Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
GOAL 3: Enhance partnerships with the community and with businesses					
A3.2 Improve overall educational outreach and community relations	Implement strategies to expand and enhance partnerships with secondary and postsecondary institutions, community partners, and other training providers Implement strategies to expand and enhance partnerships with local business and industry Increase community representation on advisory committees	Academic Affairs	Demonstrate evidence of expansion and enhancement of partnerships with local school districts, other NSHE institutions, the NSHE Health Sciences System, and other university/training partners Demonstrate that CSN collaborates with local Chambers of Commerce, local development authorities, and others concerned with workforce development Demonstrate that career and technical education programs have industry advisory groups Demonstrate an increase in community representation on advisory committees	Departmental reports documenting partnerships & collaborations; lists of advisory groups from departments and list emphasizing member affiliations and showing increase in community representation	Fall 2011/ Ongoing
A3.3 Expand and enhance programs in the Division of Workforce and Economic Development for customized training, grant-funded education, and community relationships	Implement strategies to collaborate more effectively with local entities to improve partnerships with local business and industry Implement program offerings that are responsive to the needs of local business and industry	Division of Workforce and Economic Development	Document evidence of expansion and enhancement of partnerships with local business and industry Demonstrate that CSN collaborates with in local Chambers of Commerce, local development authorities, and others concerned with workforce development Document an increase in non-credit programs offered Document an increase in number of non-credit clients (students) served Demonstrate that programs offered are meeting the needs of clients (students) and partners	Departmental reports documenting partnerships & collaborations; DWED report of course offerings and longitudinal tracking of increase in non-credit program offerings and students served; homegrown surveys documenting needs of clients and satisfaction of those needs; DWED longitudinal report of grant funds secured	Fall 2011/ Ongoing Fall 2012/ Ongoing Fall 2012/ Ongoing Fall 2011/ Ongoing

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
	Implement strategies to increase grant-based funding for DWED programs		Demonstrate increased grant-based funding for DWED programs		Fall 2012/ Ongoing
A3.4 Increase total funding to CSN through grants and contracts	Work to ensure adequate resources are available to effectively pursue external funding opportunities Implement strategies to increase awareness of external funding opportunities Implement strategies to increase timely and accurate applications for external funding opportunities	Office of Resource Development and Assessment	Document demand for, and resource capacity to provide, services to support the pursuit of external funding Document an increase in outreach and training activities to CSN employees Document an increased number of on-time, complete and accurate applications by CSN Document applications for external funding opportunities submitted by CSN Document external funding opportunities awarded to CSN	Departmental report showing demand for assistance and human capacity to meet that demand; longitudinal tracking showing increase in outreach and training; longitudinal tracking of applications submitted by CSN showing increase in number of on-time, complete and accurate applications, total number of applications submitted and external funding awarded	Fall 2011/ Ongoing Fall 2012/ Ongoing Fall 2011/ Ongoing
A3.5 Increase total funding to CSN through comprehensive fundraising efforts	Implement strategies to expand and enhance comprehensive fundraising efforts Design and implement a successful annual development initiative Design and implement successful fundraising campaign(s)	CSN Foundation	Demonstrate a plan to expand and enhance comprehensive fundraising efforts Document a plan for an annual development initiative Document increased donations to CSN through an annual development initiative Document plans for fundraising campaign(s) Document increased donations to CSN through fundraising campaign(s)	Foundation financial/ donation reports	Fall 2011/ Ongoing Fall 2011/ Ongoing Fall 2012/ Ongoing Fall 2011/ Ongoing

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
THEME: DIVERSITY					
Core Theme Definition: Shape the CSN culture by making diversity a chief value and design principle in every College policy, procedure, plan, and initiative.					
GOAL 1: CSN is a model of diversity and inclusion for our students, our service area, and all individuals within our sphere of influence					
D1.1 Make diversity and inclusion a priority in planning and establishing CSN's institutional identity	Implement strategies to make diversity and inclusion a priority in planning and establishing our institutional identity	Administration	Demonstrate evidence of strategies to make diversity and inclusion a priority in internal and college-wide planning	Institutional report on strategies	Fall 2012/ Ongoing
		Public Relations; Marketing	Demonstrate evidence of strategies to make diversity and inclusion a priority in CSN marketing and communication	Marketing and communication materials	Fall 2012/ Ongoing
D1.2 Demonstrate a commitment to identify and resolve internal issues and concerns regarding diversity and inclusion	Implement strategies to identify stakeholder issues and concerns regarding diversity and inclusion	Administration	Demonstrate evidence of strategies to identify stakeholder issues and concerns regarding diversity and inclusion	Affirmative action reports; Homegrown surveys; Institutional report on strategies	Fall 2012/ Ongoing
	Implement strategies to resolve stakeholder issues and concerns regarding diversity and inclusion		Demonstrate evidence of strategies to resolve stakeholder issues and concerns regarding diversity and inclusion		
D1.3 Provide opportunities to educate CSN stakeholders on the importance of diversity and inclusion	Expand and enhance the offerings of cultural, diversity-oriented and/or inclusion-oriented activities to CSN stakeholders	Office of Diversity and Inclusion	Document evidence of expansion and enhancement of cultural, diversity-oriented and/or inclusion-oriented activities	Departmental report on activities and offerings	Fall 2011/ Ongoing
	Expand and enhance the offerings of diversity-oriented and inclusion-oriented professional development activities	CAPE	Documented evidence of expanded and enhanced cultural-competency-oriented, diversity-oriented and/or inclusion-oriented professional development activities to CSN employees		Fall 2012/ Ongoing

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
D1.4 Build a student body reflective of the ethnic diversity of CSN's service area	Implement strategies to improve the recruitment, matriculation, retention, and persistence of students to develop a student body that is reflective of the ethnic diversity of CSN's service area	Student Affairs	Demonstrate evidence of strategies to improve: • student recruitment • student matriculation • student retention and • student persistence to support the development of a student body that is reflective of the ethnic diversity of CSN's service area	Longitudinal IR Reports: enrollment, and persistence organized by ethnic diversity	Fall 2012/ Ongoing
D1.5 Build a faculty, administration, and staff reflective of the ethnic diversity of CSN's service area	Implement strategies to develop hiring practices that encourage the development of a faculty, administration and staff who reflect the ethnic diversity of CSN's service area	Academic Affairs; Student Affairs; Finance and Facilities; Human Resources	Demonstrate evidence of strategies to develop hiring practices that encourage the development of a faculty, administration and staff who reflect the ethnic diversity of CSN's service area	Hiring policies; Hiring Committee Training materials; Institutional reports of strategies	Fall 2012/ Ongoing
	Implement strategies to develop professional advancement practices that encourage a faculty, administration and staff who reflect the ethnic diversity of CSN's service area	Academic Affairs; Student Affairs; Finance and Facilities; Human Resources	Demonstrate evidence of strategies to develop professional advancement that encourages the development of a faculty, administration and staff who reflect the ethnic diversity of CSN's service area		Fall 2012/ Ongoing
	Annually review the ethnic composition of CSN faculty, administration and staff, and the ethnic composition of CSN's service area	Office of Affirm-ative Action; Human Resources	Demonstrate evidence of improvement in how well the ethnic composition of CSN faculty, administration and staff reflects the ethnic diversity of CSN's service area	IR and Human Resources ethnic diversity demographic reports	Fall 2013/ Ongoing
	Annually review the affirmative action plan and initiate any changes		Document annual review of affirmative action plan	Affirmative Action audit reports	Fall 2011/ Ongoing

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
indicated by the review			Demonstrate indicated changes from review have been initiated		Fall 2011/ Ongoing
GOAL 2: CSN is a supportive and open community predicated on mutual trust, respect, and support					
D2.1 Encourage a College environment in which all its members treat each other with courtesy and respect	Implement strategies to encourage a College environment in which all its members treat each other with courtesy and respect	Administration	Demonstrate evidence of strategies to encourage a College environment in which all its members treat each other with courtesy and respect	Incident reports (campus police, Dean of Students, Human Resources)	Fall 2012/ Ongoing
	Implement strategies to reduce the number of reported interpersonal incidents on College property		Demonstrate evidence of strategies to reduce the number of reported interpersonal incidents (e.g., security incidents, grievances) on College property		
GOAL 3: CSN provides underrepresented students the skill sets necessary to be successful					
D3.1 Enhance support services to students from underrepresented groups facing barriers to access and success	Enhance support services, as dictated by need, that reduce barriers to access and success faced by students from underrepresented groups	Student Affairs	Document need for enhanced support services that reduce barriers to access and success faced by students from underrepresented groups	Homegrown surveys documenting needs of students; Longitudinal departmental tracking data (showing service utilization); Departmental reports on strategies; Marketing materials; Student satisfaction data: CCSSE, Noel Levitz, Homegrown surveys	Fall 2011/ Ongoing
			Document enhancements to student support services that reduce barriers to access and success faced by students from underrepresented groups		Fall 2012/ Ongoing
D3.1 Enhance support services to students from underrepresented groups facing barriers to access and success	Increase utilization by students from underrepresented groups of services that reduce barriers to access and success	Student Affairs	Document increased outreach and marketing activities to students from underrepresented groups regarding support services that reduce barriers to access and success		Fall 2012/ Ongoing
			Demonstrate increased utilization by students from underrepresented groups of services that reduce barriers to access and success		Fall 2013/ Ongoing

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
D3.2 Provide effective advising and support services that are responsive to a diverse student body to improve student persistence, completion, and transfer	Enhance advising and support services that are responsive to the needs of students to improve student persistence, completion, and transfer	Student Affairs	Document specific needs for advising and support services that are responsive to the needs of students to improve student persistence, completion, and transfer	Homegrown surveys documenting needs of students; CCSSE; Noel Levitz;	Fall 2011/ Ongoing
			Document enhancements to advising and student support services that are responsive to the needs of students to improve student persistence, completion, and transfer	Longitudinal departmental tracking data (showing service utilization);	Fall 2012/ Ongoing
	Implement strategies to increase student utilization of advising and support services that are responsive to the needs of students to improve student persistence, completion, and transfer		Demonstrate increased utilization of advising and support services that are responsive to the needs of students to improve student persistence, completion, and transfer	IR Reports broken out by ethnic diversity (persistence, completion, transfer);	Fall 2013/ Ongoing
			Demonstrate increased student satisfaction with available advising and support services that are responsive to the needs of students to improve student persistence, completion, and transfer	Student satisfaction data: CCSSE, Noel Levitz, Homegrown surveys	

PLAN FOR INSTITUTIONAL RETRENCHMENT

General

Within the context of NSHE policies regarding budgeting, program discontinuance, and financial exigency, this plan addresses the process for determining and implementing budget reductions or reversions that impact CSN operations and programs. The plan sets forth a reduction process short of program discontinuance or financial exigency using the shared governance model of the College.

Policy

The policy of the College of Southern Nevada is to make every reasonable effort to avoid retrenchment, even under the extraordinary circumstances of budgetary or programmatic contraction. A primary tool for academic management is program review. While such reviews may be motivated in part by broad financial considerations, they normally occur as part of the ongoing management of the institution. Program reviews may result in eliminations, consolidations, or enhancements according to policies of the Board of Regents. Other divisions of the College require a directive for a budget reduction, generally because of a lack of appropriations. Where the lack of appropriation is the basis for retrenchment, the retrenchment plan may take into consideration such non-financial factors as institutional mission and long-range educational planning. A lack of appropriations exists when, in the President's judgment, there is a fiscal crisis that threatens or endangers the institution's ability to carry out its mission as defined in the most recent mission statement approved by the Board of Regents, and the termination of employees (excluding tenured or tenure-track faculty appointments) will be substantially less detrimental to the institution's ability to fulfill its mission than other forms of budgetary curtailments available to the institution. A directive for retrenchment falls short of the NSHE process for program discontinuance or financial exigency. CSN prefers the following measures to the retrenchment of tenured and tenure-track faculty:

1. Retraining of faculty
2. Reducing the use of part-time and contractual faculty positions
3. Transferring faculty to other duties (in other academic departments or administrative units)
4. Encouraging early retirements
5. Leaving vacant positions unfilled

Only when the President believes that such other measures are inadequate or inappropriate will the College retrench tenured or tenure-track faculty.

General Principles

1. The term "retrenchment" means reductions in expenditures.
2. The retrenchment procedures exclude:
    a) Termination of tenured and tenure-track faculty
    b) Impacts on classified staff since the State Personnel Office has jurisdiction

3. The retrenchment procedures may include:
   a) Not filling vacant positions
   b) Reduction of services and service hours
   c) Employee buyout programs
   d) Program reduction, consolidation, or elimination
   e) Recommendations against contract renewal, pursuant to NSHE code
   f) Internal reallocation of resources, including vacant positions, to programmatic areas with high need
   g) Other proposals to align expenditures with revenues

Structure

CSN has a College Committee for Budget Retrenchment (CCBR) comprised of representatives of the academic faculty, administrative faculty, classified staff, students (ASCSN), Academic Affairs, Student Affairs, and Finance and Facilities. The Committee is chaired by the Senior Vice President for Finance and Facilities. The Committee is the primary deliberative and recommending body for institutional retrenchment.

The CCBR is not a program discontinuance or financial exigency committee under Board policy, although members of the CCBR may also be members of other committees. The CCBR may investigate and suggest all reasonable alternatives to retrenchment.

The CCBR shall submit retrenchment recommendations to the President for approval in order to meet deadlines of the Board of Regents that will take action on the plan. The President shall report the retrenchment recommendations to appropriate committees and the institution. All options considered by the Committee, and the expected consequences of each shall be presented with the recommendation of the Committee.
Note: The Committee is a recommending body only to the administration.

Planning Process

Following a directive to prepare retrenchment recommendations, the President will convene the CCBR that will consider the following:
   1. Institutional vision, mission and values
   2. CSN Strategic Plan
   3. CSN admission and fiscal patterns (historical, current and projected)
   4. Academic program reviews of the curriculum
   5. Staffing needs for the next biennium for each school
   6. Buyout options and impacts on instruction and support of the mission
   7. The dependence of other programs within the College on the programs in the school
   8. The ability of existing faculty to cover courses in other programs in the school
   9. The possible reconfiguration of majors or programs of study

10. Balance between academic programs and other services

Criteria

The Committee will use the following criteria to make its recommendations:
1. The fit with CSN's strategic identity, e.g., whether the program builds upon characteristics of the region that support a distinctive identity; whether there are needs specifically addressed by the program
2. Enrollment trends in the program, i.e., number of majors and minors, number of degrees and certificates awarded annually, student credit hours (SCH) from all sources
3. Contribution margin of the program, e.g., the extent the program contributes to the local and state economy
4. Class sizes
5. Grants and gifts generated by the program
6. Impact on other programs
7. Quality of the program's outputs, e.g., record of employment, retention/graduation rates, effectiveness in meeting program's learning objectives, and relevance to regional needs
8. Cost of the faculty in the unit

Authority of the President

The President has final authority over any decision or determination under these retrenchment procedures. In addition to the advice of the CCBR, established under this retrenchment plan, the President may seek the advice of any individual, group or office within CSN or outside the institution. The President may adopt recommendations from any committee identified in the retrenchment procedures, adopt them with modifications, or reject them and make substitutions for them.

BASELINE DATA

FALL 2009

Data as of: 1/11/2010

Total Headcount (unduplicated)	43,561

Enrollment by Campus*
Duplicated (once per campus)*

Campus	Students
Charleston	16,640
Cheyenne	12,166
Henderson	6,246
Online	11,908
Green Valley High-Tech	1,339
Lincoln Cty	-
Mesquite	208
Moapa Valley	169
Nellis AFB	292
Summerlin High-Tech	432
Western High-Tech	754
Apprentice Pgrm	6,458
Urban/Outlying loc	1,488

* Students are counted once per campus attended, so
enrollments should not be compared to unduplicated headcount.
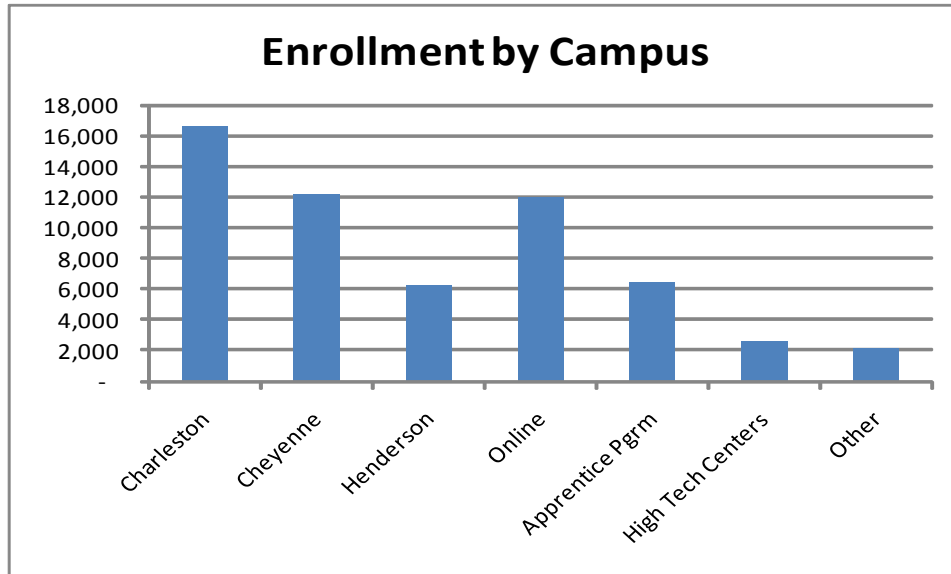
Headcount by Gender

Gender	Count	% of Total
Female	22,146	50.8%
Male	21,415	49.2%
TOTAL	43,561	

Data as of: 1/11/2010

Total Headcount (unduplicated)	43,091
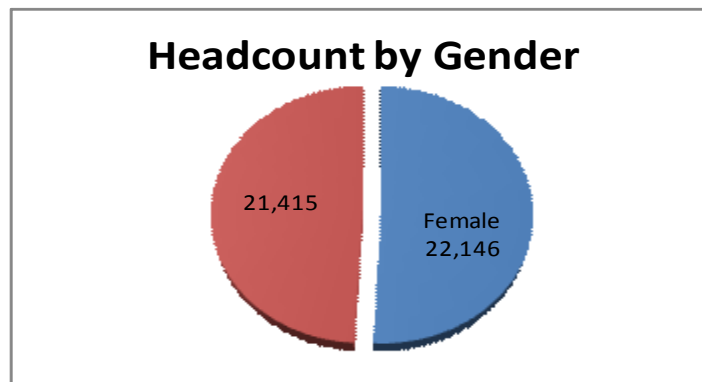
Headcount by Age

Age	Count	% of Total
Unknown	287	0.7%
Under 18	408	0.9%
18 to 19	4,085	9.4%
20 to 24	14,750	33.9%
25 to 29	7,881	18.1%
30 to 34	5,148	11.8%
35 to 39	3,493	8.0%
40 to 49	4,587	10.5%
50 to 61	2,263	5.2%
62 & Over	659	1.5%
TOTAL	43,561	
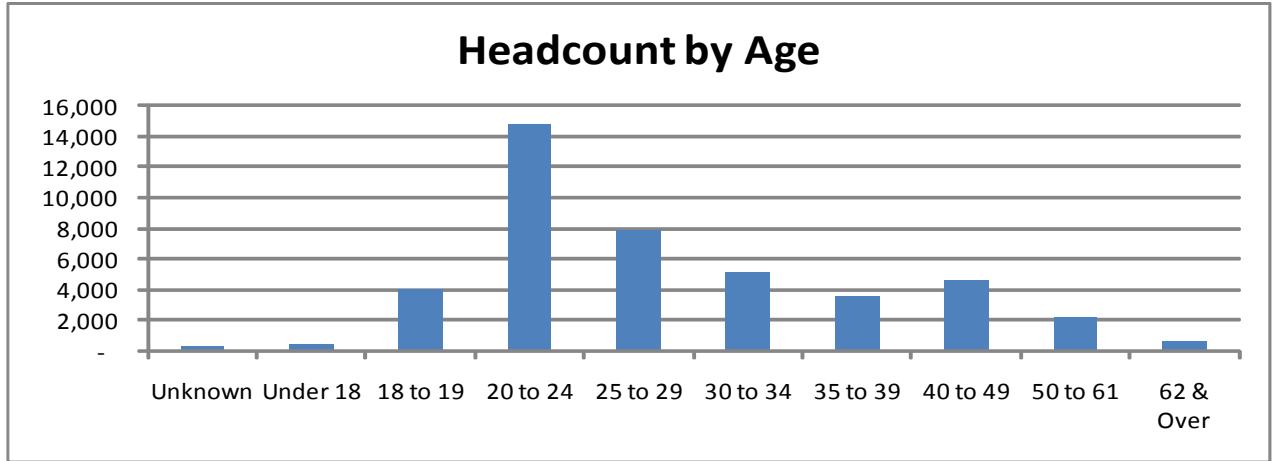
Headcount by Age

Headcount by Unit Load

Enrollment	Students	% of Total
Less than Part Time:		
< 1 credit	917	2.1%
1 to 5.5 credits	14,694	33.7%
Part Time:		
6 to 8.5 credits	10,066	23.1%
3/4 Time:		
9 to 11.5 credits	6,142	14.1%
Total Part Time:	31,819	73.0%
Full Time:		
12 to 12.5 credits	5,866	13.5%
13 to 15.5 credits	4,553	10.5%
16 to 19 credits	1,195	2.7%
Over 19 credits	128	0.3%
Total Full Time:	11,742	27.0%
TOTAL	43,561	

Headcount by Unit Load

- Part Time 0-5.5 Credits
- Part Time 6-8.5 Credits
- Part Time 9-11.5 credits
- Full Time 12-15.5 Credits
- Full Time 16+ Credits

Part Time 9-11.5 credits 6,142
Full Time 12-15.5 Credits 10,419
Part Time 6-8.5 Credits 10,066
Total Full Time 11,751
Part Time 0-5.5 Credits 15,611
Full Time 16+ Credits 1,323

30

Data as of: 1/11/2010

Total Headcount (unduplicated)	43,091
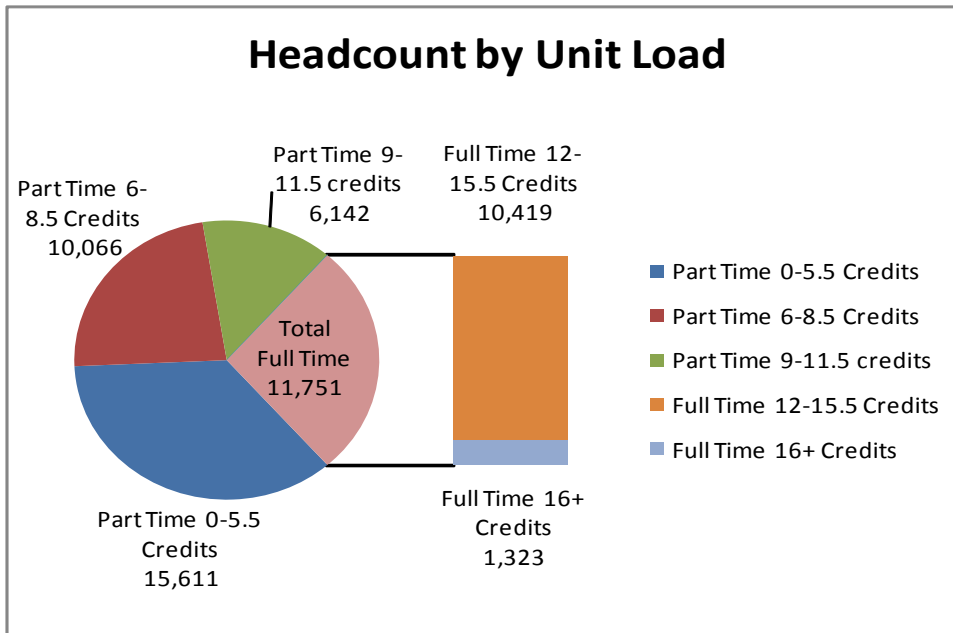
Headcount by Residency

Residency	Count	% of Total
Nevada	40,645	93.3%
Out-of-State	2,417	5.5%
Res. Military	324	0.7%
WICHE/Good Neighbor	175	0.4%
TOTAL	43,561	

Headcount by Residency

Nevada 40,339
WICHE/Good Neighbor 169
Military 316
Out-of-State 2,417
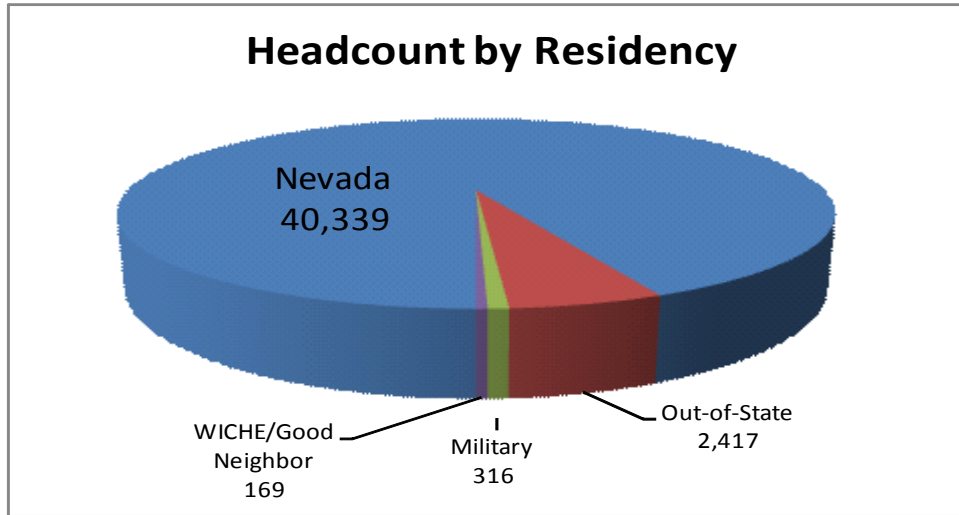
Headcount by Time (unduplicated*)

Time	Count	% of Total
Daytime Classes	26,430	60.7%
Evening Classes	10,501	24.1%
No Time Specified	6,630	15.2%
TOTAL	43,561	

* Students taking both day and evening classes are counted
for the time the most classes are taken. If the counts are equal,
the day classes get the count.

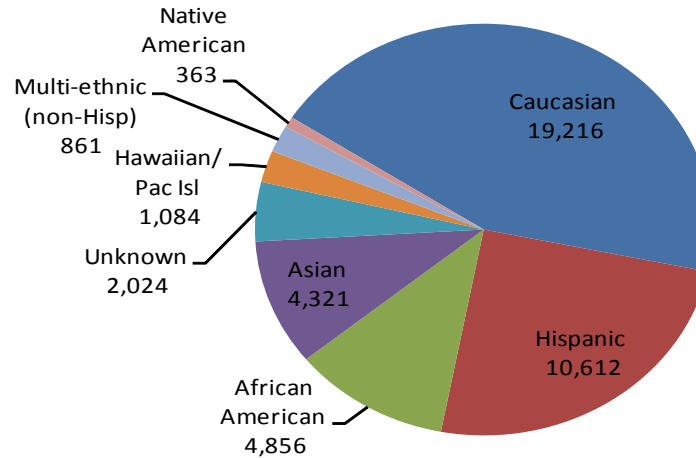**Evening Classes beginning 5:00 PM or later. No Time = Mostly online.

Headcount by Time

No Time Specified 6,630
Evening Classes 10,501
Daytime Classes 26,430

- Daytime Classes
- Evening Classes
- No Time Specified

Data as of: 1/11/2010

Total Headcount (unduplicated)	43,091
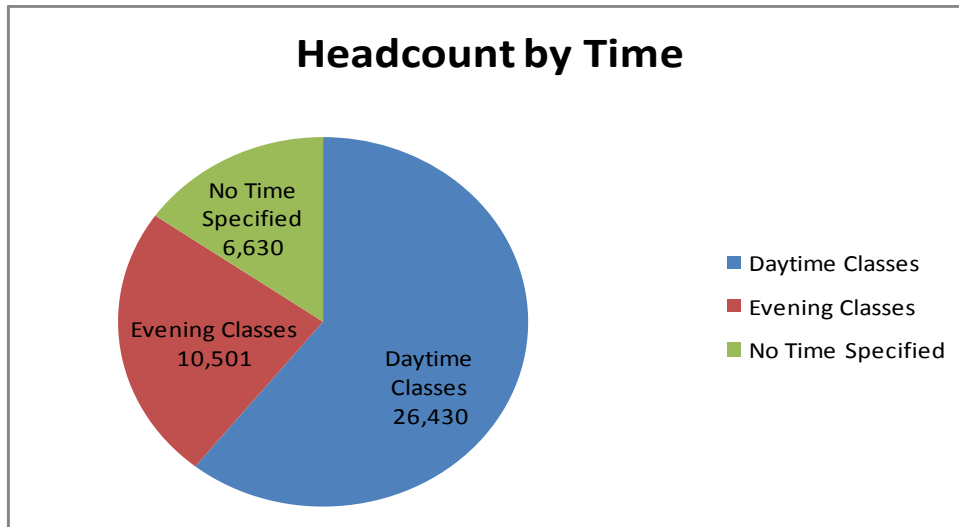
Headcount by IPEDS Ethnic Category
Unduplicated (once per student)

Ethnic Category	Count	% of Total
African American	4,856	11.1%
Asian	4,321	9.9%
Caucasian	19,216	44.1%
Hawaiian/Pac Isl	1,089	2.5%
Hispanic*	10,770	24.7%
Native American	363	0.8%
Multi-ethnic*	922	2.1%
Unknown	2,024	4.6%
TOTAL	43,561	

*Using IPEDS protocols, Multi-ethnic does not include students

who select Hispanic.

IPEDS category "Nonresident Alien" is not included.

Percentage = single category / unduplicated total.
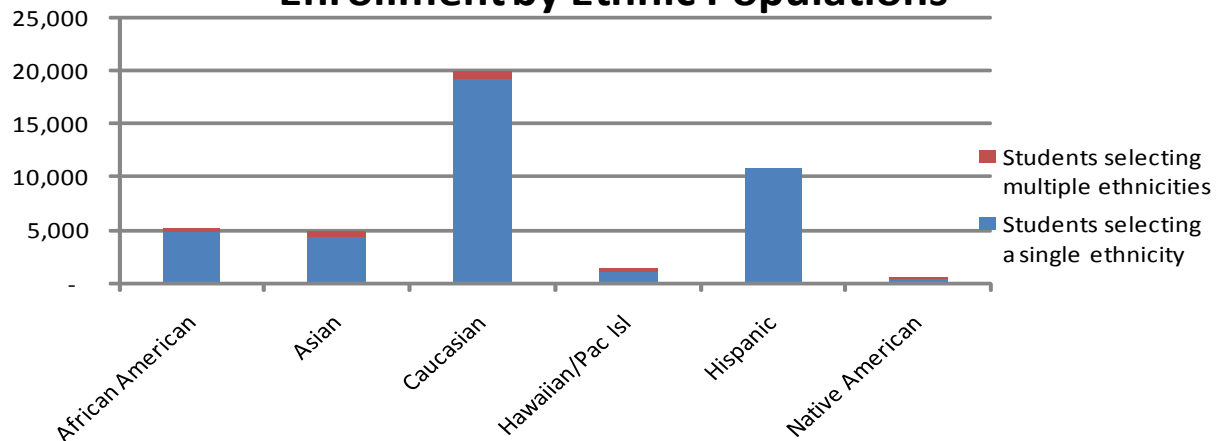
Headcount by IPEDS Ethnic Category

Native American 363
Multi-ethnic (non-Hisp) 861
Hawaiian/ Pac Isl 1,084
Unknown 2,024
Caucasian 19,216
Asian 4,321
Hispanic 10,612
African American 4,856

Enrollment by Ethnic Populations
Duplicated (once per each selected ethnicity) *

| Ethnic Category	Count	Pop %
African American	5,148	11.8%
Asian	4,811	11.0%
Caucasian	19,850	45.6%
Hawaiian/Pac Isl	1,422	3.3%
Hispanic	10,770	24.7%
Native American	580	1.3%
Unknown	2,024	4.6%

*Students counted once in each category they select

Percentage = population total / unduplicated total

Do not compare to unduplicated totals.

Enrollment by Ethnic Populations

25,000
20,000
15,000
10,000
5,000
-

African American — Asian — Caucasian — Hawaiian/Pac Isl — Hispanic — Native American

■ Students selecting multiple ethnicities
■ Students selecting a single ethnicity

Data as of: 1/11/2010

Total Full-Time Equivalent (FTE)	21,850.4

FTE by Campus
Unduplicated

Campus	FTE	% of Total
Charleston	7,162.0	32.8%
Cheyenne	4,772.3	21.8%
Henderson	2,691.1	12.3%
Online	4,328.2	19.8%
Green Valley High-Tech	370.0	1.7%
Lincoln Cty	-	0.0%
Mesquite	47.1	0.2%
Moapa Valley	53.9	0.2%
Nellis AFB	79.2	0.4%
Summerlin High-Tech	96.5	0.4%
Western High-Tech	241.5	1.1%
Apprentice Pgrm	1,697.5	7.8%
Urban/Outlying loc	311.0	1.4%
TOTAL	21,850.4	

FTE by Campus
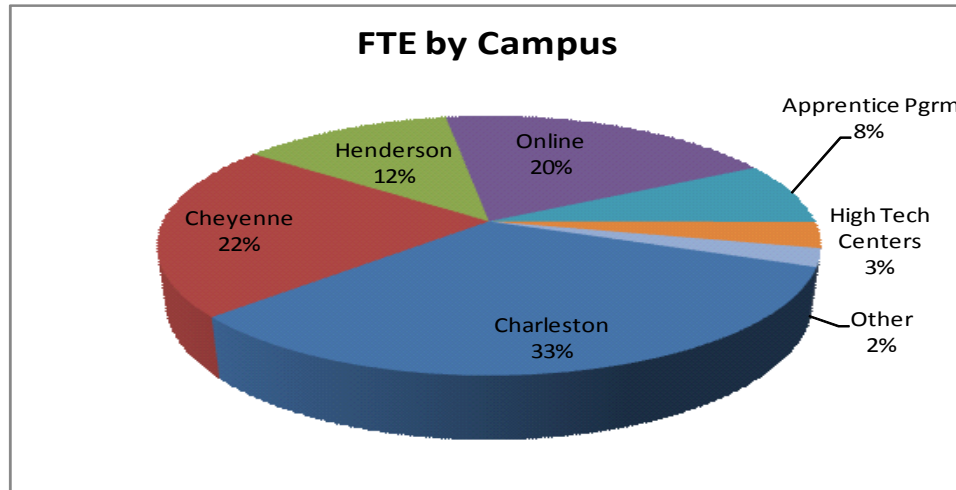
FTE by Gender

Gender	FTE	% of Total
Female	11,780.1	53.9%
Male	10,070.2	46.1%
TOTAL	21,850.4	

FTE by Gender
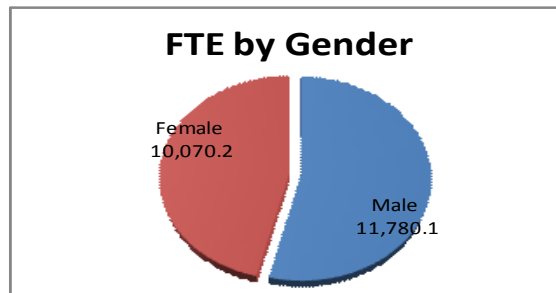
FTE by Age

Age	FTE	% of Total
Unknown	69.1	0.3%
Under 18	187.0	0.9%
18 to 19	2,495.6	11.4%
20 to 24	9,069.2	41.5%
25 to 29	3,832.4	17.5%
30 to 34	2,250.2	10.3%
35 to 39	1,377.0	6.3%
40 to 49	1,652.7	7.6%
50 to 61	736.7	3.4%
62 & Over	180.5	0.8%
TOTAL	21,850.4	

FTE by Age

33
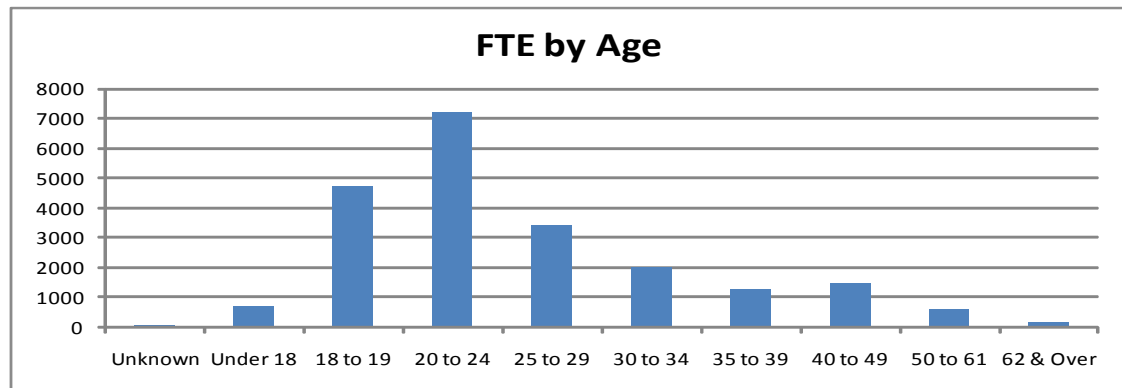
Fall 2009

Total Full-Time Equivalent (FTE)	21,750.5

FTE by Unit Load

Enrollment	FTE	% of Total
Less than Part Time:		
< 1 credit	30.3	0.1%
1 to 5.5 credits	3,189.2	14.6%
Part Time:		
6 to 8.5 credits	4,332.1	19.8%
3/4 Time:		
9 to 11.5 credits	3,884.6	17.8%
Total Part Time:	11,436.2	52.3%
Full Time:		
12 to 12.5 credits	4,692.9	21.5%
13 to 15.5 credits	4,161.5	19.0%
16 to 19 credits	1,356.9	6.2%
Over 19 credits	202.9	0.9%
Total Full Time:	10,414.2	47.7%
TOTAL	21,850.4	

FTE by Unit Load

Part Time 9-11.5 credits, 3,884.6
Part Time 6-8.5 Credits, 4,332.1
Other, 10,414.2
Full Time 12-15.5 Credits, 8,854.4
Full Time 16+ Credits, 1,559.8
Part Time 0-5.5 Credits, 3,219.5
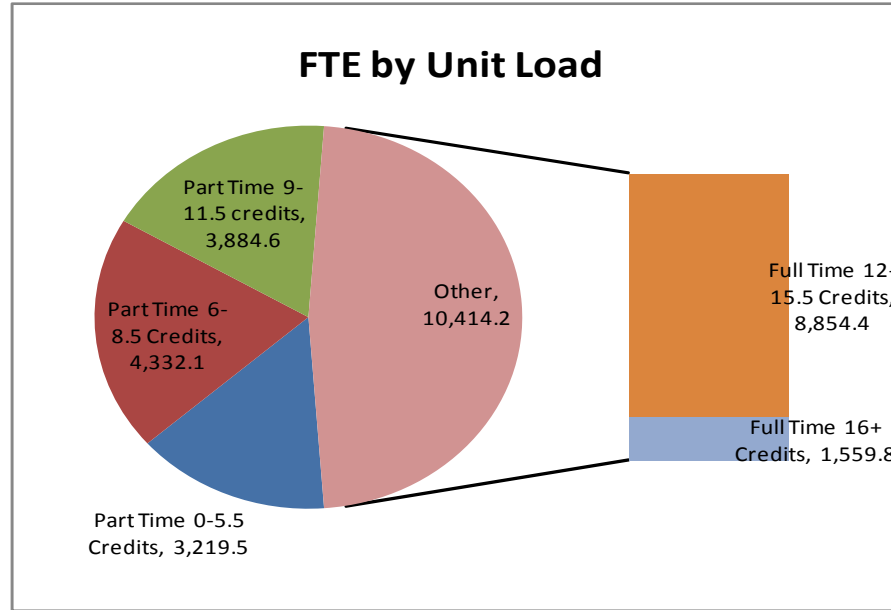
FTE by Residency

Residency	FTE	% of Total
Nevada	20,334.0	93.1%
Out-of-State	1,227.0	5.6%
Res. Military	165.4	0.8%
WICHE/Good Neighbor	123.8	0.6%
TOTAL	21,850.2	

FTE by Residency

Nevada, 20,334.0
Wiche/Good Neighbor, 123.8
Res. Military, 165.4
Out-of-State, 1,227.0

Data as of: 1/11/2010

Total Full-Time Equivalent (FTE)	21,750.5
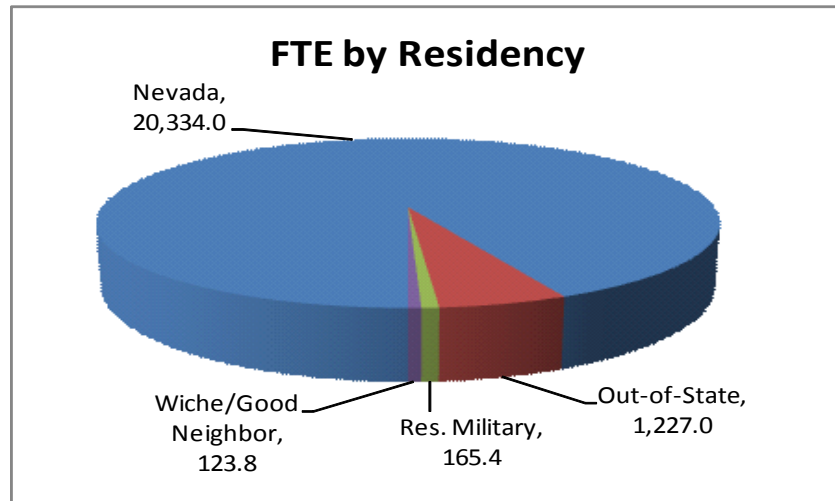
FTE by Time

Time	FTE	% of Total
Daytime Classes	11,954.3	54.7%
Evening Classes	5,467.9	25.0%
No Time Specified	4,428.3	20.3%
TOTAL	21,850.5	

* Students taking both day and evening classes are counted

for the time the most classes are taken. If the counts are equal,

the day classes get the count.

**Evening Classes beginning 5:00 PM or later. No Time = Mostly online.

FTE by Time

- ■ Daytime Classes
- ■ Evening Classes
- ■ No Time Specified
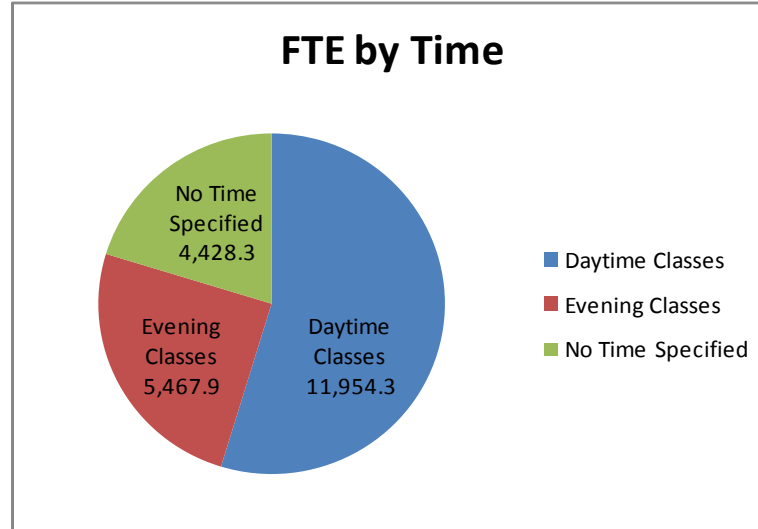
FTE by IPEDS Ethnic Category
Unduplicated (once per student)

Ethnic Category	FTE	% of Total
African American	2,520.6	11.5%
Asian	2,429.2	11.1%
Caucasian	9,698.9	44.4%
Hawaiian/Pac Isl	619.1	2.8%
Hispanic*	5,073.5	23.2%
Native American	183.3	0.8%
Multi-ethnic*	539.0	2.5%
Unknown	786.3	3.6%
TOTAL	21,849.9	

*Using IPEDS protocols, Multi-ethnic does not include students who

select Hispanic. IPEDS category "Nonresident Alien" is not included.

Percentage = single category / unduplicated total

FTE by Ethnicity

35
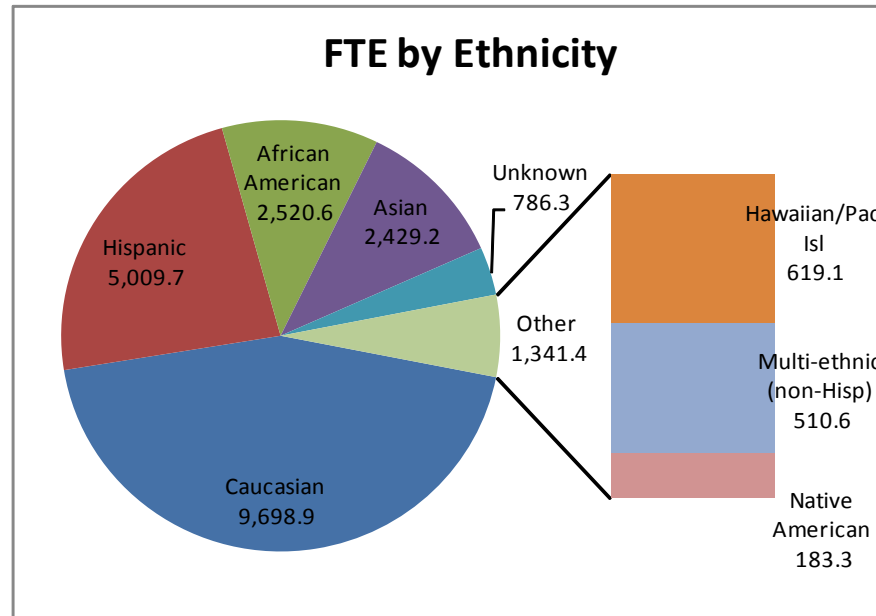
Fall 2009

Total Full-Time Equivalent (FTE)	21,750.5

FTE by Ethnic Populations

Duplicated (once per each selected ethnicity) *

Ethnic Category	FTE	Pop %
African American	2,695.4	12.3%
Asian	2,710.9	12.4%
Caucasian	10,077.0	46.1%
Hawaiian/Pac Isl	809.9	3.7%
Hispanic	5,073.5	23.2%
Native American	311.1	1.4%
Unknown	786.3	3.6%

*Students counted once in each category they select

Percentage = population total / unduplicated total

Do not compare to unduplicated totals.

FTE by Ethnic Populations
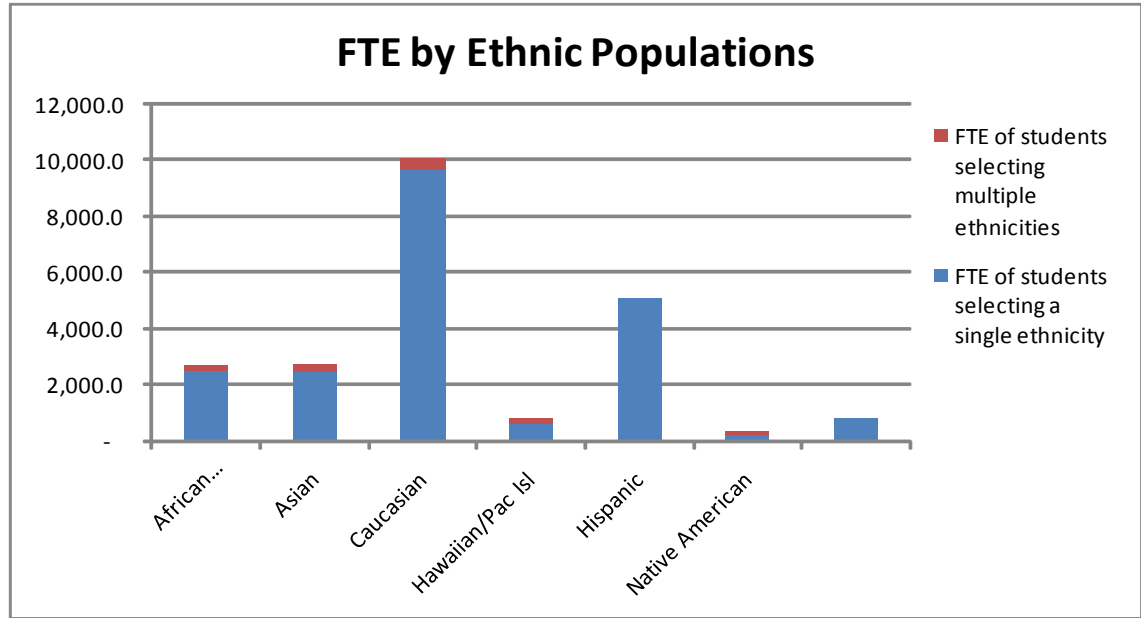
ANNUAL PROGRESS REPORT OF CSN'S STRATEGIC PLAN

A vital component of the 2010-2017 Strategic Plan is an annual review of the objectives identified as priorities in the previous year to:

- update the status of those objectives,

- determine if the objectives were completed, and

- determine if additional funding or implementation strategies are necessary to complete the objectives

This template will be used:

FY 2010 Objectives	Status