

The College of Southern Nevada

**Focused Interim Report to the
Northwest Commission on Colleges and Universities**

March 1, 2008

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INTRODUCTION

The Self Study Report which follows documents efforts and changes made following the fall 2006 comprehensive evaluation visit of the Northwest Commission on Colleges and Universities (NWCCU) to the College of Southern Nevada (CSN). In that visit, NWCCU reaffirmed CSN's accreditation at the associate level and granted accreditation at the baccalaureate level. The Commission also presented five recommendations for the College to address prior to the forthcoming visit.

The College of Southern Nevada is pleased to report success in implementing corrective action in response to the five recommendations of the NWCCU. Following the January 2007 receipt of the detailed recommendation packet and guidelines to prepare for the NWCCU follow-up visit, many faculty and staff at CSN worked diligently to conceive of and implement necessary changes. A team of twelve CSN staff and faculty collaborated to produce the details of this focused interim report. Sincere appreciation is extended to all of these hardworking individuals.

The pages which follow present the details and identify accompanying documentation in support of the work completed in response to the Recommendations.

RECOMMENDATION ONE

The committee recommends that the College strengthen the criteria used to evaluate faculty and to use the evaluation data to ensure teaching effectiveness and to enhance student learning (Standard 4.A.5, Policy 4.1)

Since the October 2006 visit by NWCCU, CSN has implemented a number of corrective actions to better evaluate faculty and use data to enhance teaching effectiveness and to enhance student learning. Specifically,

I. The Faculty Senate Evaluation Committee has been re-established. This committee has been charged with:

- A) Developing and recommending new Faculty Evaluation Forms and Policy to the Faculty Senate
- B) Developing new student evaluation forms

The Committee has completed a draft version of the new faculty evaluation forms that will be used for tenured and non-tenured faculty and these are going to the full Senate for review in March 2008 and it is anticipated that they will be approved by the end of spring term 2008 with implementation set for fall 2008. The new faculty evaluation policy will be developed immediately after the approval of the new forms and it is hoped that they can also be approved by the full Senate for implementation in fall 2008.

The committee has identified several areas of focus:

- 1) Best practices include multiple components to faculty evaluation – supervisor, peer, self, and student. CSN currently utilizes student evaluations, self evaluation, and supervisor evaluation (typically department chairs conduct the supervisor evaluation for faculty). The committee is currently clarifying whether Dept. Chairs function as supervisors or peers during evaluation.
- 2) The process of ascertaining and documenting how faculty evaluation information is used to enhance teaching effectiveness has long been done informally at CSN. The policies developed this past year will clarify, codify and formalize this process. It is the charge of the department chair to conduct annual reviews of all department faculty, review student evaluations of instruction, and in the meeting with faculty, to identify areas of deficiency and establish a plan for correction (if needed) and/or professional development objectives. Evidence of this triangulated evaluation is documented on the institutional faculty review forms as well as forms maintained by each School and is ultimately filed in Human Resources with an individual's personnel file. The Human Resources office also oversees this process, and its recently hired Director of Customer Service will be exclusively charged with this oversight. Nontenured faculty must be reviewed annually by February using the 'long form' review and tenured faculty must be reviewed annually by May using the long form every three years and the 'short form' version in other years, though the department chair may request review using the long form at anytime (per the Professional Staff Handbook). Follow up of prior year objectives occurs with the

subsequent annual review and is part of the review process between supervisor and faculty member. Many departments also employ a rigorous part time faculty review process which utilizes the peer review form (included in documentation). Finally, the comprehensive Program Review process that each School will complete (the School of Science and Mathematics just completed its Review last month) also provides evidence of teaching quality in traditional and distance education formats, discusses use of evidence for improvement and establishes plans for improvement as needed.

3) Our current Self-Evaluation process is being improved. The short-forms used in post-tenure evaluation were brief and vague. The committee has strengthened the self-evaluation and documentation process as well as provisions clarifying how the results should be used to help improve instruction.

II. The Faculty Senate Welfare committee has developed and recommended a new tenure policy that is currently under full Senate review and will be presented to the Senate as an Information Action Item in March 2008. The new tenure policy is anticipated to be adopted by the Senate by May 2008 for implementation in fall 2008. This policy will guide the evaluation of tenured faculty at CSN and provides provisions for how the information will be used to enhance teaching effectiveness and for continued professional development.

DOCUMENTATION

Draft copy of Tenure Policy revision

Draft copies of revised Faculty Evaluation Forms and Policy

Faculty Annual Review Evaluation Forms

Faculty Evaluations Artifact Binder

Faculty Evaluation Completion Tracking Documents

RECOMMENDATION TWO

The committee recommends that the College engage in systematic planning and evaluation, using the results to influence resource allocation and to improve its instructional programs, institutional services and activities (1.B.3, 1.B.4, 3.B.1,5.E.3)

1.B.3 The CSN Planning Process begins with the Nevada System of Higher Education (NSHE) Mission and Strategic Plan. The CSN President, in collaboration with a wide range of internal and external groups, establishes presidential priorities consistent with NSHE Strategic plans. The CSN strategic plan was approved by the Board of Regents in September 2005 and identified ten (10) goals for the institution:

- Goal 1 – Restoring Public Confidence
- Goal 2 – Resourcing CSN
- Goal 3 – Improving CSN’s Student Success
- Goal 4 – Enhancing CSN’s Academic Reputation
- Goal 5 – Promoting CSN’s Role in Economic and Workforce Development
- Goal 6 – Extending CSN’s Distributed Learning
- Goal 7 – Celebrating CSN’s Diversity and Multi-Culturalism
- Goal 8 – Advancing CSN’s Grantsmanship and Development Agenda
- Goal 9 – Planning CSN’s Future
- Goal 10 – Building out CSN’s Campus Infrastructure

The Academic Master Plan (2007-2011; approved by the Regents in February 2008) was also developed as a linkage to the College strategic plan. Within each of the ten goals of the strategic plan, the Academic Master Plan identifies the relevant goals and objectives, establishes key performance indicators, and implementation strategies for the goal. For example,

Goal I: Restoring Public Confidence;

Objective 1.2 Establish Accountability Measures

Key Performance Indicators:

- College-wide development and implementation of annual assessment plans and reports

- Maintain current specialized accreditations

- Improve annual graduation rates

- Benchmarking (analysis of peer institutions and comparative criteria)

- Improve student satisfaction as reflected in student surveys

- Establish and maintain a performance dashboard

Implementation Strategies:

- Through the Office of Assessment, ensure that all departments submit and maintain appropriate annual assessment plans and reports

- Maintain current accreditations as dictated by external agencies and seek all additional opportunities as they arise

- Benchmark peer institutions annually

Implement and publish bi-annual student satisfaction surveys and results
College-wide collaboration to improve retention and graduation rates

Within budgetary guidelines, allocation of resources is linked to the CSN strategic plan (see attached diagram: Strategic Plan Resource Allocation). While the institution is funded based on a formula, additional resources are made available to programs within the institution. For example, in November 2007 when the request for equipment and one-time project funding was made, requestors needed to link the specific request to the College Strategic Plan. Requestors had to make the connection between the request and one of the ten (10) strategic goals in the Strategic Plan.

Institutional effectiveness data, including the annual Performance Indicators Report, Peer Comparison Report, National Community Colleges Benchmark Study, CCSSE Survey, Noel-Levitz SSI, Enrollment Trends Report, Distance Education Trends Report, Retention Report, Department Productivity Reports, Space Utilization Reports, Program Assessment of Learning Outcomes Reports, and other ad hoc reports, inform the development of priorities and provides feedback to benchmark the performance of the institution. For example, data indicating that over a third of those students enrolled as transfer students at UNLV transferred from CSN helped inform the decision to develop transfer centers on CSN campuses to ensure that those who intend to transfer can do so as efficiently as possible (Goal 3: Strategic Planning Framework) as well as help students to benefit from transferring with full Junior status after achieving an AA degree. Data from the National Community Colleges Benchmark Study, CCSSE, and the SSI focused awareness of and provided support to the Student Services strategic plan and has resulted in the continuous use of point of contact surveys to solicit student satisfaction and feedback. Analysis of distance education course demand helps inform and prioritize distance education course offerings including the planning, development and implementation of online degree programs. (Goal 7: Strategic Planning Framework)

1.B.4 All academic programs are reviewed continuously on an established rotating schedule through the Academic Program Review process. Elements of program review include relationship of the program to the college mission, faculty information, student information and assessment, curriculum strengths and weaknesses, information, technology, space and equipment resources.

Since the Academic Program Review process reviews programs at least once every five years, Academic Task Forces in each academic area have been proposed to develop an implementation plan based on the findings from the Academic Program Review. These Academic Task Forces will be responsible for monitoring the implementation of recommendations that resulted from the program review, as well as the other implementation strategies outlined in the Academic Master Plan. These Academic Task Forces will be required to report annually to the Vice President of Academic Affairs.

Student learning outcomes have been established at the course and degree program level for all CSN degree programs and for all student services units. Student learning outcomes are continuously assessed, reported and used for program improvement. For example, learning outcomes assessments in mathematics, biological sciences, and physical sciences as well as analysis of remedial enrollments have resulted in the planned development of a bridge program to refresh math skills for recent high school graduates, the administration of diagnostic exams to all high school juniors, and the development of a capstone course for the AS, Biology Emphasis degree. (Goal 4: Strategic Planning Framework). Analysis of capstone projects in Dental Hygiene showed a weakness in the preparation of graduates for cultural diversity in the workplace resulting in the development of and subsequent approval for the inclusion of a course in Cross Cultural Communications in Health Professions into the DH core curriculum. (Goals 3 and 7: Strategic Planning Framework).

3.B.1 Provision for Student Characteristics

Degree seeking and transfer students are required to complete English, math, and reading assessment for course placement. These statistics are collected and reported annually by the Testing Center. Evaluative skills tests including ESL, Business Placement, Business Letter Writing, Pre-GED, GED (English and Spanish), CLEP and Dantes, are available and or required to better place students in the appropriate class.

Students at risk of course failure or non-completion are referred to Retention services, including advising, counseling, and mentoring, as well as Tutoring services as part of the E-Alert system. This process is facilitated through the on-line grading process so that Retention and Tutoring services are notified of students at risk of failure. These statistics are collected and reported annually by the Interim Associate Dean of Recruitment, Retention and Tutoring and document the progression of e-alert notification through to assistance.

Degree-seeking and transfer students are required to meet with College Counselors to select appropriate classes. Upon completion of 15, 30, and 45 credits, students are notified of their standing and invited for a degree audit and other advising. Statistics documenting student contacts are compiled and reported annually by the Director of Counseling.

Data indicating distance education student retention rates, enrollee success rates, distance education student demographics, and distance education demand are used to inform the CSN Online Strategic Planning Committee decisions. Additionally, a recent survey of faculty satisfaction with our current Course Management System (CMS) and preference for migrating to a new CMS will help inform CSN online strategic planning.

CSN will participate in the National Student Clearinghouse project and will use this information to improve transfer education.

Student Satisfaction surveys in key student services units are conducted regularly and results are used to improve operations. Customer service training sessions are required for student services staff and are supported in the student services budget.

5.E.3 Evaluation and Continuous Improvement

Assessment in College Library Services (CLS) is guided by ACRL Standards (Association of College and Research Libraries) and our strategic planning processes that concentrate on six areas identified and key to the department's mission. The items listed below are in direct response to suggestions or requirements for the accreditation review, our goal of reaching or exceeding national standards for libraries serving a student population of our size and to our strategic planning self-study.

Planning Area One: Information Literacy and Instruction

1. Redesign of CLS website to focus on providing faculty and students a variety of resources, tutorials, guides, and related assessments for course integrated information literacy instruction across the curriculum and development of web pages directing faculty to effective research assignments keyed to ACRL Information Literacy Standards.
2. Development of Information Literacy Assessment Test (on website).
3. Development of User Satisfaction Survey (on website).
4. Development of Library Orientation Assessment Survey.
5. Formation of Web Content Team (continuous updating and upgrading of website).
6. Formation of Instructional Services Team (continuous attention to making library instruction more effective and development of ongoing instructional opportunities for students and faculty).

Planning Area Two: Technology

1. User Satisfaction Survey
2. Analysis of database use; benchmarking and review of relevant documentation in regard to peer institutions; active CLS participation on the Virtual College Planning Committee; ongoing technology environmental scans via our Web Content and Management Teams.

Planning Area Three: Facilities

1. User Satisfaction Survey
2. Benchmarking and review of relevant documentation in regard to peer institutions; ongoing “library as place” environmental scans via our Management Team.

Planning Area Four: Marketing and Communication

1. User Satisfaction Survey
2. Development of marketing Team (branding and effectively communicating CLS mission, goals, and services across the College).
3. Review of post CLS sponsored workshop/speakers series evaluations (CAPE evaluation form used) via Marketing and Management Teams

Planning Area Five: Management and Organization

1. User Satisfaction Survey
2. Annual interview with Deans and Department Chairs—“What can we do for you” review.
3. Development of Management Team (work to establish positive change and superior public service as the norm
4. Benchmarking to peer institutions in regard to funding, staffing levels, user satisfaction levels, and innovations in service.

Planning Area Six: Library Collections and Services

1. User Satisfaction Survey.
2. Annual interviews with Deans and Department Chairs.
3. Feedback from Gobi Alert.
4. OCLC Collection Analysis Package.
5. Benchmarking to peer institutions, Innovative Interfaces, and YBP Acquisitions Systems.
6. Move to Link+ to extend CSN collections via self-serve 24 hour delivery.

7. Development of Access and Acquisitions Team (ongoing monitoring of developing curriculum, acquisitions system innovations, accurate management of acquisitions funds, policy development in regard to transactional services).
8. Active participation in the Virtual College Planning Committee; annual interviews with Deans and Department Chairs; faculty collection recommendation systems via the CLS website and Gobi Alert; ongoing departmental accreditation standards reviews for ongoing collections requirements.
9. Collection development links to curriculum approval processes underway in 2007.

DOCUMENTATION

Academic Task Force documents

Academic Master Plan

Call for One Time Funding (fit with Strategic Plan)

Counseling Center Student Contact Trend Data

CSN Online Documents

CSN Strategic Plan

Diagram: Strategic Plan Resource Allocation Map

Program Review documents

Retention Center Support Referral Statistics

Testing Center Placement Exam Trend Data

RECOMMENDATION THREE

The committee recommends that the College implement its educational assessment plan on a regular and continuous basis, using the results to improve teaching and learning outcomes (Standard 2.B, Policy 2.2)

In July 2006, Diane E. Waryas, Ph.D., was hired to lead the Office of Assessment and all assessment related practices at CSN. Since her arrival, assessment at CSN has improved significantly as she has brought her many prior years' experience coordinating assessment and most recently directed assessment for the Student Affairs Division at The University of Utah. Through Waryas' leadership all academic degree programs now have coherent and measurable learning and programmatic outcomes that are measured and reported on annually. The annual report submission now emphasizes action steps and a clear implementation plan with follow up in one year's time. All degree programs, student affairs departments, the general education courses, Center for Academic and Professional Excellence (CAPE; began Spring 2008), Library Services (began Fall 2007) and Workforce (began Spring 2008) all now have active assessment plans with a data collection and review program established and engage in annual review of progress for continuous improvement. The Program Review process also asks Schools to discuss and document their use of assessment results for program improvement. Below is a sampling of recent improvements to degree programs motivated by assessment results:

- *Many School of Health Sciences Departments are acquiring new lab equipment based on alumni and community feedback to better meet industry standards
- *Economics and Political Sciences have discovered the need for improved assessment methodologies and are designing these in Spring 2008
- *Philosophy faculty are looking into revising the degree plan and scheduling of 200-level courses to better accommodate students as they pursue the degree
- *The Education Department is reviewing delivery and comprehension of learning objectives in the distance education sections of their courses to identify ways to enhance learning in this modality for students
- *Sociology is enhancing the program rigors of the AA in Sociology to better prepare students who continue on to pursue a four-year degree in Sociology
- *The Environmental Science program is seeking full-time staffing for its laboratory course ENV 101 to enhance the course curriculum and maintain consistent evaluation standards, and also to improve assessment instruments generally
- *Air Conditioning Technology is enhancing its student assessment using nationally normed exams, looking at the acquisition of new equipment to better meet industry standards and is exploring ways to address the challenge of a growing number of primarily Spanish-speaking students in classes when the College's ESL courses do not address technical terminology

*GIS (Geographic Information Systems) is (re)designing curriculum to better meet industry requirements based on alumni feedback

*Photography/Videography and Film have added new courses to its curriculum and is improving technology to better meet industry and student needs as well as demands of changing technology

*The Fire Science Program, as a result of student feedback and evaluation of assessment results, has added online courses to better meet the need of nontraditional students, enhanced the AV software which helped increase the 1st time pass rates on the Nevada State Fire Marshalls Test, and pedagogical changes have been made in a number of courses to enhance student learning

*The Hotel Management program has made a number of curricular enhancements to eliminate certain program weaknesses illuminated by 2006-2007 assessment results, including curriculum updates, and implementation of course sequencing for hotel majors to better prepare students for the workforce

*As a result of feedback from students, the Music Business and Technology program has outfitted the recording studio with Dolby Digital 5.1 capability which enhances students' learning and abilities with industry-standard equipment

Waryas also established a Faculty Assessment Liaison position whose objective is to serve as an additional resource to Faculty desiring more support on assessment and to design trainings. The Faculty Assessment Advisory Council meets each term to provide oversight and operates as a sounding board on assessment related issues (such as adoption of the General Education assessment plan and report forms and process). The Office of Assessment is currently a component of Institutional Research and Planning and all assessment materials, including plans and reports are filed there, in addition to the Departments and Schools.

CSN has also implemented a General Education assessment program; planning and reporting forms have been designed and plans created, data is being collected this year and the first wave of reports are due in October 2008 for the current academic year. The MAPP (Measure of Academic Proficiency and Progress) instrument was also adopted this year and results will be reviewed in October 2008 following one year of availability. This instrument is administered on a voluntary basis to students applying for graduation from CSN each semester.

All units in the Student Affairs Division submitted their first assessment plans in fall 2007. Plans reflect learning and programmatic outcomes for which data is being collected in the 07-08 academic year and will be reported for the first time in October 2008. Student Affairs assessment existed in a fragmented manner prior to the current academic year, but this year with numerous training sessions provided by the Office of Assessment and adoption of the institutionally consistent assessment planning and reporting forms and procedures, Student Affairs assessment is experiencing its first year of coherent assessment practices.

The Office of Assessment and Office of Distance Education (DE) have partnered more closely in academic year 2007-2008. This united effort has resulted in better understandings of how assessment can and ought to be folded into the broader DE effort at CSN, a comprehensive survey to ascertain the campus climate and needs related to the emergent and evolving “CSN Online” (findings in exhibit binder) and better collaboration between the Office of Assessment and the faculty senate Distance Education Standards and Guidelines committee work (in particular, the implementation of its practices related to design, measurement and enforcement of learning outcomes standards as they related to teaching and learning).

Central to the ongoing effectiveness of the assessment program at CSN is the comprehensive training offered by the Office of Assessment (established by Waryas). Each fall and spring an Assessment Summit is held (one for Academic Affairs and one for Student Affairs, separately each term). Each Summit features “Closing the Loop” presentations from each department which discuss how they are measuring certain outcomes, what is being found and how they are implementing corrective actions based on findings and how that process is going. Individual assessment meetings and workshops for groups of faculty or staff or whole Departments is ongoing. In spring 2008 a new workshop series designed for faculty by the Faculty Assessment Liaison will emphasize how faculty can use assessment to enhance their instruction, obtain more feedback about its effectiveness and design and measure instructional and curricular outcomes. Waryas will also convene a series of discussions to address assessment related questions of faculty and staff following a spring survey designed to understand ways faculty and staff feel the assessment program can be advanced at CSN.

All of the aforementioned have resulted in CSN moving closer to successfully and completely institutionalizing a systematic assessment program, just two years after introducing the assessment institutionalization plan of the Vice President of Academic Affairs. It is through the combined implementation, and sustained attention to this broad assessment effort that we have been able to identify, measure, analyze and identify action steps for learning outcome attainment institution-wide.

DOCUMENTATION

Departmental Assessment Plan and Report Binders (college-wide)

Office of Assessment Frequency Data Tables

Office of Assessment Plan and Report Tracking Matrices

**Detail on levels of assessment practice at CSN:* Institutional: Outcomes measured through factors defined and data gathered by the Institutional Research Office and IPEDS Peer Analysis Tool, NSHE standards, CCSSE (every three years), Noel Levitz Student Satisfaction Survey (presently every year); The MAPP (ongoing) was introduced in late 2007 to provide a broad measure of student attainment of outcomes related to six general education areas which operates in conjunction with the individual

department General Education Assessment Plan and Report process. Departmental: Learning and programmatic outcomes are measured for all degree programs at CSN; All departments at the College have these outcomes defined, detailed on an assessment plan, collect data and report it annually on the standard institutional assessment report form, and identify and annually reevaluate progress related to outcome attainment and challenges. Per the Distance Education Standards and Guidelines document adopted in May 2007, each Department also establishes and enforces its own provisions for ensuring distance educated course standards and outcomes are measured in accordance with standards established for traditional courses. Many Schools and Departments have established internal assessment coordinators and reporting processes to ensure compliance with the need for regular and ongoing assessment practices and to ensure continuous improvement. Departments and faculty are also responsible for regular and ongoing assessment related to individual courses and instruction for learning outcome measurement and attainment, as well as for General Education and Developmental Courses.

RECOMMENDATION FOUR

The committee recommends that the College assure the privacy and security of student records, including protection against destruction by fire.

The College executed a general equipment request to the College Budget Committee in January 16, 2007 to purchase the following equipment for Student Services:

- 4 - four drawer lateral fire proof cabinets for the Henderson campus
- 7 - four drawer lateral fire proof cabinets for the Charleston campus
- 7 - four drawer lateral fire proof cabinets for the Cheyenne campus
- 4 - four drawer vertical fire proof cabinets for the Cheyenne campus.

This request was approved; the equipment ordered and has been received and installed. These fire proof cabinets are available for inspection at the time of the on-site visit.

The request for access to student records is monitored and granted by either the Student Records Manager or Legal Counsel. The Academic Records FERPA Release Form must be signed by the student to allow individuals, other than the student, to have access to student records. A copy of this release form is available in the exhibit room.

The Legal Counsel for CSN conducts FERPA training for registration staff on a regularly scheduled basis. In addition, the FERPA training is available to faculty and staff through CAPE scheduled training.

DOCUMENTATION

FERPA Policy

Purchasing documents for file cabinets

RECOMMENDATION FIVE

The committee recommends that the College continue to review its policies and procedures for completeness and compliance (Standards 3.E.6, 2.A.9, and 2.A.12)

In response, CSN has:

1. Established an all-college Intercollegiate Athletic Committee that will monitor CSN athletic activities including the related academic issues of scheduling and academic standards on an ongoing basis.

Charges:

- Monitor and maintain compliance with all NJCCA rules
- Monitor the scheduling of intercollegiate athletic practices and athletic competition that avoids conflicts with the CSN instructional calendar
- Assess the CSN academic and athletic standards for student athletes

2. Tasked the Faculty Senate Academic Standards Committee to develop policy and guidelines to study optimal course scheduling at CSN.

-A report is to be submitted every two years to the CSN President summarizing findings from class schedule surveys of Institutional Research, feedback and data collected by Student Affairs Deans and Council of Chairs regarding scheduling needs; This will permit regular adjustments of relevant schedules, guidelines and policies.

3. Initiated the process of establishing an all-college committee to develop a concise policy to address course and/or program change or elimination. This committee is chaired by the Registrar and will complete and submit the policy to Faculty Senate by May 2008.

DOCUMENTATION

Documents outlining committee construction, goals and context

CONCLUDING STATEMENT

To summarize, the following has occurred since NWCCU's October 2006 comprehensive evaluation visit:

*RECOMMENDATION ONE: The Faculty Senate of CSN has developed and recommended a new tenure policy, a revised faculty evaluation policy and forms, and has begun working on revising student course evaluations. These efforts have strengthened the criteria used to evaluate faculty and this data will be used to ensure teaching effectiveness and to enhance student learning.

*RECOMMENDATION TWO: CSN has clarified and documented its institutional strategic planning and evaluation process and how data drives these efforts, as well as how this process positively impacts College operations and students. This demonstrates that the College engages in systematic planning and evaluation and uses the results to influence resource allocation and to improve its instructional programs, institutional services and activities. CSN now has 31 programs accredited or seeking accreditation through the specialized accreditation process. The programmatic self evaluation, assessment and academic support (i.e. library) rigor required for these accreditations meets the strategic plan for the institution and resources are appropriately allocated for these externally accredited programs.

*RECOMMENDATION THREE: Following the arrival of CSN's Assessment Coordinator in July 2006, a comprehensive learning outcomes assessment initiative was launched college-wide. To date, all degree programs, student services units and other related offices including Library Services have filed assessment plans and reports on a regular and continuous basis with the Office of Assessment, demonstrating how they collect data for outcome measurement, their findings, and a plan for using that data for improvement. While nascent, the process is already helping to improve teaching and learning across CSN and the College continues to move forward revising, improving and expanding its educational assessment plan.

*RECOMMENDATION FOUR: In early 2007 CSN purchased and installed a sufficient number of fire-proof filing cabinets on all main campuses to assure the privacy and security of student records, even in the case of fire.

*RECOMMENDATION FIVE: CSN has established an all-College committee to monitor CSN athletic activities including the related academic issues of scheduling and academic standards on an ongoing basis; The CSN Faculty Senate will create a policy for optimal course scheduling that is based on data to be provided on an ongoing basis by Institutional Research, Deans and Chairs of CSN and outcomes will be documented in a report to be filed every two years with

the President; A sub-committee has been created to study and create a concise policy regarding student options for program completion when a program or course is eliminated or changed, this committee will complete its charge within the year. All of these measures reflect how the College continues to review its policies and procedures for completeness and compliance.

The College of Southern Nevada is proud of the teamwork of its staff and faculty in rising to the challenge posed by NWCCU and we look forward to hosting its representative, Dr. Gerber, on April 11, 2008.

Regards,

Dr. Michael Richards
Interim President
College of Southern Nevada