

# **CCSN Enrollments and the Distribution of Courses & Programs to Sites**

**May 26, 2006**

**DRAFT Report of an Ad Hoc Committee on the Distribution of Courses and Programs**

### **Members of the Ad Hoc Committee and Methodology**

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A result of discussions in the Academic Council regarding enrollment management and scheduling, this ad hoc committee was formed to examine CCSN data; to consider the purposes of sites, centers and campuses; and to develop recommendations for faculty review and input. Final recommendations will be submitted to the President and administration.

Meeting times and locations were publicly announced and locations were rotated among CCSN's various sites for better information gathering. A number of faculty members, site managers, chief campus administrators, and others attended and participated and are still participating in the meetings.

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**Problem**

CCSN has been responding to rapid enrollment growth. Campuses, centers and sites, as well as internal scheduling processes and customs, have emerged in response to rapid growth. Enrollment is now slowing, affording CCSN an opportunity to reflect on its current status and processes in preparation for more managed growth.

Here are some symptoms of the general problem:

- As credit programs are moved from a site to a center or campus, or the reverse, CCSN lacks a mechanism for analyzing the impact of the move and for developing or assigning replacement programs in a systematic, strategic way.
- Only two sites have written mission statements and they were developed prior to CCSN's current strategic planning process. There is no explicit relationship of the sites and centers to the strategic direction of the College.
- Enrollments at the Cheyenne and Henderson campuses are trending downwards each semester, and Charleston's enrollments are down as well.
- There is a continuing need for targeted marketing, active recruiting, and PR messages about CCSN's value, class size, student placement, transfer success, and faculty quality.
- Traditional scheduling mechanisms may not be able to accommodate CCSN's introduction of 4- and 8-week scheduling blocks, an intersession beginning in December 2006, and a Weekend College that is now being explored.
- Customary scheduling of credit courses does not always optimize sites and centers.
- CCSN is exploring satellite locations, additional centers, and a fourth campus and there is a need to develop a programmatic/curriculum foundation for the use of these facilities.

**Descriptive Background**

In addition to its main campuses at Cheyenne, Henderson, and West Charleston, CCSN operates the following centers:

*Sahara West.* A two-facility, non-credit center supporting intensive training programs in language and literacy, hospitality, government and education, health(American Heart Association Center), and Manufacturing Assistance Programs (MAP). The short-term classes of the Center follow a non-traditional scheduling pattern for 'on-demand,' short-notice response to market/student needs.

*Summerlin.* Adjacent Palo Verde High School, the Center has 12 classrooms and 5 computer labs in which 29 credit classes and 30-40 non-credit classes were offered during Spring semester 2006. Enrollments were sharply down in credit classes. The Center is ideal for block scheduling

to interface with the high school schedule. Non-credit opportunities include a more extensive connection to Las Vegas Leisure Services, located next to the Center.

*Downtown Learning Center (or, by another name, the Neighborhood Learning Center).* Sharing space with the Latin Chamber of Commerce, the Downtown Learning Center (DLC) has two general purpose and one computer classrooms. Both credit and non-credit programs are offered with an emphasis on non-credit classes. Enrollments have been down at DLC. Program marketing and advertising are challenges for the Center.

*Nellis.* Implementing an MOU with the U.S. Air Force, the Nellis Center offers programming that supports the Community College of the Air Force (CCAF) as well as CCSN's programs. The Center operates with 9 classrooms and one computer room. It is bound by the 8-week block schedule of CCAF and by the curricular requirements of CCAF. No non-credit classes are offered. The Center serves about 1,000 students who have to work around military deployment requirements.

*Moapa.* The Moapa Center in Overton operates from the high school and has access to its classrooms and other facilities. Its schedule follows the 16-week terms of the high school. Issues of marketing and perceptions of high cost are challenges for the Center. At present, more math and science classes could be offered at Moapa.

*Boulder City.* About 300 students are served from the Boulder City Center. The CCSN aviation and wildfire training programs are located at Boulder City, and capital improvements are scheduled to make the facility more useful for these and other daytime programs. Tech Prep programs are administered here but based at Cheyenne.

*Green Valley.* Patterned after the Summerlin Center, the Green Valley facility is adjacent a large high school where dual use and dual enrollments are common. Both credit and non-credit programs are offered. Several of the classrooms are dedicated for high school use. The Center houses the ACT test center for CCSN. Each semester about 260 FTE students are enrolled at Green Valley.

*Western High Tech Center.* Also patterned after the Summerlin Center, the Western High Tech Center (WHTC) is located next to Western High School. It houses credit programs, specifically in construction management and building trades. The growth of these programs is creating space pressures for the Center. About 260 FTE students are enrolled at WHTC.

*Caliente.* Next to the middle school in Panaca, CCSN operates a computer lab that is open Monday-Friday 9am-1pm. CCSN also has an office in Alamo. Both sites facilitate on-line distance education classes. Computer class are offered and are site-based. Students can register for classes, pay for their classes and take English and Math placement tests all in one place at the Caliente office. Students are also able to register for classes, and take placement tests in Alamo and Panaca. Testing in Alamo and Panaca is done by appointment only. Most CCSN forms may be obtained through the Caliente office.

*AD Guy.* With one small classroom, a computer lab and an open computing area, A.D. Guy offers non-credit classes, particularly free computer seminars. Credit classes are needed in ESL, GED, and Spanish. The Center's mission statement has not been updated since 1999. Programs once assigned to this Center have been pulled and relocated with no replacements. The Center is essentially starting from scratch.

*Mesquite.* Operating from newly renovated space, the Center has 11 classrooms and a computer lab and a phlebotomy lab. Both credit and non-credit classes are offered at the Center, and there is additional space, should CCSN wish to acquire it, for more renovation and expansion. The present Center is neither at full operation or capacity. Mesquite has unique opportunities for health care programming, education and non-credit classes. Collaboration with the new hospital in Mesquite offers CCSN an opportunity.

### Analysis

- Sites with dedicated programming are more viable than those without. However, it is not clear that dedicated programming at off-campus sites increases access or net enrollments. We may be forcing students to go where the courses are and simply shifting enrollments.
- Sites with sharp enrollment drops in the Spring 2006 semester had programs reassigned to other locations without internal coordination, notice, or provision for replacement programs. For example, Summerlin had allied health programs relocated to the K Building at West Charleston without other programs to replace them.
- With the exception of Green Valley and Nellis, none of the off-sites had a mission, vision, goals or over-arching purpose. Mission seems to rest with the manager of the moment and courses are distributed and scheduled by trial and error. Mission statements and links to CCSN Plans for each site should be required and it should be understood that improved student access is the overarching purpose for developing off-campus sites.
- Supervision of the sites is split between Workforce Services Division (credit non-credit, & CEU programming), Chief Campus Administrators and deans and chairs (credit programming). This is leading to confusion and to accountability challenges. For example, should the Summerlin site manager (with CCA supervision) who, with another hat, is responsible for the promulgation of enrichment classes (with WED supervision) be meeting with other site managers (with CCA supervision) to offer the classes? Short answer, yes, but the mechanics are problematic.
- Part of our struggle with developing a taxonomy of sites rests in the confusion of terms. We have Centers, High Tech Centers, and Learning Centers which seem to be marketing names denoting some characteristic perhaps, but not denoting function. There is also confusion about Satellites, Educational Outreach, and Community Education.

*Satellites* may mean providing contract training, focused training and limited educational opportunities to a specific audience and at the invitation of a business. A potential MGM/Mirage satellite would meet this definition.

*Educational Outreach* may mean providing broad educational opportunities; credit, non-credit, and CEU, to areas where these opportunities are not available. Our more remote (a relative term) sites including Boulder, Mesquite, Overton and the possibility of Laughlin would be Outreach

sites. Their particular offerings notwithstanding, they provide educational access to the otherwise inaccessible. Moreover, they are responsive to the general needs of relatively small, identifiable communities.

The High Tech Centers, Neighborhood Learning Center, Guy Center, or Sahara West Center may improve access through convenience but are not Outreach Centers in the sense above. Rather, these Centers suggest Outreach to mean providing traditional educational opportunities to students limited by time and outside commitments. These Centers would deliver courses and programs, credit and non-credit at alternative times and through a variety of formats that allow students more convenient access to the continuation of their education (but not typical continuing education).

*Workforce and Economic Development* may include specialized training (hospitality training), continuing professional education (government agencies), adult education (ABE, literacy), workforce and contract training, etc. By its location and workforce services/community education and personal enrichment role, Sahara West is a “convenience” Center for these functions. That is, its location makes it convenient for students.

It is proposed that CCSN no longer treat all sites as mini-campuses; offering a little something for everyone. Under this proposal, site managers and their supervisors would:

1. Develop by the end of Spring semester 2006 a mission statement that complements the CCSN strategic plan. See Appendix A.
2. Migrate toward offering the mix of courses cited in the matrix below
3. Participate in an annual meeting each Spring semester for the development of courses and programs at the respective sites.
4. Work with the IR office to better survey community and student needs. In this manner CCSN decisions would be driven by good research and hard data.
5. Act as "enrollment overflow" catchments for the College.

### **Mission Statements and the Specialized Missions of Sites**

Each site should have a statement of mission or purpose that reflects CCSN’s mission statement and the geographic context of the site. For example, the A.D. Guy mission statement will be different from the Mesquite site by geographic context (location, demographics of the community, etc.). The initial task is to develop an explicit statement of mission that the President and President’s Cabinet review and approve.

With four major comprehensive branch campuses across the valley, convenience sites should be ad hoc and responsive to enrollment overflow. Nellis stands as an exception. The commuting distance to any comprehensive branch campus is not a barrier to enrollment or to the programming that might be delivered.

## **Proposed Classifications**

**Remote Sites** should offer broad educational opportunities in areas where these opportunities are not available. The needs of smaller, more homogeneous communities can be more easily determined and met. (Comprehensive Mission) Boulder, Laughlin, Mesquite, Overton.

**Preparation/Skills Sites** located in neighborhoods with identifiable barriers to access should be designated Preparation and Development sites; offering developmental courses, literacy, ABE, GED, and bi-lingual college-prep and study skills courses. (Developmental Mission) AD Guy, UNLV, NLC

**High Tech Sites** associated with high schools should first serve the needs of the high school community. Early assessment and preparation, career exploration, college skills, dual credit courses for high school students. CEU, teacher aid, special topics in education courses for teachers and administrators. (General Education and Transfer Mission) WHT, GVHT, Summerlin.

**Community Services** associated with identifiable residential communities or centers offering personal enrichment and community education. Community Services can be offered at any of the above sites. Primarily located on each campus but may be expanded to community service sites across the valley. (Personal Enrichment, Community Service Mission)

**Workforce/Training Services** associated with each campus or any of the above sites. The business, industry, government community is identifiable and each campus should have a site responsive to the needs of this community. Based on the Sahara West model, sites should be established in Henderson and North Las Vegas. The new Northwest Campus should locate a site for the business services niche (Workforce Mission).

It is assumed that over time off-campus sites will grow, demographics will change, and the context of improving access will change. Remote communities will grow and develop needs for workforce training sites or high tech centers which will spin off from existing remote sites. Preparation sites may spin off bi-lingual entrepreneurial courses. Missions should be periodically reviewed and revised. Substantive changes to missions and programming should be externally reviewed in a manner similar to the revised program review process. Differentiating missions will allow the site managers to target and improve their marketing. By this approach CCSN 1) avoids the problem of shifting current enrollments from place to place, 2) concentrates resources on increasing enrollments, meeting actual needs, and improving access to educational opportunities. 3) avoids the site managers "competition" by systematically scheduling to meet student needs, 4) encourages a better exploitation of niche courses, 5) develops budgets better and with accountability, and 6) builds a sense of identity in respective communities as sites become stable and associated with specific purposes.

Enrollment information for the campuses and sites for Spring semester 2006 are as follows:

**Spring-to-Spring FTE Campus Comparisons As  
of: March 15, 2006**

Location	Spring 2006 FTE	Spring 2005 FTE	Percent Change
Cheyenne	4147	4729	-12.3%
Charleston	6020	6049	-0.5%
Henderson	2048	2096	-2.3%
A.D. Guy	0	6.1	-100.0%
Green Valley	276	289	-4.6%
Neighborhood LC	0.8	5.1	-84.2%
Nellis AFB	61.1	87	-29.9%
Summerlin	103	249	-58.8%
Western	257	204	25.8%
Boulder City*	56	55	0.7%
Mesquite*	36	30	20.7%
Overton*	12	18	-37.7%
Caliente*	2	5	-54.2%
Pahrump*	124	146	-14.9%
Rural/Outreach*	263	226	16.1%
Distance Education	2776	2303	20.6%
Apprentice Program	1226	1093	12.2%
Total CCSN	17,417	17,568	-0.86%

\*Not updated in this report.

- Enrollment continues its downward trend at Cheyenne and Henderson.
- A.D. Guy and West Sahara enrollments are non-credit.
- Summerlin lost an allied health program with no replacement of a credit-based program.
- Nellis enrollments are on an 8-week cycle and by end of term should be improved.
- The general economy in southern Nevada is very strong—a relationship inverse to post-secondary enrollments.

**Initial Findings and Suggestions**

Findings of the Committee's work are summarized as follows:

CCSN's Centers have differences in programming but several commonalities in management:

- Only two have written mission or purpose statements and they may not correlate to the CCSN strategic plan.
- Where formal programs are sited at the Center, enrollments are strong as is operating viability.
- There are common needs for marketing strategies and advertising, including getting schedules distributed in the service areas.-
- Each Center needs an advancement budget for promotion of courses, enrichment classes, and programs.
- There is a need for an alert mechanism for programming shifts and changes at Centers so that changes can be more orderly (minimizing enrollment impact) and better communicated-
- Site Managers, deans and chairs need regular meetings (at least one per semester) as schedule building occurs.

Suggestions offered to date:

- Improve the curriculum assignment mechanism to meet student needs
- Mail the class schedule or place it in key locations on CCSN racks
- Offer both credit and non-credit courses at the Centers
- Expand 8-week block scheduling at Cheyenne Campus to interface with Nellis
- Start classes at the Centers one week after classes at campuses
- Acquire stands/racks for CCSN information for stores and sites in Center service areas
- Provide a budget for site/center promotion and advancement
- Expand partnerships with private industry and school district
- Expand non-credit classes
- Conduct periodic surveys of students/clients in order to ascertain their level of satisfaction and their current and near future educational needs
- Develop mission/purpose statement for each center and link to CCSN strategic plan
- Make schedule development more collaborative with chairs, deans and site managers
- Identify niche programs whenever possible for the Centers. Build in regular review and evaluation of these programs. We need to commit to sustainable programs rather than using the “lost leader” approach to program and site development
- Provide counseling, bilingual services and student support
- Consider offering/distributing entire programs (study cohort model, as appropriate)
- Every site/center will need targeted marketing

## Proposed Matrix of Campuses, Centers and Sites:

<b>Campuses</b>	<b>Preparation/Skills Site</b>	<b>Remote Sites</b>	<b>High Tech Sites</b>
<i>Mission: Full degree, certificate and service, transfer,</i>	<i>Mission: Developmental</i>	<i>Mission: Comprehensive Opportunity</i>	<i>Mission: General Education and Transfer</i>
<i>Courses:</i> All general education  Degree/Cert programs Student services array	<i>Courses:</i> English, Mathematics, Introductory Social Science or Humanities courses	<i>Courses:</i> Skills site courses plus more  Nevada core classes as Student demand warrants	<i>Courses:</i> Basic plus the Nevada core classes  As student demand warrants, and One or two niche programs
<i>Student Success/Counseling:</i> Comprehensive, frequent	<i>Student Success/Counseling:</i> Comprehensive, frequent	<i>Student Success/Counseling:</i> Site specific	<i>Student Success/Counseling:</i> Comprehensive, frequent
<i>Workforce/Training Services:</i> Full array as demand warrants in support of community and industry needs	<i>Workforce/Training Services:</i> Selected array as demand warrants in support of community and industry needs	<i>Workforce/Training Services:</i> Selected array as demand warrants in support of community and industry needs	<i>Workforce/Training Services:</i> Full array as demand warrants in support of community and industry needs
<i>Faculty Assigned:</i> Full-time faculty and officed at the Campus; department offices at a designated campus	<i>Faculty Assigned:</i> Part-time faculty	<i>Faculty Assigned:</i> Part-time faculty; some full-time faculty with program niche	<i>Faculty Assigned:</i> Mix of part-time and full-time faculty May have offices at the site.
<i>Program Niche (programs are first at these sites):</i> Charleston: Health  Cheyenne: Applied/Advanced Technology, Education, Culinary, Gaming and Performing Arts Henderson: Liberal Arts Transfer to NSC, Education Northwest: General Education & Transfer & Health Sciences	<i>Program Niche:</i> ABE, GED, college-prep,  bi-lingual development	<i>Program Niche:</i> Vocational, dual enrollment  personal enrichment	<i>Program Niche:</i> Dual-enrollment and dual credit particularly at sites adjacent high schools, programs, Introductory courses, personal enrichment
<i>Frequency of Course Offerings:</i> Each semester	<i>Frequency of Course Offerings:</i> At least once each academic year	<i>Frequency of Course Offerings:</i> Each Semester or rotate as needed	<i>Frequency of Course Offerings:</i> Each semester
<i>Non-Credit:</i> Variety based on market and	<i>Non-Credit:</i> Site specific, based on student demand	<i>Non-Credit:</i> Site specific, based on student demand	<i>Non-Credit:</i> Variety based on market and student demand

student need			
<i>Locations:</i> All approved campuses	<i>Locations:</i> All sites	<i>Locations:</i> Centers where space and demand allow	<i>Locations:</i> All Centers
<i>Examples:</i> Charleston Cheyenne Henderson Northwest	<i>Examples:</i> Downtown Learning Center; UNLV, Guy	<i>Examples:</i> Boulder Mesquite, Overton, Laughlin	<i>Examples:</i> Western, Summerlin, Green Valley
<i>Management Structure:</i> Chief Campus Administrator  <i>Reporting to:</i> President or designee	<i>Management Structure:</i> Site Coordinator: Administrative Assistant II or III  <i>Reporting to:</i> Site/Center Manager who reports to VPAA or designee	<i>Management Structure:</i> Site Coordinator: Administrative Assistant III or Professional Staff  <i>Reporting to:</i> Site/Center Manager who reports to VPAA or designee	<i>Management Structure:</i> Site Coordinator: Professional Staff  <i>Reporting to:</i> Site/Center Manager who reports to VPAA or designee

Note: It is intended that sites and centers not already within the above profile will transition to this profile over the period of four semesters.

Two sites are unique: Nellis AFB offers educational opportunities specific to the CCSN agreement with the U.S. Air Force. West Sahara is a workforce training and development site.

## **Proposed Master Schedule**

Objective: Optimize curriculum offerings for 1) meeting student demand, 2) departmental productivity and 3) distribution to campuses, centers and sites.

### **Skeletal Matrix**

A skeletal draft of a fall and subsequent spring semesters provides an opportunity to ensure effective course distribution to the campuses, high tech centers, remote (rural) sites, and urban preparation/skills sites. In addition, developing both the fall and spring schedule shells should promote effective course sequencing which could aid program completion rates.

As the college developed from a small single campus regional school into its present form as a large urban multi-campus institution, the distribution of courses and programs to the three main campuses and numerous outreach centers evolved somewhat independent of one another. The result is an uneven distribution of courses and programs even among similar sites. Certainly some site development and the nature of the programs offered are a result of thoughtful planning and finite resources. Due to matters of efficiency and the cost of dedicated facilities, campuses specialized in programs like automotive technology, telecommunications, and culinary at Cheyenne, nursing/health fields at Charleston, and HVAC and welding at Henderson. Such specialization naturally creates some degree of programmatic concentration and clustering.

General education and many other programs, however, do not require specialized equipment or facilities that are too costly to duplicate. Yet these less specialized programs are not distributed in the appropriate proportions among our sites. Many reasons help account for the uneven spread such as the aging laboratory facilities at Cheyenne, the migration of departments and their faculties to Charleston, and others.

To achieve a more appropriate blend of course and program distribution to our sites, we must consider the nature of the site, what type of programs are suitable, and how often they should be offered. The proposed “Matrix of Campuses, Centers, and Sites” (matrix) provides guidance in this regard. (For instance, campuses are intended to deliver more comprehensive degree, certificate, and transfer services than high tech centers. High tech centers deliver more than rural sites. Preparation/skill sites concentrate on developmental education.)

### **Proportionality**

The element of general education proportionality among similar sites is not addressed in the matrix. The question then arises for deans, chairs, and faculty when developing future semester schedules: If we can staff and fill 100 sections of “Gen Ed 101” sections; how many should be located on each individual campus, high tech centers, or other sites? One solution is to predetermine a desired percentage allocation of courses to the sites as per site classification. Based on the matrix, the three campuses would

have many more “Gen Ed 101” sections than the smaller sites. The following presents a “starting place” for discussions about general education course distribution to sites.

Campuses logically should offer the bulk of CCSN’s general education courses. Yet enough variation exists among the three campuses to argue against absolute equal numbers of general education sections. Cheyenne and Charleston are closer in size and overall available student stations than the Henderson campus. The high tech centers are much smaller than the campuses and can support far fewer general education offerings. Our remote rural sites are typically smaller and less able to deliver as many sections as the high tech centers. (Note that the Mesquite site is growing and may soon resemble a high tech center or even a campus.) Chart below presents a general education percentage distribution to sites by site type (as a departmental guideline) and the percent of total sections by site from Fall 2005 for comparison purposes.

<u>Campus*</u>	Fall 2005 <u>Actual %</u>	Target <u>Gen Ed %</u>
Cheyenne	27.4	33
Charleston	33.3	32
Henderson	<u>10.4</u>	<u>15</u>
Subtotal	71.1	80
<u>High Tech Ctrs.*</u>		
Green Valley	NA	2
Summerlin	NA	5
Western	NA	<u>5</u>
Subtotal		12
Remote/Rural Sites*	<u>NA</u>	<u>8</u>
Total	100%	100%

\*Percentage targets may vary by +/- 5 percent for each campus, 2 to 3 percent for each high tech site, and 2 to 3 percent collectively for the rural sites.

If this chart or another like it was adopted, schedule developers would then have some general guidance as they plan for upcoming schedules. Consider the question posed above regarding the distribution of 100 sections of Gen Ed 101. Keeping in mind that the suggested percentages are not absolutes that must be achieved, Gen Ed 101 would be roughly distributed in the proportions presented in the chart.

### **Illustration of Process**

Beginning with schedule development for fall semester 2007, the Scheduling Office will develop a skeletal draft of a year-round class schedule matrix for all campuses, centers and sites. To do so, the Dean of Curriculum and Scheduling and the Chief Campus Administrators (or his or her designee) will meet with the department chairs individually before the second week in November. Together, the chairs, the CCAs, and

the dean will discuss schedule rollover options, determine where site specific adjustments should be made, and optimize room use efficiency.

Once each department within a given division has developed its fall and spring schedule shells, the division dean and the chairs will conduct a review of the division schedule. When the division dean is satisfied with the schedules, rollovers will be requested.

With the rollovers accomplished (in the first week of December), the schedule can be adjusted in the scheduling software. Sections that could not fit into a department's priority scheduling rooms (orphan sections) will be placed into the open time-slots of other divisional rooms if available. Chair will make preliminary teaching assignments based on faculty member expertise, and other criteria the department faculty may develop. The chair can then circulate the schedule to faculty for input. The departmental AA will make any needed changes as determined appropriate by the review process. The division dean then reviews and makes changes or approves the schedules. The proofing process will then follow as in the past.

So in summary, the skeletal draft is sent to chairs.

1. Chair refines the matrix for the respective department by examining student demand data, as available, and determines a 12 month schedule of classes.
2. Chair and dean examine semester rollover schedule and align proposed schedule with matrix, then consider locations for class delivery; site managers receive draft copy.
3. Chair may make preliminary teaching assignments based on faculty member expertise, and other criteria the department faculty may develop (as departments general do now).
4. Chair circulates within the department the proposed class schedule matrix, allowing faculty, by seniority, to make other class selections.
5. Chair and AA develop finalized schedule.
6. Chair circulates schedule to faculty for information.
7. Dean reviews and approves or returns for revisions
8. Schedule office analyses optimization by day, time, and location and suggests modifications as needed to deans and chairs.
9. Schedule opened and AA inputs schedule

## **Proposed Recommendations**

1. Develop by the end of Spring semester 2006 a mission statement for each site that complements the CCSN strategic plan.
2. Deans, chairs, site managers and CCAs participate in an annual meeting for the development of courses and programs at the respective sites.
3. Through the Institutional Research (IR) office, better survey community and student needs.
4. Develop a communication plan to let our internal community know of this study and its recommendations.
5. Develop more niche programs for centers.
6. Clarify line of authority and chain of command for sites and site managers.

# Timeline

Goal	April 14	17-21	May 5	May	August	September	October	December
<b>GOAL ONE: Complete preliminary work and communications of the paradigm shift</b>								
Objective 1: Site/Center Mission Statements Due.	☒							
Objective 2: Ad hoc committee meets and revises planning document		☒						
Objective 3: Hold joint meeting of chairs and deans and site managers to review mission statements and discuss implementation of the plan.			☒					
Objective 4: Prepare skeletal scheduling matrix for Spring and Fall 2007 for distribution				☒				
<b>GOAL TWO: Examine Scheduling software systems</b>				☒				
Objective: Recommend a software system and price it.					☒			
<b>GOAL THREE: Begin changes for Spring 2007 Schedule</b>								
Objective 1: Use Convocation week to provide further discussion/training on the transition					☒			
Objective 2: Make selected course, location decisions based on new model						☒		
Objective 3: Evaluate and Revise processes as needed.						☒	☒	
<b>GOAL 4: Fall 2007 Build with new model</b>								
Objective 1: Hold planning meeting								☒

## **APPENDIX A**

### **Site and Center Mission Statements**

Drafted by Site Managers and coordinated with Chief Campus Administrators, the following mission statements are provided for information and discussion.

#### **Draft Mission Statement: A.D. Guy Center**

The mission of the A.D. Guy Education Center is to significantly increase the educational attainment of residents in its surrounding community and to provide opportunities for educational advancement, access to services, and job/career opportunities for adult-learners. The A.D. Guy Education Center was founded on the recognition that in an increasingly technologically dominated society, people who are economically disadvantaged will be left further behind if they are not provided access and training on computers. The primary focus is on providing high quality access to information technology and training while maintaining the mission of the Community College of Southern Nevada.

#### **Draft Mission Statement: Boulder City Site**

Serving the people of Boulder City as a comprehensive education and opportunity center, the site/center provides core education classes, courses designed to enhance personal skills, college-level transfer classes, and workforce training services that help people find or upgrade employment. This is accomplished in an atmosphere that encourages the full realization of each individual's potential.

To achieve its mission, the Boulder City Center offers lower division Nevada core courses designed to develop personal skills (computer, art, photography), occupational and technical programs, and community education programs. In addition, the Center is home to two unique programs that draw students from throughout the valley; these are Aviation and Wildland Fire Management. While not unique, the CNA and Phlebotomy programs fulfill an access need for students from the southern part of the valley. Non-credit ESL/Literacy classes are also available. Partnerships with business and industry, local government agencies, and educational institutions provide training opportunities for local work forces and promote economic development. Taking advantage of its small size and closeness to the community, the Center is able to provide the highest level of customer service and community support.

#### **Draft Mission Statement: Green Valley Advanced Technology Center**

Serving the people of Henderson and Las Vegas as a general education and transfer center, the Green Valley Advanced Technology Center provides core general education classes, personal enrichment classes and workforce services training that helps prepare members of the community for employment or transferable college-level work in an atmosphere that encourages the full realization of each individual's potential.

To achieve this mission, the Green Valley Advanced Technology Center offers lower division courses of the Nevada core curriculum, technical programs, community education, and assistance to local businesses in small business management. Partnerships with business,

industry, labor, educational institutions and public sector agencies provide training opportunities for the local work force and promote economic development.

The Green Valley Advanced Technology Center is the home of several specialized training programs like the Bail Enforcement Agent program, the National Institute of First Assisters (NIFA) program and the ITC Power Utilities program to name a few. The center is the hub for the Division of Workforce and Economic Development which is dedicated to providing the business community with education for employees and prospective employees as well as many other services. The ACT Center housed at the Green Valley Advanced Technology Center provides High Stakes testing for several professions such as Social Workers, Automotive Technicians, Nuclear Medicine Technicians as well as many others. These tests ensure that candidates are certified in their areas of expertise and are able to perform the duties of the job.

**Draft Mission Statement: Lincoln County Center**

The mission of the Lincoln County Center is to implement the NSHE mission by identifying the needs of the citizens of Lincoln County and providing educational and support services in the areas of transfer preparation, general education, vocational education, basic skills development, adult education, community service, and personal fulfillment. We strive to meet the community and business needs of the citizens in our service area. In meeting the needs of the community, the College provides access to specialized training at sites in local communities.

We promote the online degree and certificate programs, dual credit and tech prep programs; offer some local on-site classes; maintain and expand community involvement and relations; offer advice and counseling about registration, financial aid, transfers, classes, etc.; provide placement testing and proctor exams; create, publish and distribute locally any needed advertisement, schedules and information; and work to continually increase student enrollment by surveying the needs of local businesses and offering classes to accommodate those needs.

**Draft Mission Statement: Mesquite Center**

Serving the people of Mesquite as a comprehensive opportunity center. Mesquite Center offers general education core classes as well as an assortment of workforce training/self enrichment classes in support of the community and local industry needs.

Mesquite provides classes throughout the day to meet the demands of the students needs. These classes may include specific training to help people find employment or classes in an atmosphere that encourages the full realization of each individual's potential.

To achieve its mission, Mesquite offers classes that will enable the student to transfer to a University with a completed Associates of Arts Degree, as well as computer certification classes and Phlebotomy classes/labs. GED and ESL classes are also offered to those students who wish to go on to pursue college in the future. Partnerships with business, educational institutions, and public sector agencies provide opportunities for the local work forces that help promote economic development education.

**Draft Mission Statement: Moapa Valley Center**

Serving the people of Moapa Valley which includes Moapa, Overton, & Logandale. The center provides adult education & continuing education in an atmosphere that encourages the full realization of each individual's potential.

To achieve its mission, the center offers lower division college courses for degree and transfer seeking students, occupational and technical development programs, basic skill education, and community education programs. Additionally partnerships are sought with business, industry, labor, educational institutions, and public sector agencies to provide training opportunities for the local work forces and promote economic development and education.

**Draft Mission Statement: Neighborhood Learning Center**

The mission of the Center is to provide a state-of-the-art learning environment that anticipates and meets the educational and training needs of the local community through a comprehensive range of credit and non-credit course offerings, programs and services.

The Downtown Learning Center offers:

- Exemplary teaching and support staff who foster a caring and professional relationship with the students and community.
- An excellent curriculum that provides, for many, the first opportunity of access to a college experience,
- In-demand short term career and technical programs that lead directly to employment or career advancement.
- Comprehensive Adult Basic Education (ABE) classes that help students learn and strengthen literacy skills, ESL proficiency, and earn a high school diploma (GED).
- A distinctive bicultural/bilingual environment that provides diverse programming through academic courses, educational seminars, and training programs.

To meet the education, training and enrichment needs of the area's diverse student population, the Center has uniquely stratified the learning options as a convenience to the student. The mornings and early afternoons are dedicated to ABE course programming. The late afternoons and evenings are devoted to core credit classes like Mathematics, English, Computers, Etc. The weekends are used to offer short -term career programs, business seminars, and other employment training efforts. The Center also offers classes in our high-tech computer classroom, and has a computer lab available for general community use.

**Draft Mission Statement: Nellis AFB Center**

**In Partnership with the United States Air Force**, the Community College of Southern Nevada has established a center at the Nellis Air Force Base. The center provides the members of the military community the opportunity to attain their educational and professional goals. This community is comprised of active duty members of the Armed Forces, their family members, and Department of Defense Personnel,

**To achieve its mission, the Nellis center offers** general education classes and are tailored to the students needs in completion of their Community College of The Air Force (CCAJP) requirements. Basic skill education and placement testing are available to meet the student needs. Academic Advising are available during admissions registration periods.

Although its primary function is to support the educational efforts of the military community, the CCSN-Nellis Center is open to civilian students on a limited basis. To accommodate the changing work schedules and transient nature of today's Air Force, the CCSN program at Nellis offers classes in a convenience evening eight-week format.

**Additional text**

For civilian students attending classes on Nellis Air Force Base a pass is necessary to gain access on to Nellis Air Force Base.

**Draft Mission Statement: Sahara West Center**

The CCSN Sahara West Center, in accordance with the college's mission, promotes education and training to build the economic strength and capacity of all members of the communities served by the college. The Center is the heart of the CCSN adult language and literacy offerings as part of the college's division of Workforce and Economic Development (WED) and focuses on the delivery of basic skills development and English as a Second Language programs for adult learners. In addition, the Center is the administrative home of workforce specialists who provide customized training and development services for business and industry partners in Southern Nevada

**Draft Mission Statement: Summerlin High Tech Center**

The mission of the Bob and Sandy Miller Summerlin High Tech Center is to meet the demands of a growing community by staying current with innovations in the learning environment by implementing the technology training the Center provides to address

individual and community needs. The Center offers a wide array of student support services in a suburban environment and provides courses that interact with one another to make the learning experience a more meaningful academic and life enriching experience.

**Draft Mission Statement: Western High Tech Center**

The Raggio Western High Tech center supports the mission of the Community College of Southern Nevada in serving the needs of the community, by meeting the educational demands related to population growth of the local area and by implementing innovations within the learning environment. The Western High Tech Center provides classes to address these specific needs. The Center provides computer labs, smart classrooms, an interactive learning center, and student support services. Additionally, the Center supports Western High School by providing classroom space that augments that of the high school. Western High Tech Center currently serves as the home of CCSN's Construction and Building Trades programs, general education courses and is a vibrant center where education and business and industry needs intersect.

## **Appendix B**

### **Revised Site and Center Mission Statements**

Drafted according to the intent of the above analysis and proposed matrix, the following are provided for information and discussion. (Note: dual credit and dual enrollment are used as synonyms meaning students may both enroll at CCSN and earn credit in CCSN courses while still in high school in accordance with certain conditions.)

#### **General Mission: Developmental Education**

##### **Draft Mission Statement: A.D. Guy Center**

Serving the urban community, the A.D. Guy Education Center, provides developmental education, services, and job/career opportunities for adult-learners. A primary focus is providing to information technology and training while supporting the mission of the Community College of Southern Nevada.

##### **Draft Mission Statement: Downtown Learning Center**

Serving the urban and Latino community, the Downtown Learning Center, provides developmental education, credit and non-credit coursework, services, and job/career opportunities for adult-learners. A primary focus is providing to information technology and training while maintaining the mission of the Community College of Southern Nevada.

##### **Draft Mission Statement: UNLV Center**

Serving the developmental education needs of UNLV, the center provides specific coursework in English and mathematics under an MOU with UNLV. The mission complements the strategic mission of the Community College of Southern Nevada.

#### **General Mission: Comprehensive Opportunity**

##### **Draft Mission Statement: Boulder City Site**

Serving the people of Boulder City as a comprehensive education and opportunity center, the site/center provides core education classes, courses designed to enhance personal skills, college-level transfer classes, and workforce training services that help people find or upgrade employment. This is accomplished in an atmosphere that encourages the full realization of each individual's potential.

The Center is home to two unique programs, Aviation and Wildland Fire Management. While not unique, the CNA and Phlebotomy programs fulfill an access need for students from the southern part of the valley. Non-credit ESL/Literacy classes are also available. Partnerships with business and industry, local government agencies, and educational institutions provide training opportunities for local work forces and promote economic development.

**Draft Mission Statement: Mesquite Center**

Serving the citizens of Mesquite as a comprehensive opportunity center, the Mesquite Center offers general education core classes, job/career services, as well as workforce training/self enrichment classes in support of the community and local industry needs.

To achieve its mission, Mesquite offers classes that will enable the student to transfer to a University with a completed Associates of Arts Degree, as well as computer certification classes and Phlebotomy classes/labs. GED and ESL classes are also offered to those students who wish to go on to pursue college in the future.

**Draft Mission Statement: Moapa Valley Center**

Serving the people of Moapa Valley which includes Moapa, Overton, & Logandale. The center provides adult education & continuing education in an atmosphere that encourages the full realization of each individual's potential.

To achieve its mission, the center offers lower division college courses for degree and transfer seeking students, occupational and technical development programs, basic skill education, and community education programs. Additionally partnerships are sought with business, industry, labor, educational institutions, and public sector agencies to provide training opportunities for the local work forces and promote economic development and education.

**Draft Mission Statement: Lincoln County Center**

The mission of the Lincoln County Center is to provide educational and support services in the areas of transfer preparation, general education, vocational education, basic skills development, adult education, community service, and personal fulfillment.

To achieve its mission, the center meets the community and business needs with access to specialized training at sites in local communities. It also promotes online degree and certificate programs, dual credit and tech prep programs; and offers counseling and placement testing and proctor exams.

**General Mission: General Education and Transfer**

**Draft Mission Statement: Sahara West Center**

Serving the people of Las Vegas as an education center, the Sahara West Center, offers core general education courses, workforce training, job/career services, and specialty programs that complement CCSN's mission. Based on student demand, the Center is also a satellite delivery location for programs offered at one or more CCSN campus.

To achieve its mission, the Center is the focal point for adult language and literacy offerings and its basic skills and English as a Second Language programs for adult learners. In addition, the Center is the administrative home of workforce specialists who provide customized training and development services for business and industry partners in Southern Nevada.

**Draft Mission Statement: Green Valley Advanced Technology Center**

Serving the people of southern Clark County as a general education and transfer center, the Green Valley Advanced Technology Center provides core general education, personal enrichment and workforce education to prepare traditional and non-traditional learners for employment or transfer in an atmosphere that encourages the full realization of each individual's potential. Based on student demand, the Center is also a satellite delivery location for programs offered at one or more CCSN campus.

To achieve this mission, the Green Valley Advanced Technology Center offers general education, technical programs, community education, and assistance to local businesses in small business management. External partnerships provide training opportunities and promote economic development. The Center is home of several specialized training programs like the Bail Enforcement Agent program, the National Institute of First Assistants (NIFA) program and the ITC Power Utilities program, and its ACT Center provides High Stakes testing for professional programs and certifications.

**Draft Mission Statement: Summerlin High Tech Center**

Serving citizens in the Summerlin area and students attending Palo Verde High School, the Bob and Sandy Miller Summerlin High Tech Center provides general education and transfer education, personal enrichment courses and workforce training and services. Based on student demand, the Center is also a satellite delivery location for programs offered at one or more CCSN campus.

To achieve its mission, the Center addresses individual and community needs, provides counseling assistance, and a meaningful learning experience through dual enrollment and specialize programming.

**Draft Mission Statement: Western High Tech Center**

Serving the citizens of Las Vegas and the students attending Western High School, the Raggio Western High Tech center provides general education and transfer education, personal enrichment courses and workforce training services. Based on student demand, the Center is also a satellite delivery location for programs offered at one or more CCSN campus.

To achieve its mission, the Western High Tech Center supports Western High School by providing classroom space that augments high school programs, and the Center currently serves as the home of CCSN's Constructions and Building Trades programs as a location where business and industry needs intersect.

**General Mission: Educational Services to the U. S. Air Force**

**Draft Mission Statement: Nellis AFB Center**

In partnership with the United States Air Force and serving members of the military, the center provides opportunities to attain educational and professional goals. This community is comprised of active duty members of the Armed Forces, their family members, and Department of Defense Personnel,

To achieve its mission, the Nellis center offers general education classes and are tailored to the students needs in completion of their Community College of The Air Force (CCAJP) requirements. Basic skill education and placement testing are available to meet the student needs. Academic Advising are available during admissions registration periods. Although its primary function is to support the educational efforts of the military community, the Nellis Center is open to civilian students on a limited basis. To accommodate the changing work schedules and transient nature of today's Air Force, the Center offers classes in a convenience evening eight-week format.

**Additional text**

For civilian students attending classes on Nellis Air Force Base a pass is necessary to gain access on to the base.

**General Mission: Campuses of CCSN**

Serving the people of Clark County from four locations, the campuses of CCSN provide educational and transfer programs and workforce training through a comprehensive array of programs and services. Each campus has general education and their own niche programs from which programming is delivered to other sites and centers.

To achieve the CCSN mission, the Cheyenne campus focuses on advanced and applied technology, teacher education, culinary arts, gaming, and the performing arts, the West Charleston campus focuses on the health sciences, the Henderson campus focuses on general education, transfer, intercollegiate athletics, and teacher education, and the Northwest campus focuses on general education and health sciences. Each campus also provides workforce development training, and comprehensive student services.