
Northwest Association of Schools and Colleges
Commission on Colleges

A Full-Scale
Evaluation Committee Report

**Community College of Southern Nevada
Las Vegas, Nevada**

March 19-22, 2000

A confidential report prepared for the Commission on Colleges that
represents the views of the evaluation committee.

Evaluation Committee Report
Community College of Southern Nevada

Table of Contents

Evaluation Committee.....	ii
Introduction.....	1
Standard One: Institution Mission and Goals, Planning and Effectiveness.....	2
Standard Two: Educational Program and Its Effectiveness.....	5
Associate of Science Degrees.....	17
Environmental Science.....	20
Health Science.....	21
Business Management.....	26
Accounting, Finance, Office Administration, Business Administration.....	29
Resorts and Gaming.....	32
Computing and Information Technology.....	39
Applied Technologies.....	45
Standard Three: Students.....	48
Standard Four: Faculty Evaluation.....	53
Standard Five: Library and Information Resources.....	55
Standard Six: Governance and Administration.....	60
Standard Seven: Finance.....	63
Standard Eight: Physical Resources.....	65
Standard Nine: Institutional Integrity.....	67
General Commendations.....	69
General Recommendations.....	70

Evaluation Committee

Community College of Southern Nevada

Dr. Dennis P. Adams
Team Leader
Chief Executive Officer
Cambridge Community College
300 Polk Street South
Cambridge, MN 55008
Phone: 612/689-7015
Email:
demiis.adanus@cc.cc.nui.us

Mr. Sam Ball
Dean of Instruction Business,
Fine Arts and Science
Green River Community College
12401 S.E. 320th Street
Auburn, WA 98092
Phone: 253/833-9111
Email: sball@grcc.cpc.edu

Dr. Gerald L. Beck
Vice President of Instruction
College of Southern Idaho
315 Falls Avenue
West Twin Falls, ID 83301
Phone: 208/733-9554 Ext. 2220
Email: jbeck@taylor.csi.cc.id.us

Mr. Tony Birch
Vice President for
Administrative Services
Clark College
1800 East McLoughlin Blvd.
Vancouver, WA 98663
Phone: 360/992-2123
Email: tbirch@clark.edu

Dr. William C. Bonaudi
Team Leader
President
Big Bend Community College
7663 Chanute Street
Moses Lade, WA 98837-3299
Phone: 509/762-6290
Email: billb@bbcc.ctc.edu

Dr. Max L. Checketts
Assistant Academic Vice President
Ricks College
Adm 272
Rexburg, ID 83460-4172
Phone: 208/356-1140
Email: checkettsm@ricks.edu

Dr. Gary D. Cohn
Vice President Administrative Services
Lake Washington Tech College
11605 132nd Avenue NE Kirkland, WA
98034-8506
Phone: 425/739-8201
Email: gary.cohn@lwtc.ctc.edu

Dr. Gerald J. Day, Chair
President
Snow College
150 East College Avenue
Ephraim, UT 84627
Phone: 435/283-7010
Email: Gerald.Day@snow.edu

Ms. Donna F. Dillingham-Evans
Associate Professor,
Mathematics/Chemistry
Dixie College
2225 South 700 East
St. George, UT 84770
Phone: 435/652-7805
Email: Dillingham@cc.dixie.edu

Mrs. Shirley R. Harris-Lee
Assistant Vice President, Workforce
Education and Institutional Effectiveness
Tacoma Community College
6501 South 19th Street
Tacoma, WA 98466
Phone: 253/566-5132
Email: sharrisl@tcc.tacoma.ctc.edu

Dr. Leonor Ingraham Swets
Director, Library and Media Services
Clark College
1800 E. McLoughlin Blvd.
Vancouver, WA 98663-3598
Phone: 360/992-2472
Email: lingraham-swets@clark.edu

Ms. Sherry L. Kam
Instructor
English/Developmental Education
Rock Creek Campus
Portland Community College
13035 NW Saltzman Court
Portland, OR 97229-4699
Phone: 503/614-7474
Email: skam@teleport.com

Dr. Lydia Ledesma-Reese
Associate Chair/Team Leader
President
Skagit Valley College
2405 East College Way
Mount Vernon, WA 98273
Phone: 360/416-7997
Email: lledesma@ctc.edu

Dr. Richard L. MacLennan
Dean of Students
Olympic College
1600 Chester Avenue
Bremmerton, WA 98337-1699
Phone: 360/475-7476
Email: rmaclennan@oc.ctc.edu

Mr. Mark A. Reisman
Associate Dean, Instruction
Grays Harbor College
1520 Edward P. Smith Drive
Aberdeen, WA 98520
Phone: 509/574-4640
Email: mreisman@ghc.ctc.edu

Dr. Gary L. Tollefson
Vice President for Instruction and
Student Services
Yakima Valley Community College
P.O. Box 1647
Yakima, WA 98907
Phone: 509/574-4640
Email: gtollefs@ctc.edu

Dr. Jill A. Wakefield
Vice President for Instruction
South Seattle Community College
6000 16th Avenue SW
Seattle, WA 98106-1499
Phone: 206/768-6870
Email: jwakefie@seaccd.sccd.ctc.edu

Introduction

The Community College of Southern Nevada (CCSN) began as the Clark County Community College in 1971. Mirroring the population growth of southern Nevada over the past three decades, the college now serves 1.3 million people living in four Nevada counties.

The college offers courses and programs on the Cheyenne, Henderson, and Charleston campuses, at numerous distance education sites, and at four Technology Centers located on high school campuses in the area. One president and one administrative staff administer all of these sites as a single college. The Charleston campus is currently the fastest growing of the three campuses.

Growth is the single most important challenge of the college. Head counts and FTEs have grown at an annual rate of over 15 percent per year over the past several years. While instruction budgets have largely kept pace with the growth, support budgets have not.

Many of the administrative staff including the president is interim in their current positions. The presidential search is expected to conclude by early fall, 2000.

The evaluation committee thanks the faculty, staff, and administration for their extraordinary effort to make the committee comfortable and productive. The team room accommodations and services were outstanding in every way.

Standard One: Mission, Goals, Planning, and Effectiveness

The University and Community College System of Nevada (UCCSN) has a system wide mission and strategic plan for higher education. The mission is “to provide higher education services to the citizens of the state at a high level of quality consistent with the state’s resources.” Along with implementing the UCCSN mission and strategic direction, the Community College of Southern Nevada has appropriately tailored its mission statements and goals to the current circumstances of the college. The University and Community College System of Nevada Board of Regents approved the mission statement and goals in 1998.

The CCSN campus and community were involved in the process of revising the mission statement and goals. Interviews with campus personnel and the college Advisory Board confirmed that the college’s mission and goals were developed with broad input from constituent groups. Changes to the mission included providing educational and support services to meet the needs in the areas of general education, transfer, vocational, basic skills, adult education, and community services.

The college community has an overall understanding of the mission of the college and what needs to be done to accomplish it, but with the new Nevada State College approved for Henderson there is some confusion on the clarification of missions for CCSN, its Henderson campus, and the new state college. In response, a presidential memo was disseminated to the entire college reaffirming the CCSN mission. The mission statement is also published in appropriate documents, brochures, catalog, the web, and on the screens of campus computers.

Six college goals are identified. The goals include (1) preparing students to transfer, (2) developing of technical and occupational skills needed for employment, (3) developing partnerships and providing customized training, (4) providing an opportunity to acquire and improve basic skills, (5) offering access to lifelong learning, and (6) utilizing student support services. The goals are consistent with the college mission and available resources.

The mission and goals of the college have been incorporated in to the CCSN Planning for the Future Academic Master Plan. This document is revised every two years. The plan gives direction to the operations of the college. The academic planning process is participatory and involves a number of constituencies. Once the Academic Master Plan has been approved by the Chancellor's Office and the Board of Regents, various CCSN committees translate the college's goals and strategic directions into operational policies and procedures.

For the past four years, the institution has utilized an Institutional Effectiveness and Outcomes Assessment Model. This model implements processes and procedures which assess and evaluate progress on the college's mission, goals, and strategic directions. It assists the college in long range planning and in identifying institutional priorities. The CCSN Allocation of Resources to Support Strategic Directions document identifies programs and resources that support each of the college's goals and strategic directions.

The faculty, staff, and members of the Board of Regents expressed commitment to assessment and evaluation. They were able to cite examples of assessment as guides to their actions.

Commendation:

The college community is commended for its active participation in revising the college's mission and goals.

Suggestion:

The college might consider having a hard copy of the following documents and reports accessible on each of the college campuses and centers for the internal/external community to review:

- a. CCSN Strategic Plan
- b. Current CCSN Academic Master Plan
- c. Annual Status Report of the Academic Master Plan
- d. CCSN Allocation of Resources to Support Strategic Directions document
- e. CCSN Indicators of Effectiveness documents
- f. Current organizational structure chart

The administration might also communicate that the materials are available for review both in hard copy and on computer.

Recommendation:

The committee recommends that the college effectively tie the individual program assessments to the college's strategic plan.

Standard Two: Education Program and Its Effectiveness

Introduction

Consistent with its mission, CCSN offers a collegiate level core of general education instruction conducted or facilitated by appropriately qualified faculty. Areas of general education study include the humanities, the fine and performing arts, the natural and physical sciences, mathematics, and social sciences. Faculty, administration, and the governing board cooperatively develop general education requirements. The outcomes are stated in relation to the institution's published mission. Transfer of credit is equal and/or comparable to the general education instruction of receiving four-year institutions.

The college also offers a broad array of short-term training programs, certificate programs, and other programs of less than two years. These programs are central to the mission of CCSN and are vital to the economic well being of the area.

Cooperative Arrangements with Clark County Schools

Community College High School is one of a series of cooperative efforts between the college and the Clark County School District. This is a selective program for high school juniors and seniors who have potential to do college level work. In addition to taking high school classes, these students take college classes paid for by the school district. The program exists at the three campus locations, each with a capacity of 200 students.

The college also has a mutual facility sharing arrangement at several locations. In this arrangement high school students utilize unused college classroom space and college students utilize unused high school classroom space. In both instances, there seems to be minimal interaction between high school and college staff and faculty.

Policy 2.1: General Education/Related Instruction

Associate degrees meet the related instruction requirements of Policy 2.1. The catalog clearly demonstrates a consistent general education requirement of collegiate level exposure to the humanities and fine arts, the natural sciences, mathematics, and the social sciences for the associate degree. Written advisement information clearly delineates the uniform requirements, and a review of course syllabi confirms the catalog description. The college has coordinated these requirements within the University and Community College System of Nevada as indicated in the system transfer guide, providing for clearly identified transfer requirements to both the University of Nevada Las Vegas and the University of Nevada Reno.

The strength of the general education requirements is found in the well-qualified faculty whom are actively involved in curricular affairs as well as all other aspects of shared governance. While widely scattered across the community at the three campuses, faculty has ensured that frequent departmental meetings, which bring all full-time faculty together, continue to focus on important issues such as programs, equipment, scheduling, and workload.

Degree-granting departments strongly utilize learning resources within the general education disciplines. A great variety of college and other community learning resources are available to the metropolitan Las Vegas student. Library collections of all public colleges in the state are electronically available to all students.

Certificate Programs and Programs of One Year or More Duration/Related Instruction.

While meeting the related instruction content requirement in the area of communication, several certificate programs of an academic year or more do not have a clearly recognizable

body of program-related instruction in computation and human relations as required by Policy 2.1. Examples include: Dental Assistant, Medical Office Assistant, Medical Transcription, Medical Coding, Computer Information Technology, Hotel, Gaming, Culinary, International Business, Legal Assistant, Drafting Technology and Graphic Technology. Although the catalog and program guides make reference to the related instruction areas of computation and human relations by listing an array of courses containing these two elements, the course listed do not have clearly identified related instruction content pertinent to the program of study. Also, some faculty members do not appear to be appropriately qualified to teach many courses listed as fulfilling this related instruction requirement.

Each program with related instruction requirements should consider conducting a more detailed examination of its related instruction components. Once the content is confirmed, identification of these components can lead to clear statements in the general catalog and in each syllabus.

The college must clearly identify all related instruction content pertinent to the students' program of study and include this information in the catalog, program guides and other publications in a prominent, understandable manner. The college must also ensure that faculty members teaching related instruction are appropriately qualified.

Policy 2.2: Educational Assessment

Educational assessment focuses on a plan of self-examination for the institution and, more specifically, for each educational program. The college's Institutional Self-Study depicts and partially describes a model for institutional effectiveness and outcomes assessment (Chart 1.4, Page 28). The roles of many groups in the college are described, including the Academic Master Planning Committee, Princeton Group, College Coordinating Council, Academic Standards Committee, and the College Advisory Board. This model also identifies roles for the Department Chairs Council Effectiveness Reviews, the Assessment Committee, and Institutional Research.

The college's assessment model is still rudimentary. While it uses a variety of performance measures on an institutional basis, it has not shared data across the college and has not implemented an ongoing analysis of effectiveness of goals.

While outcomes have been listed for each instructional program, they are inconsistently measured and are generally limited to student performance in each class. Example outcome measures include changes in students seen in subsequent classes, success in subsequent classes, performance on licensing or registry examinations, employment, advancement within employment, or employer satisfaction. A missing element of the assessment plan is the display of information regarding the entering characteristics of the students for each class. Interviews with administrators and faculty described the absence of this student-specific program information.

Except for the Health Sciences, Computer Information Technology, and Business Management, in most programs and disciplines there is little evidence of an educational assessment plan in compliance with Policy 2.2. Without such a plan, there are no specific data to collect and examine, and of course, no evidence of the use of the results of assessment to influence the planning process. The information which is collected is not widely shared among the college community. Also, CCSN should demonstrate that the results are used to address any problems identified and to improve its programs.

Policy 2.6: Distance Delivery of Courses, Certificates, and Degree Programs

The Community College of Southern Nevada has made a strong commitment to serving the citizens of its 42,000 square mile service area through community, rural and distance education. The goal of CCSN's distance education program is to provide high quality access to the associate degrees, certificates, and training programs and to serve time-and-place-bound learners in the college's very large service area. This goal appears to be very consistent with the mission of the college.

Distance program contents are subject to review and appropriate control by the college's program and course approval process. These programs have good support among faculty and administration.

The instructional modalities support very adequate opportunities for interaction between students and teachers and among students. Instructional divisions support appropriate components of the instructional program and have reviewed all course content.

The technological infrastructure supporting the program is robust. It is appropriate to the chosen modes of delivery, the multi modal asynchronous design, and the videoconferencing system. The college owns the content of the program, and instructors are adequately supported in the development of courses and trained to both implement and create distance courses.

The evaluators visited continuing education and special instructional programs at the Summerlin and Western High Tech Centers, the Sahara West Center, the Prison Program, Nellis Air Force Base, Boulder Campus, the "Roadrunner" program, the Distance Delivery Program, and the Contract Training and Hospitality Institute.

The Community College of Southern Nevada's Continuing Education and special outreach programs directly support the college's mission of comprehensive service and access to higher education for adult learners residing in the four southern counties of Nevada. This division of the college provides state supported, college credit courses and student funded lifelong learning opportunities to residents of the college service district.

The Adult Basic Education/English as a Second Language (ABE/ESL) program serves in excess of 2,000 students each semester. The lifelong learning program presented nearly 350 courses during the fall 1999 semester and served 3,300 students. The CCSN distance learning program offered over 70 courses during fall 1999 to 2,300 students. The CCSN distance learning program has demonstrated consistent growth during the past five years, and the distance learning program's growth consistently exceeded college estimates. The

“Roadrunner” program provides access to the associate’s degree to residents of rural, Southern Nevada outside the metropolitan Las Vegas area. The college’s prison program provides inmates the opportunity to earn an associate degree as part of their rehabilitation programs while they are incarcerated.

The college is responsible for the academic content and the financial control of the programs in this division. College instructional divisions have significant control over courses offered by the college’s continuing education division, and department chairs control the part time faculty qualification, appointment, and evaluation processes. Site coordinators indicate that this process works well and does not limit flexibility and responsiveness.

In all of the sites visited, a clear process was defined for the hiring of part-time faculty for credit classes through the respective academic division. At Nellis AFB, for example, the director of the center completes forms with the course desired, hours and place offered, and sends the form to the academic department, where the faculty is assigned.

All courses offered through the college’s distance learning program are courses that have been approved and offered via traditional method. The lifelong learning program is constrained from competing with credit and FTE producing courses offered by divisions. The division appears to work with the instructional departments to cooperatively offer non-credit programs of interest to the community. All requests for credit courses are referred to the appropriate division.

The organizational structure of the continuing education division, which includes a dean, directors, and coordinators operating the functional areas of the program, is clear, but coordination of activities may be lacking. Communication and participation in budget development and resource allocation may be inconsistently communicated within parts of the administrative structure of the division. Several faculty members interviewed were unfamiliar with the accreditation self-study or the self-study document.

The college maintains good control of the financial status and the scope and breadth of courses offered which provide it with the ability to manage the growth, effectiveness, and efficiency of the program at the dean's level. However, financial status information and resource allocation information is not always known by program coordinators and directors. The lifelong learning, non-credit program serves over 7,000 students per year, and the distance education program has quickly grown to serve 2,300 students per semester. The college registration and management information system allows the transcribing of zero credit and courses bearing CEUs. This facilitates the institution's ability to adequately monitor, report, and preserve records relating to student participation in non-credit courses. Record keeping for some contract training activities appeared to be problematic.

Library support of the distance delivery program and the rural access "Roadrunner" program serving the large, rural service area outside of metropolitan Las Vegas, appears to be adequate to the scope of the program. The design of the principal distance delivery systems, compressed two way interactive video, and WWW enhanced ITFS, provide the delivery systems positive opportunities for students to interact with each other and the instructors. Library support at the prison programs is more problematic. Security regulations prohibit student access to the Internet, which is the principal method for provision of library service to distance students. Outside of legal reference materials, the quality of the small library collections at the prison site visited appear to be inadequate to the level of instruction offered.

Fees for student funded, non-credit courses appear reasonable, and tuition and fees for credit courses are consistent with other college credit courses. College credit courses offered through the continuing education division use course outlines and textbooks determined by instructional divisions. Copies of course syllabi are available at satellite sites.

Student Services, especially counseling services and academic advising, may be inconsistent for students attending courses at particular locations and times. Registration and other student services at Summerlin and Western High Tech Centers are located in easily accessible locations. They are staffed by student service people who facilitate services for students. Technology support staff is also located at each center to support the robust technology infrastructure and students using the centers. Student Services support for rural outreach sites varies. Site staff provides basic enrollment information, associate degree requirements, program information, and support registration.

Counseling services exist on a part time basis at one site. Students are required to use phone appointments or travel to Las Vegas for in person counseling and advising services. Student Services support for distance delivered course modes appears uneven, especially counseling and advising services. The college provides email based counseling services to distance students from its home pate. Technical support is available to support students.

Informational materials of the programs are clear, attractive, and comprehensive. The college web site supports online and telephone registration to support distance learning modalities, and some program planning information and distance learning suitability information is available to distance students on the college web site. Promotional and information materials for all programs are attractive, easy to read, and informative.

While assessment is conducted in several programs, assessment of the effectiveness of the continuing education program and resulting planning does not appear to be coordinated and consistent in the continuing education division. The lifelong learning program surveys students, consistently asks customers for recommendations, and does follow up regarding satisfaction with courses. It eliminates courses which have high cancellation rates and has achieved a 38% cancellation rate in student funded, non-credit courses.

The distance delivery program has completed studies indicating comparability of student achievement between students completing distance courses and traditional courses at CCSN. Other studies have measured student retention and persistence. Some sites indicated they conduct periodic program reviews, while others were unfamiliar with the process. The non-credit ABE/ESL maintains extensive records on student progress and persistence and recently increased the number of hours per week as a strategy to increase student progress. However, there appears to be limited awareness and involvement with college-wide assessment activities. More than 2,000 students are served through the non-credit ABE/ESL non-credit program each semester at locations throughout Las Vegas. While excellent information is maintained about progress in these classes, very little is known about what happens to students after they leave this program. Faculty indicated that the percentage transitioning to the college is low, near three percent. It is suggested that the college examine articulation efforts between the non-credit ABE/ESL program and the degree and certificate programs at the main campuses. There appeared to be limited awareness and participation with the Self-Study process at many of the satellite sites. The “Roadrunner” program extending access to very rural parts of Southern Nevada reports no activities and planning measuring the effectiveness and improvement of its program.

Physical facilities at all the off campus sites visited are excellent. They are extremely well maintained. Students and staff appear to have pride and respect for them. The technology infrastructure supporting instruction and student services at off campus centers appears very robust. Almost every off campus center has a computer laboratory.

Life long learning program faculty members are evaluated by students each time they teach. Class observations occur when student surveys indicate student dissatisfaction. Faculty members in this division are all part time instructors. Faculty in the distance-learning program is primarily full time faculty teaching distance courses as part of load or as overload. Part time faculty teaches some course sections as well. Full time faculty is evaluated according to the college process for them. Students evaluate part time faculty teaching credit courses at rural sites each semester. Sporadically, full time faculty performs class observations in these classes. All data developed are reported directly to the department chair in the appropriate teaching discipline. Information is shared with administrative staff in the program. Distance students evaluate courses and instructors each semester. All adjunct faculties interviewed in ABE/ESL and at the Boulder Campus indicated that a full-time faculty member had evaluated them.

The Faculty Center for Teaching and Learning has been instrumental in supporting faculty development in his mode of instruction, and the leadership of the program has been well organized, creative, and effective. CCSN's model for implementation has been shared with colleague colleges and is an effective model.

Learning resources support for the distance education program is very adequate, and students are provided technical support to facilitate their ability to access courses in the program.

Student Services are somewhat adequate, and the assessment studies have identified weaknesses and problem areas with respect to counseling and advising services. Students are supported with orientations and guides helping them decide if these instructional methods are suited to their learning styles.

The college has made significant capital and human resource investments to allow its distance program to grow. It has been creative in acquiring and allocating resources to support the program and appears to have made a substantial commitment to support the program's growth.

This program has conducted program effectiveness studies, but it does not have a stated plan identifying program effectiveness indicators and collecting data demonstrating achieved levels of effectiveness which could lead to planning for positive and continuous improvement.

Except for educational assessment of the program's effectiveness, the distance education program is in compliance with Policy 2.6.

Policy A6:

A team representative reviewed college Contracts Memorandums of Understanding and Interlocal Agreements and found one Interlocal Agreement that could fall under Policy A-6. This Interlocal Agreement between CCSN and the Las Vegas Police Department is in the final stages of approval. While the agreement appears to meet the standards described in Policy A-6, as the agreement is implemented the college is advised to review the Requirements for Contractual Arrangements to insure that the requirements are met.

Commendations:

1. The Distance Education Program at CCSN is an excellent example of positive, imaginative and creative change that improves educational opportunities and access to high quality education for residents of Southern Nevada.
2. The Faculty Center for Learning and Teaching is to be commended for its energetic, competent and very important contribution to the growing success of the CCSN distance education program by providing teaching faculty with the training and tools necessary for them to create high quality distance education courses and course content.

Recommendations:

1. Standard Two requires college programs to have clearly stated plans for measuring effectiveness, collecting data to determine effectiveness, and then using the data to plan for positive change. The committee recommends that the Community, Rural and Distance Education division of CCSN seriously plan and quickly implement a comprehensive program to achieve this objective (Standard 2.B.1. and Policy 2.2).
2. The committee recommends that CCSN consider how it should organize itself to meet the requirements of Standard Three, specifically 3.D.10 and 3.D.11, in its Community, Rural, and Distance Education division.
3. The committee recommends that administration at CCSN determine how it can consistently meet the requirements for regular evaluation using multiple indices for its entire part time faculty in all locations.

Associate of Science Degree

The Associate of Science Degree at CCSN is approximately four years old. The science faculty initiated this degree for science students who were not able to transfer as juniors into science programs within the Nevada system using other program options. The origination of this degree is an example of the responsiveness of the faculty and institution to student needs.

The Associate of Science Degree is directly related to the mission of the institution, and it was designed to serve the educational goals of science students within CCSN's service district. It allows students to complete a transferable portion of a science baccalaureate within the state system.

Faculty members have played key roles in the development of this degree. They articulated the need, designed the basic components, and initiated the process for program acceptance. They provide on-going negotiations with state institutions on a course-by-course basis to reach agreements of transferability. In general, faculty members are well aware of the policies and procedures for course and program development.

Course modifications and deletions appear to be less formalized across disciplines than are course additions. There was no evidence that once a course was in place that any standard procedure for change or deletions was followed. Deletions are reportedly most often the product of neglect and atrophy rather than any formal review process.

The general education component is satisfactory. It includes appropriate distribution of classes in humanities and fine arts, natural sciences, mathematics, and social/behavioral sciences. The scope and sequence of courses is logical and coherent, and this information is published in the institutional catalog.

The financial resources to support this degree are sufficient according to faculty. The science faculty members indicated that resources were obtainable for programmatic needs. Physical needs of space and lab facilities will be enhanced by the completion of the new science faculty. The faculty indicated that there were some difficulties in finding qualified adjuncts that were available during high demand periods of the day.

The major human resource deficiency that faculty members repeatedly noted was the lack of critical student services, specifically in the area of advisement. They indicated an on-going problem of students entering classes inappropriate to the academic skills that they possessed, especially in classes with related math pre-requisites such as general chemistry. This view was substantiated through student interviews. Students acknowledged receiving little, if any, general advising. There was, however, no data available to evaluators showing that the math or science departments have made attempts to quantify this situation. In general, the faculty displays little acknowledgement that they could play a proactive role that may directly assist student retention.

A second area of concern about this degree and related programs is the lack of a comprehensive plan to evaluate and assess the degree programs. Although individual courses identify learning outcomes and may measure student satisfaction levels, there was no evidence of a general plan of an ongoing assessment that would demonstrate student achievement.

Commendation:

The science faculty is to be commended for its efforts to obtain a clearly defined and articulated transfer program. The Associate of Science Degree at CCSN is the result of a very long and often tedious process that required years of dedicated involvement and perseverance. The faculty is clearly enthusiastic about the institution and its students (Standard 2.C).

Recommendation:

1. It is recommended by the committee that the science faculty aggressively pursue the development and implementation of a general plan for regular program assessment that will provide information on student achievement (Standard 2.B).
2. It is recommended by the committee that the institution align the scope and size of its Academic advisement program to support appropriate course selection by students, particularly where math prerequisites exist (Standard 2.C.5).

Environmental Science

The Associate of Science Degree format was adopted to meet the needs of environmental science students who wished to transfer within the Nevada system. The publications clearly describe the degree's intended population. The degree is appropriate to the purposes of the institution, and general comments for the Associate of Science Degree apply to this related degree.

There have been no graduates of this degree at this time; there was no information available about who or how many students are actually in the program at a given time. Neither is there a plan in evidence to gather information on student achievement or to determine the effectiveness of transfer preparation. Even though there is an institutional program review policy, available documents and faculty interviews indicate that implementation is sporadic. While many science faculty members indicated a strong desire for assessment information related to performance of transferred students, there was no apparent knowledge of currently available institutional research or of how to request specific information.

Suggestion:

1. It is strongly suggested that the institution make a concerted effort to obtain and disseminate to departments system-wide data including sources of students, numbers and progress of majors, transfer rates, and departmental performance of transfer students.

Health Science

The division of Health Science consists of ten Associate of Applied Science (A.A.S.) degree programs, twelve Certificate of Achievement programs, and nine Certificate of Completion Programs. The mission of the division is to offer quality health programs in response to workforce needs of the community. This mission relates directly to the college mission of offering vocational education to meet the educational needs of Southern Nevada. Health Services is recognized as one of the fastest growing industries in Southern Nevada. The division administration and faculty continue to monitor health care needs of the community and develop programs in response to community needs. Two new A.A.S. degree programs and one Certificate of Achievement Program will begin in the fall of 2000.

The division has received sufficient budgetary and human resources to develop twelve new programs in the last five years. Two recently renovated buildings furnish dedicated laboratory and classroom facilities for each program area with essential equipment to prepare students for the workplace. However, the continued expansion of programs and the addition of new certificate and degree programs will require additional space. For example, both the Dental Hygiene/Dental Assistance program cluster area and the Sonography program report the need for additional laboratory space. A new Health Occupations Building is the college's priority capital expenditure request for the next biennial funding cycle.

Each Health Occupational Program Director prepares a departmental budget with input from faculty, discusses the budget proposal with the Dean of Health Occupations, and then presents the budget requests to the Vice President of Academic Affairs. In addition to program operating budgets, each program has access to student laboratory fees that can be used to fund supplies, equipment, and laboratory staff. Large equipment requests are funded through special state funding and from summer school dollars.

Both degree and certificate Health Occupational programs have clearly defined objectives and curriculum plans developed by the faculty that reflect the essential career-preparation competencies to be mastered. Degree programs prepare students for examinations for

licensure or professional credentials. Some programs (e.g. Cardiorespiratory and Medical Laboratory Technician) prepare students to be credentialed in more than one discipline, thus increasing their employability.

Most programs report exceptional high pass age rates (93-100 percent) on professional examinations and high employment rates with most students employed within six months. This clearly demonstrates the efficacy of the program curricula. Specialized accreditation is another measure of program quality. All health programs that sought specialized accreditation have received accreditation. Six programs are currently accredited and five additional programs will seek initial accreditation in the next two years.

Four of the associate degree programs require over 75 credits to complete the program. These include the following: Ophthalmic Dispensing, 75; Cardio-respiratory Sciences, 77; Sonography, 84 and Dental Hygiene 88 credits. The Academic Standards Committee approved the curricula for these programs. Advisory committees are in place for all program cluster areas and meet at least once a year. They assist programs with curriculum review, and they help student clinical sites.

The Health Occupations Degree programs meet the related study requirements as outlined in the college catalog. Certificate of Achievement programs meet the related study content requirement in communication; however, they are inconsistent in identifying a recognizable body of instruction in both computation and human relations. Math content is lacking in the Dental Assisting, Medical Coding, Medical Office Assisting, and Medical Transcription programs. Human Relations content is vague in Dental Assisting, Medical Coding, and the Pharmacy Technician programs.

Each of the degree programs has a clearly defined assessment plan. Program evaluation processes include pass rates on licensure and certification exams, surveys of graduates and employers, and exit surveys of students in the final semester. Some program directors seek assistance from the Institutional Research office in designing survey instruments and

constructing efficient methods of tabulating data. Program documentation shows that this evaluation data is used to guide curriculum changes and improve programs.

The college program review process appears to be followed inconsistently and there is no connection between evaluation processes designed by the faculty and the college procedure. Three health professional programs are listed on the college's 1999-2000 schedule of program reviews. None of the program directors had initiated that process, and one of the directors was unaware that his program was designated for review this year. Linking these two evaluation processes would make more efficient use of staff time.

Fifty-one full time faculty members and 71-78 adjunct faculty members staff the division. Program directors are faculty members who receive one-third release time to manage the program, with the exception of the nursing program director. The college evaluation procedures for full time faculty are followed closely by the division. The Medical Laboratory program director who represents the faculty on the Council of Chairs serves as the peer evaluator for other program directors. The faculty ratio varies dependent upon the needs for a particular program. None of the faculty, including the program directors, expressed dissatisfaction with load assignments. Faculty and program directors report strong support from the division dean.

Division faculty is active in college governance. In addition to the representation on the Council of Chairs, four faculty members are members of the Faculty Senate.

A description of each health program with required courses is listed in the college catalog. Admission requirements are clearly delineated on program information sheets, and applications are available in the Health Division office. A full time health advisor and program assistant are available to assist new students with advising needs. Regular orientation sessions are held for new students. An office of Limited Entry staffed with a management assistant oversees the admission process for programs with limited entry to assure consistency of procedures. Students reported a high satisfaction with advising once

they reach the health advisor and the program faculty. They report less satisfaction with general advisory services available to new students on campus.

Despite excellent employment opportunities, some degree programs are experiencing low enrollments. This is true for both Medical Laboratory Technician (MLT) and the Cardio-Respiratory programs. The MLT faculty attributes the program's low enrollment to the intensive academic prerequisites essential to the program. The Cardio-respiratory program is relatively new and expects enrollment to increase as the program is established. Other programs experience high demand from students. The Dental Hygiene program often has 100 applicants for 30 openings in the program.

Attrition rates are low for most limited admission degree programs and the one-quarter Certificate of Completion programs. However, some Certificate of Achievement programs experience as high as 50 percent attrition. Both Medical Assistant and Medical Transcription programs verify through informal surveys of clinical sites that students leave because they gain employment.

Commendations:

1. The division identifies and responds to the health care needs of the community by expanding programs and developing new programs. The college supports this growth with both human and financial resources (Standard 2.A.1).
2. The Health Occupation programs have clearly identified evaluation plans, have implemented those plans, and used the data to change curriculum and improve programs (Standard 2.B.1).
3. Students' high passage rates on licensure and certification examination coupled with employment within six months of graduation demonstrates the efficacy of the program curricula (Standard 2.A.4).

Recommendations:

1. It is recommended by the committee that all Certificate of Achievement meet related study requirements of a recognizable body of instruction in program related areas of communication, computation, and human relations (Policy 2.2).
2. It is recommended by the committee that Health Occupation programs with high credit requirements review those curricula in comparison to similar programs found in regionally accredited institutions (Standard 2.A.6).

Business Management

The goals in the department of Business Management are compatible with the institution mission. The department has sufficient human, physical, and financial resources to support its educational programs and to help students achieve the objectives of the course or program.

Equipment and Physical Facilities

Within the department there are adequate office and research facilities. Faculty members have computers and support resources that link to networks, printers, scanners, and other resources. The technical support and software are available for the student and staff computers. The overall feeling from the faculty was one of satisfaction at the level of availability for equipment.

Classrooms are well designed, spacious, and well maintained. Schedules would suggest that these rooms are heavily scheduled. Some courses are taught in other buildings. As growth increases, the need for teaching space will also need to increase.

Teacher Qualifications and Professional Development

Business faculty members are highly qualified in their fields and have earned degrees, awards, and recognition that are commendable. The faculty is highly motivated and determined to meet the needs of the students. Funding for development opportunities allow faculty to remain current in business practices and processes. The college provides help to improve teaching. Recruitment and hiring procedures are appropriate. Some concerns were presented about abilities of adjunct faculty, specifically in regards to the teaching abilities and aptitudes.

Program and Teacher Evaluations

Program evaluations are scheduled on a four-year cycle. This area needs attention as faculty could not remember when the last review was performed. Faculty reviews are conducted in a more consistent manner. Teachers are evaluated using “the short form” every year and are

scheduled to use “the long form” every third year. Faculty members know the information from the evaluations and try to use it to help improve the teaching in the classrooms.

Academic Advising

Students felt some confusion over advising issues. They found it difficult to access degree sheets and claim that the best advising comes from older students. The outcomes of the degrees and courses seem appropriate to the students, but the pathway is not clearly marked. Signposts and milestones are not easily identified.

Transferability

Students are very interested in how well the courses in the Business Management Department transfer. The school of choice is UNLV. Recent work by the dean has helped with the transfer, and the students seemed satisfied with the transfer from CCSN to UNLV.

Library

Students and faculty have access to the library resources. Students have numerous assignments that require access to the resources of the library. Teachers take time to teach students how to use these resources along with the librarians who are very helpful in meeting the needs of the students. Electronic materials are becoming increasingly available. Numerous print materials are available from the campus library with additional resources available from the county and UNLV library.

Leadership

The chair is elected. Faculty members are supportive of the leadership in the department. Communications seem to be effective and constant; however, some concerns exist in the communications from central administration. Some messages have been misunderstood and others were incomplete. Levels of trust are not high as teachers try to understand what actions will impact them as decisions are made at the administrative levels.

Student Departmental Activities

The department currently supports few if any extra curricular activities for students in the business management areas. Most students are already working in jobs that are closely related to the careers they would like to pursue, and time does not allow for additional activities away from family or work.

Commendations:

1. The business department is commended for its highly qualified faculty who focuses attention on students and learning. They are dedicated to the college, its mission, and the community (Standard 2.C.7).
2. The business department is commended for its active use of library resources and librarians who help students prepare for life long learning as they embark on careers in business (Standard 2.A.8).
3. The business department is commended for the forethought and planning to acquire and use computers and other decision tools in the instruction of the students they teach (Standard 2.A.1).

Suggestions

1. It is suggested that faculty members help find ways to communicate with students via email when changes occur in course scheduling and management.
2. Administrators need to help adjunct teachers understand the need to stay focused on the subject matter.

Recommendations:

1. It is recommended that faculty and administration find ways to communicate for increased understanding. Channels and methods that will allow trust to increase must be developed (Standard 1.B.4).
2. It is recommended that the department find better ways to advise students in planning for their academic goals and overcoming challenges. This could also help with the overall desire to improve retention as an institution (Standard 2.C.5).

Accounting, Finance and Office Administration, and Business Administration

The departments of Accounting, Finance and Office Administration, and Business Administration have set forth their mission, goals, and student learning outcome statements in the Institutional Self Study that are consistent with the overall goals of the institution. In addition, the departments have identified specific campus-wide core performance elements as well as student learning outcomes supported by course curriculum. The educational objectives appear to be appropriate to higher education in level and quality for these disciplines.

Interviews with faculty, department chairs, and the dean consistently reflect a positive and enthusiastic staff that cares about students, teaching, and the institution. Faculty members also spoke of the importance of staying connected to business and industry and maintaining current in their disciplines. All students interviewed expressed appreciation for faculty members who were very accessible and interested in helping them achieve. Faculty and staff expressed universal appreciation for the facilities, technology, and library resources available to them.

Credit course offerings appear to be appropriate to the goals of each department as well as the institutional purpose. Interviews with faculty and staff indicate that the departments consider meeting the needs of both students and the business community a high priority. They referred to examples of courses, programs, and class schedules that had been or were currently being modified or changed to meet the needs of students and the round-the-clock service community. The recent development of a direct transfer Associate of Business degree which graduated twenty-one students in the first complete cohort is one example of the department successfully responding to the needs of a target student population. Alternative scheduling of accounting classes to better align with the changing shifts of working students was another example described during interviews.

Office Administration faculty members conduct surveys during the first day of class to determine if future adjustments in scheduling would benefit students. Also, faculty indicated a desire to accommodate students by allowing them to change course sections and instructors during a semester. Many students praised faculty members on their efforts to work with fluctuating work schedules so that they could complete courses. Both departments are to be commended for their student focused efforts.

Placement testing to ensure that students benefit from courses and instructional programs appear to present challenges for faculty. A general consensus among those interviewed indicated a consistent lack of placement testing that resulted in frequent underperformance by students in written communication and computation. As a result several faculty members have lowered standards to allow students to complete courses. The departments should review these practices in light of Standard 2.C.6. The general education component is well documented and comprehensive for the degree programs in the departments.

In reviewing the catalog, official program documents, and course syllabi, related instruction in computation and human relations as required for the Certificate of Achievement programs appear to be inconsistently applied or defined. All certificates in the departments identify a three-credit communications course. The computation and human relations components are less clear. For example, the Office of Administration certificate requires a three credit MGT 100B, Practical Human Relations for Business, course that does satisfy the component. The Bookkeeping certificate requires BUS 101, Introduction to Business. The BUS 101 course syllabus does not delineate any recognizable human relations curriculum. Also, the Legal Assistant certificate requires LAW 201 and LAW 101 as satisfying the computation and human relations requirement. Neither syllabus appears to have a clearly identified computation human relations component.

Instruction in the related instructional areas may be either embedded within the program curriculum or taught in blocks of specialized instruction. Each approach, however, must have clearly identified content that is pertinent to the general program of study. Another concern is the qualifications of faculty teaching courses where related instruction is embedded. Faculty members who are clearly appropriately qualified should also teach them. The lack of clarity in the delivery methods for computation and human relations makes it difficult to ascertain if embedded related instruction curricula is being delivered by qualified faculty. It appears that the departments do not meet the requirements of Policy 2.1.

Interviews with faculty, department chairs, and dean produced little evidence of a clear, documented and complete program evaluation process. Assessment seems to be occurring in various ways through advisory committees, faculty and industry connections, and student surveys and evaluations. One example of the beginning of a distinct process did surface. In the fall of 1999, the Business Administration department developed and began implementing an outcome assessment program. Because the program is in its infancy, there is no visible, verifiable evidence that this program has resulted in improvement activities. Also, there is no indication in the assessment program documents that the program is connected to institutional assessment, strategic directions, or the budgeting process.

Commendation:

The departments of Accounting, Finance and Office Administration, and Business Administration are to be commended for their deliberate student-focused efforts.

Recommendation:

The committee recommends that the institution review its policies and practices regarding developmental remediation, Standard 2.C.6.

Resorts and Gaming

Mission and Goals

The department of Resorts and Gaming comprises five Associate of Applied Science degrees and five Certificates of Achievement programs in five areas of study: casino management, culinary arts, food and beverage management, hotel management, and travel and tourism. The department's primary goals are: providing quality education and the knowledge and skills to be successful in the work environment; providing the best possible learning environment and a progression of classes for a strong foundation necessary to achieving success in the competitive marketplace; and providing cutting edge education to ensure student success and delivering well-trained employees to the hospitality industry.

These goals are consistent with key components of the college's mission which is to provide educational services to meet needs in the areas of general education and vocational education. Evidence of this alignment can be found in the array of technical, general, and related education course offerings leading to certificates of achievement and associate of applied science degrees.

Financial Support

The departmental chair, program coordinators, and faculty participate in the development of program and departmental budget information. Information is assembled by the college administration as a preliminary operating budget consistent with approaches in other departments. Departmental requests are combined into the college's final budget for submission through the state board. The regents submit a request to the governor and legislature for consideration and approval. The department is responsible during the budget process to prioritize based upon the level of resources the college administration expects to be allocated by the legislature. Faculty expressed great appreciation for the financial support provided to the department and its programs. None of the faculty

interviewed expressed complaints about financial support, and several faculty members expressed gratitude for the support they have experienced in maintaining unusually low faculty/student ratios in labs.

Physical Facilities, Materials, and Equipment

The physical plant is beyond exemplary; it is truly remarkable. Faculty vocalized considerable pride in the quality and expansiveness of the training facilities. They took great delight in explaining how well engineered, well equipped, and well maintained the classroom, laboratory, preparatory, and demonstration areas are. Faculty as well as students perceptibly demonstrated care in their maintenance of the facility. Assessment of the facility serviceability noted some concern over the availability of space for current offerings. Anecdotal evidence was offered in support of industry appreciation and accessibility of the facilities for contract training experiences.

Classrooms and laboratories were carefully arranged, clearly organized, and appeared to be utilized effectively. The facilities are adequate to support current enrollments and the courses offered in them. Adequate supplies appear to be available for faculty and student use. Based upon the examination during the on-site visit, the quantity of equipment in the various program labs is adequate to support the enrollment levels observed; labs had spare stations available during evaluator visits. Gleaming cleanliness and orderliness demonstrated evidence of attention to maintenance of equipment and training areas to prolong the useful life of the capital investment and to enhance the presentability of the facility.

Library and Learning Resources

Printed materials in the library were described as not a priority of the department faculty. Specialized printed materials are purchased and stored in the individual program areas. The existence of a small departmental library was described as a sort of ad hoc depository of program-specific materials available to students. Department faculty reports its

students make little use of the college library physical holdings. This was generally attributed to the very specialized nature and narrow appeal of hospitality program publications, as well as cross-college competition for resources available for acquisitions and expansion of library holdings. According to faculty comments, the library maintains an adequate selection of resources for their students' uses in general and related education courses. Faculty reported it was common for academic departments to assign projects that required the use of the college library services.

Educational Program

Each certificate and degree program was clearly described in the college catalog. Courses listed were offered routinely. Procedures for adding and deleting courses and programs were explained by program coordinators, who were particularly focused on the process as they prepared for a specialized accreditation evaluation visit. Individual course syllabi, including objectives, were available for review. Course approval documents were standardized across the department and were found to be consistent with those used across the institution. In all cases there was a substantial and coherent program of related education identified for the program's associate of applied science degrees. However, none of the certificate programs contained clearly identifiable course work in all related instruction areas.

Courses offered in satisfaction of the communications component demonstrated an adequate level of content; the ten options available to students were discrete courses offered by the business, English, journalism, speech, and theatre departments or programs. None of the certificate programs identified discrete courses that provided a recognizable body of instruction in human relations or computation. Several courses were identified as providing portions of content that might be comparable to traditional academic offerings; however, students may not be required to take all of those courses. The content of those courses have not been compared to traditional academic offerings in computation or human relations. This is evidence that the certificate programs may not adequately address Commission standards for related education.

Educational Assessment

Assessment of students by faculty is evident. Student evaluations are conducted in several fashions, generally by faculty. Faculty members are particularly proud of their extensive opportunities for practical performance observations, and they also rely upon written tests and various projects to demonstrate competency. Program efficacy is generally acknowledged to be determined by observable student performance and placement of any student who desires to work. The former was assessed on an individual basis, and the latter identified informally by faculty/employer contacts.

The quality of the student performances was evident to even the most casual observer. Restaurant service was congenial and efficient, food presentation was artful and product was tasty, students exhibited positive attitudes, bakery items were consistently of high quality, and the casino gaming performance threshold was established at a 100 percent accuracy level. The faculty described numerous examples of organizing course offerings to accommodate the three-shift, 7x24 nature of the resort and gaming industry.

Program faculty described frequently the speed with which students were able to acquire employment after completing even the most elementary level of course work.

Department and program leadership was pleased with the results of its training activities which were evaluated by faculty as meeting the needs of their clientele as intended. Anecdotal evidence was readily provided in attestation of program success. Faculty told of specific students who left the program after only a few courses to begin high paying jobs. There was a common belief that students stop out repeatedly over extended periods of time as they advance in their careers.

Several faculty members pointed out students who were currently employed full or part time were also presently taking one or more courses at the college. At the same time, however, faculty acknowledged very low completion and persistence rates by students. They also acknowledged, and lamented, that there was inadequate follow-up data,

completion data, or persistence data. There was no observable linkage between assessment data and program improvement efforts.

Some indicators of student success were available to faculty (e.g., completion rates, grade averages), but they do not seem to have been methodically circulated or used. For instance, although faculty expressed concern about the preparation of students to enter department courses and the subsequent disappearance of students from courses, faculty reported little was known about completion rates (which for this department in fall 1998 actually were 76 percent, compared to 72 percent for the college overall, and the students achieved marginally higher grades than students across the college).

The department's reputation in the community was reported to be excellent; indeed it was acknowledged by faculty and administrators to be a flagship of the college, exemplifying the college's capacity to mirror the nature and culture of Nevada's hospitality and gaming community.

There did not, however, appear to be a coherent, well-understood assessment scheme that linked a continuing process of academic planning, execution of those plans, assessment of the related outcomes, and subsequent influence upon the planning process as a result of assessment activities. In short, by all oral accounts the programs were superb and successful, but the complete absence of advisory committee feedback and systematic data collection and analysis made it impossible to demonstrate the same or to support a program of continuous quality improvement.

Instructional Staff

The process for hiring full time faculty involves a screening committee and interviews, both of which are largely managed and staffed by faculty under the leadership of the department chair, with significant involvement of program coordinators. The hiring process includes an instructional demonstration. The adjunct faculty are interviewed, hired, and monitored by the department chair program coordinators.

Reviews of faculty resumes indicated the department's faculty demonstrated evidence of adequate industry preparation prior to teaching technical courses. Evidence was not offered to demonstrate faculty members were appropriately qualified to teach related instruction components embedded within technical courses. Faculty members consistently demonstrate a very strong mission to serve the local hospitality community. They easily and quickly described in detail their individual expertise and that of their colleagues. They routinely express how much they care for their students, respect one another's expertise, and are devoted to the business they serve.

Faculty evaluation included various elements of assessment. Student evaluations were reported to be conducted for every course each semester. The college manages these administrations each semester. The results of the student assessments are scanned electronically, summarized, and provided to the department chair. The students' comments in raw form are also provided to the department chair. The results are shared with faculty subsequent to submission of grades. The department chair is responsible for conducting formal observations for contribution to the annual evaluation document. Full time faculty members reported that they pay close attention to the results of the student surveys and implement new course concepts as a result of student suggestions.

There are no administrative evaluations of faculty. Administrators received statistical summary data from the student evaluations and have access to the raw data. Reviews of selected tenure-track and post-tenure faculty annual evaluation packages indicated that responsible administrators do not routinely sign off the evaluations, and the only observation form reviewed is not signed by the observer. Summary forms confirmed peer evaluations and professional development plans.

Administration

Administration of the department is the responsibility of a department chair who is also a full time member of the faculty. This position is provided a stipend and significant released time. Department chairs report to a dean, who in turn reports to the vice

president of academic affairs. Faculty reported no displeasure with administration of the college. Members of the faculty credit the administrative leadership for supporting quality programs, working diligently to support the development of the physical facilities, serving community needs, and supporting for advantageous faculty/student ratios.

Commendations:

1. Faculty members have developed a remarkable array of hospitality programs offering an appealing selection of degrees and certificate programs designed to meet the needs of their community.
2. Faculty maintains close relationships with business and industry through close personal and professional contacts with existing and potential employers.
3. The faculty members are well qualified in their fields, demonstrate devotion to their students, and exhibit noteworthy enthusiasm about both students' opportunities and the college's role in the supporting business and industry needs.
4. Faculty demonstrates attention to the importance of student evaluations in continuing to maintain and improve the quality of program offerings.
5. Faculty and students demonstrate exemplary pride in the maintenance of a physical plan that is spectacularly clean and inviting in appearance.

Recommendations:

1. The committee recommends that the department develops and implements a recognizable body of instruction in program-related areas of communication, computation, and human relations in all certificate programs of an academic year of more in length, appropriate to the general program of study and taught by faculty who are clearly appropriately qualified (Standard Two, Policy 2.1).
2. The committee recommends that the department develops and implements a coherent assessment scheme that is responsive to the mission of the programs through a continuing process of academic planning, execution of those plans, assessment of the related outcomes, and influencing of the planning process as a result of the assessment activities (Standard Two, Policy 2.2).

Computing and Information Technology

Mission and Goals

The stated mission of Computing and Information Technology is to provide student-centered, post-secondary education opportunities for people living in the college's service area through courses and programs that develop computing-oriented technical and occupational skills needed for immediate, meaningful employment or career advancement; offer individual courses, certificate programs, and associate degrees that provide state-of-the-art job skills; and provide skill enhancement in one or more of the colleges core elements.

This purpose is in concert with key components of the college's mission that is providing educational service to meet needs in the areas of general education and vocational education. Evidence of this linkage and the success of the programs can be found in the array of technical, general, and related education course offerings leading to certificates of achievement and associate of applied science degrees. The Computing and Information Technology program is comprised of seven associate of applied science and nine certificate of achievement programs in four areas of study: geographic information systems, AS/400, business data processing, microcomputers, and networking.

Financial Support

Faculty and the department chair participated in the development of program budget information. The information was assembled by the college administration as a preliminary operating budget. Budget requests were combined into the college's final budget for submission through the state board, which in turn submitted the request to the governor and legislature for consideration and approval. The department was responsible during the budget process to prioritize based upon the level of resources the college administration expected to be allocated by the legislature. Faculty expressed appreciation for the financial support provided to the department. At the same time, both faculty and

the dean expressed concern about the need for increased resources. They anticipated greater resources to be essential to support the increasingly rapid pace of technology advances. Faculty also anticipated the need for increased financial support to realize the department's desire to start a new selection of AS/400-based offerings.

Physical Facilities, Materials, and Equipment

The physical plan was clearly exemplary. Faculty members were proud of the quality and expansiveness of the training facilities. It was quickly evident that great care had been taken to engineer the well-lighted and well-furnished spaces, well-equipped computer labs, and well-kept classroom, laboratory, and hallway areas. Faculty members, as well as students, observably demonstrated care in their maintenance of the facility. Assessment of the facility serviceability resulted in concerns over the lack of space available for current offerings. Additional expansion has become accepted as a long-term objective for continuing the growth of the program to meet student demands.

Classrooms and laboratories are carefully arranged, well organized, and appeared to be effectively utilized. The facilities are adequate to support current enrollments and the courses offered in them. Adequate supplies appeared to be available for faculty and student use. Based upon the examination during the on-site visit, the quantity of equipment in the various program labs is adequate to support the enrollment levels observed, as every lab had spare computers available during the lab visits. Equipment is neatly arranged to permit passage of staff and students. Cleanliness and orderliness demonstrate evidence of attention to maintenance of equipment and training areas to prolong the useful life of the capital investment.

Library and Learning Resources

Printed materials in the library proper are not a priority of the faculty. Some printed materials are retained in the individual program areas. Each of the college campuses maintains an on-site branch of the college library. Department faculty members reported

their students make little use of the library's physical holdings. By far, and by design, students made more frequent use of electronic library or media materials to complete research or other written communication projects. According to faculty comments, the library maintains an adequate selection of electronic resources for their students.

It was reported to be common for faculty within the department to assign projects that require the use of these various electronic services. Assorted course syllabi found in the resource materials demonstrated objectives referring to research and writing activities. Students were being taught to use the Internet to access resources consistent with information technology objectives, and this use of the library's resources was in harmony with those expectations.

Educational Program

Each certificate and degree program was clearly described in the college's catalog. Courses listed were offered routinely. Faculty explained procedures for adding and deleting courses and programs. Individual course syllabi, including objectives, were available for review. Course approval documents were standardized across the department and were found to be consistent with those used across the institution. In all cases, there was a substantial and coherent program of related education identified for the program's associate of applied science degrees. However, none of the certificate programs contained clearly identifiable course work in all related instruction areas.

English courses offered in satisfaction of the communications component demonstrated an adequate level of content when compared to other English course offered in the college. Moreover, the department chair reported that the communication course currently required for the certificates, English 107, Technical Communications I, would no longer be the only course listed to meet this requirement. The requirement will be satisfied by any of the courses listed in the catalog for certificate programs in order to expand the options for students.

None of the certificate programs identified discrete courses that provided a recognizable body of instruction in human relations or computation. Several courses were identified as providing portions of content that might be comparable to traditional academic offerings; however, students were not required to take all of those courses. According to the faculty, the content of these particular courses have not been compared to traditional academic offerings in computation or human relations. This is evidence that the certificate programs may not adequately address Commission standards for related education.

Educational Assessment

Assessment of students by faculty was evident. Student evaluations were conducted in several fashions, generally by faculty. Examples include practical performance observations by faculty, written tests, and project completion. Program efficacy is generally acknowledged to be determined by student product and placement. The former was assessed on an individual basis, and the latter was identified informally by faculty-employer contacts. The department has implemented a student survey for CIT 100, Introduction to Management Information Systems, which is an introductory course taken by many students but required in only one degree and certificate track and optional in another. The survey provided some data on demographics, satisfaction, and content usefulness.

The department leadership was pleased with the results, which were evaluated as indicating the offering is meeting the needs as intended. There was, however, scant evidence of follow-up data, completion data, persistence data, or connections between assessment data and program improvement efforts. Some indicators of student success were available to faculty and administration (e.g., completion rates, grade averages), but they do not seem to have been methodically circulated or used. For example, although faculty expressed concern about the preparation of students to enter department courses and the subsequent disappearance of students from courses, little was reported to be

known about completion rates (which actually were 69 percent for the department in fall 1998, compared to 72 percent for the college overall).

While the program's reputation in the community was reported to be excellent, there did not appear to be a coherent, well-understood assessment scheme that links a continuing process of academic planning, execution of those plans, assessment of the related outcomes, and influencing of the planning process as a result of the assessment activities.

Instructional Staff

The process for hiring full-time faculty involves a screening committee and interviews, both of which are largely managed and staffed by faculty under the leadership of the department chair. The hiring process includes an instructional demonstration. The adjunct faculty are interviewed, hired, and monitored by the department chair, although parts of these activities are reported to be delegated at times to other department faculty.

Reviews of faculty resumes indicated the department's faculty demonstrated evidence of adequate industry preparation prior to teaching technical courses. Evidence was not offered to demonstrate faculty members were appropriately qualified to teach related instruction components embedded within technical courses.

Faculty evaluation included various elements of assessment. Student evaluations were reported to be conducted for every course each semester. The college manages these administrations each semester. The results of the student assessments were scanned electronically, summarized, and provided to the department chair. The students' comments in raw form were also provided to the department chair. The results were shared with faculty subsequent to submission of grades. The department chair was responsible for conducting formal observations for contribution to the annual evaluation document. Full-time faculty reported that adjunct faculty was not always observed formally, primarily due to the sheer number of them employed each semester. However, it was reported that an attempt is made to observe every adjunct faculty at least

informally every year. There were no administrative evaluations of faculty.

Administrators received statistical summary data from the student evaluations and have access to the raw data.

Administration

Administration of the department was the responsibility of a department chair who is also a full-time member of the faculty. This position was provided a stipend and significant released time. Department chairs reported to a dean, who in turn reports to the vice president of academic affairs. Faculty members reported no displeasure with administration of the college. They credit the administrative leadership for supporting quality programs, and for working diligently to support the expansion of the physical facilities and capacity to serve community needs.

Recommendations:

1. The committee recommends that the department develops and implements a recognizable body of instruction in program-related areas of communication, computation, and human relations in all certificate programs of an academic year or more in length, appropriate to the general program of study and taught by faculty who are clearly appropriately qualified (Standard Two, Policy 2.1).
2. The committee recommends that the department develops and implements a coherent assessment scheme that is responsive to the mission of the programs through a continuing process of academic planning, execution of those plans, assessment of the related outcomes, and modification of the planning process as a result of the assessment activities (Standard Two, Policy 2.2).

Applied Technologies

The division of Applied Technologies has sufficient human, physical, and financial resources to support its educational programs. These instructional areas support the college mission by providing programs necessary for the development of technical and occupational skills needed for immediate and meaningful employment as well as individual courses, certificate programs, and associate degrees. The administration's support of these programs can be evidenced by equipment, facilities, and new full-time faculty positions.

The Community College of Southern Nevada's service area provides some unique challenges for the division of Applied Technologies in that the robust economy and shortage of skilled workers has created a very high demand for qualified employees. The instructional staff, along with the dean, stated that provided skills were of higher value to employers than certificate and degrees. This competitive environment has created many part-time students. These students come to the college with the objective to complete only a class or two needed for employment. This results in few program majors. Less than 25 percent of the students being served in this division were full-time and/or major. The lack of full-time student and majors should be carefully analyzed by criteria consistent with the college mission to avoid any adverse effect by change on current success the college is experiencing.

Faculty has the responsibility for the design and development of curriculum. Emphasis is placed on recommendation submitted by the Joint Technical Skills Committee. The committee has focused on providing realistic program design specifically for entry-level employment and is extensively used to provide continuous feedback to the instructional programs. Committee meetings are scheduled up to four times per year and serve the high schools as well as the college. The Joint Committee has improved communications between the Community College of Southern Nevada and local high schools.

The Applied Technologies Division is lacking in the area of educational assessment. An assessment scheme along with data critical for program assessment is not sufficient to make programmatic decisions that would measure teaching performance and student achievement. Clearly, there is no systematic program level scheme for outcome assessment; however, many instructors expressed anecdotal evidence and a limited student follow-up system. The division needs to work closely with the office of Institutional Research to obtain existing data being collected along with establishing and implementing an assessment plan at the program level.

All course syllabi reviewed defined course objectives clearly and publications reviewed were consistent and accurate. The A.A.S. degrees have an identified substantial area of general education as required by however; several certificates lack a recognizable body of related instruction in the areas of computations and human relations. Many instructors stated that their students do not have the ability or interest in completing general related instruction requirements. The college's open door admission policy has provided students access to some programs without placement testing. This policy and current advising procedures lack criteria to ensure students can, and will, benefit from instructions in some of the Applied Technologies programs. Faculty is very committed to the development and delivery of curriculum that is relevant to the marketplace. This commitment can be evidenced by the flexible scheduling of classes. Students stated that scheduling was one of the division's greatest strengths.

Commendations:

1. The division is commended on its innovative approaches to the delivery of a program that meets employers' needs.
2. The division is commended on exceptional facilities and faculty/staff commitment to students' success.

Suggestions:

1. The committee suggests that the minutes from the Joint Technical Skills Committee meetings be detailed to contain information of the discussions that occur.
2. It is suggested by the committee that faculty evaluations are utilized in a significant way to improve the quality and effectiveness of the educational programs.

Recommendations:

1. It is recommended by the committee that the division adopt and implement a formal educational assessment plan (Policy 2.1).
2. The committee recommends that the division review its related instruction in certificates and identify a recognizable body of instruction in areas of communication, computation, and human relations (Policy 2.2).

Standard Three: Students

The individuals staffing student services at CCSN are clearly committed to providing student programs and services that support the achievement of the institution's mission and goals by contributing to the educational development of its students. The organization of student services at CCSN mirrors many of the logistical and functional problems experienced by the college as it has increased the scope and complexity of its educational program. Rapid growth on three campuses has substantially challenged those responsible for providing essential support services. Faculty, staff, and students report that the present level of student services being provided fall below their expectations and the needs of the college community.

The college recognizes that its present organization of student services is not providing adequate services consistent with its mission and goals. This recognition is a product of obvious enrollment growth and a formula that funds student services at a 60 percent level. Aside from these general indicators of concern, however, there is no evidence that the institution periodically and systematically evaluates the appropriateness, adequacy, and utilization of existing student services and programs. Nor is there evidence that the college uses the results of evaluation as the basis for change.

The college has begun responding to the service needs of students at the Charleston and Henderson campuses by reassigning critical support staff to those sites. However, substantial need exists for CCSN to develop an effective means of coordinating a consistent and/or commensurate level of student services between various sites, to develop appropriate policies and procedures for student services and programs, to ensure that staff in all student services functions have the requisite academic and professional experience to be effective in their positions, and that human, physical, and financial resources for student services and programs are allocated on the basis of identified needs and are adequate to support the services and programs offered.

Policies on students' rights and responsibilities exist but are not contained in the current edition of the student handbook, the college catalog, nor are they located on the college website. As a result, this information is not readily available to prospective and currently enrolled students. In general, important student data such as those required as supporting documentation for Standard Three were either incomplete or lacking.

Co-curricular activities and programs are offered that foster the intellectual and personal development of students consistent with the institution's mission.

CCSN is in compliance with Policy 3.1, Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status, with the following exceptions: (1) Rules and regulations for conduct are not contained in the CCSN catalog or other official publications used to represent the institution to prospective and currently enrolled students (2) Part time faculty, with degrees held and the conferring institution, are not listed in the catalog (3) The statement of institutional accredited status contained in the catalog is not consistent with Section 5 A and B.

Admissions, Registrar, and Records

Leadership in the admissions, registration, and records operations of the college appear to have been very strong and consistent within the context of extraordinary change and growth. The deployment of telephone and web-based registration systems are to be commended, though related advising issues should be carefully considered.

Based upon the records provided and interviews with staff responsible for academic records, it appears the college awards credit according to published and recognized standards, and that the records are accurate, secure, and comprehensive. Academic records are created, maintained, and secured according to AACRAO standards. Transfer policies are clearly stated and published in the college catalog.

The Family Educational Rights and Privacy Act is printed in the catalog and appears to be appropriately observed by the Admissions and Records staff.

Student Orientation, Advising, Counseling, and Testing

Standard 3.D requires the college to recruit and admit students qualified to complete its programs, to foster a supportive learning environment, and to provide appropriate services to support student achievement. The Community College of Southern Nevada reports growth of approximately fifteen percent per year in the past five years, due in large measure to the emphasis placed on access by the college president and the Nevada legislature. This emphasis on access has created significant tension between the desire to open the college to all who seek entry and low course completion rates, low quarter-to-quarter student retention, low year-to-year persistence, and low numbers of degrees and certificates awarded. The latter are indicators that have created a belief in the college community that they must address the retention/persistence problem.

Student services staff report that only a small percent of entering students attend voluntary orientations, too few are tested for basic skills and/or follow the voluntary placement recommendations, and students frequently commented that they did not utilize advising services.

Financial Aid

Financial Aid personnel appear to have worked diligently to inform students about policies, procedures, and timelines. This has resulted in a majority of students being satisfied with the services given.

According to staff, the regular audits conducted on financial aid funds, policies, and procedures have consistently been positive, though the required audit information could not be found in the support documents. The college loan default rate is within normal limits and published in the semester schedule of classes.

Although not all students have had all their need fulfilled by aid programs and college work-study funding has lagged enrollment growth, the college is aware of what needs to occur to increase this funding and is working as improvement.

As required, a Student Financial Aid Advisory Committee exists, meets regularly, and has broad representation.

Placement

Active placement activities, which are the result of a partnership with Nevada Employment Security, are models, which represent a best practice and appear to serve the community and students in an exemplary way.

Commendation:

Student services professionals at CCSN are highly motivated, student-centered individuals who provide exemplary levels of services. Their commitment to “getting the job done” irrespective of the mounting challenges presented by continuous above-normal growth, limited resources, and the expansion of educational programs and facilities is to be commended.

Recommendations:

1. The committee recommends that the college review and revise relevant publications – with particular attention to policies concerning students’ rights and responsibilities and rules and regulations for conduct – to meet the requirements of Standard Three.
2. It is recommended that the college review the supporting documentation for Standard Three, update the data, and make the exhibit available to the entire campus community periodically and on a timely basis (Accreditation Handbook, Page 61).

3. The committee recommends that the college evaluate the organization of its student services with clear provision for adequate staffing and coordination between educational sites, regardless of where or how students are enrolled and by whatever means educational programs are offered. The committee further recommended that the college allocate, on the basis of identified needs, human, physical, and financial resources to adequately support the services and programs offered (Standard Three, Students: 3.A., Purpose and Organization, 3.A.1, and 3.A.4).
4. The committee recommends that the college periodically and systematically evaluate the appropriateness, adequacy, and utilization of student services, policies and programs and demonstrate that changes have resulted from the evaluation (Standard Three, Students: 3.B, General Responsibilities, 3.B.6).

Standard Four: Faculty

Qualifications of full-time and adjunct faculty members are consistent with national institutional norms. Faculty at CCSN are intimately involved in decisions of hiring, evaluation, tenure, sabbatical approval, and creation of new faculty positions. They are also involved in curriculum through participation in the Faculty Senate, its subcommittees, and other groups such as the College Coordinating Council, the Council of Chairs and Nevada Faculty Alliance (an affiliate of the American Association of University Professors). Participation in institutional governance and in the development of institutional policies is extremely high. Morale seems to be positive, and most faculty members are satisfied with current policies and procedures governing promotion, tenure, professional development, and sabbatical leave. It is to be noted that few non-faculty administrators overturn recommendations of hiring, promotion, tenure and sabbatical leave made by those primarily faculty committees.

Only in informal student-initiated consultations does most faculty participate in student advising.

Faculty members are extremely dedicated, and a workload that may include one or two self-imposed overloads of departmental needs is not anomalous. However, some of these overloads are also attributed to a salary scale which some members feel is not competitive. Issues of competitive salaries and benefits and the equity of faculty teaching loads are currently under study by subcommittees of the Faculty Senate (Standard 4.A.3 and 4).

Opportunities for faculty scholarship and research are appropriately supported and promoted by the institution. The CCSN salary scale rewards faculty scholarship with upward movement. In addition, there are tuition waiver opportunities for both full-time and adjunct faculty. Lastly, the Faculty Center for Learning and Teaching has assumed an active role in professional development. Evaluation of faculty is consistent with Policy 4.1.

Evaluation procedures for full-time and adjunct faculty are well-defined, using multiple indices (see Professional Handbook or <http://www.ccsn.nevada.edu/resources/facultystaff/handbooks/PSHandbook/p9.htm> and seem to be consistently applied throughout most of the college. Variations may be attributed to differing interpretations of the policy by the administering faculty chair. Current policy dictates that student evaluations should normally be administered in every class section, every semester. However, some department chairs admit that not all adjunct faculty members are formally evaluated beyond student evaluations due to the sheer numbers of adjunct. Raw data is tabulated by the department chairs (a partially released, elected, department faculty member), and the results are shared with the affected faculty member. Documents are stored with pre- and post-tenure review materials for each full time faculty member. Full-time administrators are involved in evaluation only if a problem emerges from the evaluations or observations or when tenure reviews are done, a process which usually occurs in the beginning of the fourth year. While the evaluation process is applied generally consistently college-wide, the faculty evaluation process is not necessarily conjoined with professional development plans.

Commendations:

1. The quality and dedication of CCSN faculty is to be commended (Standard 4.A.1).
2. CCSN is commended for its inclusion of the faculty in the governance of the institution (Standard 4.A.2).

Recommendations:

1. Faculty evaluation processes, while conforming to Commission standards, should be reexamined for their usefulness and congruence in informing faculty development (Policy 4.1).
2. Access to accurate and consistent academic advising is an important factor in students' progress toward and achievement of their educational and personal goals. Creation of a formal system which integrates faculty involvement in academic advising is essential (Standard 4.A.2).

Standard Five: Library and Information Resources

Purpose and Scope

The Department of Libraries of the Community College of Southern Nevada has successfully taken advantage of the developments in information technologies to markedly improve library and information services to faculty and students on its three campuses and smaller sites. They fulfill their stated mission by combining traditional library services with comprehensive electronic access via the web. Students, faculty and the CCSN community at large are the beneficiaries of having multiple on-line access points to print and non-print information resources.

Information Resources and Services

Although the collection has expanded, it needs further strengthening. In the last few years, expenditures for print media remained fairly constant compared with the large increase for non-print resources to support the curriculum. As CCSN continues to experience substantial growth in student enrollment and educational sites, development of print and non-print resources at the three libraries needs to keep pace with the changes in instructional programs to satisfactorily support student learning. The attractive new curriculum library on the Cheyenne campus demonstrates the collaborate efforts of librarians and faculty to support students in the Teacher Education program and teachers in the community at large.

Faculty librarians, designated liaisons with departments and serving on the Curriculum Committee, need to extensively assess where to build more depth and currently in the book collection. Librarians successfully contribute to the educational mission by teaching students a one credit Library Skills each semester. This class is mandatory for academic transfer of English 101 and 102 courses to 4-year institutions in the state to ensure student preparedness with library research.

Access to the Department of Libraries' electronic resources via the college web page appears more than satisfactory for the three large campuses and small sites. However, at times the network is slow. The library network offers students easy access to an excellent array of full-text databases, including EBSCO-Host, Gale-net, and Dictionary of Literary Biography. As the college expands its distance education offerings, remote users are likely to benefit from increased web access to more full-text databases than EBSCO-Host. A most significant change is the shared UCCSN on-line catalog via Innovative Interfaces using Webpac. This enables users to search, with a single interface, for books, periodicals, video, and audiotapes. Students are taking advantage of placing a hold on a book via Innopac or borrowing directly from the UNLV library. Another cooperative agreement, which appears to work well, is with Clark County Library's District Charleston Branch Library on the Charleston campus with its more than adequate collection of health sciences materials and a medical librarian.

Facilities and Access

All three libraries have satisfactory space although more seating for study and shelving may be needed as the demands for services increases. Office space appears to be adequate. The co-location on all three campuses of the Reference Desk, with a core collection of reference books, and Writing Center, with the open computer lab, appears more than satisfactory since students have easy accesses to a variety of support services. A Reference Librarian is available to help students with their research assignments for electronic retrieval of periodical articles or books. These computer labs are very attractive, quiet, and very well equipped. Cooperative agreements such as with CALD enables cost effective, joint purchases of electronic databases and should be continued.

Personnel and Management

The staff is highly knowledgeable, committed, and comfortable with the changes new instructional technologies offer. Staff appears adequate to meet these challenges. Librarians are active on faculty and college committees and in professional organizations.

Planning and Evaluation

With the rapid growth of enrollment and new developments in information technology making information resources easily available to remote users, the Department of Libraries needs to continue its planning process and statistics gathering to find ways to meet the needs of its diverse student population satisfactorily. This contributes to ensuring increased utilization of available resources.

Computing Services

With the reorganization of communication services and academic computing under the Department of Computing Services, the college has positioned itself in a unified manner to expertly rise to the challenges information technology offers.

The college has made information technologies one of its highest priorities and the successful results are highly visible throughout. This change has provided a great impetus to faculty to integrate these technologies into their instructional pursuits. They can provide alternative modes of learning to the diverse student population as well as teach the course to meet the escalating needs for jobs in the field of technology. The Department of Computing Services has more than satisfactorily built a well-functioning infrastructure for support.

Facilities and Access

The large increase in the number of computers in labs, classrooms, and offices ensures equitable access not only to students but also to all full-time faculty and staff. Students and faculty have above average access to up-to-date equipment and a wide range of software. The open labs and classrooms are not only highly functional but also very attractive. Connections to the network are for the three campuses and numerous sites, including the Hi-Tech centers. With this increased use, users' expectations rise,

especially for distance education. As a result bandwidth needs to increase for a satisfactorily response time.

In order to keep up with technology to meet the instructional and support services needs, Computing Services has developed a plan for computer technology replacement on a three-year cycle. Moreover, they have identified a variety of funding resources including the technology fee. The student body of CCSN and the Board of Regents approved this fee.

Personnel and Management

The staff is highly knowledgeable and dedicated to provide a demanding array of computer support services, including network maintenance, Cisco labs, and web-CT for distance education. With the great increase in the numbers of computers at CCSN, staff technical support has been organized effectively. The open labs employ a group of well-trained lab assistants who are easy identifiable to students when needing help. Computer problems can be called in easily by phone, and the staff is customer service orientated. Although the college is spread over a large geographical area, staff remains in constant contact with each other. Staffing is satisfactory.

The evaluation committee commends Computing Services for their commitment and teamwork to effectively support the campus wide computer network and related customer needs in a time of rapid technological change.

Planning and Evaluation

There are rapid changes in information technology and substantial costs associated with the replacement and upgrading of hardware, software and equipment. Because of this Computing Services needs to continue to focus on short-term and long range planning. They also need to focus on the implementation to serve the college and its increasing number of users.

Commendation:

The evaluation committee commends the library staff for improving access for students to information resources by promoting electronic resource sharing (Standard 5.B.5).

Recommendation:

The evaluation committee recommends that the Department of Libraries continue its efforts to obtain funding to increase depth and currency of its print resources to support the instructional programs (Standard 5.B.1).

Standard Six: Governance and Administration

Governance System

The institution's governance system meets the tests of Standards 6.A.1-4. Appropriate authority, responsibility, relationships, and division of roles are articulated, published, and understood. Roles are fulfilled as described in policy. Due consideration is given to faculty, staff, and student judgments and views in planning, decision-making, and budgeting.

Governing Board

The Board of Regents is appropriately constituted to represent the public interest and govern the CCSN as prescribed. It functions in accordance with Standards 6.B.1-9.

Leadership and Management

Executives are well aware of the college's mission and place great emphasis on its achievement. Perhaps as much or more than any college visited by this evaluator over the years, CCSN impressively meets the needs of, and mirrors the character of the community it serves. With the dynamic growth of the area and the diverse and changing community needs for training and education, CCSN has been extraordinarily nimble, changeable, and responsive. These challenges have been admirably met over the past several years, as attested to by the public, advisory committees, the Regents, and the faculty and staff.

The leadership and management systems of the college are tested to the breaking point by explosive growth of the college on all three campuses, plus the public's expectations that the college must be responsive to the changing needs of the service area. In response, the organization over the past few years has been very fluid, to say the least. This challenge

is exacerbated by the interim status of the current president, plus recent appointments of several senior administrators to key leadership positions.

All sites including the three major campuses (Cheyenne, Henderson and Charleston) are guided by a single central administration, with appropriate delegated responsibilities to people on each campus. The president and vice presidents make an impressive effort to work from the different campuses during each work week. People on each campus are generally comfortable with the current organizational arrangement, though some Henderson staff expressed a need for yet more interaction with the president and his staff.

In general, people in leadership positions are well qualified for their posts, though experience is lacking for many. Morale is good. Enthusiasm for the work is impressive. Senior administrators know their roles, though this virtue is less apparent in lower ranks of the organization. More effort is needed to stabilize the organization and reporting relationships, to clarify roles, responsibilities and authority, and to give people a chance to learn and effectively execute their roles and take pride in their efforts.

The current interim administration has worked very hard to foster cooperative relationships with faculty and staff, and have succeeded admirably. The faculty and staff feel good about their opportunities for interaction and communication throughout the organization.

Commendation:

The administration, faculty and staff are commended for their commitment to the college's mission to meet the needs of the community even as a presidential search is underway with its attendant and expected uncertainties.

Recommendation:

The college should address problems of organizational stability and clarification of duties, roles and responsibilities. Individuals throughout the organization should know

their duties and reporting relationships, the ethical conduct requirements of their jobs, how they are to be evaluated, and career paths available for them. The organization must be sufficiently stable to support the teaching and learning environment of the entire college (Standard 6.C).

Standard Seven: Finance

Financial Planning

The financial planning of CCSN is driven by the biannual process defined by the UCCSN and the state. The college has opportunity for input in this process through the president to the chancellor's office. The college then develops strategic priorities built upon those developed by the UCCSN.

The biannual fiscal process combined with enrollment driven allocations and costs adequately addresses future income and expenditure patterns. Enrollment is projected on a ten-year basis.

Appropriate processes are in place in the college to ensure academic planning results in consistent and parallel budget allocation. Budget processes are well defined; budget changes and reports are comprehensive and timely.

The majority of new construction is funded through revenue bonds issued by the State Public Works Board. A portion of student registration fees is pledged to meet debt service requirements (Standard 7.A).

Adequacy of Financial Resources

Since 1995 the college has enjoyed financial stability and increased revenues. The college, through the system, continues efforts to improve the quality of funding at the legislative level. While the instructional and operations/maintenance portions of the system's budget formula have been fully funded, academic support and student support services have not. Other funding sources are being sought to supplement appropriated funds as permitted by the system and the legislative.

The college debt is low and sources are identified to retire the debt. Use of debt is administratively controlled. Transfers and center fund borrowing appear to be appropriate and minimal. Financial Aid has grown consistently with the growth of the college. The legislative is providing additional aid for students through the millennium scholarship program. The state is now reserving funds to stabilize revenue fluctuations. All treasure functions are performed by the system. Changes have been enacted such that now enterprises neither support nor rely on support from educational and general operations (Standard 7.B).

Financial Management

Financial functions are organized under appropriate leadership from qualified individuals. Financial reporting to the campus and the board occurs appropriately, and all transactions and college financial activities are included. Independent auditors audit the college, and the results made are available. Management suggestions are accomplished.

Generally accepted accounting principles are followed. Internal audit functions are performed independently by the system. All private gifts and grants are administered through the CCSN Foundation Inc. The college accounts for the use of foundation funds appropriately and maintains the necessary records (Standard 7.C).

Fundraising

The foundation is an advocate for and provides support of the college's mission and goals. An agreement defining support relationships between the college and the foundation is being established (Standard 7.D).

Commendation:

The college is to be commended for engaging an experienced and trained administrative services staff who has put into place appropriate procedures and safe guards, reporting systems, and internal controls.

Standard Eight: Physical Resources

Instructional and Support Facilities

Growth in available facilities has paralleled the growth in students. Units are pleased with their facilities, and deficiencies are being addressed. Furnishings and equipment are meeting most needs.

Maintenance and operation of facilities are appropriate. Health and safety is addressed, and particular emphasis has been placed on access. Facility use is creative, particularly with off campus centers, computer laboratories, and with areas of joint use (Standard 8.A).

Equipment and Materials

Throughout the three campuses and off-campus centers, computer workstations, both in classrooms and for open access, are readily available. Laboratory and vocational equipment is meeting instructional needs. A technology student fee has been implemented, thus providing replacement and enhancement funding.

Inventory controls are in place and are undergoing further enhancement. Replacement cycles are addressed. Hazardous materials safety is addressed, information provided, and staff's adequately trained (Standard 8.B).

Physical Resources Planning

The college continues an aggressive physical development plan as it formulates the next facilities request. Campus master plans are undergoing refinement. Physical facilities plans include review by constituent groups and by the board. Additional sites are being obtained to continue the college's service to further portions of its district (Standard 8.C).

Commendation:

The college is to be commended for its attractive and well-maintained facilities. Creative design and colors are used to foster inviting and user friendly spaces. The college is to be further commended for strategically locating facilities to meet the geographic service needs of its district.

Standard Nine: Institutional Integrity

CCSN is a very dynamic institution. Personnel, delegations of responsibility, and program changes have been frequent and dramatic over the past several years. Courses and programs are offered at numerous locations. Partnerships have been developed with Clark County schools and others to serve a broad cross-section of students.

The college operates in a very active civic environment with a very aggressive and enthusiastic press. Recent newspaper articles question past expenditures of funds for lobbying, athletics, and other significant projects. While opinions may differ as to the efficacy of such expenditures, the evaluation committee was presented with no verifiable evidence to suggest that the integrity of the institution had been compromised. Reporters and others seemed to want to attack individuals no longer employed by the college rather than the institution as a whole.

The college's "one free class" program, plus its significant emphasis on enrollment growth require the college to be particularly vigilant in reporting accurate data for head count and FTE enrollment. To check reported enrollment, tuition collections were measured against enrollment and found to be consistent with the enrollment reported by the college.

With the change in presidents, the Board of Regents has commissioned a full-scale audit of funds expenditures, accounting controls, and enrollment. This audit is currently underway and according to the chair of the Board of Regents, no extraordinary findings are expected.

The institution fairly and reasonably represents itself to its students, employees and the public. No concerns were expressed to the committee regarding academic freedom, or discriminatory treatment of employees or students.

In the fluid and dynamic environment of the college, the current interim administration and the Board of Regents are very much aware that ethical breaches could occur due to expedient, rather than thoughtful, behavior. Appropriate policies and procedures are in place, and the Board and interim administration are committed to actively advocate the highest standards of institutional integrity. In the opinion of the evaluator, the interim administration and the Regents are exercising due diligence and caution in protecting the integrity of the college. This diligence and caution must be reinforced as the college continues to mirror its environment and the public it serves.

General Commendations

1. The commitment of CCSN to the community, businesses, and area is exceptional. CCSN continually looks to the surrounding communities for ways to serve their needs and provide opportunities for access (Standard One).
2. Student service professionals at CCSN are highly motivated, student-centered individuals who provide exemplary levels of service. Their commitment to “getting the job done” irrespective of the mounting challenges presented by continuous above-normal growth, limited resources, and the expansion of educational programs and facilities is to be commended (Standard Three).
3. The college has created a nurturing, supportive environment for the faculty. The result is a deep interest in students and student success. Teachers recognize that the greatest contribution to CCSN is in how well they teach the students in the various departments (Standard Four).
4. The Computing Services and the Department of Libraries are commended for integrating information technologies into the instructional programs and support services by providing easy access to a wide array of information resources. This is facilitated by up-to-date software and equipment and a well-trained technical staff (Standard Five).
5. The college is commended for engaging an experienced and trained administrative services staff who has put into place appropriate procedures, safeguards, reporting systems, and internal controls (Standard Six).
6. The college is commended for its attractive and well-maintained facilities. Creative design and colors are used to foster inviting and user friendly spaces. The college is to be further commended for strategically locating facilities to meet the geographic service needs of its district (Standard Eight).

General Recommendations

1. The committee recommends that the college clearly identifies and consistently teaches all three areas of related instruction in every certificate program. One or more of the three areas of related instruction is either non-existent and/or inconsistently defined or taught in many certificate programs of one year or more. The content should be pertinent to the students' program of study, and prominent and understandable references to the three areas should be made in the catalog, program guides, and other publications. The college should insure that the faculty is appropriately qualified to teach related instruction (Standard 2, Policy 2.1).
2. The committee recommends that student learning outcomes be defined and consistently assessed for all programs of the college. The committee further recommends that the assessments clearly inform the planning processes of the college to drive improvement (Standard 2, Policy 2.2).
3. The committee recommends that the college reviews its academic advising policies and practices to improve advising, to encourage students to meet with faculty members and counselors to help students with their educational plans, to insure that all students receive timely and accurate information, and to help students receive the maximum benefits from their educational experience at CCSN (Standard 2.C.5).
4. The committee recommends that the college reviews and revises all relevant publications to include any or all regulations of student conduct, students' rights, responsibilities, and grievance procedures (Standard 3).
5. The committee recommends that policies and practices for student orientation, basic skills assessment, course placement, and student advising be improved to address the retention and persistence goals of the college. Furthermore, the college should periodically evaluate the appropriateness, adequacy, and utilization of student services (Standards 3.B, 3.B.6, 3.D.3, 3.D.10).
6. The committee recommends that the college evaluate its student services organization with clear provision for adequate staffing, physical and financial resources, and coordination between educational sites such that students are

adequately served regardless of where or how they are enrolled or how instruction is received (Standard 3.A, 3.A.1, 3.A.4).

7. The committee recommends that the college review its administrative structure to insure that it supports the teaching and learning environment and serves the college's mission and goals. The review should foster organizational stability and include the identification and clarification of roles, duties, responsibilities, reporting relationships and ethical conduct requirements for administrative positions (Standard 6.C).

