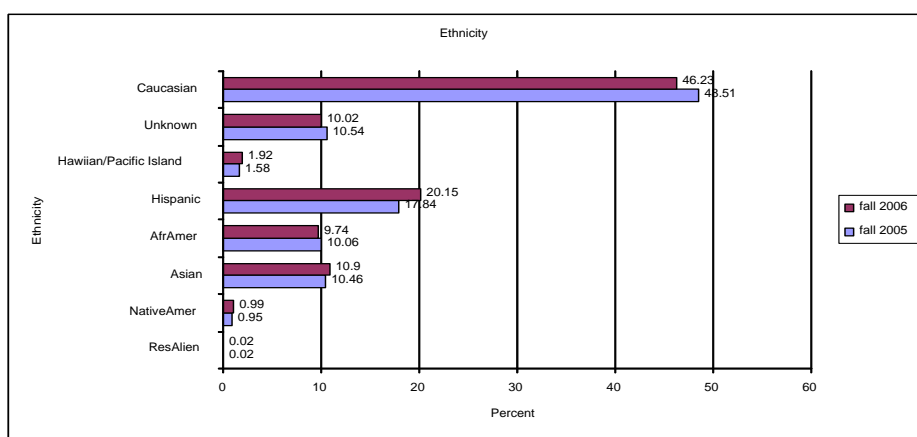


Fall 2006 End-of-Semester Enrollments

Fall 2006 end-of-semester enrollments have been calculated. CCSN taught 4,637 classes to 36,843 students, representing an FTE student population of 18,354. Our full-time faculty taught 2,640 sections producing 151,174 student credit hours representing 10,078 FTE students. The average section size across the college was about 20 students. The ratio of student credit hours taught by full-time and part-time faculty was about 55%:45%. The End-of-Semester enrollment summary by prefix, department, and division is posted on the IR&P website.

Female enrollment declined by 1% to 53.3 and male enrollment increased by 1% to 46.7 over spring 2006. Pacific Islander, Asian, and Hispanic enrollment continues to grow.



The number of part-time students; those taking fewer than 12 credits, has increased by 1% over fall 2005 to 74.6% in fall 2006. Full-time students have declined by about 1%.

Inside this issue:

Average number of Credits Completed Per Semester	2
CCSN Faculty Support Assessment	3
Important Assessment Dates	3
Academic Assessment Advisory Council Holds Inaugural Meeting	4
Faculty Assessment Opportunity: Academic Assessment Liaison	4
“What Are You Expecting In The Executive Summary Due With Assessment Reports On June 30?”	5
2007-2008 Assessment Planning Tip	6
Upcoming Assessment Conference Opportunities	6
Data Corner	7
Frank’s Factoids	8

Important Dates:

- 4/27/2007—Understanding and Reporting Assessment Results Workshop
- 06/30/2007—Assessment Reports due for 2006-2007 academic year.



Average Number of Credits Completed Per Semester	
Average credits per student completing an Associate Degree this year:	8
Average credits per student completing a Certificate this year:	9
Average credits per student seeking transfer/transfer degree:	6
Average credits per student w/workforce intent or contract training:	1.5
Average credits per student in ABE/ESL/GED:	1
Average credits per student over 65 for leisure:	0.5
Average credits per student, all others:	5.5

Encouraging students to complete one additional class per semester or retaining a student in one additional class per semester would reduce time to completion from nearly 4 years to 3 years.



CCSN FACULTY SUPPORT ASSESSMENT



In the report summary of the Spring 2006 Teaching with Technology Needs Assessment conducted by Sungard Collegis:

Most faculty report the following assessment goals are very important or important: gathering evidence to demonstrate student mastery of course objectives (90%), linking your assessment activities to course goals (92%), your assessment activities to larger program or College goals (74%), and actively including students in the assessment process (73%).

**** Important Assessment Dates To Note****

April 2007:

Friday, April 27

Understanding and Reporting Assessment Results

[West Charleston, 9:30-11:30 a.m. Room, B105]

Diane E. Waryas, Ph.D. CCSN Assessment Analyst

This interactive session is designed to help ensure that all student affairs units and academic degree programs are prepared to review and report their assessment results no later than the annual due date of June 30. Emphasis will be placed on clarifying completion of the standard assessment reporting form, how to discuss results, ways to share/disseminate results with stakeholders, and how to use results in planning. Please bring last year's assessment report and this year's plan and results to date for specific discussion. Open to all CCSN faculty and staff charged with programmatic assessment responsibilities. Inquiries and **RSVP** should be directed to lisa.wright@ccsn.edu.

June 2007:

ALL 2006-2007 ASSESSMENT REPORTS DUE!!

Please email a copy of your report for each degree program and each student affairs unit to Dr. Diane Waryas at diane.waryas@ccsn.edu by June 30, 2007. Remember that your filing **MUST INCLUDE** the following: assessment report form, a copy of each assessment instrument used, aggregate data summary, executive summary.

Academic Assessment Advisory Council Holds Inaugural Meeting

A reformation of the previous Assessment Committee, the Academic Assessment Advisory Council will serve as an oversight and reconciliation body for the Academic Affairs-related assessment activities at the Community College of Southern Nevada. Commissioned by the Vice President for Academic Affairs, the Council is charged with the following responsibilities:

- Provide review and oversight of current and proposed academic assessment practices at the college to help improve programs and better align CCSN's overall assessment approach;
- Provide review and oversight of Continuous Assessment Plan alterations, use, and utility;
- Serve as idea-generation body for CCSN assessment practices and development.

The AAAC will meet monthly during the Fall and Spring academic terms.

Membership on the AAAC is by appointment, and for a two year term. The objective is to develop a group that represents each of the academic divisions at CCSN and will include certain ex-officio members as noted. These ex-officio members are included based on broader institutional interests and commitments to assessment and evaluation (e.g. institutional research and accreditation).

Inaugural AAAC Membership:

Assessment Analyst (Chair):	Diane E. Waryas
Dir. Inst. Research & Planning:	Frank DiPuma
Accreditation Liaison (ex-officio):	Hyla Winters
Academic Assessment Liaison:	Vacant
Adv. & Applied Tech. Rep.:	Art Eggers
Arts & Letters Rep.:	Georgia Standish
Bus., Ind. & Public Safety Rep:	Tom Rosenberger
Health Sciences Rep.:	Robert Petrucci
Math & Science Rep.:	Marion Hammond
Social Sci. & Education Rep.:	John Gannon
Workforce Rep.:	Sue Christensen

Faculty Assessment Opportunity: Academic Assessment Liaison

The Academic Assessment Liaison position provides one faculty member per semester with an opportunity to work more closely with the Assessment Analyst on current campus academic assessment issues. Specific tasks will be collaboratively identified and determined each term between Diane and the selected faculty member.



It is expected that the Liaison will meet regularly with Diane, and will also be willing to serve as an additional contact point for faculty with questions about completion of assessment related documents (assessment planning and reporting process). In exchange for her/his contribution, the Liaison will receive one I.U. for the semester.

If you are interested in serving as the Liaison for Fall semester 2007, please send an email to Diane indicating your interest, current and previous responsibilities with your Department/Division/Campus assessment work, and your motivation for seeking this position. Review will begin immediately and continue until the Fall Liaison is selected.

“What Are You Expecting In The Executive Summary Due With Assessment Reports on June 30?”



The purpose of the Executive Summary is to provide a brief overview, in narrative format, of your assessment results from the past year. It is submitted along with your completed standard assessment report form, a copy of each instrument used for assessment during the previous year, and an aggregate data summary. The Summary should contain three main paragraphs (and more if you deem necessary): an overview of outcomes measured, the method and implementation procedures; and overview of findings; a discussion of how you plan to use the results to improve your program/unit

practices, including any sort of corrective action that may be needed due to identified deficits, and changes you have made to date based on assessment results (so, if you made curricular or other changes during the year based on what you found previously). This final section is critical, because here you demonstrate how you ‘close the loop’-how you are USING your assessment results, and also how you are observing/documenting that change (e.g. meeting minutes to demonstrate a group discussed solutions for a deficit area). The Summary is probably one page or less. In the assessment binder for your department or unit, the Summary will appear as the first page for that year of assessment work, so it is likely that anyone reviewing the binder will see this first-ensure it fully represents the great assessment work you’ve done! Contact Diane with questions.

2007-2008 Assessment Planning Tip:

The best time to evaluate your assessment planning process is concurrent with completion of annual assessment reports. Take a look at your past year's plan and there are no substantive changes for 2007-2008, update the date on the plan to reflect the forthcoming academic year, and email that to Diane when you email the report—this is a great time-saving measure!!



Upcoming Assessment Conference Opportunities

(for more information, see the NASPA website: www.naspa.org):

2007 International Assessment and Retention Conference, St. Louis, MO June 7-10. The conference includes sessions and workshops on academic and student affairs assessment.

2007 NASPA Western Regional Conference, J.W. Marriott, Summerlin—Las Vegas, October 31-November 3. CCSN is part of NASPA's Region Five—this is our annual conference, and it will include sessions on a range of student affairs-oriented subjects, including assessment.



DATA CORNER



Every semester, we publish standard reports regarding our student population. We often refer to the figures using different terms such as “headcount”, “FTE” and “enrollment”. These terms are often used interchangeably but they have different meanings and uses.

	Headcount	FTE
15-Mar-07	35910	17910.9
Spring 2006		
15-Mar-06	34776	17416.7
	3.26%	2.84%

In **Figure 1**, we report the unduplicated headcount and FTE comparisons. Unduplicated headcount is the count of students enrolled at CCSN. Since our students typically take more than one class per semester, we “unduplicate” the count by counting each student one time no matter how many classes s/he takes. When you hear announcements referring to “36,000 students” here at CCSN, this is the number being referred to.

Figure 1

FTE is an acronym for “Full Time Equivalent”. This is a very important measure to us since it is used as a basis for our state funding. It is a calculated value based on the number of students and credits and is naturally unduplicated. This makes it a very accurate and useful way to measure student population especially when we want to measure student population for a campus, a class or a division. The formula for FTE is: (#students * #credits)/15. For example:

- A 3-credit class with 25 students enrolled accounts for 5 FTE [(25 * 3)/15 = 5].
- A student taking four 3-credit classes and one 4-credit class accounts for 1.1 FTE [(1 * 16)/15 = 1.06, or 1.1 rounded].

The value of “15” used in the calculation represents a traditional full-time student (15 credits per semester, 30 credits per year, etc.). Note that although 15 credits are used to designate full-time status in FTE calculations, we use 12 credits to designate full-time credit load.

The term “enrollment” is used to express the count of students in a particular subset of the entire student population. These counts are often duplicated overall and are not equivalent to headcount. Within the specific subset however, we can often unduplicate the count. For example, we are often asked to report the physical number of students at a particular campus (see Figure 2).

Campus	Students
Charleston	14056
Cheyenne	10428
Henderson	4989

Figure 2

Continued on page 8...

DATA CORNER

Since one student may take classes at multiple campuses, we want to be sure to count the student at each campus. We don't want to count the student multiple times at one campus and we can't physically "split" a student between campuses (again, FTE bypasses these problems!). To avoid this issue and still be able to show an accurate count per campus, each student is counted once per campus s/he attends. This gives us an unduplicated count of students who are physically on campus no matter how many classes they are enrolled in. Since this count is unduplicated **per campus**, the students who attend multiple campuses will be included in those campus counts also. So, in the example in Figure 2, the Cheyenne campus has 10,428 unique students. Of these students, a number of them may be attending classes at Charleston and/or Henderson.

Frank's Factoids



The first classes offered at Clark County Community College began on August 30, 1971. Four hundred two students signed up at \$10 per credit for the sixty classes offered. The College graduated its first class of 32 students in May, 1973.

Thanks...

To the Deans and Chairs who collected and reported the out-of-classroom activities of their faculty: Thank You. The NSHE Workload report should be published by Fall 2007.



CCSN
COMMUNITY COLLEGE
of SOUTHERN NEVADA

Institutional Research & Planning
6375 W. Charleston Ave.
Las Vegas, NV. 89146
702-651-7327