

COLLEGE OF SOUTHERN NEVADA - INSTITUTIONAL PERFORMANCE 2007

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INSTITUTIONAL PERFORMANCE 2007

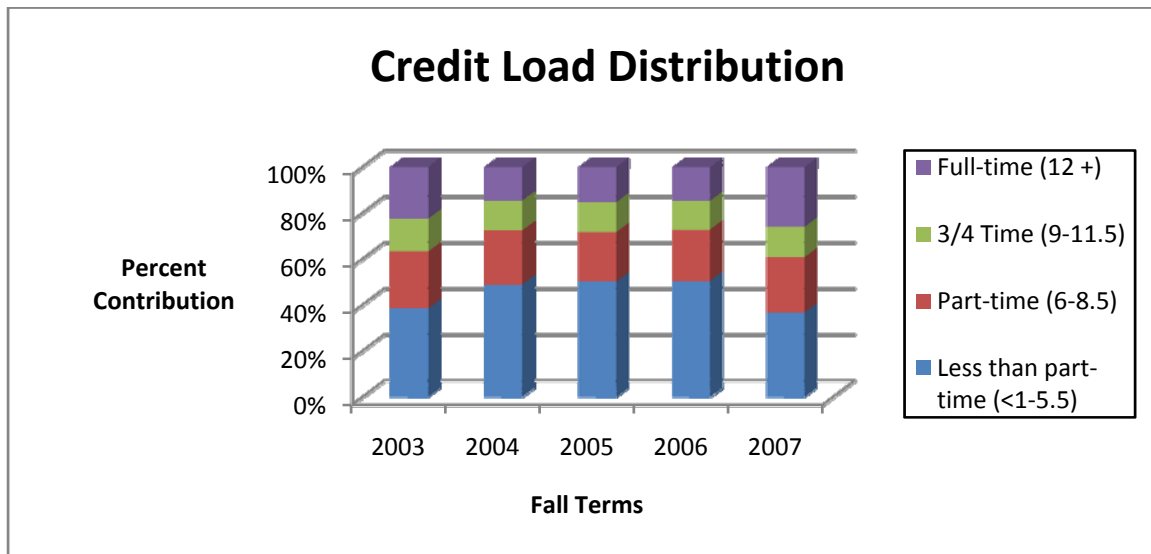
1. STUDENT ACCESS

1.1 Credit Load Distribution

Definition of Measure: This measure shows enrollment as of fall census date for full-time and part-time load categories. A student carrying 12 or more credits is defined as full-time and less than 12 as part-time.

Uses of Measure: This measure shows the level of participation for students of different load status.

Analysis: The overall percentage of full-time students has increased, and the percentage of students taking fewer than 5.5 credits has decreased.



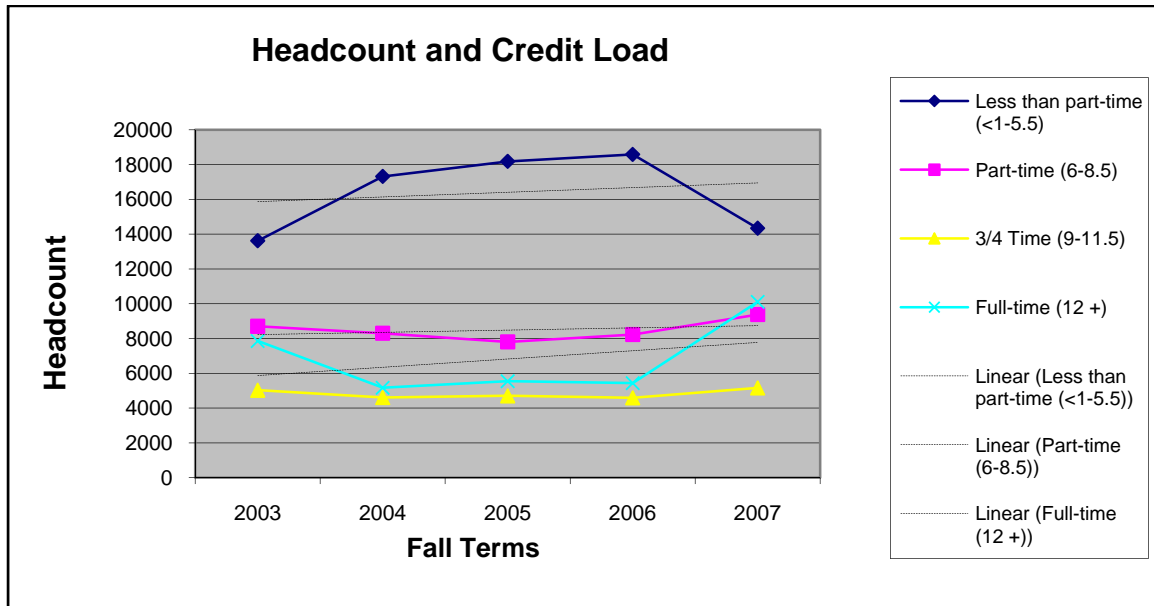
	2003	2004	2005	2006	2007
Full-time (12 +)	22.3	14.6	15.3	14.7	26
3/4 Time (9-11.5)	14.3	13	13	12.5	13.2
Part-time (6-8.5)	24.7	23.5	21.5	22.3	24.1
Less than part-time (<1-5.5)	38.7	48.9	50.2	50.4	36.8

1.2 Headcount Enrollment and Credit Load

Definition of Measure: This measure shows the unduplicated headcount enrollment by unit load carried for fall terms.

Uses of Measure: This measure indicates the level of student participation by unit load.

Analysis: The majority of students carry three to six credits. Students who carry from 0.5 to 5.5 credits decreased in fall 2007 and full-time students increased.



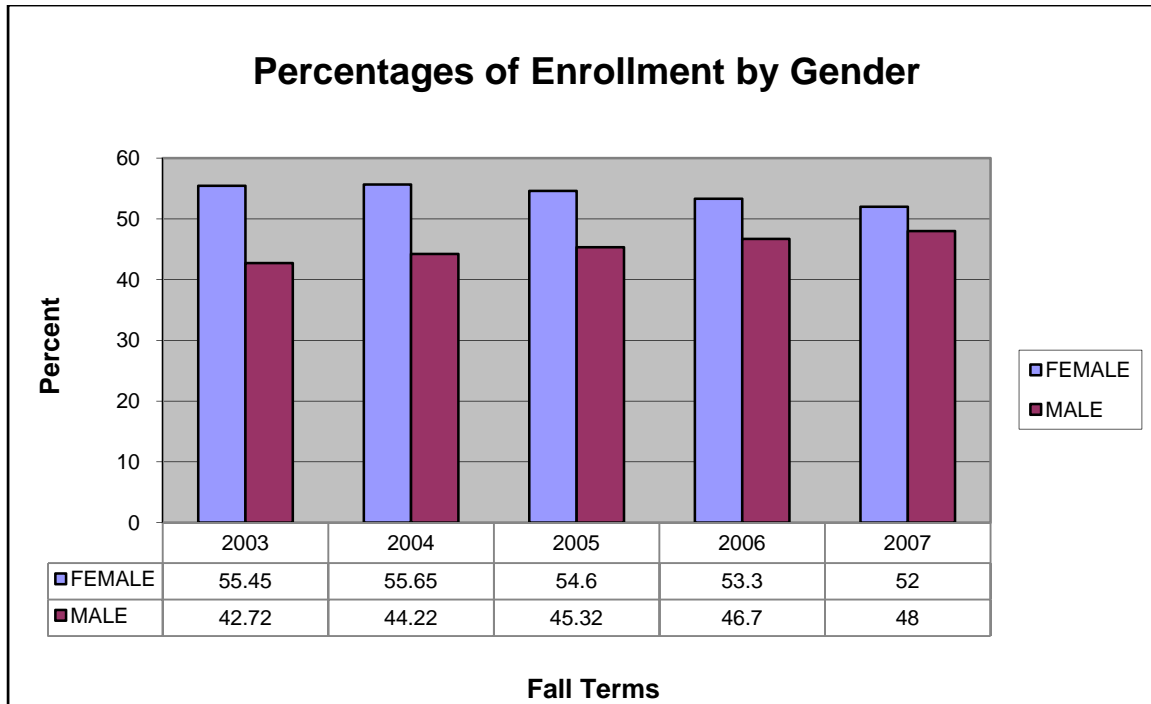
	2003	2004	2005	2006	2007
Less than part-time (<1-5.5)	13621	17320	18185	18587	14342
Part-time (6-8.5)	8702	8302	7805	8231	9378
3/4 Time (9-11.5)	5029	4607	4707	4592	5160
Full-time (12+)	7855	5170	5545	5433	10110

1.3 Enrollment Distribution by Gender

Definition of Measure: This measure shows the relative percentages of female and male headcount enrollment by gender.

Uses of Measure: This measure shows the level of student participation by gender.

Analysis: The percentage of female to male enrollments is declining.

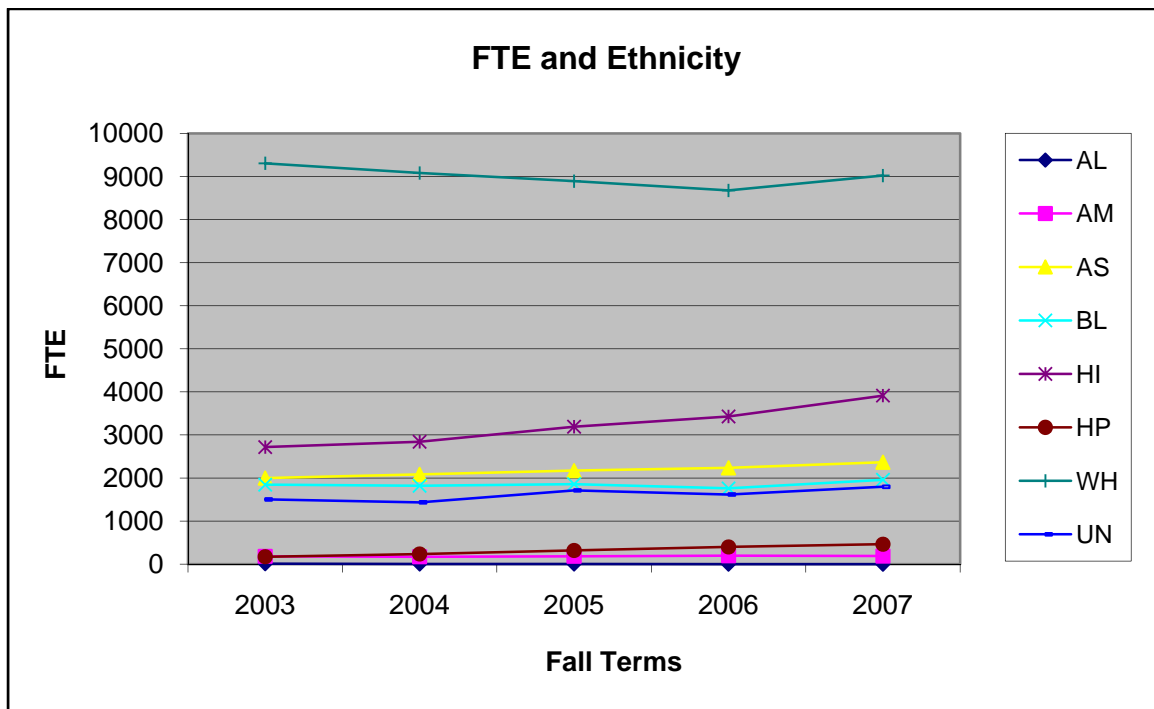


1.4 FTE Enrollment and Ethnicity

Definition of Measure: This measure shows FTE enrollment by Ethnicity, including the Resident Alien and Unknown categories.

Uses of Measure: This measure shows the level of student participation by ethnicity.

Analysis: The overall percentage of FTE participation has increased among African Americans, Hispanics, Hawaiian/Pacific Islanders, and Asians.



		2003	2004	2005	2006	2007
AL	Resident Alien	13.1	4.8	5.9	2.2	1.5
AM	Native American	183.5	173.1	183.4	196.8	189.9
AS	Asian	1998.7	2085.4	2172.0	2235.9	2367.4
BL	African American	1845.3	1819.9	1858.2	1760.5	1959.3
HI	Hispanic	2718.1	2841.9	3191.2	3428.6	3911.9
HP	Hawaiian/ Pacific Islander	173.0	235.1	318.9	401.7	464.4
WH	Caucasian	9305.1	9079.8	8890.2	8674.9	9020.6
UN	Unknown	1504.4	1436.0	1714.4	1619.0	1798.4

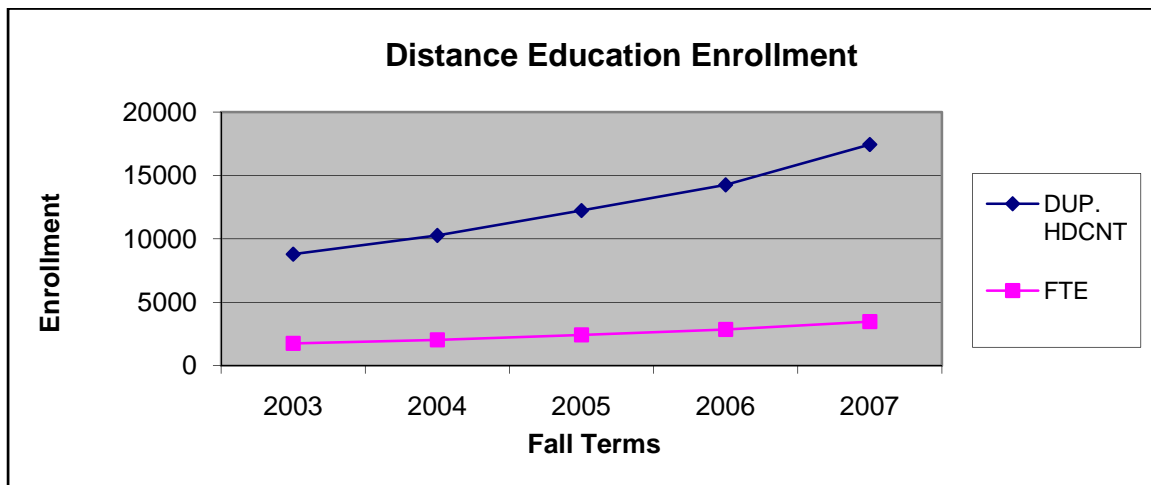
1.5 Distance Education

1.5.1 Distance Education Headcount and FTE Enrollment

Definition of Measure: This measure shows the duplicated headcount and FTE enrollment of distance education courses.

Uses of Measure: Indicates student participation in distance education coursework.

Analysis: Participation in Distance Education coursework has nearly doubled from fall 2003 to fall 2007.



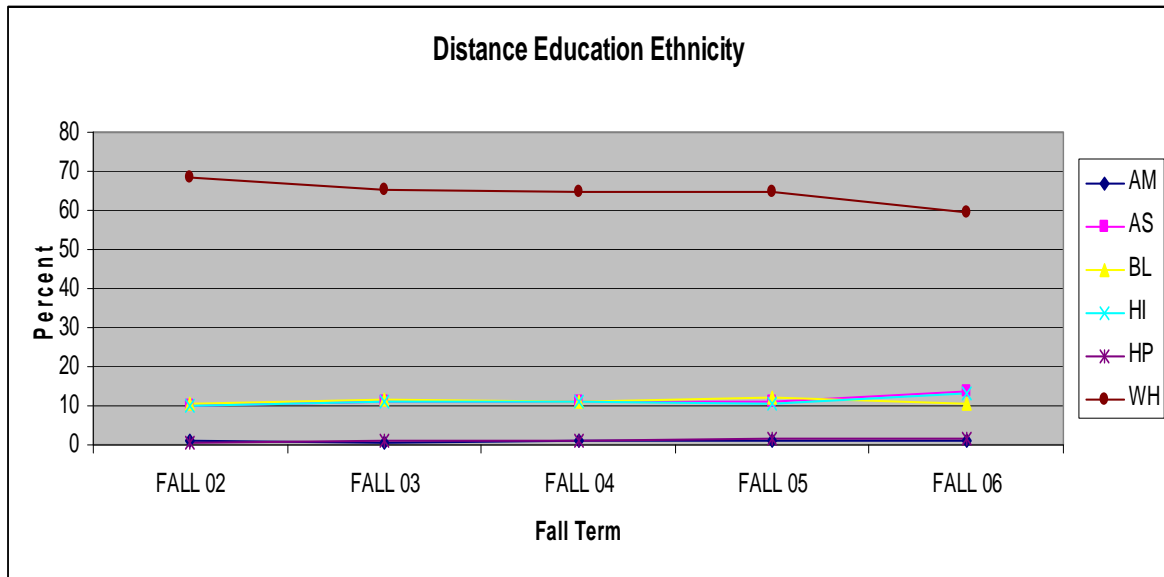
	2003	2004	2005	2006	2007
DUP. HDCNT	8792	10272	12234	14258	17444
FTE	1756.37	2031.8	2420.82	2851.62	3471.2

1.5.2 Distance Education and Ethnicity

Definition of Measure: This measure shows the relative percentages of Distance Education students by ethnicity.

Uses of Measure: This measure shows the level of student participation in Distance Education by ethnicity.

Analysis: The overall percentage of Distance Education participation has increased among African Americans, Hispanics, Hawaiian/Pacific Islanders, and Asians.



	% AM Native American	% AS Asian	% BL African American	% HI Hispanic	% HP Hawaiian/ Pac. Islander	% WH Caucasian
FALL 02	1.2	9.8	10.4	9.8	0.6	68.3
FALL 03	0.7	10.8	11.5	10.8	0.9	65.4
FALL 04	1	11.3	11	10.9	0.9	64.9
FALL 05	0.92	10.99	11.92	10.34	1.35	64.49
FALL 06	1.12	13.69	10.52	13.21	1.73	59.71

Note: Resident Alien and Unknown categories are excluded.

2. STUDENT SUCCESS

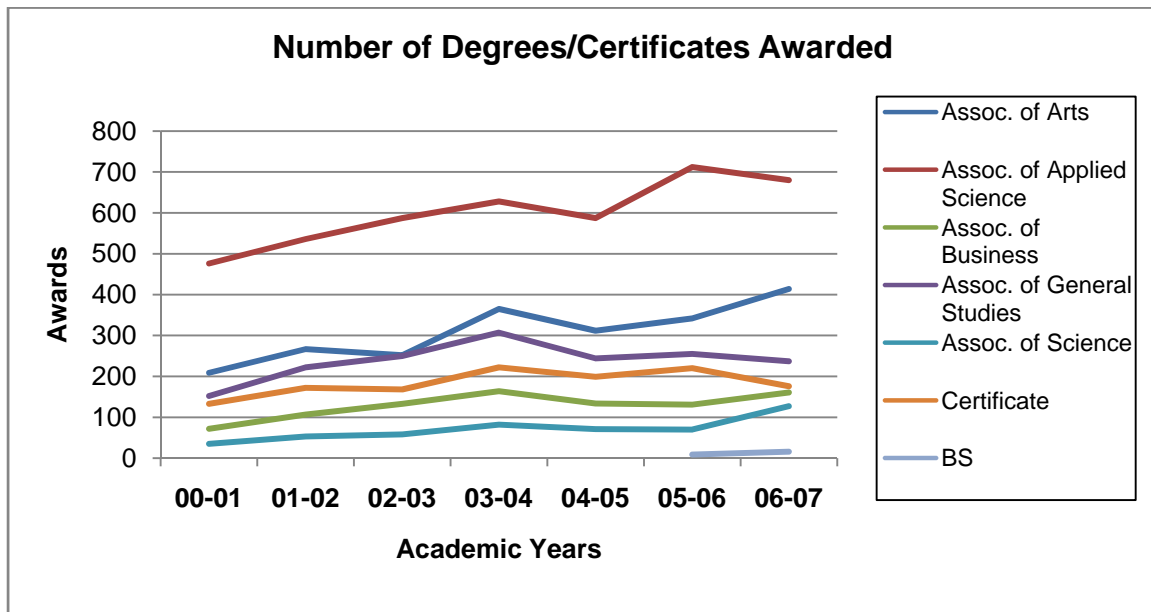
2.1 Degrees and Certificates Awarded

2.1.1 Number of Degrees and Certificates Awarded

Definition of Measure: This measure shows the total academic degrees and certificates awarded in an academic year by type. An academic year is defined as fall, spring, and summer.

Uses of Measure: An award represents a completed educational goal for students and an achieved outcome for the institution.

Analysis: The number of Associate of Business, Associate of General Studies, and Associate of Science awards more than doubled.



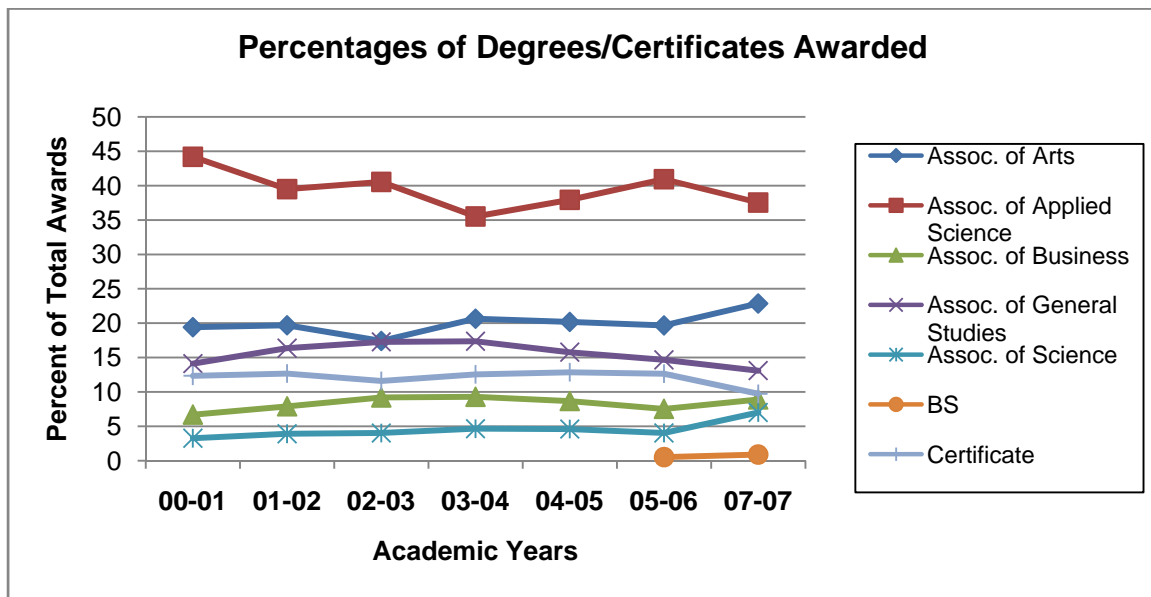
	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Assoc. of Arts	209	267	252	365	312	342	414
Assoc. of Applied Science	476	536	587	628	587	712	680
Assoc. of Business	72	107	133	164	134	131	161
Assoc. of General Studies	152	222	250	307	244	255	237
Assoc. of Science	35	53	58	82	71	70	127
Certificate	133	172	168	222	199	220	176
BS						9	16

2.1.2 Percentages of Degrees and Certificates Awarded

Definition of Measure: This measure shows the proportions of degrees and certificates awarded.

Uses of Measure: An award represents a completed educational goal for students and an achieved outcome for the institution.

Analysis: As a percent of degrees awarded, the Associate of Arts degree is increasing to nearly a quarter of total degrees. The Associate of General Studies, Associate of Applied Science and the Certificate appear to be decreasing as a percentage of total awards.



	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Assoc. of Arts	19.41	19.68	17.4	20.64	20.17	19.67	22.86
Assoc. of Applied Science	44.2	39.5	40.54	35.52	37.94	40.94	37.55
Assoc. of Business	6.69	7.89	9.19	9.28	8.66	7.53	8.89
Assoc. of General Studies	14.11	16.36	17.27	17.36	15.77	14.66	13.09
Assoc. of Science	3.25	3.91	4.01	4.64	4.59	4.03	7.01
BS						0.52	0.88
Certificate	12.35	12.68	11.6	12.56	12.86	12.65	9.72

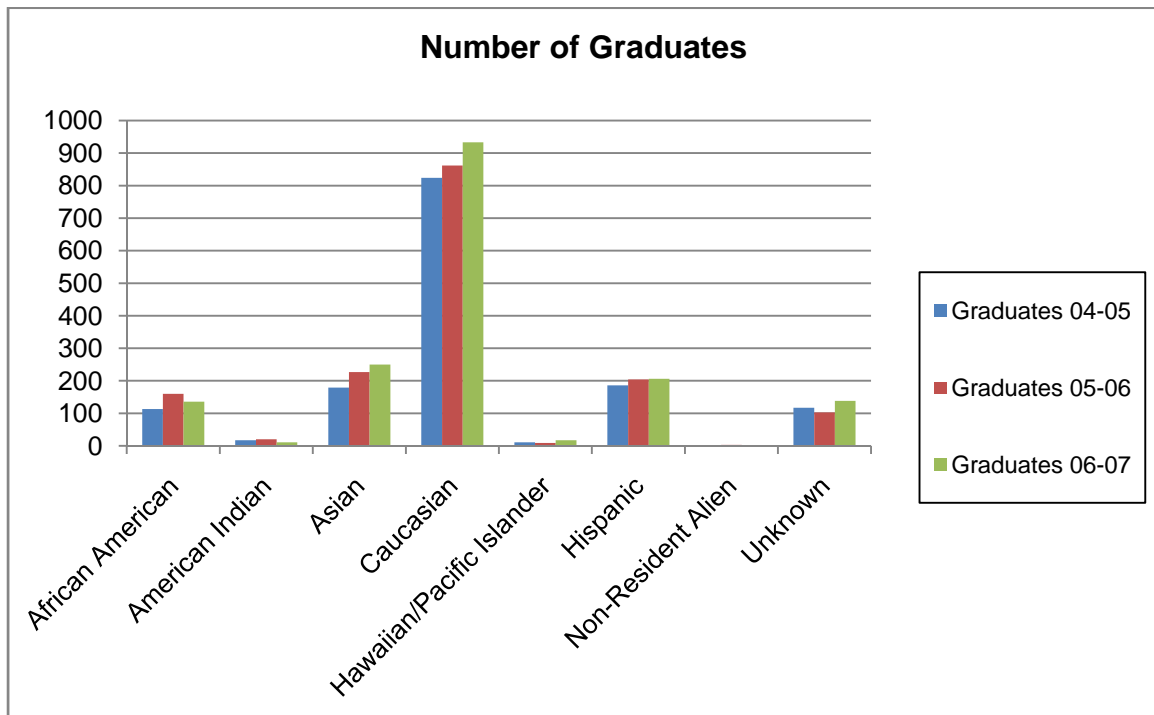
2.2 Graduates and Ethnicity

2.2.1 Number of Graduates and Ethnicity

Definition of Measure: This measure shows the number of graduates by ethnicity

Uses of Measure: Indicates the level of successfully completed educational goals for students by ethnicity.

Analysis: The number of African American and Native American graduates declined, while all other groups increased.



		Graduates 04-05	Graduates 05-06	Graduates 06-07
African American	BL	113	160	136
American Indian	AM	17	20	11
Asian	AS	179	227	250
Caucasian	WH	824	862	933
Hawaiian/Pacific Islander	HP	11	9	17
Hispanic	HI	186	204	206
Non-Resident Alien	AL	2	3	1
Unknown	UN	117	103	138

Unduplicated headcount of graduates

2.2.2 Percentages of Graduates and Ethnicity

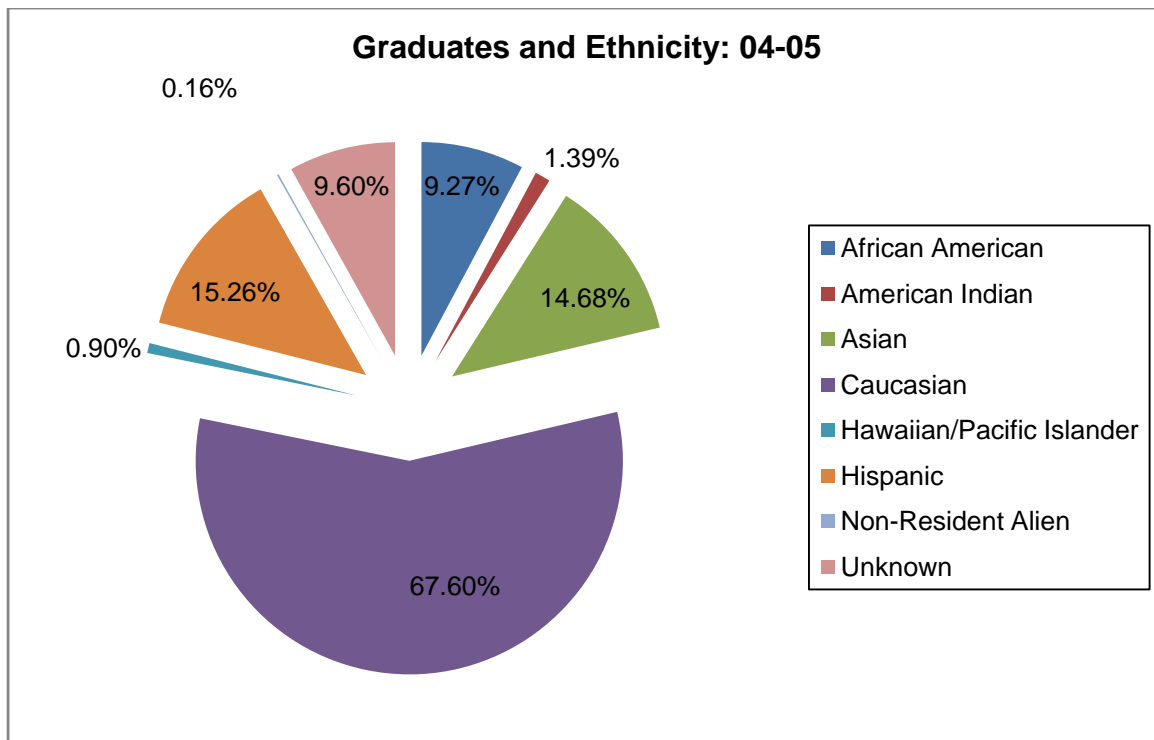
Definition of Measure: This measure shows the proportion of graduates by ethnicity

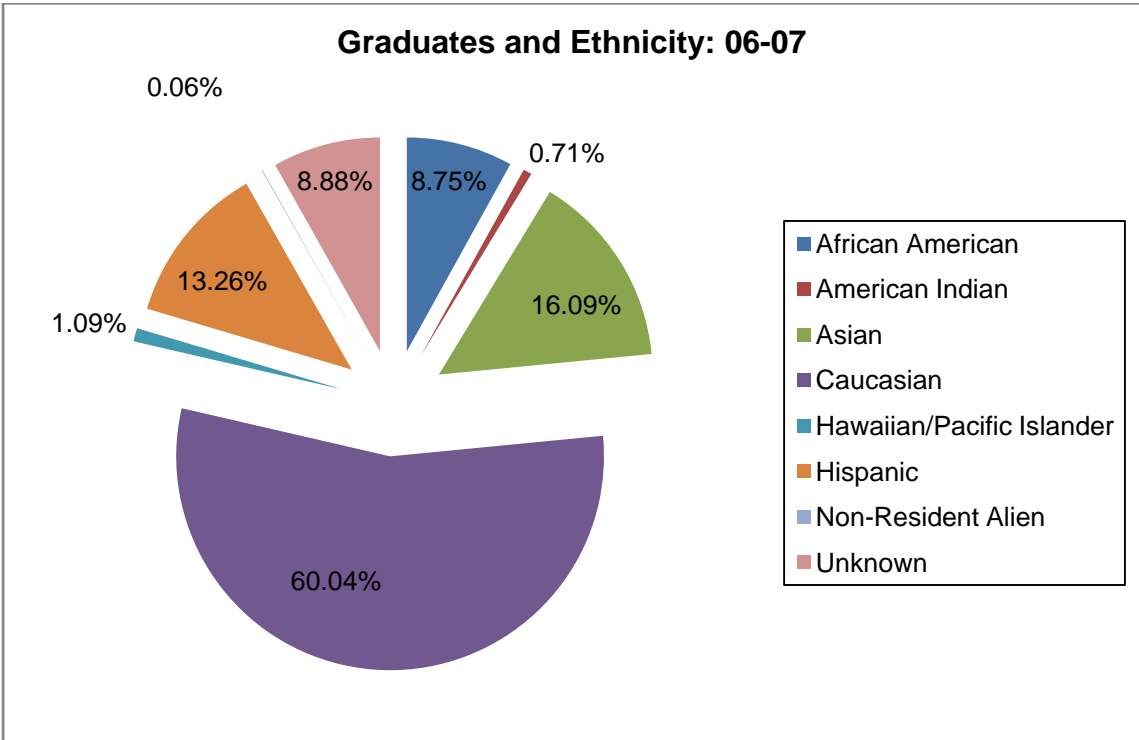
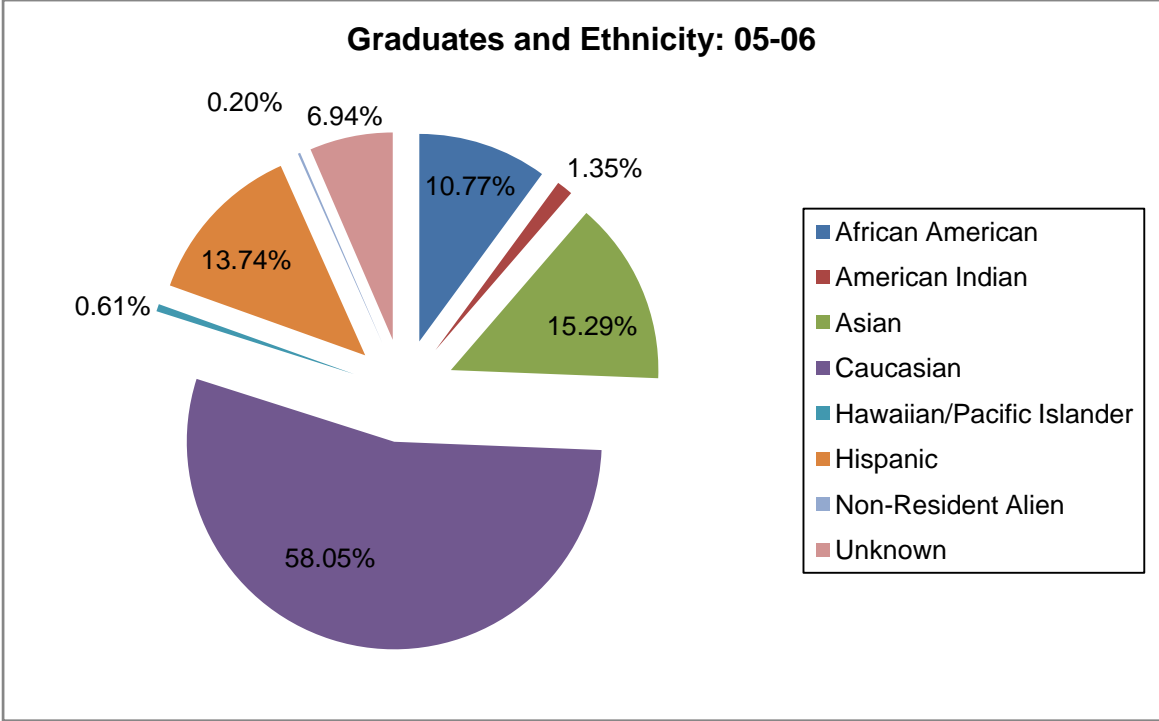
Uses of Measure: Indicates the level of successfully completed educational goals for students by ethnicity.

Analysis: The percentages of African American, Native American and Hispanic graduates declined.

		Graduates 04-05	Graduates 05-06	Graduates 06-07
African American	BL	9.27 %	10.77 %	8.75 %
American Indian	AM	1.39 %	1.35 %	0.71 %
Asian	AS	14.68 %	15.29 %	16.09 %
Caucasian	WH	67.60 %	58.05 %	60.04 %
Hawaiian/Pacific Islander	HP	0.90 %	0.61 %	1.09 %
Hispanic	HI	15.26 %	13.74 %	13.26 %
Non-Resident Alien	AL	0.16 %	0.2 %	0.06 %
Unknown	UN	9.60%	6.94 %	8.88 %

Graphs of Graduates and Ethnicity by Year:





2.3 Student Persistence

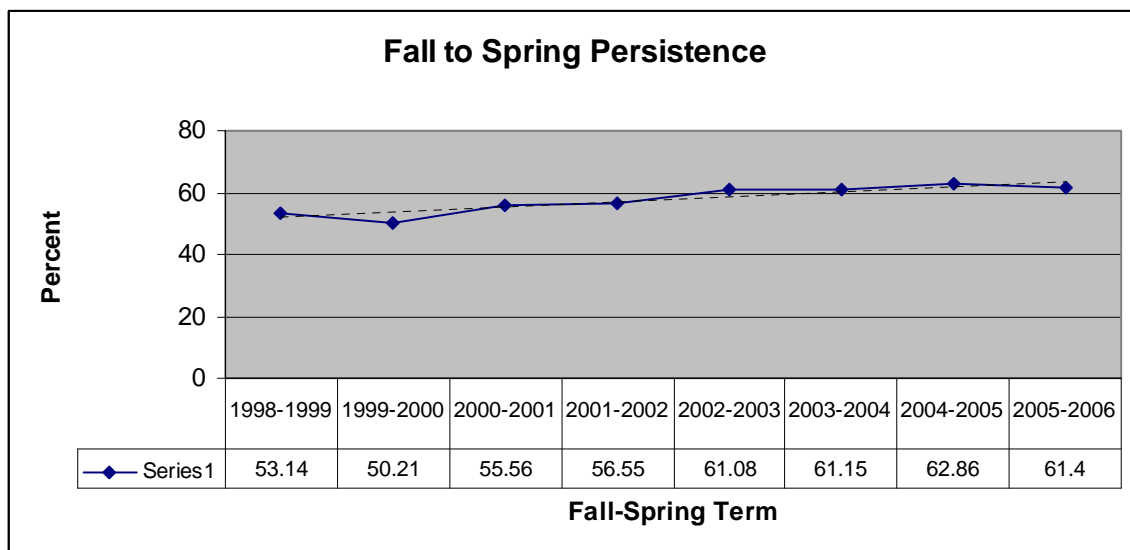
2.3.1 Fall to Spring Student Persistence

Definition of Measure: This measure shows the percentage of students enrolled in a fall semester and who re-enroll in the subsequent spring semester. A student persists from term to term if they are enrolled in at least one credit bearing course during each term and receives a letter grade of A, B, C, D, F, P, AU, W(T), or I upon completion of the course. Persistence rate is calculated as the headcount enrollment persisting in the second term, divided by the total headcount in the first term minus the number of graduates.

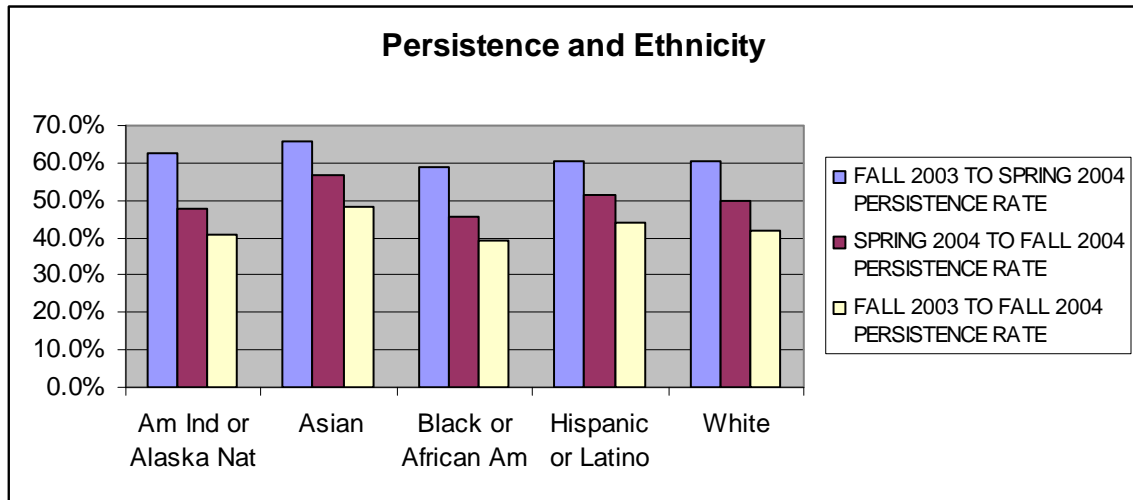
Uses of Measure: Persistence is a measure of endurance by students in their continued progress toward the completion of an educational goal or training objective.

Analysis: Overall student persistence from fall to spring has increased nearly 10% over the past seven years.

- The persistence rate for undeclared majors, part-time students, and limited English students is less than the overall persistence rate.
- The persistence rate for under prepared students exceeds the overall persistence rate.
- The persistence rate for females exceeds the rate for males.
- Asians have the highest fall to spring persistence rate and exceed the overall college persistence rate.
- Overall, Asians and Hispanics persist at a greater rate than Caucasians. Caucasians persist at greater rates than African Americans.



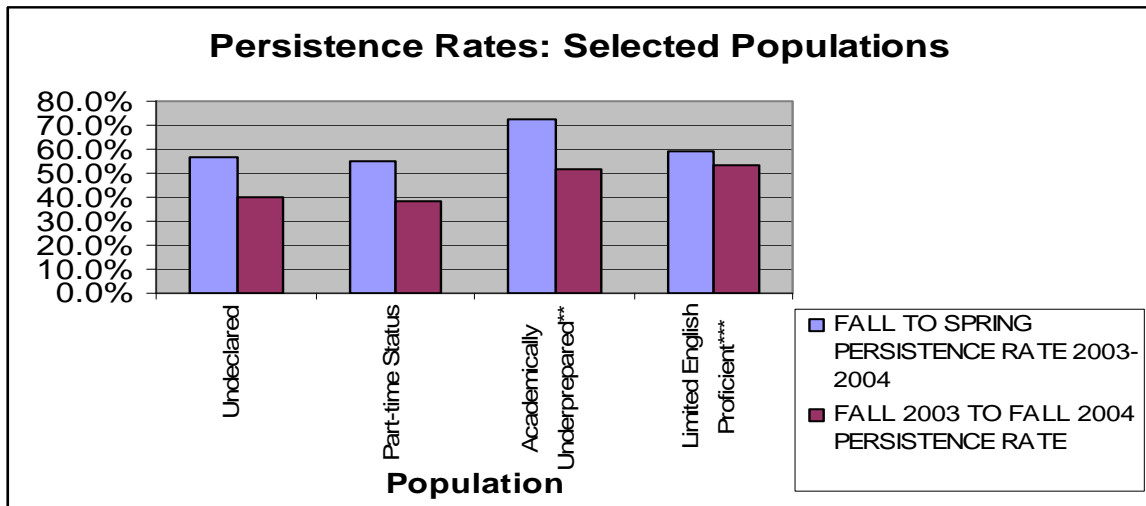
2.3.2 Persistence and Ethnicity –Fall 2003 to Fall 2004 Snapshot



	FALL 2003 TO SPRING 2004 PERSISTENCE RATE	SPRING 2004 TO FALL 2004 PERSISTENCE RATE	FALL 2003 TO FALL 2004 PERSISTENCE RATE
Am Ind or Alaska Nat	62.5%	47.9%	40.7%
Asian	65.8%	56.9%	48.3%
Black or African Am	59.0%	45.8%	39.3%
Hispanic or Latino	60.3%	51.7%	43.9%
White	60.6%	49.9%	41.9%
TOTALS	60.9%	50.5%	42.7%

excludes resident Alien and Unknown

2.3.3 Persistence and Selected Student Populations – Fall 2003 to Fall 2004 Snapshot

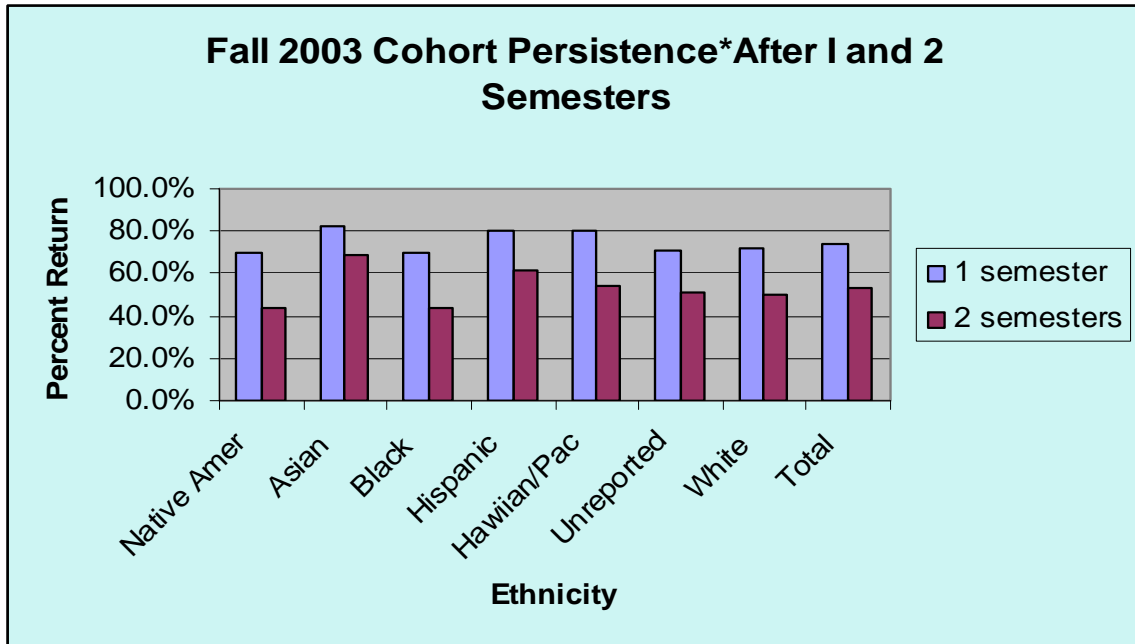


Population	Persistence	Persistence
	Fall to Spring	Fall to Fall
Undeclared	56.3%	39.8%
Part-time Status	54.6%	38.5%
Academically Underprepared**	72.2%	51.4%
Limited English Proficient***	58.9%	53.2%

**Includes those who were enrolled in a developmental English, math or reading class during the semester.

***LEP represents those who were enrolled in an ESL class during the semester.

2.3.4 Persistence of Fall 2003 Cohort –Fall 2003 to Fall 2004 Snapshot



*Cohort is first-time, full-time students who began in Fall 2003

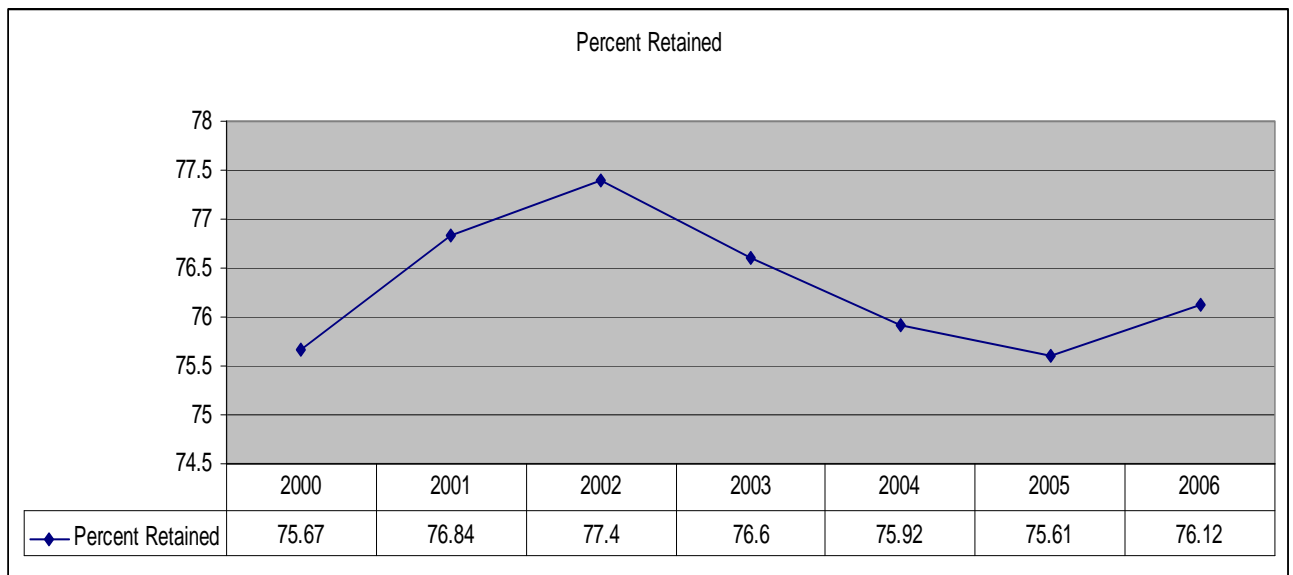
2.4 Course Retention and Completion

2.4.1 Overall Course Retention

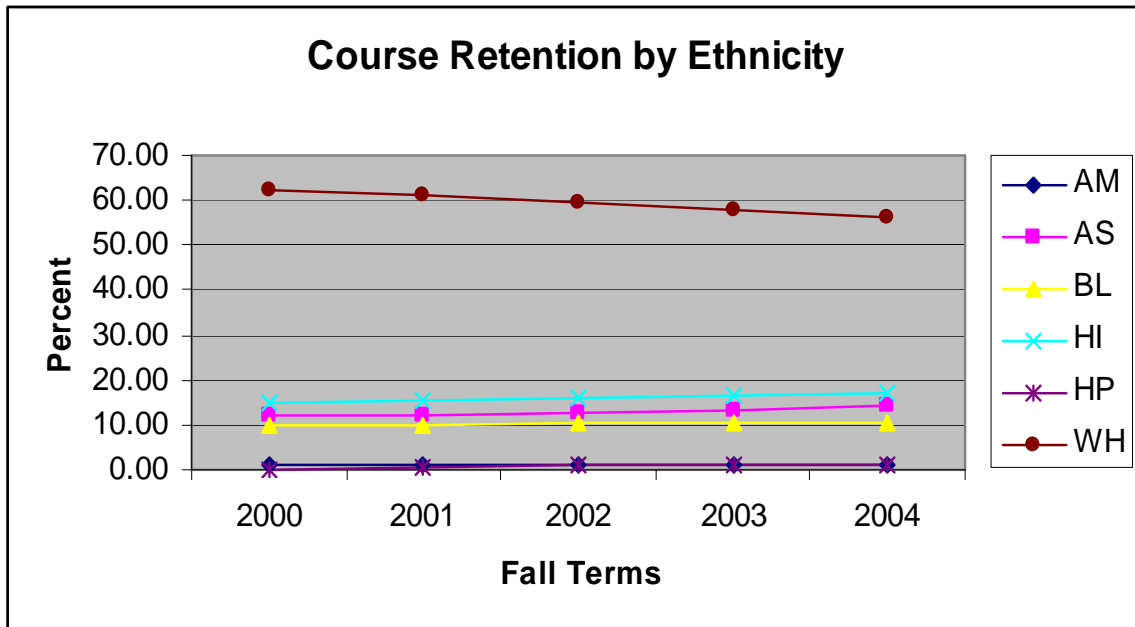
Definition of Measure: The course retention rate is the initial course enrollment that remains enrolled at the end of the course (end of term grade of A, B, C, D, F, P).

Uses of Measure: The retention rate measures how well an instructor or institution is performing in retaining students in the learning process through the completion of the course, regardless of the achievement level of students.

Analysis: Overall course retention remains above fall 2000 levels. With the exception of Native Americans, all minority groups have increased in overall retention.



2.4.2 Course Retention and Ethnicity



Excludes Resident Alien and Unknown categories

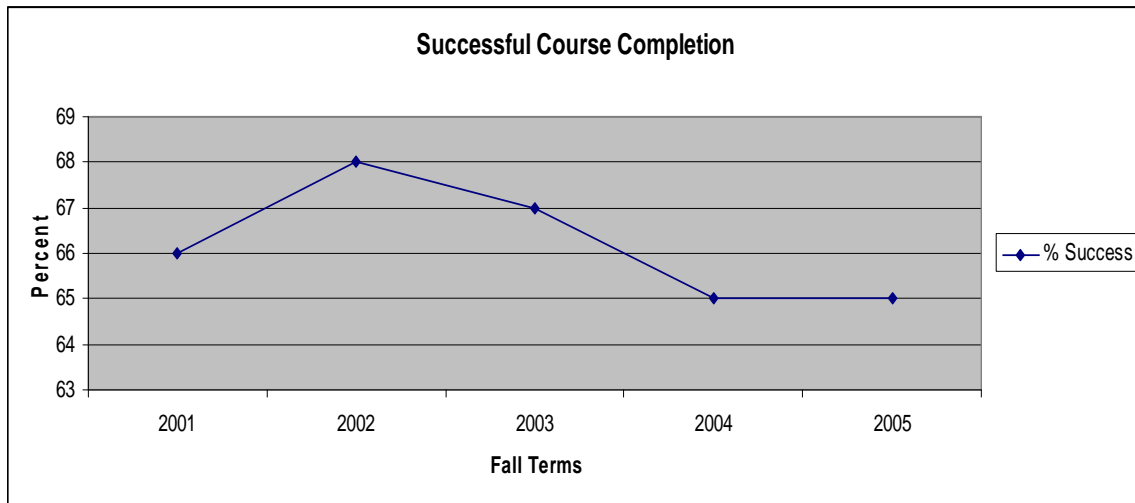
Retained by Ethnicity		2000	2001	2002	2003	2004
American Indian	AM	1.16	1.13	1.16	1.12	1.06
Asian	AS	12.22	11.94	12.44	13.06	14.20
African American	BL	9.75	9.87	10.30	10.49	10.26
Hispanic	HI	14.72	15.50	15.77	16.50	17.01
Hawaiian/Pacific Islander	HP	0.06	0.46	0.83	1.05	1.36
Caucasian	WH	62.09	61.10	59.50	57.79	56.11

2.4.3 Successful Course Completion

Definition of Measure: Successful course completion rate is the sum of course enrollments receiving a grade of A, B, C, or P divided by attempted course enrollment, minus No Report, Audit, and Incomplete.

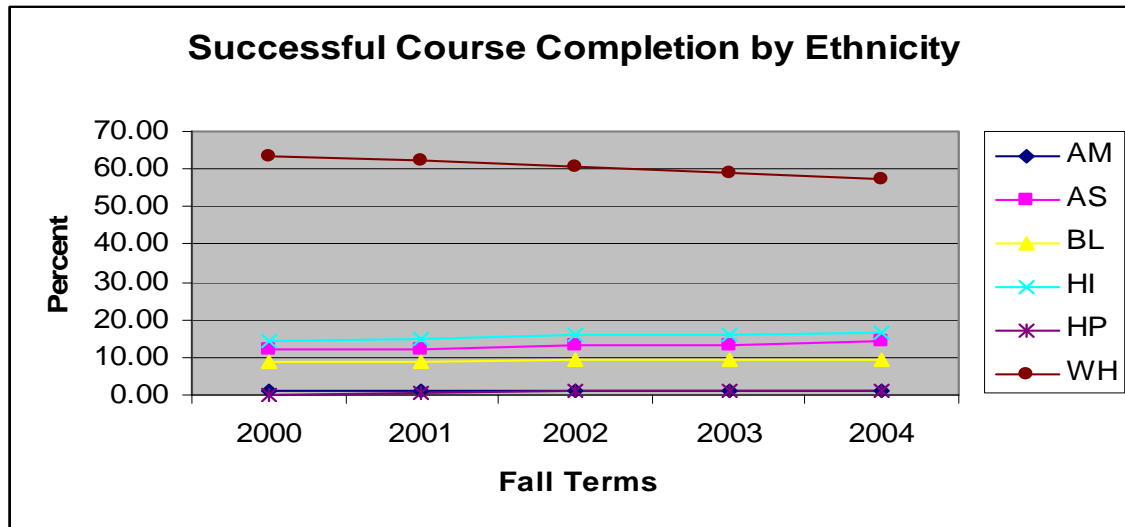
Uses of Measure: Successful course completion is an indicator of student academic performance.

Analysis: All minority groups, with the exception of Native Americans, improved their academic performance. Successful course completion among Asians and Hispanics increased by 3% and 2% respectively.



Fall	2001	2002	2003	2004	2005
% Success	66	68	67	65	65

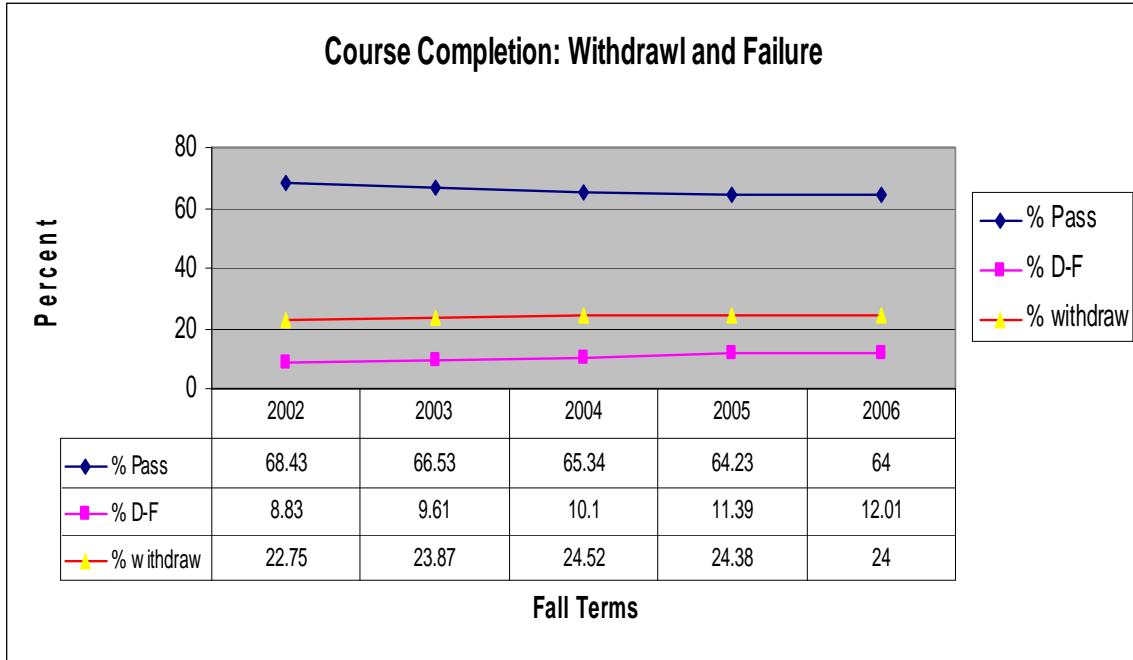
2.4.4 Successful Course Completion and Ethnicity



Excludes Resident Alien and Unknown categories

		2000	2001	2002	2003	2004
AM	American Indian	1.17	1.09	1.13	1.13	1.07
AS	Asian	11.95	12.05	13.28	13.28	14.50
BL	African American	9.01	9.07	9.61	9.61	9.45
HI	Hispanic	14.50	14.91	15.97	15.97	16.39
HP	Hawaiian/Pacific Islander	0.06	0.46	1.06	1.06	1.26
WH	Caucasian	63.33	62.43	60.68	58.96	57.33

2.4.5 Course Completion: Withdrawal and Failure Rates



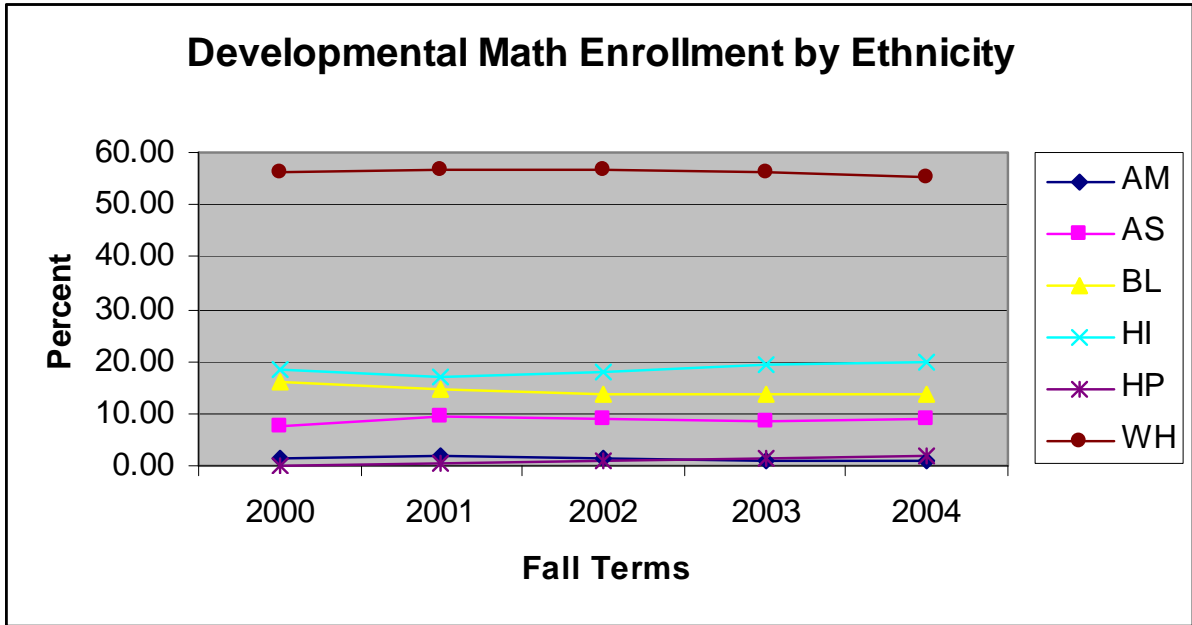
2.5 Developmental Math and English Courses – Enrollment and Completion Rates

Definition of Measure: Developmental courses are less than college-level courses designed to prepare students for successful completion of college-level coursework.

Use of Measure: Enrollment in developmental coursework is an indicator of student preparation for successful completion of college-level coursework and combined with measures of success in subsequent college courses, is a measure of the institution's ability to provide successful developmental education.

Analysis: Asian and Hispanic enrollment in developmental mathematics courses has increased slightly and African American enrollment has decreased. Asian and Hispanic enrollment in developmental English courses has decreased and African American and Caucasian enrollment has increased. Successful course completion (A-C) in Developmental English course is below the college-wide rate of successful completion. The withdraw rate for developmental English is decreasing slightly and the fail rate is increasing slightly.

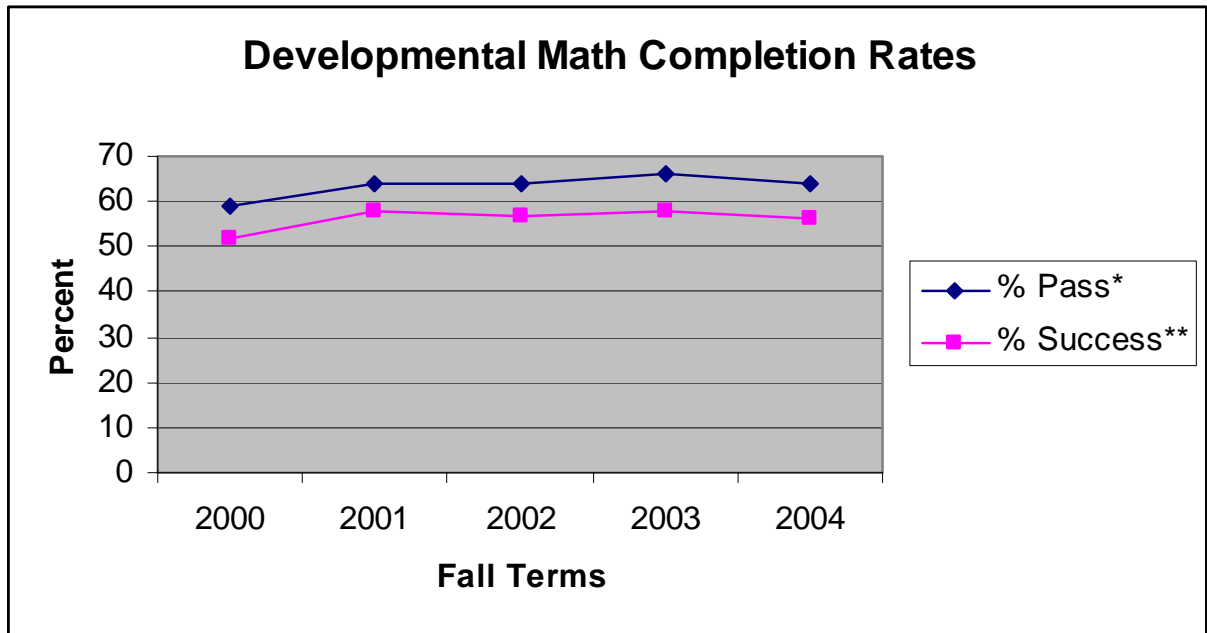
DEVELOPMENTAL MATH
Developmental Math Enrollment and Ethnicity



		2000	2001	2002	2003	2004
AM	Native American	1.42	1.66	1.22	1.12	1.03
AS	Asian	7.50	9.25	9.11	8.53	8.83
BL	African American	16.06	14.71	13.65	13.53	13.58
HI	Hispanic	18.62	16.96	17.99	19.38	19.75
HP	Hawaiian/ Pacific Islander	0.05	0.67	1.17	1.46	1.68
WH	Caucasian	56.36	56.74	56.86	55.99	55.13
	TOTAL					

Excludes Resident Alien and Unknown

Developmental Math Completion Rates

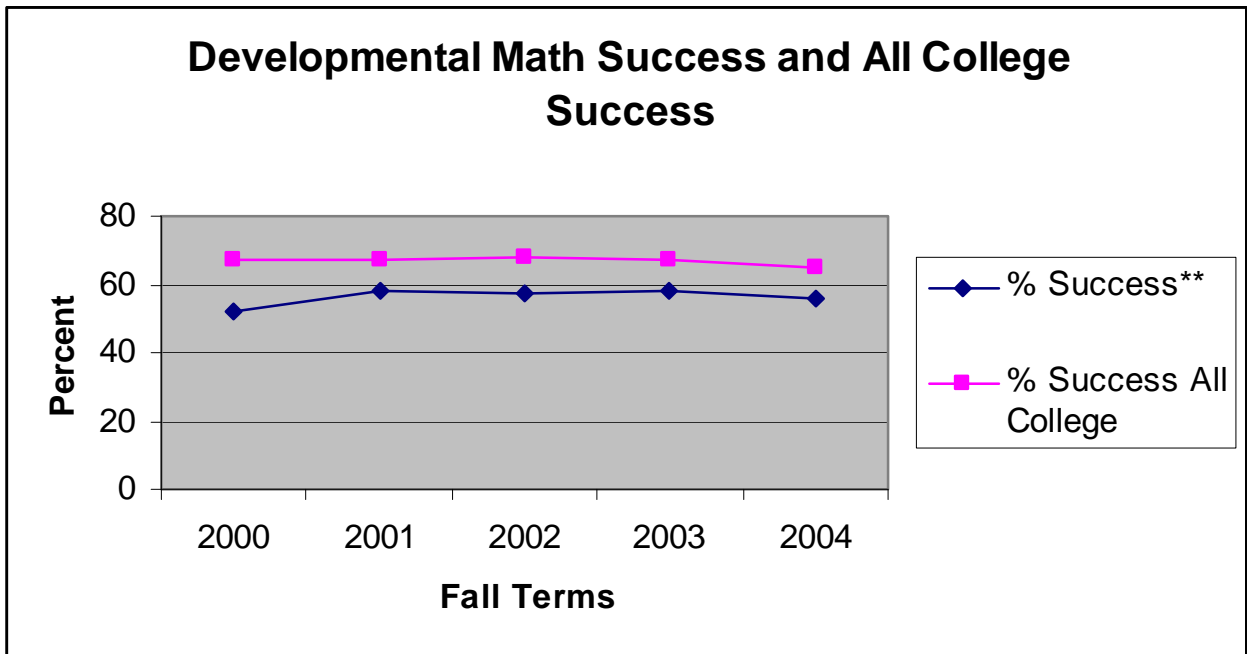


	% Pass*	% Success**
2000	59	52
2001	64	58
2002	64	57
2003	66	58
2004	64	56

*Completed course with A-D grade

** Completed with A-C grade

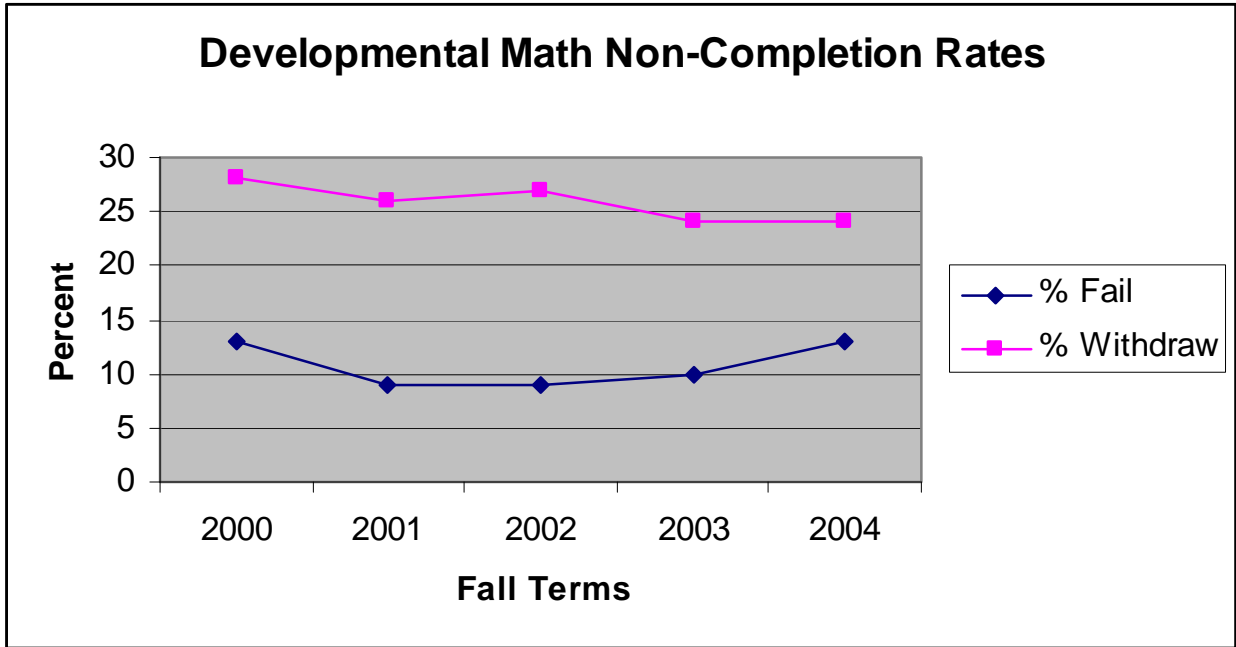
Developmental Math Success Compared to All College Success



	% Success**	% Success All College
2000	52	67
2001	58	67
2002	57	68
2003	58	67
2004	56	65

** Completed with A-C

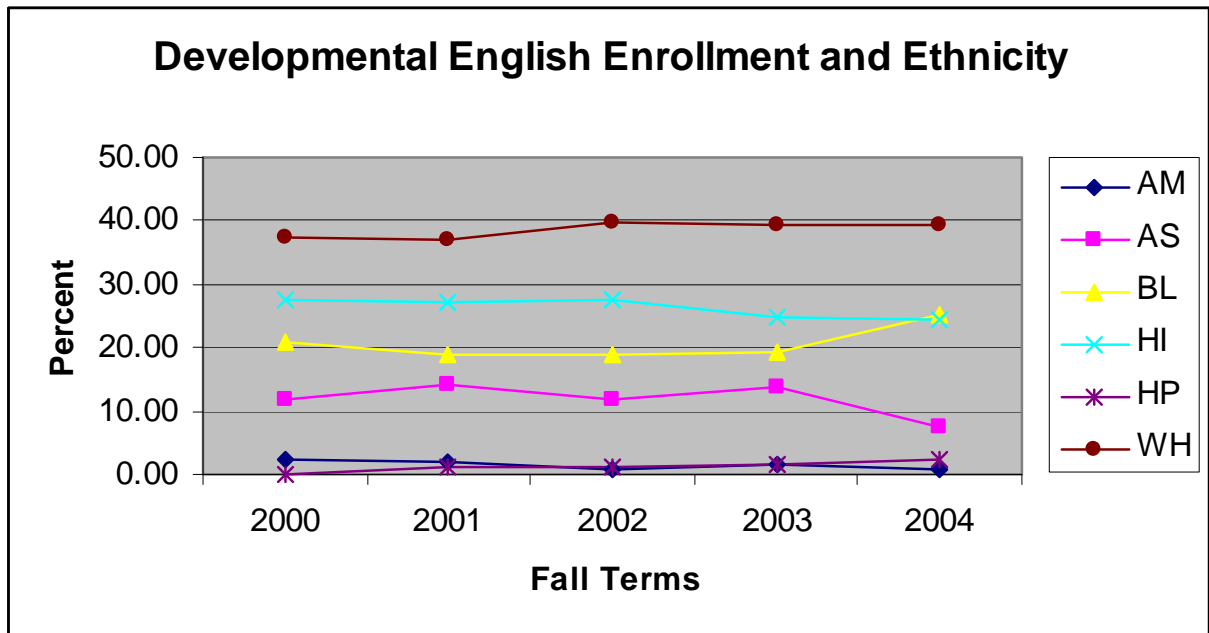
Developmental Math Non-Completion Rates – Fail & Withdraw



	% Fail	% Withdraw
2000	13	28
2001	9	26
2002	9	27
2003	10	24
2004	13	24

Course enrollment excludes NR, AU & I

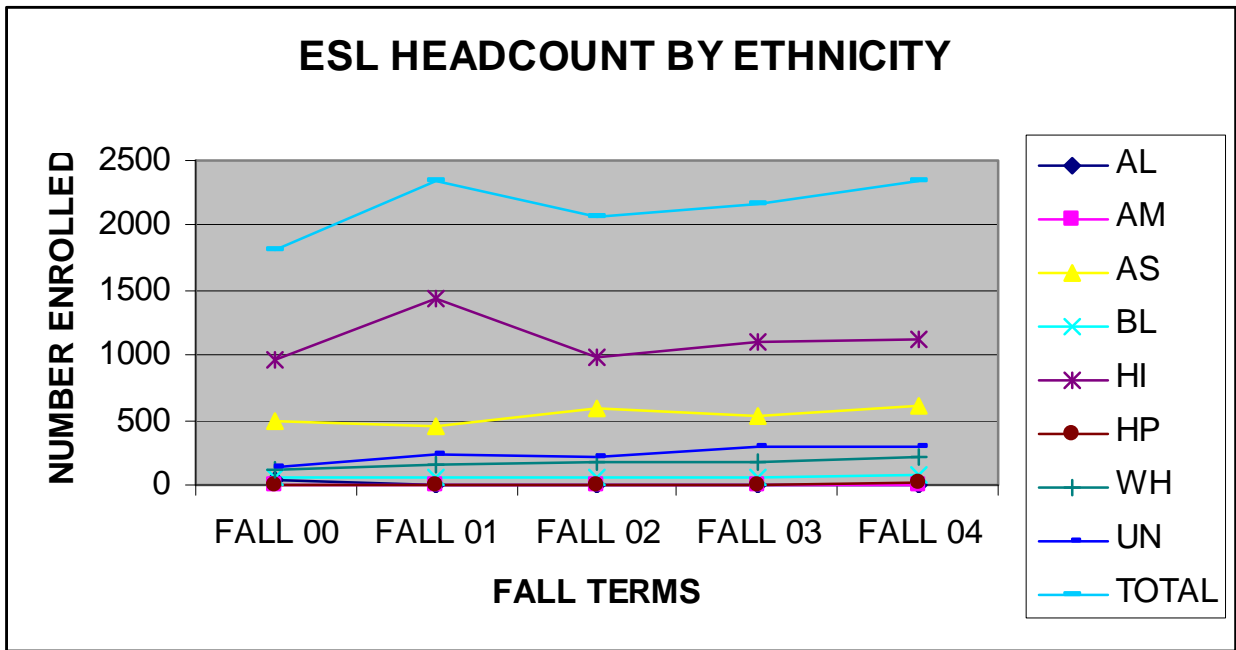
DEVELOPMENTAL ENGLISH
Developmental English Enrollment and Ethnicity



		2000	2001	2002	2003	2004
AM	Native American	2.24	1.88	0.95	1.50	0.81
AS	Asian	11.94	14.36	11.82	13.76	7.53
BL	African American	20.90	18.80	19.02	19.21	25.13
HI	Hispanic	27.36	27.01	27.45	24.80	24.60
HP	Hawaiian/ Pacific Islander	0.00	1.03	1.09	1.50	2.55
WH	Caucasian	37.56	36.92	39.67	39.24	39.38
	TOTAL					

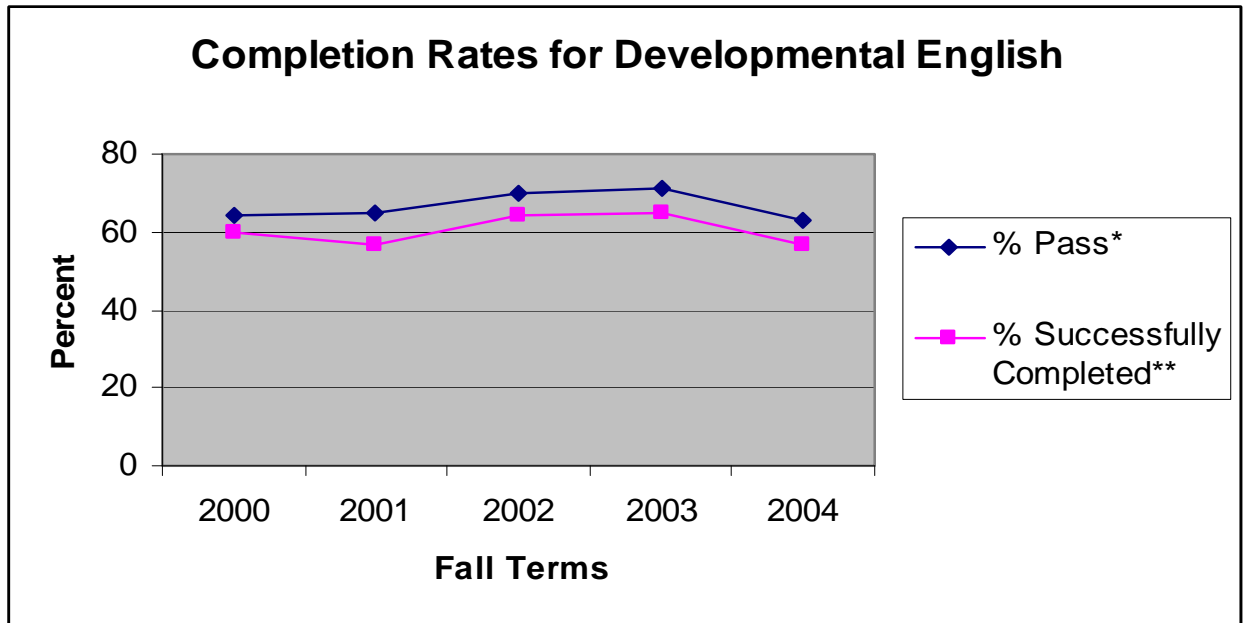
Excludes Resident Alien and Unknown

ESL Headcount and Ethnicity



	AL	AM	AS	BL	HI	HP	WH	UN	TOTAL
	Resident Alien	Native American	Asian	African American	Hispanic	Hawaiian/Pac. Islander	Caucasian	Unknown	
FALL 00	49	0	485	54	972	0	110	138	1808
FALL 01	3	2	457	58	1430	1	163	230	2344
FALL 02	2	4	591	62	992	7	184	216	2058
FALL 03	0	1	539	50	1103	8	172	290	2163
FALL 04	0	2	616	72	1131	10	222	289	2342

Developmental English Completion Rates



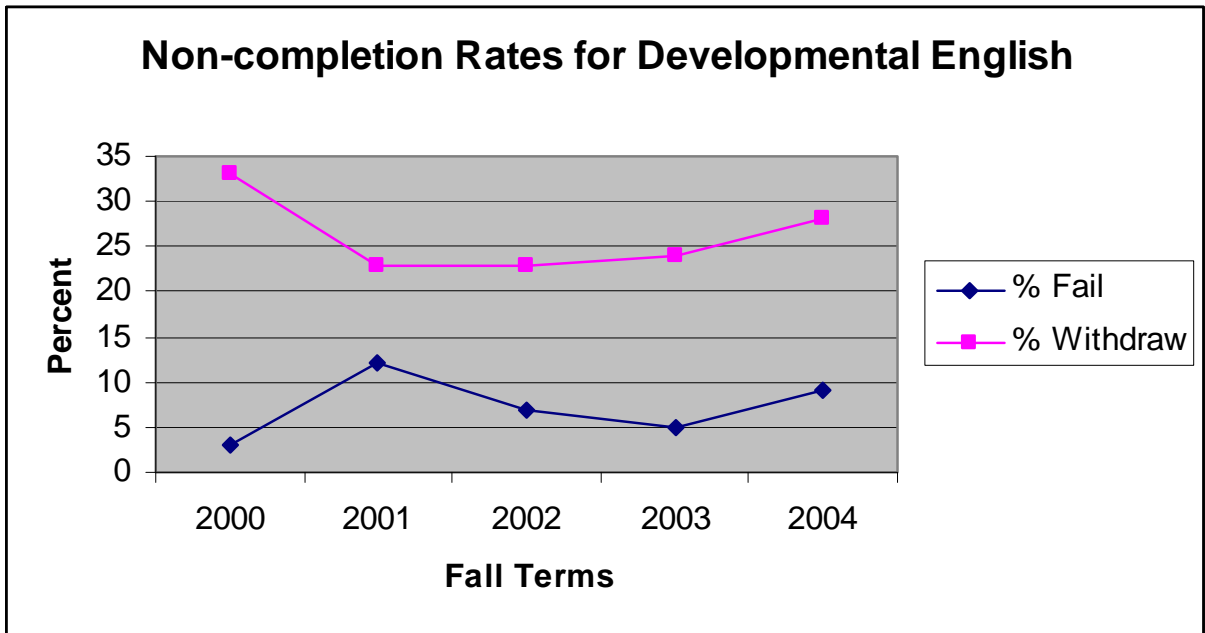
	% Pass*	% Successfully Completed**
2000	64	60
2001	65	57
2002	70	64
2003	71	65
2004	63	57

*Completed course with A-D grade

** Completed with A-C

Course enrollment excludes NR, AU & I

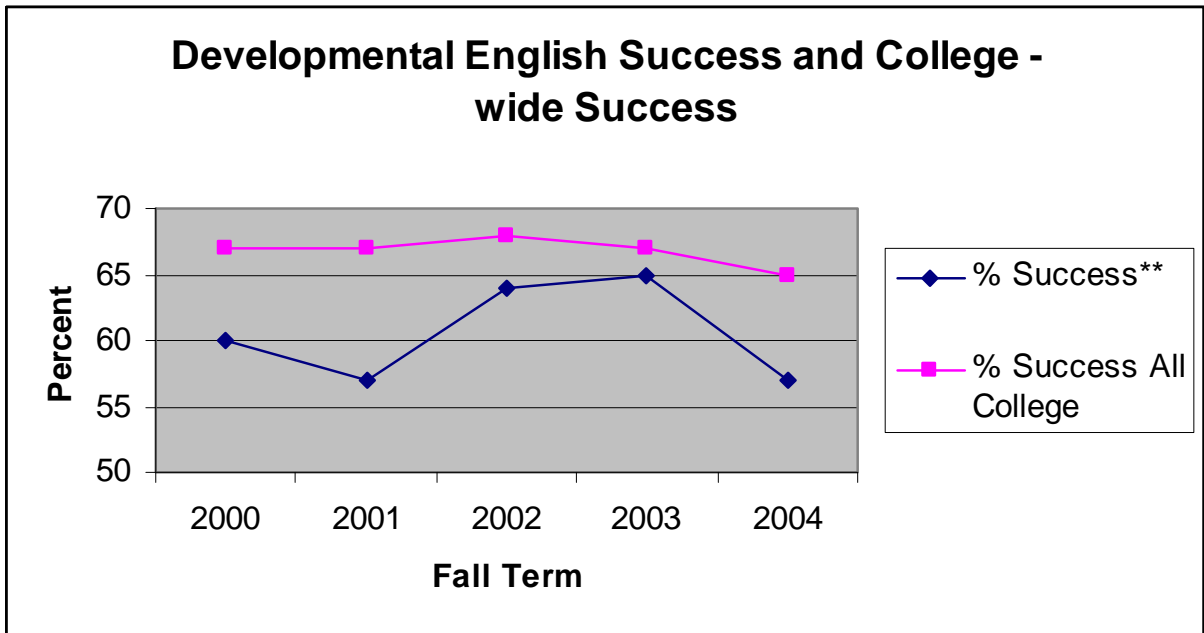
Developmental English Non-Completion Rates – Fail & Withdraw



	% Fail	% Withdraw
2000	3	33
2001	12	23
2002	7	23
2003	5	24
2004	9	28

Course enrollment excludes NR, AU & I

Developmental English Success Compared to All College Success



** Completed with A-C
Course enrollment excludes NR, AU & I

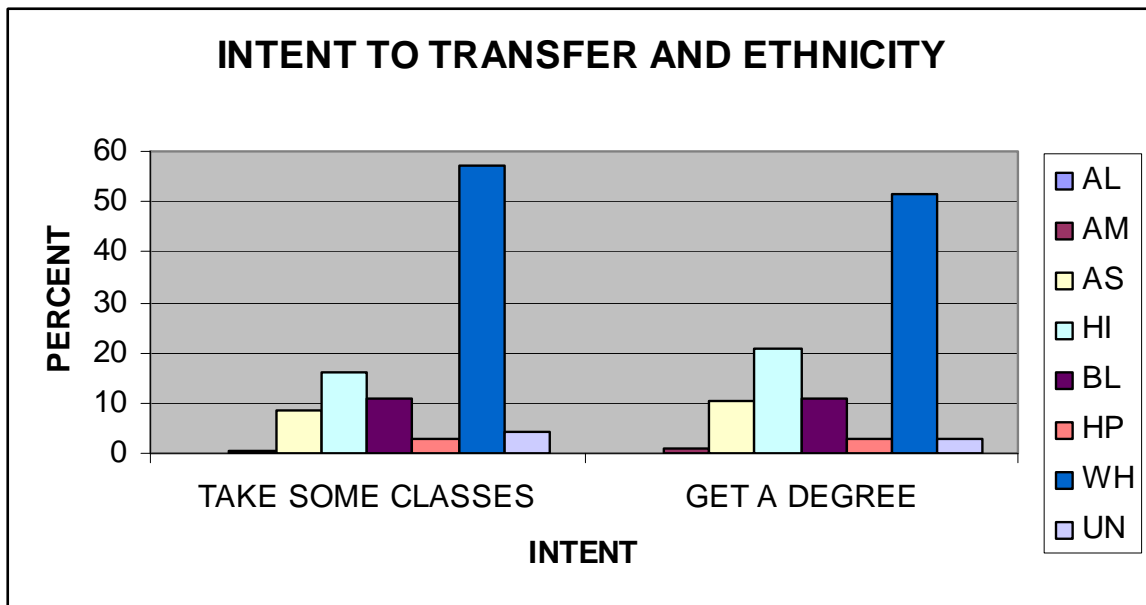
3. STUDENT INTENT

3.1 Educational Intent (Degree-Seeking) and Ethnicity

Definition of Measure: Educational intent is recorded when a student first enrolls. This measure focuses on degree-related intentions. In this measure, educational intent can be degree-seeking (Get a Degree) or non-degree-seeking (Take Some Classes).

Uses of Measure: Assess the educational goals of incoming students at CSN.

Analysis: Native American, African America and Hawaiian/Pacific Islander students are equally likely to seek or not seek a degree. Asian and Hispanic students are more likely to seek a degree, while Caucasian students are less likely to seek a degree.



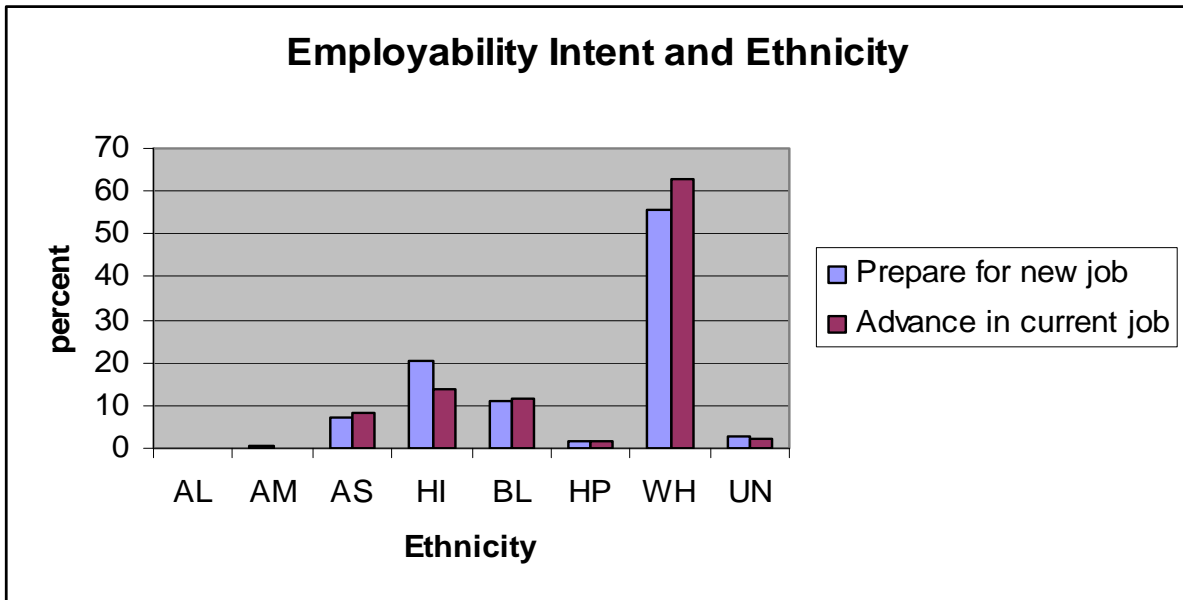
	% AL	% AM	% AS	% HI	% BL	% HP	% WH	% UN
	Resident Alien	Native American	Asian	Hispanic	African American	Hawaiian/ Pac. Islander	Caucasian	Unknown
Take Some Classes	0	0.7	8.6	15.9	10.9	2.7	57	4.2
Get a Degree	0	0.8	10.4	20.8	10.8	2.9	51.7	2.6

3.2 Employability Intent and Ethnicity

Definition of Measure: Employability intent is recorded when a student first enrolls. This measure focuses on employment-related educational intentions.

Uses of Measure: Assess the educational and employability goals of incoming students at CSN.

Analysis: For those recording an employment-related intent, African American and Hawaiian/Pacific Islander students are equally likely to be preparing for a new job or seeking to advance in a current job. Native American and Hispanic students are more likely to be preparing for a new job, while Asian and Caucasian students are more likely to be seeking to advance in a current job.



	% AL	% AM	% AS	% HI	% BL	% HP	% WH	% UN
	Resident Alien	Native American	Asian	Hispanic	African American	Hawaiian/Pac. Islander	Caucasian	Unknown
Prepare for new job	0	0.7	7.4	20.3	11.1	1.7	55.9	2.8
Advance in current job	0	0	8.2	13.8	11.5	1.6	63	2