



College of Southern Nevada Fall 2025 Mid-cycle Report

Submitted to the Northwest Commission on Colleges and Universities



Mid-cycle Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities
by the College of Southern Nevada

Submitted August 1, 2025
Site Evaluation October 6-7, 2025

Institutional Report Certification

On behalf of the institution, I certify that:

- ✓ ☐ There was broad participation/review by the campus community in the preparation of this report.
- ✓ ☐ The Institution remains in compliance with the NWCCU Eligibility Requirements
- ✓ ☐ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that the information provided in this report may affect the continued accreditation of the Institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

College of Southern Nevada
Name of Institution

Stacy Klippenstein, EdD - President
Name of Chief Executive Officer

X 

Stacy Klippenstein
President Chief Executive Officer

Signature of Chief Executive Officer

Date August 1, 2025

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Institutional Overview

Founded in 1971 as Clark County Community College with 402 students, the [College of Southern Nevada](#) (CSN) is the state's largest and most ethnically diverse institution of higher education, serving the educational and training needs of more than 2 million people within its service area of Clark County. CSN's [three main campuses](#) (West Charleston Campus, located in Las Vegas, North Las Vegas Campus, located in the City of North Las Vegas, and the Henderson Campus, located in the City of Henderson) are each about 80 acres. CSN also operates [seven learning centers](#) throughout the valley, including three high-tech learning centers located at Green Valley High School, Palo Verde High School, and Western High School. In addition, CSN maintains student training and affiliation agreements with more than 300 clinical instruction locations at various healthcare facilities throughout Southern Nevada, and CSN provides robust distance education programming.

We are recognized by the [Integrated Post-secondary Education Data System \(IPEDS\)](#) as a four-year institution, primarily offering associate degrees, less-than-one-year certificates, and less-than-two-year certificates, as well as additionally offering specialized bachelor's degrees. CSN was recognized by the [Achieving the Dream \(ATD\)](#) organization as a Leader College from 2015-2018 and continues to be recognized as a Network College and Leader College of Distinction. In partnership with ATD, CSN has focused on creating innovative, evidence-based programs and interventions to produce and sustain improved student success.

CSN is led by Dr. Stacy Klippenstein, President and Chief Executive Officer, and his [executive leadership team](#). Our CEO proudly collaborates with CSN's [Institutional Advisory Council](#) to support the mission as the community's college with engagement by community leaders. CSN has established a spirit of shared governance with representatives from the CSN [Faculty Senate](#), [Administrative Faculty Assembly](#), [Classified Council](#) and [Student Government](#). CSN is actively refining our Shared Governance system to promote a culture of students first and to assure inclusivity as well as accurate and frequent communication.

CSN's [policies, mission, vision, and values statements](#) affirm CSN's role within the [Nevada System of Higher Education \(NSHE\)](#). Established with a community college mission, CSN continues to serve that role with the addition of baccalaureate degrees in health, deaf studies, business, fire and emergency services, environmental management, and hospitality disciplines. CSN is organized into [six academic schools](#): Advanced and Applied Technologies; Arts and Letters; Business, Hospitality, and Public Services; Education, Behavioral and Social Sciences; Ralph and Betty Engelstad School of Health Sciences; and Science, Engineering, and Mathematics, which together house 20 academic departments offering more than 250 [degrees and certificate programs](#) in 71 fields of study. CSN offers the following degrees: Bachelor of Science (BS), Bachelor of Applied Science (BAS), Associate of Arts (AA), Associate of Business (AB), Associate of General Studies (AGS), Associate of Science (AS), and the Associate of Applied Science (AAS) as well as numerous Certificates of Achievement. In the academic year 2013-14, CSN began to report several identified Skills Certificates comprised of course sequences less than 30 credits that provide preparation necessary to take state, national and/or industry recognized certification or licensing examinations or are endorsed by employers or industry associations. CSN also offers a broad selection of [noncredit and continuing education courses](#) through its [Division of Workforce and Economic Development](#).

All degree-seeking students upon enrollment are asked to select one of [11 areas of interest](#) to start their learning journey. This early decision ensures that each student begins with Gateway

Math and English courses along with common General Education courses for their selected Area of Study within their first year. Students maintain momentum toward their educational goals by selecting a major no later than having completed fifteen credits at CSN.

The [CSN Office of e-Learning](#) supports [26 degrees available fully online](#) delivered through Canvas. Additionally, CSN's Office of e-Learning instructional designers provide a comprehensive online teaching course for faculty professional development and oversee the College's Quality Matters online course evaluation system.

Responding to the unique needs of the Las Vegas valley, CSN provides personalized schedules including day, evening, and weekend classes taught on the three main campuses and at multiple locations throughout Southern Nevada. Additionally, students receive personalized Student Services to supplement academic support for our students. [CSN awards](#) the largest number of associate degrees and industry-recognized Certificates in the state. Its programs educate a professional and technologically savvy workforce that has been the backbone of the state's prosperity since CSN opened its doors in 1971. In Spring 2025, CSN enrolled 27,644 unique students or 15,590.23 full-time equivalent (FTE) students. CSN regularly maintains student demographics, learning, and success profiles through the Office of [Institutional Research](#) and Office of [Institutional Assessment](#) and peer comparator data on our [Institutional Effectiveness webpage](#).

CSN employs approximately 1,253 full-time employees, of which 553 are full-time academic faculty members; additionally, CSN has approximately 766 part-time instructors on staff. Of our full-time faculty, 36% hold doctorate degrees, and 80% have a master's degree. In our part-time faculty ranks, 48% hold master's degrees, and approximately 13% have doctorates.

Beginning in July 2024, CSN went through a leadership structure reorganization to eliminate the multi-campus model of campus governance and operations to a centralized campus operation structure. Among many other changes, the Division of Institutional Effectiveness was eliminated and re-established as the Office of Institutional Effectiveness, Accreditation, and Strategic Planning (IEASP) which continues to oversee implementation of assessment and accountability systems for compliance with NWCCU 2020 Standards. [Organization charts](#) identify the current structures of operationalization at CSN at the time of this report. Updated organization charts will be provided on-site during the Mid-cycle Evaluation team visit. The current President's cabinet has been streamlined and given a new charge as primary advisors in shared governance.

Executive Leadership Changes

CSN has had several executive leadership changes since our Fall 2022 EIE report:

Date	Name	Title
July 2023	Dr. Juan Avalos	Vice President Student Affairs
July 2023	Rolando Mosqueda	Interim Vice President Finance and Administration
July 2023	India Barton	Interim Chief Human Resources Officer
July 2024 – 1 year term	Dr. William Kibler	Acting President and Chief Executive Officer
August 2024	Dr. James McCoy	From Vice President of Academic Affairs to Executive Vice President of Academic Affairs
December 2024	Clarissa Cota	Vice President External Relations and Campus Operations
December 2024	Dr. Yvonne Realivasquez	Chief of Staff
January 2025	Dr. Lawrence Weekly	Executive Director Government Affairs
June 2025	India Barton	Chief Human Resources Officer
June 2025	Lisa Bakke	Vice President Finance and Administration
June 2025	Tina Russom	General Counsel
July 1, 2025	Dr. Stacy Klippenstein	President and Chief Executive Officer

New Academic Program Offerings

Degree	Title	NWCCU Approval Date
SC	Sterile Processing Technology/Technician Certification	June 15, 2022
CA	Computing and Information Technology: Networking-Cloud Systems Administration	April 13, 2023
CA	Advanced Manufacturing: Machining	July 28, 2023
AAS	Construction Technology: Facilities Management	July 28, 2023
CA	Motorsport Technology	January 3, 2024
AAS	Advanced Manufacturing: Automation	January 21, 2024
SC	Registered Behavior Technician	January 22, 2024
SC	Advanced Manufacturing: Automation	March 4, 2024
AAS	Construction Management: Construction Technology	March 4, 2024
SC	Machining Skills: Lathe (Turning)	March 4, 2024
SC	Machining Skills: Milling	March 4, 2024
SC	Microsoft Cloud Specialist	March 4, 2024
SC	Online Teaching Skills Certificate: Level 1	March 4, 2024
SC	Online Teaching Skills Certificate: Level 2	March 4, 2024
AAS	Funeral Services	June 3, 2024
SC	Building Inspection	September 24, 2024
SC	Construction Estimating	September 24, 2024
SC	Construction Technology	September 24, 2024
SC	Entry-level Tourism, Convention, and Event Planning	September 25, 2024
SC	Highly Qualified Substitute Teaching	January 3, 2025
SC	Real Estate Salesperson Post-Licensing	January 3, 2025
SC	Casino Dealing	February 13, 2025
CA	Artificial Intelligence and Machine Learning	April 18, 2025

Note. SC = Skills Certificate, CA = Certificate of Achievement, AAS = Associate of Applied Science

Academic Program Deactivations

Degree	Title	Last Catalog Publication	NWCCU Suspension Approval Date	NWCCU Termination Approval Date
AAS	Computer Office Technology	22-23	January 10, 2021	January 11, 2023
CA	Computer Office Technology	22-23	January 10, 2021	July 15, 2023
AAS	Applied Psychology: Addiction Services	20-21	June 23, 2022	July 15, 2024
AAS	Applied Psychology: Aging Services	20-21	June 23, 2022	July 15, 2024
AAS	Applied Psychology: Child/Family Services	20-21	June 23, 2022	July 15, 2024
AAS	Applied Psychology: Community Social Services	20-21	June 23, 2022	July 15, 2024
AAS	Applied Psychology: Disability Services	20-21	June 23, 2022	July 15, 2024
AAS	Applied Psychology: Supervisory Services	20-21	June 23, 2022	July 15, 2024
CA	Computing and Information Technology: Information Management-Software Analyst	23-24	October 13, 2023	October 16, 2023
CA	Retail Management Program	24-25	December 15, 2023	In teach out plan
CA	Paralegal Program	24-25	December 15, 2023	In teach out plan
CA	Automotive Technology: Diagnostic Specialist	25-26	July 2, 2025	July 2, 2025
CA	Automotive Technology: Heavy-line Specialist	25-26	July 2, 2025	July 2, 2025

Note. SC = Skills Certificate, CA = Certificate of Achievement, AAS = Associate of Applied Science

Introduction

The College of Southern Nevada's mid-cycle report addresses the 2020 NWCCU Standards under the sections of Mission Fulfillment, Student Achievement, and Programmatic Assessment. This mid-cycle report was preceded by an Ad-hoc Report and on-site visit on October 18, 2024. A [glossary of terms](#) is provided to clarify wording used in this report.

Acknowledgments

The principal authors of the self-study were Accreditation Liaison Officer Dr. Shari Peterson (Director, Institutional Effectiveness, Accreditation and Strategic Planning) and Mrs. Jyoti Senthil (Assistant Director Institutional Effectiveness, Accreditation and Strategic Planning) with organizational oversight and feedback from the CSN Accreditation Steering Committee (ASC). CSN wishes to acknowledge the hard work and dedication provided by these individuals in completion of this Mid-cycle report.

Member Name	Div/Dept
Dr. Bob Ngo	Institutional Research
Dr. Shari Peterson	Institutional Effectiveness, Accreditation & Strategic Planning
Jyoti Senthil	Strategic and Unit Planning
Dr. James McCoy	Academic Affairs
Dr. Dan Corsi	Academic Affairs
Rolando Mosqueda	Finance & Administration
Dr. Juan Avalos	Student Affairs
Alexandra Miguez-Ruiz	Classified Employee Representative
Dr. Vartouhi Asherian	Administrative Employee Representative
Emily King	Nevada Faculty Alliance Representative
Tracy Sherman	Faculty Representative
Sofia Navarro	Student Representative

The following individuals contributed data and narratives for the Program Assessment component of the Mid-cycle report:

Lee Willis –Academic Advising Administrative Unit Review

Christopher King and Doug Sims - Gateway Math Program Assessment

Stephen Thornberry and Angela Spires - Gateway English Program Assessment

Maria Schellhase - Real Estate Academic Program Review

Eligibility Requirements Attestation

The College of Southern Nevada attests to adherence with all accreditation eligibility requirements. Evidence of eligibility requirements with reference to the specific requirement(s) appears in report sections.

I. Mission Fulfillment

CSN Mission and Strategic Plan

“The College of Southern Nevada empowers our students and communities to achieve, succeed, and prosper.”

CSN's mission highlights our priority focus on students and the community. We believe that achievement, success, and prosperity are critical to the students we currently serve as well as our graduates who transition into our local community and become productive members of society. We create empowering environments for students to demonstrate critical thinking, self-determined behaviors, and become intrinsically motivated to achieve their educational and personal goals. Student success includes transfer preparation, career and technical skill achievement, and noncredit community education.

Mission Fulfillment Model

CSN defines mission fulfillment as continuous improvement of key indicators in our [Mission Fulfillment Model \(MFM\)](#). CSN uses the MFM to focus our efforts and communicate our progress to internal and external stakeholders. The three core elements of the model linked to our mission are Achieve, Succeed, and Prosper. Each of these core elements is supported by three key indicators derived from our [CSN 2019-2024 Strategic Plan](#) as well as the Nevada System of Higher Education ([NSHE](#)) [2019 Student Success Goals](#) that address student achievement, community impact, and institutional success. Data from nine metrics are prepared in visual displays by the Office of Institutional Research (IR) and Office of Institutional Effectiveness, Accreditation, and Strategic Planning (IEASP). This metric is presented to the President’s cabinet for consideration annually in June to inform decision-making with their constituent units as well as making a recommendation to the President of mission fulfillment. The MFM is distributed college wide during fall convocation week (end of August) to communicate progress and trends. CSN considers successful mission fulfillment as meeting at least two of the three indicators under each component (achieve, succeed, prosper). *For the past three years, CSN has achieved mission fulfillment [Continued compliance with Eligibility Requirements 4].*

CSN Strategic Plan

Integrated Strategic Planning System. CSN utilizes an [Integrated Planning and Resource Allocation System](#) that aligns [NSHE Strategic Goals](#) to our CSN strategic plan goals and then to all CSN division, department, and program units plans as an institutional effectiveness accountability system. CSN has plans to revisit and update this process under our new CSN President’s leadership in 2026. The CSN strategic planning format includes goals, objectives, metrics, and benchmark indicators. The [CSN 2019-2024 Strategic Plan](#) concluded in June 2024 and in June 2024 CSN embarked on designing a two-year Strategic Bridge Plan (SBP) for 2025 – 2027 that will provide us with direction as we transition through the various executive leadership and college reorganization changes that have occurred during 2024 and 2025. CSN is currently working on a public strategic plan scorecard dashboard to communicate status updates regularly [Continued compliance with Eligibility Requirements 4].

2019 – 2024 Strategic Plan Executive Summary and Scorecard. The Office of Institutional Effectiveness, Accreditation, and Strategic Planning (IEASP) annually collects data from designated strategic plan indicator data contributors. The data is compiled annually into a formal [Strategic Plan Executive Summary](#) and [KPI scorecard](#). The Executive Summary and Scorecard are presented annually in June to executive leaders for use in decision-making and to inform changes to division and department unit plan actions. Since CSN has moved the needle on graduation/completion rates, we will use predictive analysis to project an aspirational indicator in the next strategic plan.

Strategic Planning Committee. CSN utilized a [Strategic Futures Task Force](#) that facilitated the creation of the 2019 – 2024 Strategic Plan. This task force was comprised of shared governance stakeholder representatives and administrators with an interest in the planning process. CSN intends to use a similar structure of shared governance and administrative expertise when designing our next strategic plan. The Office of IEASP will seek input from our new President who began in July 2025, regarding his vision for the preferred process to engage in institutional strategic planning. Once that vision is established, a call for participants to engage in our strategic planning committee work will commence in August 2025. This committee will be responsible for facilitating the creation of the CSN 2027-2031 Strategic Plan. The committee will include sub-committees supporting the strategic planning implementation process.

Four Disciplines of Execution (4DX) Initiative. CSN initiated implementation of 4DX as a tool to support focus of college-wide unit planning in achievement of our strategic plan goal one on college completions. CSN identified a singular [Widely Important Goal \(WIG\) and three sub-WIGs](#) that emphasize our college priorities:

- WIG Increase certificate and degree completion from 4,673 to 6,000, by June 30, 2029.
- Sub-WIG 1 Increase annual unduplicated headcount from 41,058 to 45,160 by June 30, 2029.
- Sub-WIG 2 Increase retention for all students Fall-to-Fall from 43% to 53% by June 30, 2029.
- Sub-WIG 3 Eliminate equity gaps in successful course completion from 74.7% to 80.7% by June 30, 2029.

The intent is for college units to have identified one of their unit plan goals and actions to align with and contribute evidence of progress our CSN WIG or sub-WIGS. These unit metrics are identified affectionately as Team WIGS or TWIGS. Unit teams track weekly commitments of concentrated actions that directly or indirectly contribute to WIG achievement. Over forty teams have implemented the system. Units meet weekly to communicate actions, enter quantitative data for their TWIG progress, then set new commitments for the next week. This initiative has helped CSN units realize their unique individual and group contributions to institutional effectiveness. The tool continues to be assessed for efficacy and future improvements.

2025 – 2027 Strategic Bridge Plan. The Office of IEASP identified key objectives, metrics, and benchmark indicators from the 2019-2024 strategic plan to build a draft Strategic Bridge Plan (SBP). The draft SBP template was provided to the President's Cabinet to discuss which goals, objectives and indicators we wanted to retain. Trend data from our metrics helped the Office of IEASP suggest a general 2% annual increase in quantitative benchmark indicators.

After refinement, the draft SBP was presented to the college community at listening sessions to obtain additional feedback. Listening sessions were conducted for each shared governance group both in person as well as virtually. Feedback obtained from each listening session helped to refine the SBP for the final presentation to the President's Cabinet in May 2025. The SBP was approved unanimously by the cabinet. The final [CSN Strategic Bridge Plan \(SBP\) 2025-2027](#) retains all four goals from the 2019-2024 strategic plan and the metrics and benchmark indicators are those that are regularly used for reporting to external stakeholders and communities of interest.

Next, the Office of IEASP met with college units to assign metrics and benchmarks for implementation. The relevant units were asked to assure the SBP metrics and indicators were included within their division, department, and program unit plans for accountability. Moving forward, the Office of IEASP will collect indicator data annually from the key contributor units to prepare the data for presentation to the President's Cabinet in April of each year. The SBP will conclude in June of 2027, but CSN will embark on the development of the 2027- 2031 Strategic Plan during academic year 2026-2027. CSN will [present the SBP to the NSHE Board of Regents](#) for approval at the regularly scheduled September 2025 meeting.

Strategic Plan Bridge Plan Implementation. The Office of IEASP intends to deploy a project management approach for the implementation of the Strategic Bridge Plan (SBP) goals. There are eight workgroups identified for implementation of the SBP 2025-2027. The Office of IEASP will facilitate unit plan actions with units responsible for implementation activities and follow up with those units to collect data. The Office of Institutional Research (IR) team will provide data support to units. The Offices of IR and IEASP will collaborate to undertake analysis of the key metrics for continuous performance evaluation of the goals and objectives. The Office of IEASP will engage with the implementation teams once a month and report the progress or challenges to the Cabinet. Implementation teams are responsible for documenting yearly progress and the Office of IEASP will publish an Annual Report and a score card.

II. Student Achievement

Overview of Institutional Research

CSN strives to use data in all facets of college operations to better understand the students and communities that we serve. Data is used to communicate current and projected indicators of student achievement relevant to our college and community. Data helps us better understand our progress toward mission fulfillment, identify gaps in student learning and learning support processes, and inform decision-making at the unit and executive levels of CSN [*Continued compliance with Eligibility Requirement 6, 7, and 8*]. CSN collects various data on student achievement and disaggregates the data (e.g. race, ethnicity, age, gender, socioeconomic status, first-generation college student, high school student) to identify student achievement gaps and enhance student success support services. CSN has focused on core [student achievement indicator dashboards](#) that are tied to goals and objectives in our Strategic Bridge Plan (SBP): course success rate, student completion rate, transfer rate, and fall-to-fall retention rate. These four core indicators also align with our CSN 4DX WIG and sub-WIGS.

With four years of high Institutional Research (IR) staff turnover, publication and use of data at CSN was inconsistent. In Fall 2023, a new Executive Director of IR was hired that resulted in significant improvement in data quality and analysis occurring at CSN. After the CSN reorganization in 2025, the IR was renamed as the Office of Institutional Research and Data Analytics (IRDA), and additional staffing was added to help amplify CSN's capacity in this area. This name change reflects the Office of IRDA focus on the use of data. The Office of IRDA staff have undergone significant professional development opportunities to enhance their skills and provide CSN constituents with timely, accurate, and relevant data.

Under the new Executive Director, data presentations are a regular feature of cabinet and executive team meetings to promote data-informed decision-making. Additionally, data presentations have been featured prominently with the Nevada System of Higher Education (NSHE) Board of Regents (BOR) and utilized to inform strategic and unit planning processes as well as 4DX and Achieving the Dream planning initiatives. The Office of IRDA is in the process of establishing a report calendar so that CSN staff know when to expect current data updates as well as create a comprehensive data dictionary to increase data literacy and utilization across CSN units. Currently, CSN is better situated to address the data needs of the CSN community and is committed to promoting data-informed decision making across all CSN units.

The Office of IEASP regularly deploys graduate and alumni surveys for programs with specialized accreditation to collect student self-reported wage increases and pursuit of additional higher education degrees. The Offices of IEASP and IR have partnered with our Career Services unit collect graduate and alumni data more readily across all program graduates.

Student Achievement Indicators

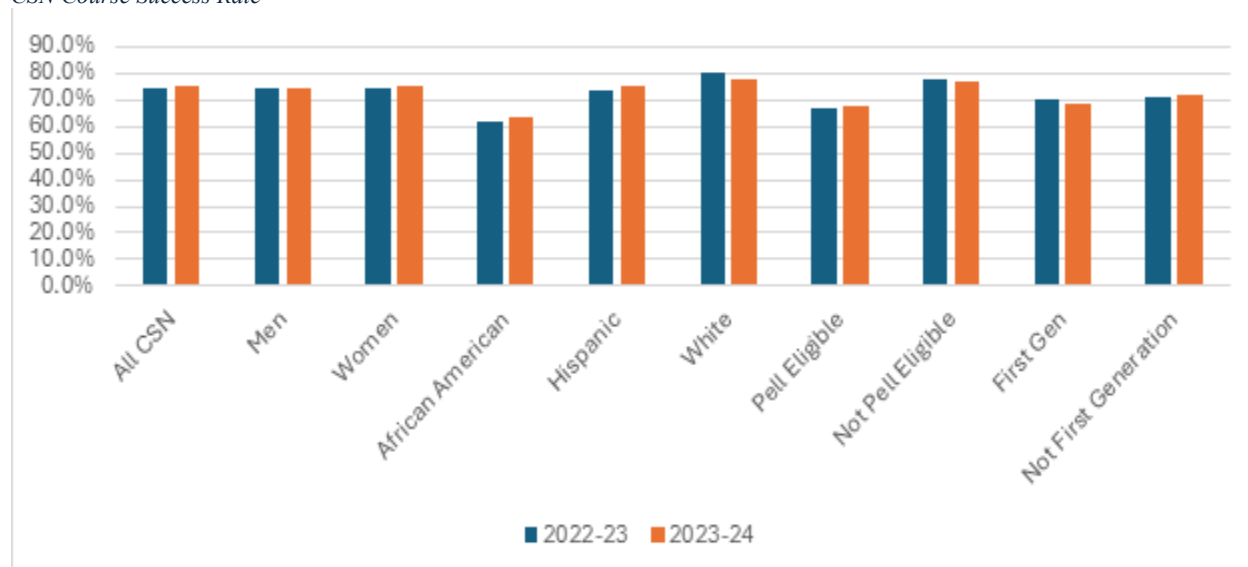
The Office of IRDA uses data dashboards to allow CSN staff to pull custom data to meet their needs for short-term and long-term planning. Not all dashboards are complete, but enrollment, completions, and course success dashboards have been published and are available online to CSN staff and faculty. These dashboards provide historical data and allow users to filter and disaggregate the data along several student and academic characteristics. The Office of IRDA staff has facilitated college-wide and department specific training sessions as needed on how to use the dashboards. The vision for the future is a formalized training program, that requires new

staff to be trained on how to use dashboards before given initial access to them.

Course Success. The course success rate for all AY 2023-24 classes was 75.9% of students passing their classes with a C- or better. This rate is essentially flat from the previous year's rate of 75.7% (see Figure 1).

Figure 1

CSN Course Success Rate

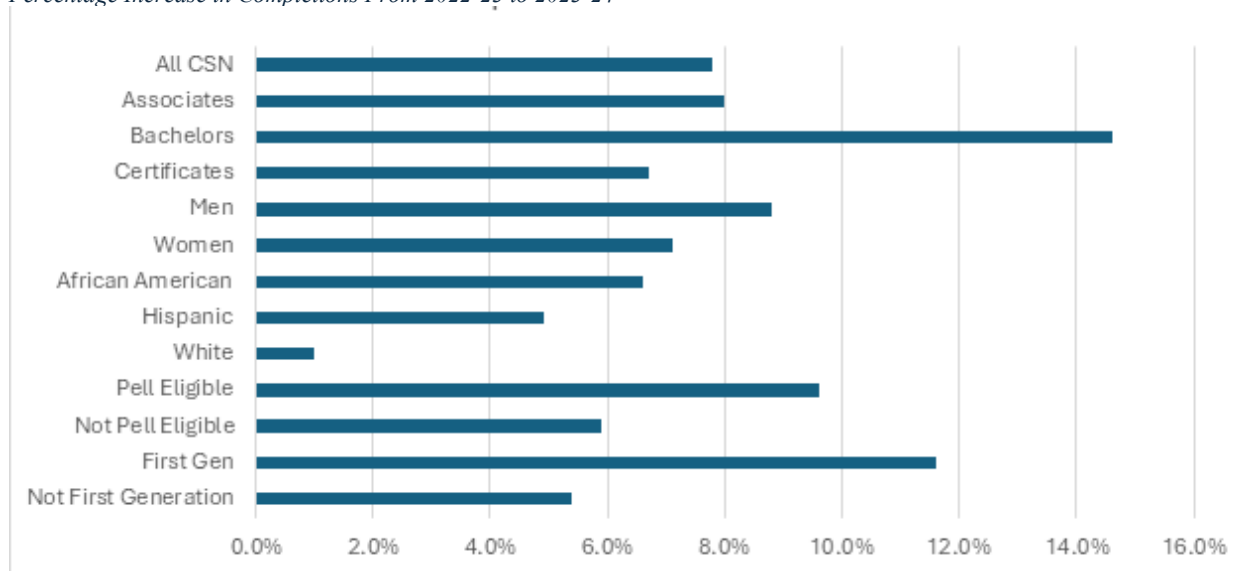


When disaggregated by ethnicity, both Black and Hispanic students saw course success rates each increase around 1.5 percentage points, while white students saw a decrease of 2.5-percentage points. However, a significant performance gap remains between Black students and white students (15 percentage points), while Hispanic Students have closed the gap from the previous year from a 7-percentage point deficit to a 3-percentage point deficit. Women saw a 1 percentage point increase to a 76.4% success rate, while men remained essentially flat with a 75.3% success rate. Both Pell eligible (67.7%) and non-Pell eligible students (77.2%) remained flat from the previous year, so the 10-percentage point gap remains between these two groups. Similarly, the performance gap between first generation students (68.6%) and non-first generation (71.9%) students persist with a smaller deficit of 3 percentage points. Further analysis can be conducted on the [CSN Course success dashboard](#).

Completions. In the academic year 2023-24, CSN increased total completions from 4,673 to 5,037. This represents a 7.8% increase (see Figure 2). Increases were seen across all degree types with increases of at least 6.7% for Certificates, Bachelors, and Associates. Asian students and students with more than one ethnicity saw 32% and 21% increases in the number of completions respectively. CSN focuses on completions separate from graduation rates since we have a very small proportion (less than 6%) of our student population that are first time in college full-time students used for reporting graduation rates to IPEDS. Completions are also important for our CSN funding formula which is based on the total number of award completions for part-time and full-time students.

Figure 2

Percentage Increase in Completions From 2022-23 to 2023-24

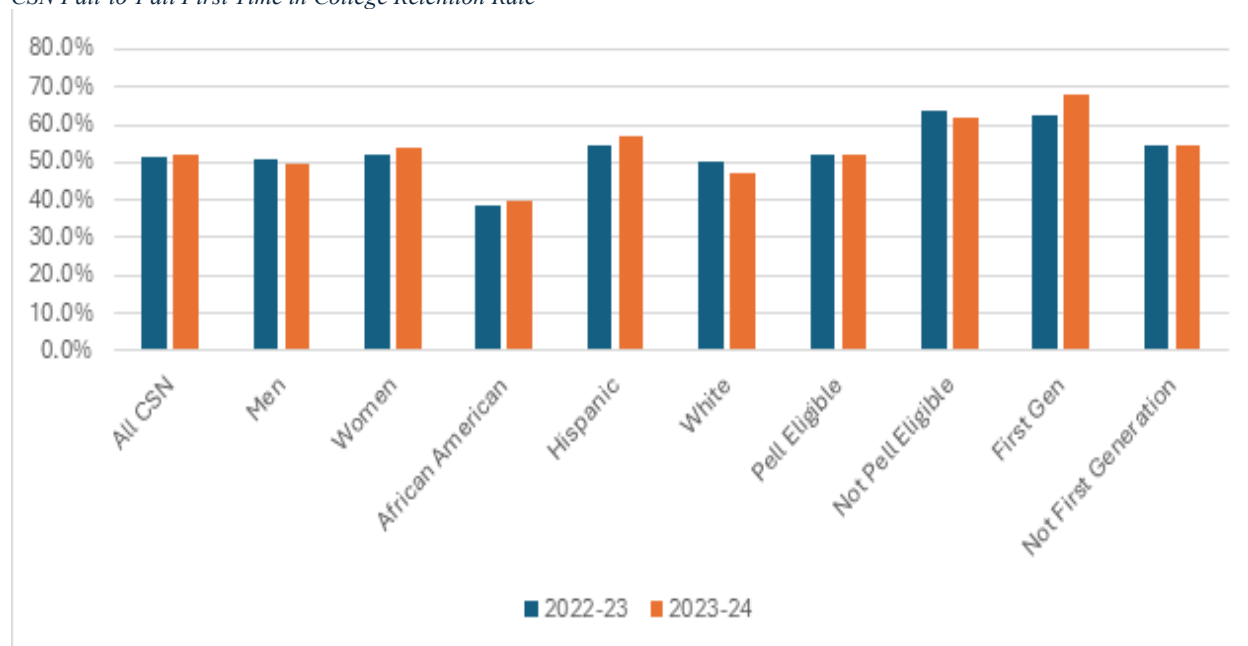


While not as dramatic, Black students also saw a significant increase in the number of completions (6.6%) as did Hispanic students (4.9%). The number of completions earned by first generation students increased by 11.6% which was higher than non-first-generation students (5.4%), and Pell eligible students also saw higher increases in total completions (9.6%) than their non eligible counterparts (5.9%). Further analysis can be conducted on the [CSN Completions dashboard](#).

Fall to Fall Retention. Figure 3 shows 52% of 5,651 students in Fall 2023 first time in college cohort enrolled in classes at CSN in Fall 2024. This is a nominal increase from the Fall-to-Fall retention rate of the Fall 2022 cohort of 51.7%. When disaggregated by credit load, full time students continue to be retained at a much higher rate (56%) than part time students (47%). However, the 2-percentage point increase for part time students did close the gap from 11 percentage points to 9-percentage points. The gender gap persists however, as the retention rate for men decreased 2-percentage points to 49.8%. This rate is 5 percentage points below the retention rate for women at CSN. Retention rates for Black (40%) and Hispanic (56.8%) students both showed 2-percentage point increases each. This reduces the performance gap between Black students and white students from a 12- percentage point deficit to a 7-percentage point deficit. First generation students in the Fall 2024 cohort showed a 6-percentage point increase from Fall 2023 cohort with a retention rate of 68%. This outpaces the retention rate of non-first-generation students by 14 percentage points. The performance gap between Pell eligible (52%) and non-Pell eligible students (62%) continues to persist at a deficit of 10 percentage points, the same deficit as the year before. Further analysis can be conducted on the [CSN Fall to Fall Retention Dashboard](#).

Figure 3

CSN Fall-to-Fall First Time in College Retention Rate



Transfer. In evaluating the data warehouse processes and structures, a significant issue with how transfer data gets moved into our data warehouse was discovered in Spring 2025. This unfortunately has caused us to be unable to calculate the transfer rate for our Fall 2023 First Time in College Cohort. We are in the process of fixing the process by which transfer data flows into the CSN data warehouse and hope to have updated data by the end of the summer 2025.

While much progress has been made to improve the availability and use of data by CSN in assessment and planning, CSN is working towards taking the next steps to a more mature data distribution and analysis model. The analysis presented here represents the surface level of analysis. Presently, the Office of IRDA department is concentrated on improving data quality and improving data collection processes to reduce the time spent on reconciling institutional research data with reported data. Aligning institutional data with official federal and state reported data will help increase the accuracy of our data reports and the trust that the college has in using data. Spending less time on reconciliation also frees up resources to improve analysis and increase the amount of time the Office of IRDA can spend presenting data to CSN staff. The Office of IRDA is also developing a report calendar that will provide transparency and accountability for the distribution and presentation of data to CSN faculty and staff. Lastly, the Office of IRDA is developing an online data dictionary that will provide definitions for all data elements. Improving data quality and efficiency in collecting and reporting data must occur at CSN to allow for improved use of data.

Peer Comparators

CSN uses peer comparators to help us monitor additional indicators relevant to our CSN mission. The Nevada System of Higher Education (NSHE) Board of Regents (BOR) requires all Nevada public institutions under their jurisdiction to have six (6) peer comparators. These peer comparators are reviewed and approved by the NSHE BOR on a three (3) year cycle. CSN assures

that these peer and aspirational peer institutions are both regional and national locations to comply with the NWCCU guideline on peer comparators. Peer comparator data is reported in a formal presentation to the NSHE Board of Regents annually ([Metric Report for 2025](#) and [previous annual Metric Reports](#)). CSN publishes our peer comparator data using [Tableau dashboards](#) which are accessible on our [Institutional Research data dashboard webpage](#) for greater visibility and utilization. CSN peer comparators are Austin Community College District (National), Sacramento City College (Regional), and Portland Community College (Regional). Our three aspirational peer institutions are Broward College (National), Salt Lake Community College (Regional), and San Jacinto College (National).

Per [NSHE BOR policy](#), institutions must evaluate and determine peer comparator institutions every three (3) years. For 2025, CSN is engaged in evaluating our peer comparators to determine whether we would like to make changes and select peers that best mirror our size, structure, student population, and effectiveness outcomes. In the previous cycle of determining peer comparators, CSN compiled and organized multiple institution characteristics and system characteristics using a [Peer Comparison Working Document](#) and we plan to follow the same process. We must complete this process and present peer comparators to the NSHE BOR in their December 2025 meeting.

Utilization of Peer Comparator Data. CSN peer comparator data pertaining to student success metrics is presented to the Executive Leadership Team and the Cabinet every year. These key metrics are reviewed and discussed as part of yearly institutional metrics. Vice Presidents have the responsibility to communicate peer comparator data relevant to their division units for inclusion in their unit plans. However, we need to improve our utilization of peer comparator data in our decision-making processes as well as communicate results more broadly to the CSN community and external stakeholders.

CSN has used our peer institution leaders as collaborators of best practices. The CSN visioning team for our Faculty Center for Teaching, Learning and Innovation collaborated with our peers to look at best practices for a faculty knowledge-sharing process. The team collaborated with Salt Lake Community College and Austin Community College to explore and understand the structure, funding sources, infrastructure and resources, faculty roles and compensation, professional development offerings and assessment of outcomes related to the Faculty Teaching and Learning Center. In addition, CSN has reviewed the strategic plans of two of our peers as a resource for developing our CSN 2025 – 2027 Strategic Bridge Plan. For example, we incorporated the concept of Strategic Projects from Portland Community College for some key performance indicators in our 2025 – 2027 Strategic Bridge Plan where we had not yet developed metrics for data collection. We also reviewed Salt Lake Community College's Vision Matrix –an 18-month plan to drive their progress for their next Strategic Planning Process. CSN has utilized resources from both these peers to frame and structure our 2025 – 2027 Strategic Bridge Plan.

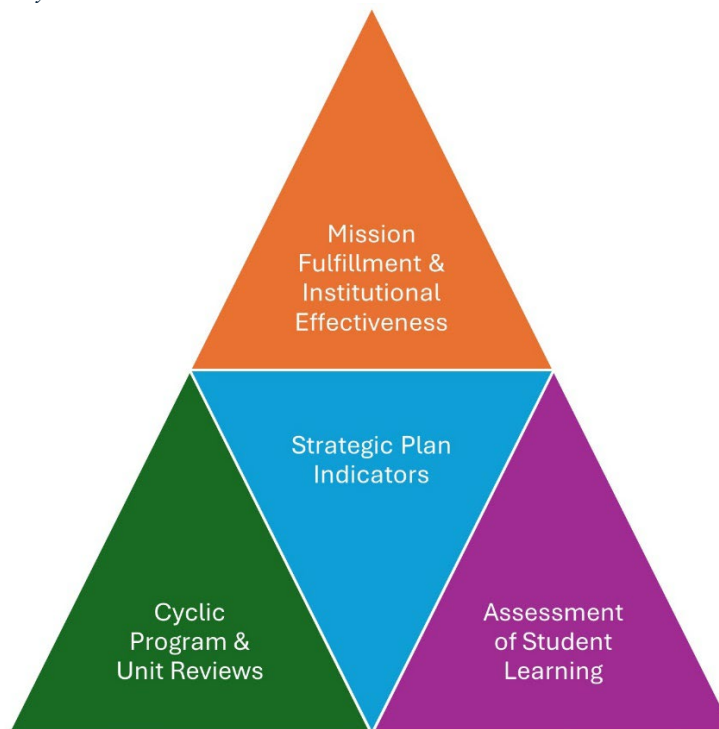
III. Programmatic Assessment

Overview of CSN Assessment System

CSN has established a regular ongoing system of assessment that includes assessment of student learning, academic program review, a newly implemented administrative unit review, assessment of strategic plan indicators, and determination of mission fulfillment with our Mission Fulfillment Model [*Continued compliance with Eligibility Requirement 5*].

Figure 4

CSN Assessment System



CSN Assessment Process Model. CSN has implemented a seven-step model to guide assessment and improvement across all institution programs, units, and services (see Figure 5). The overarching focus across CSN is a motto of Students First with assurance of student learning. Each component of our assessment system is described below with examples of our assessment system showcased to demonstrate how the assessment system works and how we are using assessment results. CSN is working on a new process to enhance utilization of assessment results for determination of resource and budget allocations. Under the direction of our new CEO Dr. Stacy Klippenstein and new Vice President of Finance and Administration, we hope to utilize evaluation of our academic program reviews and administrative unit reviews to justify budget allocations and personnel needs even more.

Figure 5

CSN Assessment Model



Assessment of Student Learning

Overview of Assessment of Student Learning Processes and Timeline. CSN has a regular and ongoing system of assessing student learning based on the CSN Assessment Model (see Figure 5) to evaluate the quality of learning at the course, program (major), and institution (general education) levels. The planning, assessment, data collection, and data analysis processes are used to inform decision-making and actions for improvement. As programs analyze and report their assessment data, they are asked to identify how those data have informed their decision-making for change, including developing actions for improvement. These changes and actions for improvement are outlined in formal action plans within an electronic tracking system. Action plans for improvement provide details on the steps or tasks required to complete the action, individuals responsible for the tasks, a timeline for completion, identified measures for tracking progress, and measuring success, efficiency, or adequacy. Programs are encouraged to provide status updates on their actions during monthly department meetings to document what has been completed and what still needs to be accomplished within the current assessment cycle. Currently only 35% of programs report completed actions for improvement within their annual reports. The Office of IEASP has plans to work with the Faculty Senate Assessment Committee to identify strategies to increase compliance with reporting completion of actions for improvement.

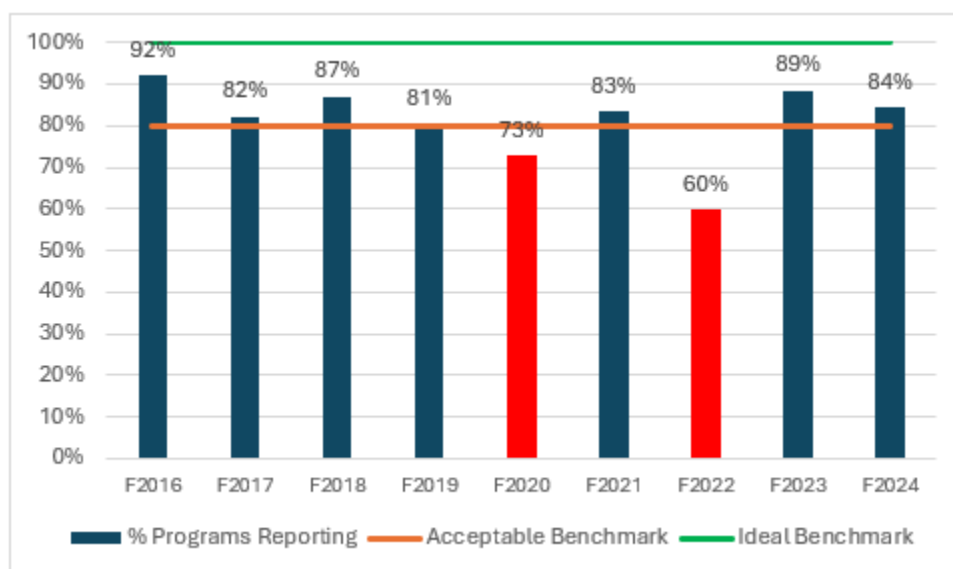
CSN has established a [timeline for assessment planning and reporting](#) to assure faculty plan and report program and course learning outcome achievement for five years, and then in the sixth year, program faculty participate in a formal academic program review process to determine program effectiveness.

Course and program level assessment is managed at the department level with [School](#)

[Assessment Champions](#) taking the lead on timeline communication and peer review of [annual report submissions](#). Annual reporting of program and course findings include SLO achievement, analysis of student performance on assessment measures, and utilization of assessment findings by identifying one or more actions for improvement based on student performance. Academic Program Review and evaluation of online courses are also managed at the department level. Our Faculty Senate Assessment Committee is responsible for managing and analyzing our assessment of institutional learning outcome achievement. A full report of committee activities and plans are found under our response to Recommendation #3.

Figure 6

Annual Assessment Reporting Trends



CSN has established a compliance benchmark to have 80% of programs report annually by November first. Figure 6 shows our compliance trend for the past nine years. We have met the acceptable reporting benchmark for all years except Fall 2020 and Fall 2022. It was determined that failure to meet the 2020 benchmark was due to inconsistencies and changes in course delivery that impacted assessment processes during the Covid 19 pandemic. Also, high faculty turnover and inconsistencies in training new faculty responsible for reporting assessment of student learning in the Watermark Taskstream assessment management system during 2022 likely impacted reporting compliance. Annual reporting is disaggregated by each school and results are communicated in an [Assessment Reporting Update power point](#). The power point is presented by school assessment champions to deans and faculty at school meetings held during convocation week at the beginning of each semester.

Program and Course Level Student Learning Outcome Achievement

In 2019, CSN adopted the Watermark Taskstream (Taskstream) assessment management system to conduct assessment planning and reporting in an electronic format where data can be easily aggregated and disaggregated for enhanced display and communication of findings. As part of the assessment planning process, faculty map course student learning outcomes (SLOs) to the most comprehensive assessment measure(s) as an achievement indicator. Similarly, programs map

courses to program learning outcomes (PLOs) indicating whether the course topics are Introduced, Practiced/Reinforced, or assessed for mastery. On an annual basis, all PLOs are assessed and reported annually with achievement targets of not met, met, or exceeded. Programs determine at least one action plan for improvement each year based on either student PLO or course SLO low achievement.

In July 2025, CSN transitioned software from Watermark Taskstream to Watermark Planning and Self Study (PSS). An advantage of this transition is that PSS is linked to our Learning Management System Canvas where PSS can extract data from assessment measures in Canvas (raw scores or rubric criteria scores) into program assessment plans to facilitate simplification of data gathering, analysis, and action planning for improvement. With deployment of this new data collection process, the office of IEASP will be moving the annual assessment reporting due date to coincide with the fiscal year and align with administrative unit plan reporting. The office of IEASP encourages faculty to conduct program assessment measure data extraction in the fall semester for both course and program learning outcomes and then collaborate with faculty in the spring semester to analyze data and determine actions for improvement. The new annual assessment reporting due date will be June 30.

Table 1

PLO Achievement Trends

Academic School	F2020			F2021			F2022			F2023			F2024		
	Met	Exceeded	Total Achieved	Met	Exceeded	Total Achieved	Met	Exceeded	Total Achieved	Met	Exceeded	Total Achieved	Met	Exceeded	Total Achieved
AAT	25%	43%	68%	24%	55%	79%	11%	67%	78%	23%	59%	82%	27%	55%	82%
A & L	18%	51%	69%	26%	53%	79%	6%	82%	88%	24%	44%	68%	37%	47%	84%
BHPS	19%	40%	59%	96%	0%	96%	12%	59%	71%	20%	60%	80%	29%	42%	71%
EBSS	35%	57%	92%	100%	0%	100%	29%	63%	92%	36%	53%	89%	48%	46%	94%
HS	25%	53%	78%	19%	52%	71%	19%	66%	85%	27%	57%	84%	15%	69%	84%
SEM	18%	36%	54%	38%	0%	38%	0%	14%	14%	10%	20%	15%	32%	42%	74%
CSN	23%	47%	70%	51%	27%	77%	13%	59%	71%	23%	49%	70%	31%	50%	82%

Note. AAT = School of Advanced and Applied Technology, A&L = School of Arts and Letters, BHPS = School of Business, Hospitality, and Public Service, EBSS = School of Education, Behavioral, and Social Sciences, HS = School of Health Sciences, SEM = School of Science, Engineering and Mathematics

Table 1 shows PLO achievement by academic school and CSN overall according to “met and exceeded” indicators. The Office of Institutional Effectiveness, Accreditation, and Strategic Planning (IEASP) has set a benchmark to attain 80% or greater PLO achievement which was met at 82% in our last reporting cycle of 2023 – 2024. CSN academic programs have become more refined and thorough in completing assessment plans and reporting. Faculty have increased utilization of direct assessment measures which has enhanced their capacity to authentically determine PLO achievement. This evolution has resulted in actions for improvement focused on refinement of assessment measures, changes in curriculum delivery and sequencing, and promotion of student utilization of success services.

Within program six-year assessment plans, faculty are to identify two (2) to three (3) discipline courses each year to conduct a formal curriculum review and report course SLO achievement as a component of annual assessment reporting. Formal curriculum review focuses on determining the need for curriculum modifications (e.g., learning outcome achievement, effectiveness of modality type, currency of course materials, and update of technology). The

objective is to have all special program courses reviewed at least once within a six-year planning cycle if possible. Achievement targets for course Student Learning Outcomes (SLOs) are recorded as the percentage of students within a course that have met the SLO achievement target. Formal course review also assures that all syllabi across course sections comply with our Faculty Senate [Course Syllabus Policy](#), allows course curriculum maps to be updated, and action timelines for curriculum revisions/enhancements occur.

CSN's assessment of course SLOs has not been converted to an electronic data entry system yet. The college utilizes an Excel spreadsheet template that can be sent to the program faculty for completion and then returned to the program data entry personnel responsible for reporting findings in Taskstream. The spreadsheets are uploaded as part of the annual assessment findings and course SLO achievement is manually calculated by the Office of IEASP. The Office of IEASP has set a benchmark to attain 80% or greater course SLO achievement. Table 2 shows overall CSN has met this benchmark consistently for the past five years. Although these results are positive, gaining faculty compliance with reporting course SLO achievement for those courses listed in program assessment plans has been a barrier as well as accuracy in completing the Excel spreadsheets. For this reason, CSN anticipates these barriers will be addressed with course level data extraction using PSS in the next assessment cycle.

Table 2

Course Student Learning Outcome (SLO) Achievement Trends

	F2020	F2021	F2022	F2023	F2024
Academic School	Met	Met	Met	Met	Met
AAT	*	88%	92%	92%	91%
A & L	98%	82%	87%	96%	93%
BHPS	*	91%	96%	93%	87%
EBSS	*	98%	100%	96%	95%
HS	93%	95%	97%	96%	96%
SEM	66%	74%	72%	78%	82%
CSN	86%	88%	91%	92%	91%

Note. * = not reported, AAT = School of Advanced and Applied Technology, A&L = School of Arts and Letters, BHPS = School of Business, Hospitality, and Public Service, EBSS = School of Education, Behavioral, and Social Sciences, HS = School of Health Sciences, SEM = School of Science, Engineering, and Mathematics.

Evaluation of Online Courses. CSN has established a system of online course accountability within our [Faculty Senate e-Learning policy](#). This policy is currently under revision to add greater clarity of roles and responsibilities, timelines, and definitions of “regular and substantive interaction”. The policy revision is expected to be presented for shared governance review and faculty senate approval in fall 2025. The NWCCU distance education policy is a primary resource for the current revisions. In 2025, 89 online courses were evaluated using either a Quality Matters rubric or a department selected rubric that assures compliance with the NWCCU Distance Education policy. Evidence of online course evaluations is gathered by Department Chairs, findings summarized into a [Department Summary Online Course Evaluation Report](#) and then submitted to the Office of IEASP. It has been suggested to Deans and Department Chairs that at least one of the courses formally reviewed each year include sections

that are delivered online so that a regular system of evaluating online courses can be included with formal curriculum review each year. Evaluations outline actions for improvement the faculty will pursue for the next academic year.

Institutional Learning Outcomes (ILOs) Achievement

Our general education system is multi-tiered and multi-faceted creating difficulties in identifying authentic assessment measures and ways to standardize reporting of assessment measures. CSN had an intermittent system of assessing our general education learning outcomes at the course level. In 2019, CSN adopted three ILOs with the intent to replace General Education Learning Outcomes assessment with assessment of ILOs: 1. Apply critical thinking in a variety of situations, 2. Use effective communication in personal and professional contexts, 3. Collaborate professionally to benefit our diverse community. The previous general education student learning outcomes now serve as instructional objectives for faculty to align course content to general education concepts. In 2019, academic programs leads were asked to map program learning outcomes (PLOs) to our three ILOs. This mapping alignment is displayed within the curriculum map section and PLO section of each [academic assessment plan](#).

In 2023, because of two faculty participating in the 2023 NWCCU Mission Fulfillment Fellowship Institute, CSN revised our ILOs to the current five listed below. CSN adopted the suggestions of the Fellows to implement a wholistic and simplistic system of aligning course assessments to ILOs and measuring student performance through standardized ILO rubrics. Re-mapping of PLOs to ILOs will be a focus in 2026 as well as mapping course SLOs to our ILOs. CSN has adopted five learning outcomes to be assessed at the institution level:

ILO 1: Develop effective communication skills using information literacy.

Definition: Communication and information literacy is the ability to find, use, evaluate and convey information with the goal of fostering understanding, creating new ideas, and making them accessible to others.

ILO 2: Promote creative thinking and lifelong learning.

Definition: Creative thinking and lifelong learning require thinking, reacting, and working in imaginative ways allowing students to make connections and transfer learning beyond the campus with the aim of improving knowledge, skills, and competence.

ILO 3: Utilize Critical Analysis and Logical Thinking

Definition: Critical Analysis and Logical Thinking is the ability to explore, organize, interpret, and evaluate evidence and ideas; draw reasoned inferences in solving problems; and evaluate outcomes.

ILO 4: Recognize Global Mindfulness and Cultural Appreciation

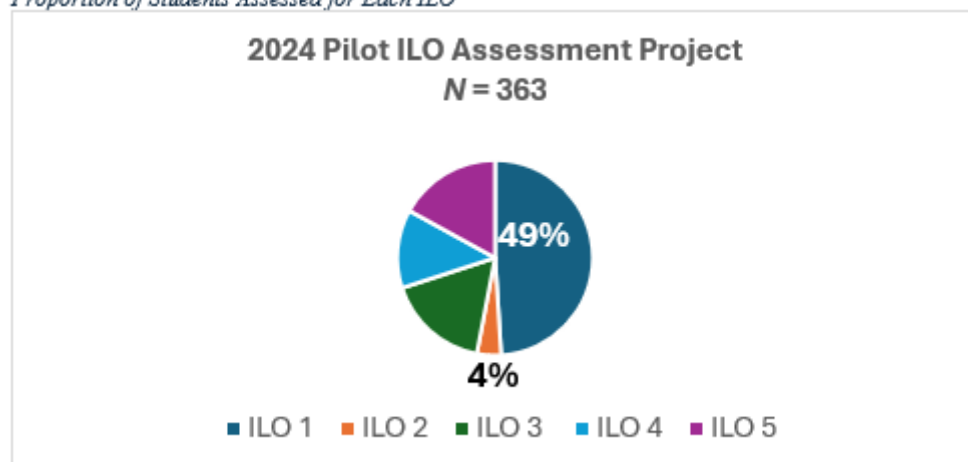
Definition: Global mindfulness and cultural appreciation is an awareness that the world is a collection of complex, interdependent systems. This requires an understanding of the relevance of world events to include human activity on political and social issues and the impact of diverse perspectives on global values.

ILO 5: Appraise Scientific and Quantitative Literacy

Definition: Scientific and quantitative literacy is the process of collecting, evaluating, analyzing, and applying scientific and quantitative evidence to solve problems or further knowledge about the natural world.

Figure 7

Proportion of Students Assessed for Each ILO



Note. Student artifacts were drawn from 15 different courses

The streamlined process of ILO assessment was pilot tested in Spring 2024 with 363 student artifacts. Figure 7 shows that *ILO 1 Develop effective communication skills using information literacy* had the highest percentage of student assessment artifacts and *ILO 2 Promote creative thinking and lifelong learning* had the least percentage. ILO rubrics have rating levels of “highly developed to “not attempted”, as well as “not assessed” for faculty to identify if the assignment did not ask students to demonstrate a rubric criterion.

Table 3

Proportion of Students Earning Each ILO Rubric Rating

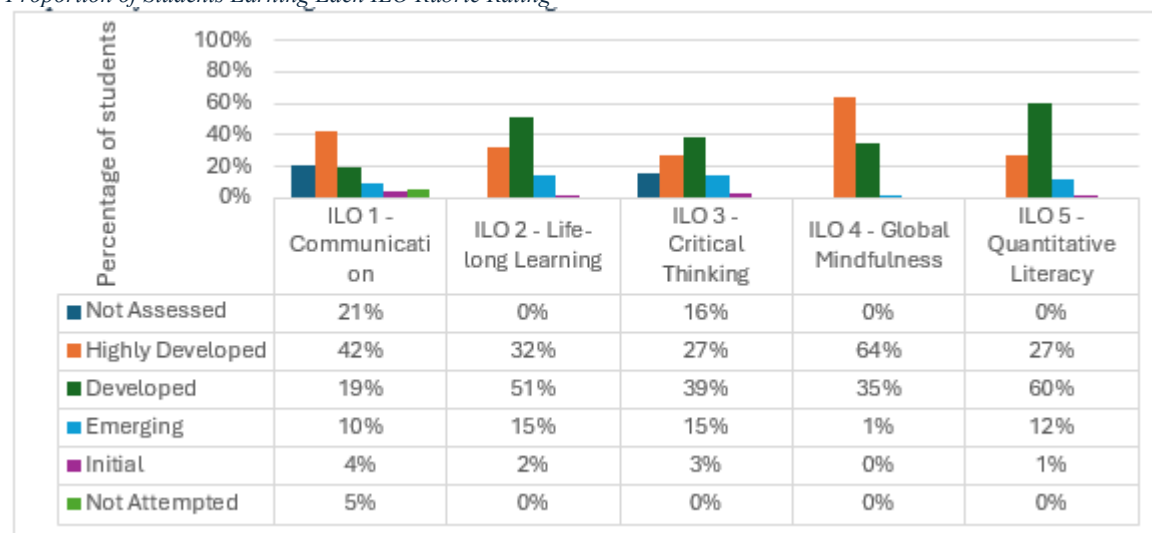
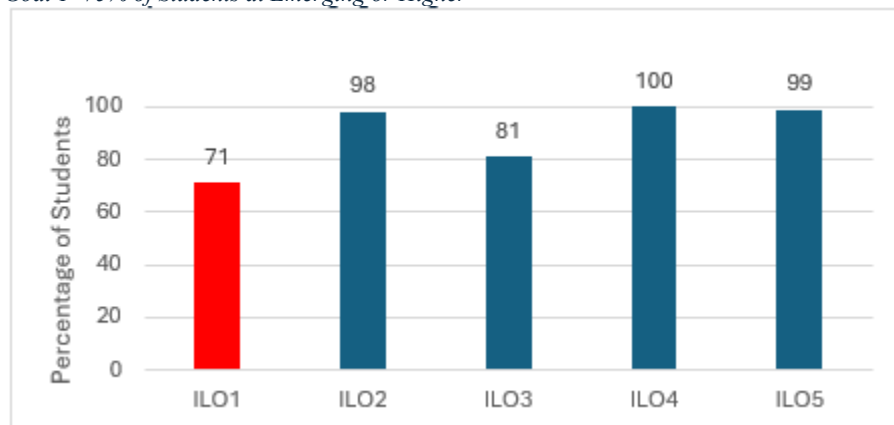


Table 3 shows the distribution of ILO ratings earned by each student as a proportion. For ILO 1 Communication and ILO 4 Global Mindfulness most students performed as highly developed. For ILO 2 Life-long Learning, ILO 3 Critical Thinking, and ILO 5 Quantitative Literacy, most students performed as developed. The Office of IEASP set a goal to see if 75% of students assessed could demonstrate an ILO to a minimum level of emerging or higher and if at

least 50% of students could demonstrate a level of developed or higher. Table 4 shows that Goal 1 was achieved for all ILOs except ILO 1. Table 5 shows that Goal 2 was achieved for all ILOs except ILO 1 and ILO 3.

Table 4

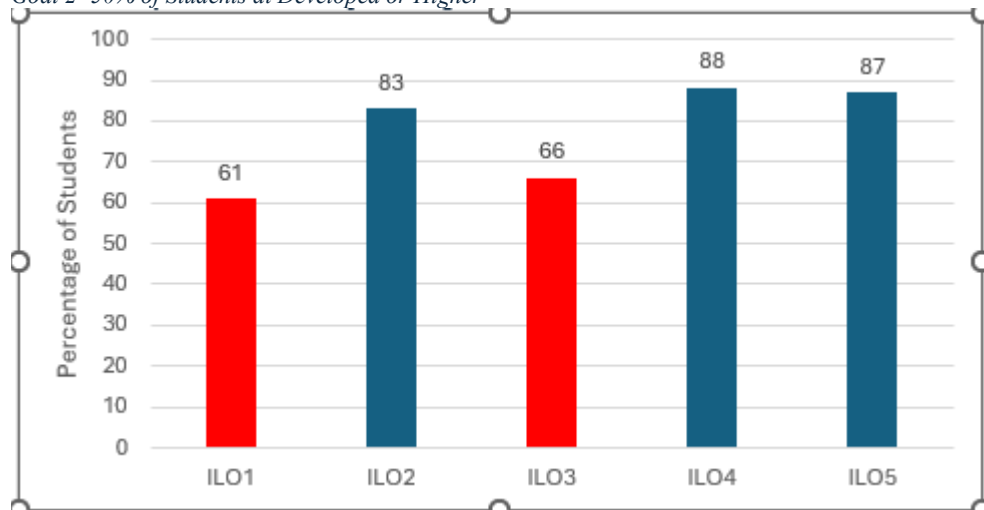
Goal 1- 75% of Students at Emerging or Higher



The Faculty Senate Assessment Committee reviewed and interpreted the above findings and determined to communicate the [project results](#) and [scoring rubric analysis](#) college-wide utilizing the institutional assessment webpage. The committee also determined that the ILO assessment project should be scaled up by promoting the project college-wide to faculty and solicit greater participation.

Table 5

Goal 2- 50% of Students at Developed or Higher



The ILO assessment project was launched during Spring 2025 with participation from 23 faculty and student artifacts were collected from 54 course sections. Data collection will be conducted in Summer 2025, and the Faculty Senate Assessment Committee will analyze the data in Fall 2025.

Academic Program Review

Academic Program Review (APR) is a self-reflective retrospective process guided by CSN's [Faculty Senate policy on academic program review](#) and NSHE policy, [Title 4, Chapter 14, Section 6](#), which outlines “a review of existing programs shall be conducted by the universities and community colleges on at least a 10-year cycle to assure academic quality, and to determine if need, student demand, and available resources support their continuation.” CSN utilizes a [six-year cycle of conducting APR](#) with review of all programs within a school. Program faculty collaborate to complete the APR from September 1 – March 1 using Watermark Taskstream templates and institutional research data dashboards. Each program submission is evaluated by the school Dean from March 1 – April 1 to generate a [Dean's Executive Summary of Program Reviews](#) that includes links to each program review, ratings of program productivity, strengths and weaknesses, and recommendations for the program. The NSHE office requires program reviews to be summarized in [standardized forms](#) for presentation to the Board of Regents each fall. NSHE compiles a report of all program reviews conducted for the year.

Showcase Example: Real Estate Program

CSN has elected to showcase the process our Real Estate program conducted for Academic Program Review (APR) to illustrate how multiple types of data were utilized to make decisions of change for the program and how the data overall was used to determine program effectiveness. This program is representative of programs identified as “low-yield” (less than 20 completers within the past three consecutive years) that we are mandated to report to NSHE for possible deactivation. The APR process was conducted with faculty from the Department of Business Administration and organized with data entered into Taskstream by the Department Chair. The findings of the academic unit review are showcased in the following document and outline the process, the findings, use of the data, and changes for improvement [*Continued compliance with Eligibility Requirement 5*].

[Real Estate Academic Program Review](#)

Showcase Example: Gateway Math and English

CSN selected our Gateway Math and English assessment process to showcase how the findings are utilized at the program level and utilized within the Nevada System of Higher Education (NSHE) system office for comparisons across institutions. In 2019, CSN selected representatives from each NSHE institution within English and Math departments to design a system that would replace remedial courses with corequisite coursework and enable students to complete their required gateway courses in a timelier manner with less student cost. The [NSHE Corequisite Math and English project](#) includes a project timeline, governing policy, access to system and national resources, and culminating annual conference. The Gateway courses used for reporting to NSHE are:

- ENG 100 - Composition Enhanced
- ENG 101 - Composition I
- MATH 120 - Fundamentals of College Mathematics
- MATH 120E - Fundamentals of College Mathematics Expanded
- MATH 124 - College Algebra

MATH 124E - College Algebra Expanded
MATH 126 - Precalculus I
MATH 126E - Precalculus I Expanded

NSHE publishes a [Gateway Course Outcomes dashboard](#) that focuses on completions, fall-to-fall persistence, and completions by high school. Data is displayed before full-scale implementation of the co-requisite project and after full-scale implementation. The default display is for the system but can be filtered by institutions. This dashboard is a resource for CSN Math and English faculty to utilize when comparing their data system-wide. Programs utilize course student learning outcome data and institutional research (IR) data in their comparisons.

Gateway Math Assessment Processes and Data Utilization. The assessment process that the mathematics department uses to assess course student learning outcomes are exam questions along with course success rates over time. The department gathers data on the student learning outcomes through end of the semester assessments such as a quiz, test, or final exam. This data is gathered during the fall and spring semesters. The findings of the Gateway Math assessment program are showcased in the following document and outline the process, PCA analysis findings, use of the data, and changes for improvement [*Continued compliance with Eligibility Requirement 5*].

[Gateway Math Assessment Program](#)

Gateway English Assessment Processes and Data Utilization. Data is collected every year from the CSN Institutional Research (IR) team and assessment of student learning outcomes through the English department. ENG 100 Composition Enhanced and ENG 101 Composition I are completed every 3 years on all SLOs have been achieved and areas of improvement are identified. The English department assessment team uses a five-point Likert scale to assess each student learning outcome. We use random sampling, asking each instructor to pull 2 artifacts (usually essays) from each class (ex, this year was student #8 and #10). Most of the student learning outcomes can be assessed through essays, but one outcome is specific to reading and is assessed based on the student's grade in the reading assignment. Students are also asked to complete a self-assessment at the end of the semester and it is added to the assessment by charts showing how students assessed themselves to show student perception of outcome ability. Student perception is important to show gaps between perception and performance, so professors can adjust to help students be more aligned with performance. The findings of the Gateway English Assessment Program are showcased in the following document and outline the process, the findings, use of the data, and changes for improvement [*Continued compliance with Eligibility Requirement 5*].

[Gateway English Assessment Program](#)

Administrative Unit Review

CSN has endeavored to establish an Administrative Unit Review (AUR) process since our year seven Evaluation of Institutional Effectiveness self-study in 2021. The college has considered several best practices at our peer comparator institutions and models advocated by various student

affairs national organizations. The Watermark Planning and Self Study (PSS) software utilized by CSN, has a [basic template for conducting program reviews](#) and was the primary template CSN used for conducting a pilot project during 2024 – 2025. Moving forward, we intend to have 2-3 units within every CSN administrative division participate in AUR annually. A draft schedule for 2025-2026 listed below has been proposed to the Vice Presidents for their consideration and modification (see Table 6).

Table 6

2025-2026 Administrative Unit Reviews

Academic Affairs	Student Affairs	Finance & Administration	Executive Offices
Institutional Effectiveness & Institutional Research	Career Services	Facilities	CSN Foundation
School of Health Sciences (Dean & Department Chairs)			

Academic Advising Pilot Overview

Our Academic Advising unit was nominated by our Vice President of Student Affairs since we have two NWCCU recommendations (Recommendation 1 and Recommendation 2) relating to or impacting our Academic Advising department. The findings of the administrative unit review are showcased in the following document and outline the process, the findings, use of the data, and changes for improvement [*Continued compliance with Eligibility Requirement 5*].

[Administrative Unit Review – Academic Advising](#)

Evaluation of CSN Assessment Processes

Evaluation of Assessment of Student Learning Process. All annual reports on assessment of student learning are peer reviewed by School Assessment Committees coordinated by School Assessment Champions. The committees utilize a system of [assigning annual reports to committee members](#) and provide [standardization instructions](#) and link to a peer review rubric. Once all peer reviews are completed, the Office of IEASP provides to the School Assessment Champion a [Rubric Summary report](#), [Summary Peer Feedback report](#), and [program specific feedback report](#) for distribution to the programs. The Office of IEASP meets regularly with the School Assessment Champions to obtain formative feedback on the annual process and incorporate any recommended changes into the process for the next cycle.

Once school peer reviews have concluded, department chairs and deans have 30 days to review peer review reports and approve the annual submissions. If department chairs feel that a report is missing elements or need additional clarity, they can send the report back to the program manager with specific instructions to modifications with a determined deadline. In general department chair buy in and participation occurs but is not uniform in providing formative feedback for improvement to programs. CSN will look at ways to enhance department chair participation and feedback with programs up for review in academic year 2025-2026. In January of each year, the Office of IEASP provides an [Assessment Update presentation](#) to the Academic Leadership Team and shares this presentation with School Assessment Champions for their

presentations a school meetings.

Evaluation of Academic Program Review Process. CSN utilizes the peer review process to evaluate the effectiveness and utility of Academic Program Reviews (APR). The Faculty Senate Academic Standards Committee (ASC) provides a peer review of all submitted reviews for the year and the Office of IEASP compiles the results into an [Academic Standards Committee APR Peer Evaluation report](#). The chair of the ASC also provides a [summary of the peer review process and findings](#). Both reports are provided to the Vice President of Academic Affairs also with a [Deans Executive Summary of the APR submissions](#) for consideration of changes to the Academic Master Plan. We hope to improve this process by collecting data and artifacts of how the programs have utilized their APR. We also hope to expand the evaluation process to more Administrative Unit Reviews in the coming year.

Evaluation of Administrative Unit Review Process. During the 2025-2026 academic year, the Division Vice-presidents will embark on a process outlining how administrative unit reviews will be evaluated and used for decision-making within the division as well as how the process will be included in determining institutional effectiveness.

Summary. CSN has learned from preparing this mid-cycle assessment report that our assessment system is multi-faceted to accommodate the various processes, metrics, and uses of assessment data. These processes are primarily managed and documented through the Office of Institutional Effectiveness, Accreditation, and Strategic Planning (IEASP). However, accountability for use and implementation of changes occurs at the unit level under the oversight of division Vice Presidents. In addition, CSN is working on a more comprehensive system of accounting for assessment use that would reflect in an objective metric of effectiveness that is more prominently linked to budget and resource allocation. As CSN embarks on a new strategic plan during fiscal year 2026 -2027, unit effectiveness will be inherently included in the new plan.

Moving Forward

CSN is the largest community college in Nevada and serves a diverse community with strong ties to the Southern Nevada workforce. CSN has strived to be an exemplar community college by actively monitoring our environments, adapting existing processes and procedures to meet changing student needs. Participating in this self-reflective process has given us the opportunity to examine our mission focus and how we can continue to serve our students in positive ways.

CSN has identified the following next steps moving forward to prepare for our Year Seven Evaluation of Institutional Effectiveness report in 2029.

- 1) Strengthen our shared governance process to show how decision-making occurs.
- 2) Evaluate our assessment system and processes to increase our utilization of data.
- 3) Enhance our academic and administrative unit review process with more objective metrics and implement to full scale across all divisions.
- 4) Enhance communication and utilization of disaggregated data.
- 5) Enhance communication and utilization of peer comparator data.

Our intention is to develop or revise existing action plans for improvement in units directly responsible for implementing these steps with timelines that afford us the opportunity to show our continuing desire to be centered on continuous improvement.

Addenda: Response to Prior Recommendation(s)

Recommendation 2

The evaluation team recommends that College of Southern Nevada assess the structure of student advising, ensure adequate allocation of staffing throughout the college, and evaluate the distribution of leadership positions to ensure smooth operations at all levels of the college (Standard 1.D.1, 2.F.3).

The NWCCU Recommendation #2 Work Group met regularly from February 2024 – June 2025. The following composition of this work group ensured comprehensive representation among all departments and programs related to student advising functions and shared governance group representation:

Executive Sponsors

Dr. Juan Avalos, Vice President of Student Affairs

Dr. Clarissa M. Cota, Vice President of External Relations and Campus Operations

Recommendation #2 Work Group Membership

Shared Governance Appointments

Nevada Faculty Alliance:	Staci Walters (Fine Arts Faculty)
Administrative Faculty Assembly:	Lee Willis (Academic Advising Director)
Associated Students of CSN:	Janeth Vences-Balvas (Student Representative)
Classified Council:	Sonia King (Student Life and Leadership)
Faculty Senate:	Valerie Conner (Academic Counseling)

Advising/Counseling Departments and Programs

Counseling and Retention Services:	Dr. Luis Ortega (Chair) – Dr. Esther Pla Cazares
Health Science Advising:	Constance Shaw (Manager)
International Advising:	Aster Yehdego (ISC Assistant Director)
Title V (Navigators):	Dr. Janna Bernstein (Title V Director)
Academic Advising:	Sarah Donahue (Academic Advisor)
Athletic Advising:	Betsy Anderson (Academic Advisor)
VETS Advising:	Vanessa Winn (Veteran Affairs Asst. Director)
Financial Aid Advising:	Christina De La Torre (Fin. Aid Asst. Director)
Campus General Advising:	Dr. Daniel Alvarado (NLV Campus)
Dr. Rebecca Gates (HN Campus)	Dr. Khyrs FuQua (WC Campus)
College Advising:	Dr. Flecia Thomas (AVP Student Affairs)

Academic Advising. In December 2024, the college consolidated the multicampus organizational model, restructuring the Academic Advising Department so that all teams now report to one Director, one Associate Vice President, and ultimately to the Vice President of Student Affairs. This new structure provides more order and clarity for employees, allows for improved supervision and prompt decision-making, and improved service experience for

students. At the start of each semester, students now receive official communication regarding their assigned advising unit. An email is sent to both their CSN and personal email accounts, and a copy is stored in their MyCSN communication center for reference. Additionally, a link appears on their student center page in MyCSN, allowing them to access information about their assigned unit with a single click. These assignments are updated each semester to ensure accuracy, providing students with the most up-to-date advising information.

Counseling and Retention Services. The Department of Counseling and Retention Services is also going through a restructure and now reports to a new Associate Vice President for Academic Success. Counselor’s “student success/retention” role will be further enhanced in this newly re-structured Academic Affairs division that also houses CSN Libraries, E-Learning, Centers for Academic Success, and our new Faculty Center for Teaching and Learning. In addition to this restructuring, the department has made key operational changes to enhance support for students on academic warning, probation, suspension, or those not meeting Satisfactory Academic Progress (SAP) for financial aid. Counselors now send proactive outreach letters each semester, encouraging these students to meet with them, and in collaboration with the Academic Advising Department has improved referral processes and reduced service silos. To manage high-demand periods, a walk-in system has been implemented, and coordination with the Financial Aid Office led to an electronic SAP appeal form and instructional video. In addition, students on warning or probation must complete an automated workshop to lift registration holds, ensuring timely interventions. The department also delivers in-class presentations on growth mindset, financial literacy, and student resources.

Academic Advising Collaboration Committee. As a response to Recommendation #2 concerns that CSN advising and counseling services were siloed and students were unable to know where to go for assistance, the team has created the Academic and Advising Collaboration Committee. This group has made great progress to form a conduit for continuous communication, aligned advising and counseling services across the college, and address issues/barriers together to find innovative solutions.

Table 7

Academic Advising Collaboration Committee Membership

Academic Advising	Counseling & Retention Services	Health Programs Advising
Veterans Advising	Title V- El Mapa <u>Matematico</u>	Athletics Advising
International Advising	TRIO- Student Support Services	

Milestones.

1. Collaborative work to create cohesive/aligned workflow processes – implementing the new CRM – Greymatter.
2. Removed historic silos across CSN advising/counseling units – for the first time all departments have come together to address long-standing communication issues regarding individual department roles and areas of responsibility.
3. Identified student groups served by advising units, clarified advising assignments, and outlined the services available to them. This initiative has enabled individual advising departments to direct students to the appropriate advising unit more efficiently, reducing

- confusion about which department they should go to for assistance.
4. Implemented strategies to support students promptly, such as walk-in services and referrals to appropriate individuals within each department.
 5. Established a Microsoft Teams Channel for monthly meetings. This initiative has improved communication, allowing members to share updates instantly.
 6. To improve Health Program advisor access, express advising services was launched on November 4, 2024, offering support two days a week at each main campus. This service utilizes the *CoyoteQ* platform to ensure consistency with other departments and reduce student confusion. As of February 28, 2025, a minimum of 1,043 express advising appointments have been completed.
 7. Understanding each advising service, VETS eliminated a duplicate process by transferring SAP Appeals from VETS advising to Counseling and provided specialized training to Counselors to ensure VA benefit considerations. Second, in collaboration with all advising stakeholders, advising groups were created to include a hierarchy of assignments. Lastly, online appointment scheduling was implemented for VETS advising using the same platform as other advising groups (Greymatter) to improve accessibility to advising services. This online scheduling platform also provides a clear listing of services they can receive per advising group.
 8. Athletic Advisor participates in the Academic Advising Collaboration Committee, promoting coordination across advising units. Additionally, emails from Academic Advising clarifies advising assignments, helping student-athletes connect with appropriate support services.
 9. El Mapa Matematico, part of the Title V initiative, has strengthened collaboration across CSN through its involvement in the new Advising Collaborative Meetings, increasing alignment with advising areas and campus updates. To streamline support, TEAMS chats were created with various advising units, and all Mapa staff now receive Academic Advisor training.
 10. Raised concerns about staffing shortages, equitable operational budgets, and technology issues related to the student appointment system. Additionally, advocated for shared solutions, such as increasing department budgets to hire front-line staff such as Advisors and Counselors to meet the students' demand.

Improvement to the Hiring Process. The CSN Human Resources department has made significant improvements to our hiring process and has reduced time-to-fill by over 10%, while improving service to internal customers and strengthening documentation related to recruitment activities. Key process improvements included overhauling recruitment checklists, enhancing training materials, and centralizing over 250 job descriptions into a searchable database—streamlining job postings and reducing preparation time. The team also partnered with Budget Services to develop the Personnel Action Request System (PARS) to automate staffing approvals and improve workflow efficiency.

Advisor/Counselor Staffing Capacity. Advising and Counseling areas have identified what their optimal staffing levels should be and are reflected in the table below. The ability to meet these recommendations will be contingent on availability of institutional funding and supporting student data counts per department. Additional work will continue to identify consistent measures among all departments when assessing student-to-advisor/counselor ratios.

Table 8

Staffing Capacity Needs

Department	Current Student-to- Advisor Ratio	Recommended Hires		Context
		AY25-26	AY26-27	
Academic Advising	351:1	3	3	Support Dual Enrollment Students (6,500)
Health Program Advising	460:1	2	1	Significantly reduce appointment wait times
Veterans (VETS) Advising	793:1	2	0	Dept. of VA recommends 125:1 of “full-time School Certifying Officials”
Counseling & Retention Services	785:1	3	3	Optimal capacity given evolving scope and role of Counselors w/in Academic Affairs
Athletics Advising		0	0	< 200 students
International Advising		0	0	< 200 students

NOTE. NSHE established student-to-advisor “best practice” ratio at 350-to-1. After the advisor/counselor capacity is increased, will review support staff capacity needs.

Expanded Use of Canvas. In direct response to students requesting more engagement via Canvas, the Academic Advising Department expanded access in fall 2024 by launching Canvas advising communities. Each of the 34 advisors now has a dedicated course with automatically enrolled caseloads, allowing for targeted communication and direct student access, streamlining support and improving the advising experience.

Improved Financial Aid Office Engagement. The Office of Financial Aid has implemented several key initiatives to enhance student service and streamline internal operations. Notably, the introduction of “From the Desk of the Director” letters has improved communication with students by providing timely updates on disbursement groups, Financial Aid Advance eligibility, and course participation requirements. Additionally, the launch of the eForm Student Portal has significantly improved efficiency by allowing students to submit required forms electronically. This technology-driven change has reduced processing times and clarified workflows, ultimately improving the student experience.

Availability of Services. Communicating availability of both on-campus and off-campus services and resources to students is one of the biggest challenges a college is faced with; CSN is no different. To improve awareness, provide a digital-handoff, and/or connect students to an appropriate CSN contact, CSN created [CSN Guide](#), a generative AI tool aimed at bringing critical student-support information to a student’s fingertips, while bridging thirteen potential language barriers.

Recommendation 3

The evaluation team recommends that College of Southern Nevada identify a meaningful way to systematically assess institutional student learning outcomes and use the results to continuously improve student learning (Standard 1.C.6).

The following response addresses process, training, transparency and communication and the primary progress made in demonstrating compliance with recommendation 3. Responses to Recommendation #3 are described in the following contexts:

- A. Process
- B. Training
- C. Transparency and Communication

Actions for Compliance

Process. The new Institutional Learning Outcome Assessment process developed by the Faculty Senate Assessment Committee has six stages (see Figure 8).

Figure 8

CSN ILO Assessment Process



Stages 1-4 are complete. The results for the Spring 2024 pilot are available on the CSN Institutional Assessment webpage:

- a. [ILO Assessment Project Results](#)
- b. [ILO Rubric Analysis](#)

A second pilot is currently underway involving 33 courses. Data will be collected and analyzed by the assessment office over the summer, and a statistical report provided to the

committee and participants in the fall. The resulting data and analysis will prepare CSN to continue Stage 5 and begin Stage 6 in Fall 2025.

The assessment committee and assessment office collaborated to address challenges as they arose. CSN transitioned to a new assessment software this year, requiring technical adjustments. Our Canvas framework also created some issues. Due to CSN's size and the diversity of teaching modes and environments, we anticipate a continued need to be flexible and resourceful in addressing challenges. The new process invites faculty to use the same course assignment for both CLO and ILO assessment. However, faculty were confused about mapping CLOs to ILOs. Committee members worked with high-enrollment course lead-faculty to select and map a common assignment to both a CLO and an ILO, simplifying their participation in the second pilot.

Training.

- Fall 2023 convocation workshop introducing the new assessment process
- August 2024 presentation on the “why” of assessment, made to all six schools individually
- January 2025 convocation workshop on the relationship between Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs). The workshop was well attended, and faculty feedback was very positive.
- A new illustrated Reference Guide developed by Drs. Peterson and Michniewicz to help faculty navigate the data submission process in different Canvas and classroom scenarios
- Individual meetings between Assessment Committee members and their respective faculty and/or discipline groups

Communication and Transparency.

- Assessment committee membership was broadened to include representatives from E-learning, the Center for Academic Success, Counseling and Retention Services, and Student Affairs.
- Results of the first pilot are posted on the CSN website.

Needed Change

Process.

- The current ILOs, rubrics, and processes will be evaluated in Fall 2025 using faculty feedback from pilot participants; needed changes will be identified at that time.
- The separation of CLO, PLO, and ILO assessment - timing, reporting, processes, and communications – confuse many faculty. As a result, some faculty are opting out of assessment and others are questioning the potential success of the new process. A simplified, streamlined process and communication channel is needed.

Training. Faculty needs are constantly changing. Training topics and schedules will be developed in response.

Communication and Transparency. Effective communication and transparency are central to a strong culture and faculty appreciation of assessment. There is still need for improvement in these areas. For many faculty at CSN, assessment remains a *check the box* activity rather than a valued source of information and inspiration. The Office of Assessment and Accreditation was recently reassigned to Academic Affairs as part of CSN's organizational restructuring, reflecting the importance of assessment to academic excellence. It also helps demonstrate to faculty that CSN is committed to assessment as a valuable tool outside of reporting requirements.

Next Steps

Process. The Assessment Committee Fall 2025 agenda includes: evaluating the second pilot and faculty feedback, making changes based on the feedback, further simplification, reporting templates, greater integration of all CSN assessment processes, and refining the ILO assessment cycle (e.g. how often, how many ILOs assessed per cycle, how many ILO criteria per assessment). Drs. Howser and Stewart will work over the summer as needed and share updates with the committee in the fall.

Training. The Assessment Committee will continue to hold assessment workshops during convocation. Faculty training on specific tasks and topics will also be offered through the upcoming Faculty Center.

Communication and Transparency. Next steps for the committee include:

- improving how assessment results are communicated to faculty, departments, and schools
- exploring ways to facilitate department and school discussions of student success and potential changes
- broadly sharing how faculty use assessment data to improve student learning, creating an environment of “storytelling” around assessment
- updating the website as new data becomes available

Recommendation 4

The evaluation team recommends that College of Southern Nevada engage in an inclusive process to clarify policy making processes, procedures, and its shared governance model (Standard 1.B.3).

Since our Year Seven Evaluation of Institutional Effectiveness (EIE) report and site-visit in Fall 2022, CSN has thoughtfully evaluated our policies, processes, and procedures to determine what changes need to occur to ensure policy review and revision, policy ownership, accountability in implementation, as well as evaluation of policy accountability. Integrated within this evaluation was a desire to clarify understanding of shared governance as both stakeholder representation and a collaborative process. In 2024, the following definition of shared governance was reviewed/approved by each of our shared governance groups and reviewed/approved by the CSN executive leadership team. This definition will be used to guide how shared governance is structured at our institution.

“Shared governance is an ongoing, engaged system of multidirectional communication, informed decision-making, mutual trust, and distributed leadership among faculty (which includes instructional faculty, counseling faculty, and library faculty), administrative faculty (which includes executive faculty, supervisory faculty, and support faculty), classified staff, and students at the College of Southern Nevada (CSN). This engagement must be substantial, nonhierarchical, and must begin early in the development/discussion phase of the issue/project/initiative, such that these constituent groups share responsibility and accountability for articulating and addressing those initiatives. Shared governance embraces consensus and empowers constituency groups to engage in the decision-making process with the understanding that their work, knowledge, and opinions matter. The end goal of shared governance is to provide high quality education for our students as we fulfill the College’s Mission, Vision, and Values.”

Acting President Kibler established a Recommendation #4 working group in April 2025 with 2 representatives from each shared governance organization. The Chief of Staff chairs the committee, and the Director for Institutional Effectiveness, Accreditation and Strategic Planning serves as an ex officio. The president charged the committee with reviewing the policy development process to ensure shared governance input, organize existing policies, review/revise policy templates, and review the existing CSN bylaws for recommended updates. The committee meets weekly and documents its activities with summary notes. The working group has identified and worked on the following actions:

- a. Reviewed the proposed policy development process as described in the [memorandum to the President’s Cabinet](#) and work flow graphic.
- b. Review of policy templates and review of the existing policy organization structure.

The memorandum sent by Dr. Kibler to his cabinet members communicated his expectations for shared governance and policymaking process, clarified the composition and role of the President’s Cabinet, his focus on establishing clear policymaking through shared

governance, the establishment and context of the Shared Governance working group. From accounts by shared governance leaders and cabinet members, the process provides clear direction and is supported by each member.

Now that the working group has clarified our governance structure, the group has identified the following next steps for successful implementation of effective shared governance:

- Adjust the work flow process for policy development to include separate tracks for institutional and academic policy development.
- Initiate a policy development policy for approval and implementation by the fall 2025 semester.
- Begin reviewing templates for policies and expect to have final templates completed by the end of May 2025.
- Begin reviewing the policy organization and will have a new structure in place by the end of September 2025.
- Begin reviewing the CSN bylaws and will engage with stakeholders during summer 2025 following the arrival of new CEO and President Dr. Stacey Klippenstein on July 1, 2025, with expected completion by January 2026.