of full time faculty members relative to the number of part-time faculty members.

Over the course of the past 4 years, the full-time to part-time ratio has been improving as evidenced by the following IPED data:

College of Southern Nevada - FT/PT Faculty Ratios

Academic Years 2007-08 to 2010-11

October 12, 2011

Instructional Faculty counts

	2007-08		2008-09			2009-10			2010-11			Overall Change
	Faculty	Ratio	Faculty	Ratio	% Chg in ratio	Faculty	Ratio	% Chg in ratio	Faculty	Ratio	% Chg in ratio	
Full Time	488	30%	477	32%	8%	492	34%	3%	501	35%	6%	19%
Part Time	1147	70%	996	68%	-4%	976	66%	-2%	911	65%	-3%	-8%
Totals	1635		1473			1468			1412			

Some of the activities that have enhanced the ratio include the following:

- Search completed for full-time vet tech instructor.
- Hired one sociology and two psychology tenure-track faculty.
- Retention encouraged through giving tenure.
- Current recruitment for two full-time dental sciences faculty.
- Translated full-time temporary video faculty to permanent position.
- Translated full-time temporary GRC faculty to permanent position.
- Hired full time photography instructor.

Q2.2

Implement strategies to ensure new hires meet or exceed CSN quality standards.

- Position descriptions, qualification criteria, and interview questions are designed to facilitate selection of the best candidates.
- Mentors are assigned to new faculty members, which facilitates integration of new faculty members into the Department, allows faculty to learn from excellent, in situ, experienced teaching faculty, and ensures new faculty continue to meet/exceed CSN quality standards.
- Full and part-time instructors are observed in the classroom and on-line, which allows Department Chairs and Program Directors to evaluate instructor performance and responsiveness to students, and to offer opinions and advice on enhancing teaching ability.
- Evaluations of full and part-time faculty ensures that faculty meet teaching standards, provide feedback, recognition, opportunity for self-reflection and personal development, and foster an expectation of quality teaching.
- Attendance at conferences allows faculty to network with national faculty peers, share best practices, and provides opportunities for obtaining required continuing education needed for licensure renewals.
- Professional development opportunities provide a gateway to quality instructional methods and tools.
- Internal training also ensures that PTIs are familiar/comply with institutional policies.
- Search committees are instructed to screen candidates for leadership potential, in addition to subject matter expertise.
- This enhances the teaching and learning experience for classroom-based and on-line courses and also enhances administrative skills.
- HR recruitment works closely with requesting Departments at the time that the vacancy announcement is being created, and with the Search Committees to ensure that the pool of candidates is robust, competitive and minimally meet the minimum requirements.
- Positions at the College are widely advertised in a variety of publications including any targeted advertisement requested by the Department. Additionally, job announcements are sent to an e-mail distribution list consisting of contacts at Historically Black Colleges and Universities and the Hispanic Association of Colleges and Universities. HR will begin a process to track the effectiveness of the publications in which we advertise our positions.
- A process has been implemented whereby the head of Human Resources, in conjunction with the Affirmative Action Officer, reviews the recommended list of applicants to be interviewed for each professional level (academic faculty and administrative faculty) position here at the College. Based on that review, additional candidates may be added to the interview pool in order to ensure the increased diversity and competitiveness of the pool of interviewees.
- Human Resources, in conjunction with an inter-departmental team, is reviewing the recruitment process in order to streamline it, increase the efficiency of the process, and ensure the ability to recruit the most qualified candidates in a timely manner.
- CSN HR personnel actively participate in the semi-annual NSHE Recruitment Consortium. HR recruitment personnel will actively be exploring working more closely with our NSHE counterparts on practices associated with recruitment.

Q2.3

Implement strategies to monitor compliance with faculty, administration, and staff evaluation policies.

- CSN HR actively participates in scheduled meetings with PeopleAdmin representatives (for administrative and academic faculty evaluations) and the CSN organizations (Classified Council, Faculty Senate, AFA) to streamline the evaluation process.
- For classified employee evaluations, a recommendation was made by the Classified Council to have the supervisor's supervisor copied on the second reminder email to complete the evaluation or work performance standards. Should the deadline pass with no completed evaluation, a final email should go out to notify all three people, the employee, the supervisor, and the supervisor's supervisor, that the second reminder email has been placed in the employee's file, in lieu of the actual evaluation. In addition, the second reminder will be placed in the supervisor's personnel file, as well. This way upon the supervisor's evaluation, the supervisor's supervisor may address the supervisor's failure to meet his/her minimum job requirements. In addition, Human Resources (HR) in conjunction with Classified Council will work to ensure supervisors of classified employees are trained on how to complete Work Performance Standards and Employee Appraisals. In a collaborative effort HR will work to optimize the performance of each and every employee. Human Resources will monitor the receipt of classified employee Work Performance Standards and Employee Appraisals and will hold their supervisors accountable when an evaluation is not completed in a timely manner. This will be accomplished by the next level of authority addressing with their employee his/her failure to meet minimum job requirements when the supervisor's evaluation is being conducted. A letter will be placed in the supervisor's personnel file.
- For administrative faculty/professional staff evaluations, the Administrative Faculty Assembly group is working closely with HR to determine those faculty members not receiving their required evaluations so that a process can be implemented to achieve 100% compliance. A sub committee will be formed to discuss and create strategies to reach that goal. In addition, Human Resources in conjunction with the Administrative Faculty Assembly (AFA) will work to ensure supervisors of administrative faculty/professional staff are trained on how to complete the Job Description Form (JDF) to ensure their employees' JDF is accurate and up-to-date prior to the completion of their evaluation. Supervisors of professional employees and professional employees must be trained in the PeopleAdmin online evaluation system. Human Resources staff will conduct PeopleAdmin online evaluation trainings each year. HR staff will track the completion of evaluations and notify the supervisors and vice presidents of those evaluations not completed. HR staff will work with AFA in developing consequences for supervisors when they do not complete their employees' evaluations. A report will be generated each year reflecting the number of evaluations completed and number of ratings given in each grouping (Excellent, Commendable, Satisfactory, Unsatisfactory). HR will present the report to AFA each year.

<p>Q2.3 continued</p> <p>Implement strategies to monitor compliance with faculty, administration, and staff evaluation policies.</p>	<ul style="list-style-type: none"> • For academic faculty, the Faculty Senate Faculty Workload Evaluation process defines this process for faculty evaluations. If at any time it is determined the process was not followed, Faculty Senate may be contacted to investigate and pinpoint any process failures for future policy revisions. Human Resources in conjunction with the Faculty Senate and one of its sub committees (Welfare and Evaluation) will work to ensure both supervisors of academic faculty and academic faculty themselves are trained on how to complete the PeopleAdmin online evaluation. HR staff will track the receipt of completed evaluations and contact department chairs and deans of those faculty who have evaluations not completed. HR will work with Faculty Senate and the Committee in developing consequences for supervisors who do not complete their faculty evaluations. HR will generate a report each year reflecting the number of evaluations completed and number of ratings given in each grouping (Excellent, Commendable, Satisfactory, Unsatisfactory). HR will present the report to Faculty Senate on a yearly basis. HR will continue to work with Faculty Senate as the approved academic faculty evaluation policy is condensed. The CSN Faculty Senate will send a reminder to the Vice President for Academic Affairs once a year in June to remind him/her to expedite the faculty evaluation process. The Senate will also send an email to all faculty reminding them of the importance of the evaluation process.
<p>Q2.4</p> <p>Implement strategies to:</p> <ul style="list-style-type: none"> • identify part-time faculty professional development needs • improve lines of communication to and from part-time faculty • enhance part-time faculty's access to facilities and support services 	<ul style="list-style-type: none"> • A questionnaire was developed to ascertain PTI needs to ensure that all faculty have access to appropriate and relevant training resources. PTI professional development needs were determined, survey results were used to design new workshops, and via the lead faculty departments delivered on those needs and improved the lines of communication with the PTIs. • A part-time instructor conference and the in-service programs held during convocation for all disciplines, provide information and training about College procedures and teaching techniques. This ensures that PTIs are aware of resources available to them and encourages involvement in College community. • Revised PTI training and orientation, addressing such things as the new lab facilities at Cheyenne and the new MyCSN system, ensures that PTIs have access to the newest information and resources. • PTIs provided with electronic access on Cheyenne campus. This facilitates access to lab supplies and other needed areas, enhancing access to teaching resources and inclusion in the Department. • E-mailed PTIs CAPE training schedule, which encourages PTIs to enhance current skills and develop new ones that will be useful in the classroom.

Q2.4 continued

CAPE conducted a college-wide survey of professional development needs last spring that included part-time faculty. Of the 900 or so part-time faculty, 97 participated in the survey. In response to the strategic plan commitment to training and professional development, CAPE conducted a survey in the spring of 2011. Over 30 topics received greater than 50% “likely to attend” responses.

The part-time faculty conference held in August 2011 was a resounding success. Surveys from attendees lauded the conference sessions, the openness of communication, and the guest speaker. The conference will become an annual event. Many participants commented favorably on the breakout sessions that emphasized syllabus preparation, student and faculty support services, policies of the College, and communication with department chairs. CAPE will continue to support this professional development opportunity for part-time faculty. In support of improving lines of communication, Dr. Divine arranged a breakfast with the deans during the conference where part-time faculty not only met their deans, but also were able to meet and converse with their colleagues as well.

A1.2

Increase the number of courses and programs offered online.

Increase the variety of courses and programs offered online.

Implement quality assurance for online courses and programs.

We've increased our online course offerings to enhance program completions.

- AA in Communication is entirely on line.
- All dental science courses are hybrids, and courses beyond the AS in dental hygiene are entirely on line.
- Sonography faculty are exploring the possibility of an online BS.
- Education is offering 50% on line.
- Human Behavior offered 27% (97 sections) of its courses on line last year and increased those to 30% this year.

In the past year, courses have been added to the on-line offerings, including the following:

- HIT 186
- PHAR 100B
- PHAR 115B
- PHO 240
- AST 105
- French 112
- Several ESL classes
- PTA has added 4 hybrid courses in 4 semesters.
- CIT now has hybrid courses.

Quality assurance is implemented in a variety of ways:

- Communication established a DE course assessment committee and implemented an assessment rubric.
- Courses are reviewed annually.
- ESHS/HRP dept. provided a direct access link to online evaluation forms via course shells so program students are provided a fast, easy means of submitting feedback.
- Lead faculty for AST 105 is comparing learning outcomes in both traditional and online sections.
- CIT studies student trends to offer a balance consistent with student needs.
- Fine Arts increased online offerings in summer by approximately 20% over previous summers.
- CADD and ESH courses now offered in online version.

These goals remain relevant, but the need for a new LMS has overshadowed online program growth. Much of the year has been dedicated to faculty review of LMS options, presentations from vendors, and faculty discussion. At the same time, implementation of the MyCSN system has required faculty attention.

A1.3

Operate a CSN campus in each quadrant of Las Vegas as resources and student demand allow.

Operate an access site in each community in CSN's service region, as resources and student demand allow.

CSN operates three main campuses: Cheyenne Campus in North Las Vegas; Charleston Campus in western Las Vegas; and the Henderson Campus in Henderson. In addition, in collaboration with Clark County School District, CSN operates tech centers at three high schools in the area: CSN Summerlin High Tech Center at Palo Verde High School; CSN Western High Tech Center at Western High School (centrally located); and the CSN Green Valley High Tech Center at Green Valley High School in Henderson. Learning Center sites are also maintained in Mesquite, Moapa Valley, Boulder City and at the Nellis Air Force Base. CSN also operates a Las Vegas site that is dedicated to Workforce and Economic Development at Sahara West Center, and the College teaches courses at the Florence McClure Women's Correctional Center (FMWCC) in North Las Vegas.

The budget reductions experienced over the last four years, which are slated to continue over the next biennium, have placed significant limitations on the numbers of sites that can be maintained in the more remote locations within the service area. With the current budget scenario, the Lincoln County site was closed last July 1st, Moapa will continue but with fewer staff, and the Boulder City site will be closed at the end of this fiscal year.

50% or more of an academic program can be obtained at Charleston, Green Valley Tech Center, Cheyenne, Western High Tech, and Henderson. Less than 50% of an academic program can be obtained at Moapa, Summerlin, Mesquite, Boulder City, Sahara West, Nellis, and the FMWCC.

FTE by campus for Fall 2009: Charleston Campus - 7,162; Cheyenne Campus - 4,772.3; Henderson Campus - 2,691.1; Online - 4,328.2; Other - 2,896.8 (includes Boulder City, Green Valley, Mesquite, Moapa, Nellis, Summerlin, Western, area Hospitals, Clinics, Golf Courses, Fire Training Stations, and other locations throughout Southern Nevada. Data Source: Semester schedule, CSN Facts in Brief Fall 2009, Campus locations.

A1.4

Implement strategies to encourage students to complete their academic goals, including:

- complete degrees or certificates
- complete meaningful course sequences
- complete successful transfer
- complete degrees before transferring to four-year institutions
- complete developmental coursework early in college career
- declare a major early in college career

Implement strategies to encourage departments to offer and schedule courses in a sequence that facilitate timely completion Implement strategies to encourage students to:

- complete degrees in three years from declaration of major
- complete certificates in two years from declaration of major

These goals are part of larger, system initiatives to promote student success and certificate and degree completion. NSHE and the Board of Regents are currently planning strategic initiatives for student success, and CSN will implement these initiatives as they are defined. Additionally, the College established an ad hoc committee, chaired by the VPAA to examine certificate programs that can be enhanced or introduced to help students. Further, the VPAA and the VPSA co-chair a standing committee on student success that is proposing interventions and recommendations similar to those illustrated in the goal statement.

Student Affairs implemented "Project Graduate." To implement Project Graduate, 4,229 students were identified with 45 or more transferrable units. Phone contact was made with all of the students in an effort to try to get them to file a petition to graduate. We are still in the process of meeting with the students to complete their education plans. The goal was to increase the rate of graduation, from prior year (09-10) by 3-5%. We will evaluate after spring semester. Duties of advisors and recruitment/retention specialists were combined to increase advising. During 2011-12, all students who have not completed an educational plan will be identified and required to meet with an advisor or counselor to complete an educational plan. With PeopleSoft up and running in the Office of the Registrar, built-in reporting tools can now be used to gather data by determining course demand based on current students declared majors. This information can be passed to academic departments as they plan their class offerings every semester. The CSN Testing Center requires new students who are seeking a degree, certificate, or transferring credits to another institution to take computerized English and math placement tests prior to enrolling in any course (except for the lowest levels of math - 91, 115, 116 and 100B), even if the student is NOT taking Math or English this semester. During FY 2010-11, 32,954 (14,370 math and 18,584 English) students completed placement tests. Out of the 18,584 who completed the English exam 35.62% were placed into English courses below college level. Out of the 14,370 who completed the math exam, 98.04% of the students were placed into math courses below college level. The Testing Center requires any student who is placed into an English course below college level to return to the Testing Center to take a reading placement test. This strongly encourages students to complete developmental course work early in their college career. The CSN Testing Center also offers two different types of career interest / aptitude inventories in order to assist students with educational, as well as, vocational goals. A total of 77 international students graduated during the 2010-2011 academic year, which is approximately 12% of the total international student population. During the same academic year, 147 students transferred to mostly four-year institutions of higher education. Transfers constituted 23% of the total population. All international students declare a major upon admission and meet with an advisor for all academic transactions during their first semester. There were 1,717 advisement appointments, not including walk-ins.

A1.4 continued

Orientations, individual advising, internships, and articulations are being implemented by Schools, Departments, and Programs to provide an overview of offerings, review degree/certificate requirements and develop a plan of study, and provide links to industry and future employment. Other strategies utilized by the varying departments and programs are:

- Student advising programs have been developed and implemented. Faculty members provide individual advising to program majors; resulted in a dramatic increase in degree completion
- Orientation meetings are held prior to or at the start of the semester to provide detailed program information, including course and clinical requirements, policies and procedures, graduation requirements, etc.; encourages successful and timely completion of certificate and degree programs
- Clinical instructors at affiliate sites provide program clinical coordinators with feedback on student progress during clinical rotations; suggestions for improvement increase retention in courses and successful program completion
- Students meet with Clinical Coordinator at the end of clinical rotation to discuss feedback from clinical instructor regarding competency evaluations, and receive suggestions for improvement to ensure successful progression through next clinical rotation
- Faculty members meet with students twice per academic year to review students records and progress, and ensure that students are on track to complete all graduation requirements
- Use of tools available in MyCSN has allowed full and part-time faculty to increase advising capability
- Physical Therapy Assistant students are routinely counseled by program faculty to identify and address areas of weakness, and implement strategies for success that result in graduation within two years of admission to program
- Implemented Education Department “Information Stations” at all three campuses
- Utilization of the E-Alert system provides an opportunity for struggling students to receive timely assistance, benefits, and resources that are needed to ensure goal attainment and collegiate success
- Internship programs are actively promoted due to the close link to permanent offers of employment from internship providers
- Landscape Design and Turf management program redesigned to ease transfer to UNLV
- Successful strategies were discussed to update curriculum, revamp courses, and encourage students to declare majors
- Local communication and journalism professionals talk to students about career opportunities; program overviews provided; students encouraged to declare majors and meet with an advisor
- Career Workshops for were held for potential majors; items discussed included degree completion, transfer to 4-year institutions, and career paths
- Reading assessments are completed early in semester for BIO189 students to assess potential for successful completion of course; those with low assessment scores are recommended to enroll in the developmental course (BIO95)
- Course sequence information provided to students in science lecture/lab courses, which allows students to assess progress toward goals (entry into a program or transfer); promotes the advantages of transferring a completed degree in total rather than individual courses
- Implemented CACG Go To College grant to identify and assist underrepresented students who were close to completing a degree

A1.5

Encourage academic departments to offer and schedule courses at budgeted enrollment levels Implement strategies to evaluate student demand and enrollment patterns

Various schools and departments use a variety of evaluative and implementation strategies to efficiently schedule and enroll students, meeting the market demands.

- Limited enrollment programs employ similar enrollment efficiency strategies such as counting the number of students accepted to determine number of sections for each course. They also evaluate the number of students accepted into other programs that require certain courses outside the discipline.
- CIT initiated a trial program to track student registration for the IS101 Program. It now runs at 95% capacity. This resulted in a long-range plan for the software program that included the registration numbers gathered during the academic year.
- Assessment surveys included questions about students' preferred course mode (web/hybrid/classroom) and preferred campus. This will be used to inform future scheduling.
- Some music ensembles that never make high enrollments were canceled in favor of online survey courses that do fill.
- Human Behavior reviews historic section numbers and enrollment data to inform future scheduling.
- Communication monitors enrollments and attempted enrollments (after classes fill) to make decisions about where section growth can occur.
- Capping enrollment facilitates filling of under enrolled sections. Ones that didn't fill by 8/11 were canceled. Minimum of 43% of displaced students were successfully placed in other sections by department staff. No tracking was done of students who may have placed themselves in other sections.
- Replicated HVAC course offering for daytime schedule to accommodate evening and night workers.
- Vet Tech student acceptance is based on program capacity as with other limited entry programs.

Although much of this goal is accomplished through procedures departments use to develop class schedules each semester, the VPAA, deans and chairs have discussed and are implementing more short-term courses to accelerate student progress toward educational goals, as well as to meet student demand for scheduled courses at alternate times.

<p>A1.6</p> <p>Encourage students to enroll and complete developmental courses within first 30 credits.</p> <p>Expand and enhance advising and support services that encourage student success in developmental courses.</p> <p>Encourage academic departments to develop strategies to increase student success in developmental courses.</p>	<p>Math and English are the primary areas offering developmental courses. As such they serve to offer placement testing and promote the enrollment and persistence in their courses.</p> <ul style="list-style-type: none"> • The first thing new students see at enrollment time is a banner identifying steps. A significant part is to see a counselor. It is at that time their schedule is set in concert with someone privy to their placement scores. • English faculty are working on a uniform syllabus for part-time instructors to use in the teaching of basic writing so that the course content and instructions are uniform and vetted by full-time faculty. • Math has 3 representatives on the NSHE Remedial Math Committee, which is charged with developing strategies to increase student success in developmental math courses. • The Math department has developed a plan to provide an alternative to Math 91 and 93 using commercial software. Professor Eric Hutchinson is testing it in his Math 93 classes for fall. • Vet Tech requires a personal interview with all students seeking admission. This allows the director to explain the value of completing all developmental courses prior to acceptance into the program, and the importance of obtaining the required grades for acceptance. <p>These items are part of the student success initiative referenced in A.1.4.</p>
<p>A2.1</p> <p>Enhance support services that encourage student persistence, completion, and transfer.</p> <p>Implement strategies to increase student utilization of services that encourage persistence, completion, and transfer.</p>	<p>CSN implemented the use of the Counseling Visit and Retention Intake Needs Survey collected from students receiving assistance. Data is transferred to and analyzed through the StudentVoice System to determine service areas in need of growth or development in order to encourage persistence, completion, and transfer among CSN students. Also, the use of Visit Evaluation Surveys help to improve overall advising/ counseling, retention, and tutorial services by identifying emerging needs and shaping programmatic directions to foster completion. Similarly, Tutorial Services' service growth rate for FY 11 surpassed 8%, expanding assistance in the areas of Math, Science, English and Communications, thus supporting general education needs and mastery of basic college level skills necessary to achieve graduation.</p> <p>The Disability Resource Center (DRC) has revised protocols and increased outreach activities to faculty/staff in response to latest revisions to ADA. Counseling and Psychological Services (CAPS) provided 1,020 clinical appointments to over 500 students, and offered outreach presentations on topics such as stress management, relationship issues, and service-overview to 510 students outside of the CAPS offices. Independently and in collaboration with CAPE (Center for Academic and Professional Excellence) at Convocation and the Adjunct Conference, CAPS/DRC have offered at least 10 outreach presentations to faculty/staff regarding services available to students. During the AY 2010-2011, the International Center taught CAPS 128 Foundations of Success for International Students to 209 students.</p>

A2.2

Work to ensure adequate resources are available to effectively serve students.

Implement strategies to increase student awareness and understanding of financial aid opportunities.

Implement strategies to increase timely and accurate completion of financial aid application(s).

Implement strategies to increase student utilization of available financial aid.

CSN's Student Financial Services (SFS) was up in number of applications, financial aid and scholarships dollars disbursed in all categories from the previous year. There were approximately 36,000 Financial Aid applicants in 2009-10. In 2010-11, we grew to over 43,000. The amount of dollars delivered to CSN students was under \$82,000,000 in 2009-10 and for 2010-2011 it was over \$82,500,000. SFS disbursed \$73,631,313.28 in financial aid during the 2010-11 academic year to an unduplicated head count of 18,213 students. 14,499 students received \$42,345,486.92 in federal grant funds; 1,494 students received \$1,284,460.50 in State grant funds; 1,131 students received \$1,233,826.44 in Institutional grant funds; and 2,959 students received \$1,509,975.34 in the form of CSN Book Vouchers. 4,739 students were awarded \$2,877,484.39 in academic scholarship funds; 68 students were awarded \$190,024.42 in athletic scholarship funds. 10,475 students borrowed \$21,858,353.08 in Stafford Direct Loans; 69 students borrowed \$386,397.50 in alternative loans. 933 students were employed through CSN's Work Study program, earning a total of \$1,945,304.69.

In our attempt to increase student utilization of available financial aid, SFS partnered with other College areas to create aid opportunities. The DRC/SFS Note Taker program awarded tuition credits for 636 classes in which students served their DRC peers as note takers. The International Center provided \$30,000 in financial support to facilitate recruitment and retention of international students. SFS Implemented an institution-based work-study program with institutional dollars to continue work-study jobs in the Summer 2011. SFS continued institutional grant programs for CSN Book Vouchers, as well as grant aid provided to the Student Retention Office to award at their discretion. SFS continued to increase grant aid and college work-study program over previous years.

SFS participated in outreach activities in conjunction with CSN's Parent Night Out Initiatives with Dr. Hioki. SFS presented at numerous GEAR-UP functions and FAFSA nights. We also held 3 FAFSA Filing workshops at each campus of the 3 campuses in the months of Feb-April 2011. These were all geared towards increasing student awareness and understanding of Financial Aid opportunities, as well as increase student utilization of Financial Aid resources.

SFS hired additional staff and student employees to effectively serve CSN students. This included the Assistant Director and a Front Desk Supervisor position at the WCH campus.

SFS continued to streamline verification and awarding processes within SIS and implement new processes, policies and procedures in MyCSN to ensure timely and accurate completion of Financial Aid applications.

A2.3

Enhance the support services, as dictated by need, that reduce barriers to access and success.

Increase student utilization of services and activities that reduce barriers to access and success.

CSN continued to expand skill-building initiatives and support services that enhance access and success such as: assisting prospective and newly admitted CSN students going through the admissions, financial aid, and intake process; developing and presenting new student orientations; helping students define career and academic goals; guiding students in the development of academic plans; conducting graduation checks/audits; aggressively working to counsel SAPP, probation and suspension students; assessing educational strengths and limitations to help students develop college success strategies; helping students connect to campus life and resources; managing thousands of referrals through the Faculty Early Warning Alert System; helping students prepare for the Apprenticeship Training programs; promoting internships and volunteer opportunities on and off campus; disseminating non-traditional career information for women and men; advising students in the Training Career & Technical Education (CTE) Programs; disbursing close to \$95,000 in tuition, books scholarships and textbook loans for qualifying students; conducting career explorations and assessments; teaching students to conduct employment searches; managing work-study job listings; teaching students about resume writing and interviewing skills; organizing on-campus career fairs; providing free one-on-one tutoring sessions and managing drop-in math, science, and communication resource labs for students; and promoting increased academic, cultural, and social programming (intramural sports, clubs and organizations, leadership development, volunteer opportunities).

It is now possible to develop more checklist items in MyCSN to better communicate with our students. The checklist items can include financial aid, in-state residency, or VA requirements. DRC has broadened the range and availability of services for students with disabilities in accordance with recent changes to ADA. It also facilitated international student access by initiating direct enrollment in English 101 in lieu of placement testing for international students with college-ready equivalent English proficiency assessment scores.

A2.4

Expand availability of books, journals, and other supportive materials.

Expand online options for books, journals and other materials.

Based on ongoing student and faculty input via ongoing user surveys, program accreditation requirements, monthly usage reports for borrowing, online resource usage, door counts of library visits, interlibrary loans, and national peer comparisons, CSN has increased its holdings, and equally important, its access to resources in accordance with current guidelines noted in the NSHE Report and current national standards for assessing college library collections serving populations of our size and focus. In response to demonstrated need, budgets were increased in 2010 to support the addition of four-year programs in the health sciences and the growth of distance education courses across the curriculum. Additional web pages and instructional elements were added to the College Library Services web pages to support information competency instruction, as the number and complexity of e-resources increased by thousands.

Library budgets for 2011 were configured with 70% of funds supporting e-research, and 30% for continued development of physical collections at three campus libraries. This change was motivated by feedback from user surveys, and reflected NSHE and ACRL guidelines, CSN course expansion to late evenings and distance, and current national trends. Access to resources 24 hours a day is matched with online instructional elements, so complex resources and online search techniques are embedded along with library resources. Based on annual analyses of web use, CSN students and faculty use the library web interface as a first step in meeting their research needs. Online usage-counts show that the CSN Library web pages are now the fifth most visited in the College.

A2.5

Implement strategies to ensure facilities and CSN sites are consistently clean and adequately maintained.

Implement strategies to ensure facilities and CSN sites are consistently safe and secure.

The budget reductions that have been referenced elsewhere have resulted in hardship in the Custodial, Grounds, Maintenance and other areas of the Facilities Management group. The budgetary constraints have required that positions remain unfilled and some ongoing projects undertaken in the past to maintain our buildings have been suspended, are performed at a reduced level, or have been completed at a slower pace than in the past.

Facilities Management has solicited the support and understanding of the College community as they address these ongoing challenges to keep our facilities and in particular our learning environments conducive to student success. Methods used are:

- Implemented a blended approach between outsourcing services and utilizing permanent college custodial staff, e.g. floor and carpet care. This has resulted in reaching full performance measures that relate to cleanliness, sustainability and bettering occupant health. The College is evaluating the efficacy and efficiency of this approach to maximize reduced resources.
- Grounds Services has also implemented a blended approach for providing services, which has allowed a holistic management system that encompasses all aspects of landscape management. We have been able to meet the maintenance standards as set forth by the National Recreation and Park Association. We have increased our efficiency in the comprehensive use of technology in water management.
- New system software allows the Facilities Management team to account for, maintain and extend the useful life of physical assets throughout their entire life cycle – from purchase through disposal. The program provides a mechanism for work request submission and allows Facilities to ensure that all issues, including preventative maintenance are addressed. The program includes the areas of custodial, grounds, HVAC, electrical, lock shop, maintenance and furniture shop.

CSN was awarded a federal grant from the Emergency Management for Higher Education Program (EMHE) in the amount of \$756,474 to improve the college’s emergency planning efforts by reviewing and enhancing current plans; training staff and faculty in emergency management procedures; ensuring coordination of planning and communications across the college; collaborating with local and State emergency agencies; developing a written plan to address the medical, communication and transportation needs of those with special needs into the emergency protocols, and developing a written plan that prepares the institution for a possible infectious disease outbreak such as pandemic influenza.

To date, the Emergency Preparedness Guide for Students, Faculty and Staff has been distributed College-wide. The Emergency Operations Plan has been drafted and is undergoing renovation. An Emergency Management & Preparedness web page is under construction for addition to the College’s website.

<p>A3.1</p> <p>Implement strategies to increase awareness of CSN's services and activities.</p> <p>Maintain and enhance the unified CSN communication and marketing campaign.</p> <p>Implement strategies to expand and enhance content and improve usability of CSN website(s).</p>	<p>Strategies implemented:</p> <ul style="list-style-type: none"> • Placed anniversary media in non-enrollment months that broadened our brand reach • Created and strategically placed large format anniversary signage, including digital outdoor signs around the LV valley • Increased bus ad exposure for anniversary message • Placed digital and static anniversary signage at the airport via a Foundation donation • Increased Office of Communications support from 31 previous events in 2010 • Increased Outreach publications over 2010 levels, with Values document and placement of Foundation quarterly newsletter in the R-J • Increased the number of press releases in 2011 above the 55 done in 2010 • Utilized social media even more than the past to increase awareness of CSN and its opportunities • Continued to create awareness of the CSN style guide and enforced its use • Required process of public and college relations review and approval of all communications and external materials • Posted Standards for communications online so access is ensured for the College at large • Planned revisions of prior training sessions on Marketing Higher Education and annual offerings of these sessions again • Planned a full audit of the website content for each department-Tutorial Services and HR have been completed • Improved content was added to our website for user satisfaction, including Google translate, Student Support Site, MyCSN, and Apprenticeship Studies
<p>A3.2</p> <p>Implement strategies to expand and enhance partnerships with secondary and postsecondary institutions, community partners, and other training providers.</p> <p>Implement strategies to expand and enhance partnerships with local business and industry.</p> <p>Increase community representation on advisory committees.</p>	<p>CSN Program Advisory Committees have face-to-face and email meetings with business and industry representatives to review curriculum, assist with program development, and ensure that programs maintain current standards and professional practices.</p> <p>To enhance partnership with secondary education institutions:</p> <ul style="list-style-type: none"> • Tech Prep articulations allow opportunities for CCSD students to earn college credit, • Geosciences Jumpstart hold meetings with Liberty HS admin/staff to discuss training requirements for HS faculty to meet College teaching standards • High school partnerships include meetings with Liberty, Foothills, and Moapa, Mesquite, and Pahranaagat high schools to discuss various subject offerings • The CCSD Health Care Career Fair provides Health Care career information and demonstrations to Career and Technical Academy students, and promotes higher education in general • The Go to College Nevada program educates students in at-risk high schools about educational opportunities available to them at Nevada System of Higher Education (NSHE) institutions

A3.2 continued

Implement strategies to expand and enhance partnerships with secondary and postsecondary institutions, community partners, and other training providers.

Implement strategies to expand and enhance partnerships with local business and industry.

Increase community representation on advisory committees.

- Seamless articulations provide opportunities for obtaining advanced education in various disciplines, and expanded and enhanced partnerships with other higher education institutions, training partners, and business/industry
- College faculty and administrators participate on CCSD Career and Technical Academy advisory Boards to provide curriculum review, information on post-secondary classes and expectations, and input on industry practices
- Annual NACTE career and technical education conferences are attended by College faculty and administrators, which develop collaborations with statewide secondary education institutions and industry partners

To expand and/or enhance partnerships with industry:

- The JT3 Jumpstart program partnership with defense contractors helps develop telecommunications specialist workforce
- Gas Heat Pump program collaboration with Intellichoice Energy, Southwest Gas, and US DOE helps establish training programs for development of natural gas heat pump technology
- Clinical affiliations Maintaining and increasing number of clinical affiliate agreements for Health Sciences students training experiences
- CIT Internship program CIT faculty make presentations to local organizations to promote internship program and recruit additional sites
- Communication internship program Students are provided internships at a variety of local community organizations, such as radio and television stations, newspapers and magazines, and communications firms
- Mental Health internships create practical, supervised work experience for students going into mental health field; maintains relationships with industry
- Archaeological field survey conducted various field surveys in conjunction with the Nevada Division of State Parks, US Forest Service, and Bureau of Land Management; this provides students with practical field experiences and contacts with different state and federal agencies, and potential future employers

CSN provides benefit events that provide access to professional cultural events, establishes revenue stream to support productions, promotes CSN's performing center as a community facility/resource.

Faculty participation on local, state, and national committees increase academic community representation on industry-specific advisory boards.

CSN, CCSD, business, industry, and community representatives on the Joint Technical Skills committees meet several times a year to:

- Evaluate and recommend program curricula, facility, and equipment needs
- Develop and review program articulation
- Provide assistance with new technologies, careers, employability skills, and work-based learning opportunities
- Promote school-to-work transition
- Recommend program resources.

<p>A3.3</p> <p>Implement strategies to collaborate more effectively with local entities to improve partnerships with local business and industry.</p> <p>Implement program offerings that are responsive to the needs of local business and industry.</p> <p>Implement strategies to increase grant-based funding for DWED programs.</p>	<p>WED website is being updated with additional resources for business and industry as well as client testimonials.</p> <p>Listing of partnerships is detailed in easily available quarterly and annual reports.</p> <p>Outreach and partnerships currently ongoing with:</p> <ul style="list-style-type: none"> • Mesquite Chamber of Commerce – presentation and lead focus groups. • Laughlin Chamber of Commerce – outreach included participation on Laughlin Economic Growth Team. • City of Las Vegas – presentation of materials and support for marketing Las Vegas to potential companies seeking to locate in area. • Boulder Chamber of Commerce – presentation to Chair • Northern NV Development Authority – partnership on Workkeys <p>Purchased and installed new registration system to specifically meet the needs of non-credit students and to increase effectiveness of reporting.</p> <p>Implemented monthly program assessment document.</p> <p>Applied for TAAC3 Grant with NSHE consortium for funding to increase reach to community needing GED attainment, bridge skills for college entrance, work entrance or entry –level skills for two technical programs.</p> <p>Applied for Susan Harwood OSHA Grant for safety training for solar installations.</p>
<p>A3.4</p> <p>Work to ensure adequate resources are available to effectively pursue external funding opportunities.</p> <p>Implement strategies to increase awareness of external funding opportunities.</p> <p>Implement strategies to increase timely and accurate applications for external funding opportunities.</p>	<p>During Spring, 2011, it was determined that the best way to ensure the CSN adequately pursues external funding was to split the Office of Resource Development and Assessment into two distinct offices, with the separate Office of Resource Development now assuming responsibility for locating funding opportunities, supporting departments in their pursuit of funding, and providing proposal writing and budget preparation for large college-wide grants. The position was filled on July 25 and CSN hired an experienced grant professional with more than 20 years experience in southern Nevada.</p>

A3.5

Implement strategies to expand and enhance comprehensive fundraising efforts.

Design and implement a successful annual development initiative.

Design and implement successful fundraising campaign(s).

Foundation Trustees began to organize a comprehensive campaign. Foundation Board and Staff met with Finance, Facilities, Academic Affairs, and Student Services to determine future college needs. The Trustees identified at least \$250 million in building projects, energy savings, scholarships and program needs.

Staff duties have been re-aligned so that Mary Thomas will coordinate the CSN employee campaign and is meeting with Health Sciences to identify relationships that can be leveraged for the comprehensive campaign.

The Foundation obtained a list of all advisory boards and councils working with the various schools. Many of the people serving on the boards and councils have strong relationships with and knowledge of the college and can be excellent campaign advocates.

Summer was spent organizing phases for the future campaign. Typically dark for the summer, this summer they hired a contract major gifts consultant, held a special meeting to examine a variety of organization models and also explored a contract with a consulting group. The campaign was segmented into the following groups, and the Chairs recruited for all groups except Warehousing and Transportation:

- Hospitality & Gaming
- Health Services
- Finance & Insurance
- Real Estate, Construction, Development, Architects
- Transportation
- Utilities, Technology and Telecomm
- Communications/Media
- Legal Services
- Small Business
- Manufacturing, Warehouse, Industrial

Strategies to work on: Naming gifts, Major and planned gifts, Corporate Gifts, Alumnae, Employee campaign, Community Annual Donors, In-Kind Donors, and Foundation grants.

Current Activity: Finalizing community-volunteer recruitment, recruiting a campaign consultant or campaign Director, and continuing to seek gifts for silent phase of campaign.

<p>D1.3</p> <p>Expand and enhance the offerings of cultural, diversity-oriented and/or inclusion-oriented activities to CSN stakeholders.</p> <p>Expand and enhance the offerings of diversity-oriented and inclusion-oriented professional development activities.</p>	<p>Over the past year, the diversity function maintained the cultural advisory councils of community members and added international student week events and GLBT awareness programs. Liaisons with UNLV, DRI and NSC continued to provide joint programming. The diversity function, along with CAPE, was consolidated within HR to better align the functions of training and professional development with diversity goals and Affirmative Action. Staff retirements, however, are changing the resource base for diversity, and the function will be re-staffed in the coming year.</p> <p>CAPE sponsored the attendance of two faculty members to the Society for Intercultural Education, Training and Research (SIETAR) conference in April 13-16 in Denver, with the agreement that they would collaborate to develop a workshop to present during the fall convocation and again during the fall semester. CAPE, in conjunction with the Affirmative Action Office, evaluated and decided on a diversity-training program we want to purchase.</p>
<p>D1.4</p> <p>Implement strategies to improve the recruitment, matriculation, retention, and persistence of students to develop a student body that is reflective of the ethnic diversity of CSN's service area.</p>	<p>Expanded specific recruitment efforts aimed at increasing the CSN college attendance rate of underrepresented groups. Strategies included: distribution of marketing publications directed to Hispanic students and their families; intensified visits to high schools that are predominantly minority, and vigorously promoted scholarships for minority students; scheduled CSN's presence in major cultural events throughout the year (Juneteenth, MLK Parade, Cinco de Mayo, Hispanic Heritage Month, Chinese New year); attended annual high school graduation ceremonies for CCSD African-American/ Black, Hispanic and Native American student groups; worked with high school ethnic-based groups to promote recruitment efforts; established college access workshops for Hispanic and African American families on various topics (financing college, preparing for college, tips for first-generation college students, peer support opportunities, career exploration, etc.); designated a specialist as Liaison to the Indian Educational Centers and community advisory boards; organized special campus visits for Native American students.</p> <p>CSN's service area (Clark County, NV) reports a 50/50 distribution of females and males. CSN's student body is 50.9% female and 49.1% male. Our service area (Clark County, NV) enjoys a wide range of ethnic diversity, which is reflected in CSN's student body. African Americans represent 10% of the County population and 11.1% of CSN's student body. Asians make up 9% of the County and 10% of CSN's students. Caucasians constitute 47% of Clark County and 44% of CSN's enrollment. Hawaiian/Pacific Islanders represent 2.4% of the County and 1% of the CSN student body. 24% of Clark County residents identify as White Hispanic and 2% identify as Non-White Hispanic; 25.1% of CSN's student population identify as Hispanic. Native Americans constitute 1% of Clark County's population and 0.8% of CSN's student population. (Sources: EMSI Complete Employment - 2011.3 & CSN Student Profile (HC) Headcount Fall 2010 – Census.) The College is developing and evaluating methods to determine ROI regarding international student recruitment.</p>

D1.5

Implement strategies to develop hiring practices that encourage the development of a faculty, administration and staff who reflect the ethnic diversity of CSN's service area.

Implement strategies to develop professional advancement practices that encourage a faculty, administration and staff who reflect the ethnic diversity of CSN's service area.

Annually review the ethnic composition of CSN faculty, administration and staff, and the ethnic composition of CSN's service area.

Annually review the affirmative action plan and initiate any changes indicated by the review.

- Positions at the College are widely advertised in a variety of publications including any targeted advertisement requested by the Department. Additionally, job announcements are sent to an e-mail distribution list consisting of contacts at Historically Black Colleges and Universities and the Hispanic Association of Colleges and Universities. HR will begin a process to track the effectiveness of the publications in which we advertise our positions.
- A process was implemented whereby the head of Human Resources in conjunction with the Affirmative Action (AA) Officer reviews the recommended list of applicants to be interviewed for each professional level (academic faculty and administrative faculty) position here at the College. Based on that review, additional candidates may be added to the interview pool in order to ensure the increased diversity and competitiveness of the pool of interviewees.
- After defining appropriate job groups based on similarity of job contact, salary range, and opportunity, CSN inventories employees by job group to determine the percentage of women and minorities in each job group. The purpose of this step in the AA planning is to establish a valid basis for comparison to determine whether the representation of women and minorities within the college reflects the diversity of the labor markets in which we recruit.
- The next step is to compare the workforce percentages to the availability percentages to determine whether women and minorities at CSN are represented in proportion to their availability.
- Based on this information, we meet with each search committee at their initial meeting to review CSN's goals and any disparities in their area.
- Placement goals for women and minorities have been established.
- The Affirmative Action Office maintains and monitors accurate and up-to-date records on all applicants, hires, promotions, transfers, and terminations by race and sex to be certain that all employees are treated on a fair and equitable basis. The office compiles annual reports depicting the degree to which equal opportunity and organizational objectives have been reached.
- The CSN affirmative Action Plan is reviewed and published annually ensuring that any changes in policy or data are reflected in the current issue.
- CSN is required to develop and execute action-oriented programs designed to correct problem areas within the college and to attain established goals and objectives. Some of these programs include:
 - A recruitment procedure designed to standardize the process and at the same time provide for flexibility in recruiting members of the affected class and ensure only bona fide job qualifications are placed in the job announcement so that no applicants are discriminated against.
 - Grant-in-aid can be obtained by any full time or classified professional employee to take classes that may place the employee on a career ladder and improve the chances of upward mobility.
 - Training offered through CAPE
 - Creating the Office of Diversity, Cultural Affairs, and Community Initiatives, with responsibilities of oversight of campus-wide diversity efforts for students, faculty, and staff at all levels of education and employment. These efforts extend off-campus into the greater Las Vegas Area for the broad array of community-based college stakeholders.

D1.5 continued

The Finance & Facilities Division has had minimal opportunities to hire into new or vacated positions during the last biennium. As attrition has occurred, positions have been left unfilled while existing staff have assumed additional responsibilities.

This division, consistent with the institutional goals, has always sought to search for and hire the best-qualified applicants to fill open positions. The Las Vegas metropolitan area is a large, diverse, and ethnically rich community and typically is the applicant pool from which Finance and Facilities seeks applicants.

CSN employs 2,234 individuals in part- and full-time, classified, professional, faculty and administrative positions. Based on data reported to IPEDS for November 1, 2010, 53% of CSN's employees are female and 47% are male; Clark County's population is 50% female, 50% male. Our service area (Clark County, NV) enjoys wide range of ethnic diversity that is reflected in CSN's employee population. African Americans represent 10% of the County population and 9.6% of CSN employees. Asians make up 9% of the County and 6.5% of CSN's employees. Caucasians constitute 47% of Clark County and 66.7% of CSN employees. Hawaiian/Pacific Islanders represent 2.4% of the County and 0.4% of CSN employees. 24% of Clark County residents identify as White Hispanic and 2% identify as Non-White Hispanic; 13% of CSN's employee population identify as Hispanic/Latino. Native Americans constitute 1% of Clark County's population and 1% of CSN's student population. (Sources: EMSI Complete Employment - 2011.3 & CSN Student Profile (HC) Headcount Fall 2010 – Census.) The Division of Student Affairs continues to maintain a highly diverse staff of classified and professional employees. Search committees have sought to attract diverse candidate pools and have endeavored to make hiring recommendations that reflect the diversity of our service area. The International Center is working with Human Resources to develop policies and practices to facilitate a transparent process of hiring international faculty.

<p>D3.1</p> <p>Enhance support services, as dictated by need, that reduce barriers to access and success faced by students from underrepresented groups.</p> <p>Increase utilization by students from underrepresented groups of services that reduce barriers to access and success.</p>	<p>TRIO Student Support Services, Re-Entry, and the Disability Resource Center program specifically work to provide guidance, advocacy, and academic support to first-generation, financial aid qualified, displaced homemakers, and/or disabled students seeking to complete a two-year degree at CSN and/or transfer to a four-year school. These initiatives seek to minimize barriers such as: academic under preparedness (deficient reading, writing, math and computer skills), weak academic backgrounds (high school dropouts, GED recipients), financial illiteracy, lack of career awareness, inadequate college-level learning and study strategies, poor family/social support and/or understanding of higher education, financial need, unemployment, family problems, transportation issues, childcare concerns, limited English skills, physical/learning/mental disabilities. Core services include: educational development and support services, assistance with financial aid needs (tuition, books scholarships and textbook loans), skill building, reasonable accommodations, and a caring community where to monitor the students' progress.</p>
<p>D3.2</p> <p>Enhance advising and support services that are responsive to the needs of students to improve student persistence, completion, and transfer.</p> <p>Implement strategies to increase student utilization of advising and support services that are responsive to the needs of students to improve student persistence, completion, and transfer.</p>	<p>The Division of Student Affairs offers advising and support services that promote the academic success, persistence, as well as timely degree completion and transfer objectives among diverse student populations – regardless of race, ethnicity or culture and within an integrated contact system. Advisors, retention specialists and support program coordinators work in collaboration with recruiters, Registrar/ Financial aid personnel, and faculty members to identify diverse & high-risk individuals in need of intense and intrusive services. <u>Educational Development and Support Services</u> strategies responding to the needs of these diverse students include long-term academic advising and planning, career planning based on exploration of career interests and college majors, university and college transfer services, and 4-year college visits. <u>Financial Assistance Strategies</u> include completion and filing of federal financial aid forms, scholarship/grant information and application, textbook lending library and equipment loan services, supplemental funds for qualifying participants, and financial and economic literacy education and counseling. <u>Skill Building Assistance</u> focuses on learning strategies, study, time management, goal setting and organizational skills, computer workshops, writing assistance, tutoring, and supplemental course instruction. A <u>Caring Community</u> providing a “home away from home” with an especially designated lounge and computer laboratory serves to promote cultural activities while allowing for <u>Close Monitoring of Student Progress through</u> behavioral plan for academic success, mid-semester faculty progress reports, weekly tutor progress reports, and end of semester grades follow-up.</p>