

**CSN's Annual Strategic Plan Report
2011 - 2012**

Year 2011 - 2012 Objectives	Status
<p>Q1.1</p> <p>Obtain/maintain external program accreditation where possible.</p> <p>Publish and utilize annual outcomes assessment data</p> <p>Collaborate with local entities to ensure credit and non-credit programs are innovative and responsive to the changing needs of local business and industry</p>	<p>Accreditations</p> <p>CSN has 30 programs with specialized programmatic accreditations. A current list is available at http://www.csn.edu/pages/3646.asp. In addition, several programs have multiple accreditation organizations. Four programs are working on potential specialized accreditations.</p> <p>School of Advanced & Applied Technologies (SAAT):</p> <ul style="list-style-type: none"> • Program accreditation was completed for Automotive Technology and two Engineering Technology programs in 2011-12. • Self-study and preliminary reaccreditation for Air Conditioning are complete. • Other external accreditation or certifications are a function of both program and instructor credentialing by a recognized industry association. Programs in Aviation (FAA), Architecture (State Board), Networking (Cisco), Software (Microsoft), Floral Design (AIFD), and Welding (AWS) are recognized by the respective industries based on instructor certification. <p>Engelstad School of Health Sciences (ESHS)</p> <ul style="list-style-type: none"> • All Health Sciences programs, for which external oversight is available, have regional or specialized programmatic accreditation or state approval. An annual report is provided to each agency during each year of the accreditation cycle. • During the 2011-12 academic year, the Surgical Technology program submitted a self-study report and hosted a site visit, Dental Hygiene program hosted a successful site visit, and the Medical Laboratory Scientist program submitted documentation requesting initial accreditation. • The Occupational Therapy Assistant program was granted inactive status until a program director and academic field- work coordinator are hired. • All other programs maintained program accreditation. <p>School of Business, Hospitality & Public Services (SBHPS):</p> <ul style="list-style-type: none"> • Programs in Hospitality Management had a site visit in November 2011. No deficiencies cited. • Quality Assurance report was submitted to Accreditation Commission on Business Schools and Programs. Need for assessment plans with measurable outcomes was identified. • Fire Science program was submitted to Fire & Emergency Services Higher Education (FESHE) for approval – Still waiting for feedback.

<p>Q1.1 continued</p> <p>Obtain/maintain external program accreditation where possible.</p> <p>Publish and utilize annual outcomes assessment data</p> <p>Collaborate with local entities to ensure credit and non-credit programs are innovative and responsive to the changing needs of local business and industry</p>	<p>Department of International Languages:</p> <ul style="list-style-type: none"> • ESL Program is Accredited by Commission on English Language Program Accreditation (CEA) • Project ongoing to assure other Foreign Languages in compliance with ACTFL standards – specifically FREN, SPAN, PORT, GER, ITAL, JPN, RUS • The Interpreter Preparation Program – building on the base of the Deaf Studies Program – will seek accreditation with the Conference of Interpreter Trainers (CIT) as soon as their protocol is ready – possibly within one year • Project ongoing to become affiliated with the Confucius Institute (Mainland) and/or the Taiwan Academy as a measure of the quality of the Chinese Program <p>Outcomes Assessment</p> <p>The Assessment of Student Learning Plans and Reports are stored in an electronic database managed by the Office of Assessment and Accreditation. Beginning 2012 all programs will have multi-year assessment of student learning plans and provide annual results in a report to the Office of Assessment and Accreditation. The multi-year plans created in 2012 and annual 2012 reports will be available on the newly designed Office of Accreditation and Assessment webpage. Submission of the plans and reports to the Office of Assessment and Accreditation is determined by the department/school plan of work. As a result, programs will continue to submit their plans and reports for 2012 throughout the year but before the end of the calendar year.</p> <p>Collaboration with Local Entities</p> <p>Dept. of Workforce and Economic Development (DWED):</p> <ul style="list-style-type: none"> • Presentation to Nevada Development Authority December 14, 2012 regarding Workforce Division in support of business recruitment. • Ongoing support for Mesquite Chamber's Healthcare Industry Focus group – in response to group's priorities added EKG class at CSN Site in Mesquite January 2012. • Presentation to Interim Director and staff of Asian Chamber August 2011. • Ongoing meetings with City of Las Vegas Business Development Office staff and ongoing attendance at Henderson Chamber of Commerce functions. • Presentation to North Las Vegas Chamber in May to develop partnership plan for FY13. • Presentation to Southern Nevada Hispanic Employers Group, May 2012 regarding workforce programs for senior employment. • Serve on Governor's Leisure, Hospitality, Retail Sector Council - first meeting of Council was December 2011. • Reinstated advisory committee for the OSHA Training Institute Education Center (OTIEC) utilizing representatives from lodging, manufacturing, healthcare and labor. Committee would provide insight into developing trends of the local economy and special skills to develop. • Advisory Groups have been established for Firearm safety/gunsmithing, and the Southern Nevada Medical Industry Coalition serves as Healthcare Industry Advisory Group
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Q1.1 continued

Obtain/maintain external program accreditation where possible.

Publish and utilize annual outcomes assessment data

Collaborate with local entities to ensure credit and non-credit programs are innovative and responsive to the changing needs of local business and industry

Academic Affairs:

- All Career and Technical Education (CTE) programs have either a discipline specific advisory committee or representation on one of the Joint Technical Skills Committees. These groups ensure that the programs reflect the local employment needs and the international trends of the industry. Additionally, the full and part-time faculty are active members in local business and industry associations. The School of Advanced & Applied Technologies maintains institutional memberships in several local industry associations.
- All programs in Business, Hospitality & Public Service (SBHPS) have industry groups that met at least once last academic year. New advisory group for fire science was appointed
- All Arts and Letters (A&L) departments are currently developing external advisory committees. These groups will help ensure that the programs reflect the local employment needs and the international trends of the discipline.
- All Health Sciences disciplines convene an advisory committee meeting at least once annually to review curriculum, equipment and space needs, clinical rotation assignments and activities, etc. Committee representatives from the local healthcare community help to ensure that curriculum remains relevant to current practice and equipment and instrumentation meets industry standards.
- Math maintained the MOU with the NV Dept. of Education (NVDOE) that allows the AS in Mathematics to satisfy the Math Minor Endorsement for teachers.

Q1.2

Execute surveys to identify issues and concerns.

Remediate, where feasible, known issues and concerns of internal CSN stakeholders

Office of Governmental Affairs and Diversity Initiatives:

- Constance Brooks is a member of the Work Climate Committee
- The Work Climate Committee survey has identified issues that the office of Government Affairs and Diversity Initiatives in collaboration with other departments will plan to address
- Increased diversity among faculty
- Improved student services such that students have more resources assistance to be successful
- Attended faculty senate and student government meetings to discuss pertinent issues
- Conducted survey in fall 2011 to improve future convocations and implemented suggestions
- Biweekly meetings are held between the President and leaders of each employee and student group to discuss challenges and solutions
- President attends various employee group meetings to discuss policies, challenges, etc.

Work Climate Committee:

- The Work Climate Committee reviewed findings from the 2011 Climate Survey and conducted a follow-up survey of Classified employees via a subcommittee
- Another subcommittee submitted to the committee a draft plan to conduct ongoing surveys on workplace climate on two tracks: a comprehensive biennial survey for longitudinal data and a brief annual "snapshot" survey to monitor the implementation of climate-improvement strategies
- The Work Climate Committee in May 2011 made recommendations to the President to focus attention on improving four areas: (1) consistent policies and procedures, (2) communication of values across the college, (3) opportunities and access to professional development, (4) customer service to internal and external audiences

Q1.3

Ensure that facilities and equipment are meeting or exceeding appropriate standards

Campus Improvements

Cheyenne Campus

- Interior renovations (carpet, paint, ceiling tile and restroom renovations) have been completed to 80% of the public spaces and to several office complexes.
- Construction documents for major parking lot repairs have been completed.
- In the Phase V building, replaced cooling towers that had far exceeded their life expectancy.
- Obsolete mechanical systems in the Main Building are continuing to be replaced.
- Installation of 100Kw solar panels to reduce energy costs is complete.

Henderson Campus

- All old task seating has been replaced in classrooms and offices across the campus.
- Installation of 80Kw solar panels to reduce energy costs is scheduled for fall 2012.

Charleston Campus

- Installed a new fire alarm system in the "A" Building.
- Two old photography labs that are no longer needed are being converted to new academic spaces.
- Renovation is currently in progress to remodel existing space in Building B on the Charleston Campus to accommodate expansion of the Clinical Laboratory Sciences programs; plans are being approved and funding sought to remodel and increase space in Building A (WCC) for the Radiation Therapy Technology, Ophthalmic Technology, Dental Sciences, and Physical Therapist Assistant programs.

General Improvements

- Completed ADA parking/circulation path surveys at the three main campuses.
- At the three high tech centers, cooling towers were replaced that had far exceeded their life expectancies.
- A CNA laboratory is scheduled to open in Fall 2012 at the Mesquite campus.

Facilities and Equipment

Internal and external funding has been obtained to enhance equipment and instrumentation in programs throughout the College. Funding has enabled faculty to implement or enhance simulation activities, upgrade diagnostic and analytical technology, purchase computer hardware and software, and participate in professional development activities.

Q1.3 continued

Ensure that facilities and equipment are meeting or exceeding appropriate standards

External accreditation agencies and local industry advisory committees make recommendations to the respective programs on keeping facilities and equipment current and reflective of the industry standards. The faculty and administration actively solicit gifts and grants from industry partners to maintain state-of-art capacities. Gift and grants to Air Conditioning, Automotive, Construction, Floral Design, and Electronics have afforded the programs the best opportunities for presenting cutting edge processes comparable to industry leaders.

Use of Carl D. Perkins Act funding provided for significant equipment purchases for occupation and technical degree and certificate programs.

Equipment inventory assessment and upgrading is ongoing in all departments. In 2011-2012, significant upgrades were approved for:

- Hospitality programs have been assigned to work with an architect for possible expansion of kitchen space into gaming lab. Funding to be provided by the Foundation
- Communication Department Broadcasting program: new facilities for student-run radio station.
- Fine Arts Department Recording Studio: latest ProTools upgrades, used by the top recording studios.
- Performing Arts Center lighting system: efficient, versatile LED stage lighting system, moving the Horn Theatre lighting system ahead of most Las Vegas venues in sophistication and efficiency.
- Equipment for Fine Arts is truly state of the art. Other technology-oriented programs, and those which use significant facilities and equipment, are reviewed constantly, often with help from industry advisory committees.
- A&L reviews School technology and recommends/requests replacements, upgrades, and new equipment through the annual Advanced Technology and Equipment Committee (ATEC) process.
- Work has recently begun to upgrade all English classrooms on the Cheyenne campus to SmartRooms.
- Purchased two desktop document cameras for Math to be placed on carts, so they can be used in multiple Math class locations.

Q1.4

Enhance faculty professional development opportunities that encourage quality teaching

Expand and enhance the College's efforts to recognize faculty accomplishments in the area of teaching

Maintain and support a faculty evaluation process that encourages quality teaching

Faculty Development

- Faculty across all disciplines took advantage of professional development opportunities. These activities included Sabbaticals, technical credentialing, and workshops in pedagogy at regional and national conferences.
- CAPE offers a multitude of in-service opportunities where Faculty members participate in on-campus training activities.
- Seventeen faculty members participated in sabbaticals last year.
- Professional development activities outside CSN, including conferences, are supported with a generous travel budget. Faculty members are encouraged to attend and present at these events.
- Books have been published by a variety of faculty, some of which are current-use textbooks.
- Approximately 15 health field faculty have completed or are currently pursuing advanced degrees.

Faculty Recognition

- Initiated a recognition awards program for faculty who have attained excellence in teaching, professional development, community service and scholarship in an effort to inspire faculty to become better teachers and highlight their professional and scholastic accomplishments to the campus community. Individual faculty members are regularly honored for Excellence in service, online instruction and green initiatives
- Promoted and managed the nomination and recommendation process for the Regents' Awards in teaching, creative activities and academic advising to encourage faculty to bolster their teaching repertoire and distinguish them as outstanding faculty members at CSN and the NSHE system as a whole.
- Developed rubrics with high standards for the Internal Recognition Committee (IRC) selection committee to use when making recommendations for award recipients in order to demonstrate and define high quality of instruction.
- Communicate all IRC efforts and nomination procedures to the entire campus community on a consistent basis to increase their awareness of opportunities to be recognized college and system wide in order to heighten the idea of showcasing accomplishments.
- Carried out an end of the year reflection event which exhibited outstanding faculty members to the campus community in order to illustrate the multitude of ways faculty can be recognized for high quality teaching and inspire faculty to strengthen their own teaching methodologies.

Q1.4 continued

Enhance faculty professional development opportunities that encourage quality teaching

Expand and enhance the College's efforts to recognize faculty accomplishments in the area of teaching

Maintain and support a faculty evaluation process that encourages quality teaching

- Promote outstanding faculty achievements on the CSN webpage and across all campuses using the Intercampus Communication System (ICS) to encourage faculty to think about their own teaching techniques and promote their colleagues' teaching endeavors.
- Promoted and celebrated the accomplishments of retirees through an annual luncheon attended by the President, and publicized information about retirees such as pictures and testimonials using ICS screens on all campuses to highlight the success of faculty.
- The VPAA instructed all schools to hold a part time recognition event, to celebrate the hard work of these valued employees and give them a chance to network with others in the college.
- A&L has developed a Facebook page for Arts & Letters to publicly share its faculty professional activities and accomplishments:
<http://www.facebook.com/CSNSchoolOfArtsAndLetters>

Faculty Evaluation

- Faculty members are now specifically evaluated, since 2010, on the number of professional development activities attended.
- Faculty members are encouraged to report academic and professional achievements through the annual faculty evaluation process.
- Students evaluate faculty at the conclusion of each course. Student feedback, as well as observation and support during the evaluation process, encourage improvement in the quality of teaching.

Q1.5

Design and implement a comprehensive institutional effectiveness data management and reporting model

Expand the college-wide outcomes assessment program

Publish comprehensive administrative and academic data

Institutional Data Management and Reporting

- In 2011-12, IR provided data, analysis and reports for internal audiences (including academic affairs, student affairs, executive administration, departments and schools, faculty members, and student government) and external constituencies in support of accreditation, institutional administration, accountability initiatives, program reviews, and strategic planning.
- In support of institutional and NSHE priorities, IR developed databases and reports to provide data that is consistent with multiple systems of metrics: the standard metrics required for IPEDS, Perkins, Gainful Employment, and other federal reporting; the Complete College America (CCA)/National Governors Association (NGA) metrics developed by NSHE; the metrics being developed for the revised legislative funding plans for formula and performance funding; and the metrics required to support the Achieving the Dream (AtD) initiative.

College-Wide Outcomes Assessment

- Office of Assessment and Accreditation developed 3-year assessment plans for each department and degree in A&L
- Program outcomes for individual programs are published on the program-specific webpage for ESHS and for Communication, English is in progress. COM and English will also have specific course outcomes itemized on the A&L School homepage.
- Dean of A&L holds weekly meetings with the Director of Assessment to work on outcomes and plan the needs and focus for A&L Assessment Committee and practice.
- Glenna Ewing, Wendy Weiner, and Debra Berry (English professor) have had their panel presentation on Assessing Writing Programs accepted for the National Council of Teachers of English Annual Convention in November.
- Arts & Letters instituted a school-wide Assessment Committee that meets monthly for the purpose of improving knowledge and practice in assessment.
- ESL's assessment process is reviewed by an external accrediting body.
- The Engelstad School of Health Sciences (ESHS) has convened an Assessment Team, comprised of members from all three departments, to develop program outcomes matrices and direct assessments of student learning.

Institutional Initiatives:

- Achieving the Dream (AtD) Core Team attended the national workshop and have begun work on building a culture of assessment through the AtD program with data and assessment coaches.
- Complete College America (CCA) goals are available from the CSN Website and were reviewed/discussed with Chairs of A&L.

Q1.5 continued

Design and implement a comprehensive institutional effectiveness data management and reporting model

Expand the college-wide outcomes assessment program

Publish comprehensive administrative and academic data

- Multiple articles about CCA goals appear in regular editions of the CSN Chronicle, from the CSN President's office.
- NSHE issued Strategic Directions for the Nevada System of Higher Education, in December 2011, in which the goals of CCA are officially adopted and described.
- Head of strategic planning committee reviewed CCA goals in every workshop and meeting regarding strategic planning.

Administrative and Academic Data Publication

- Institutional data and reports are continually posted on the Institutional Research website. IR plans to develop and publish additional reports in the next year.
- The President's State of the College Address serves to update the entire college community on CSN student success indicators, including retention and completion.
- The HR website was overhauled to make documents, forms and policies easier to locate.
- The College continues to post/archive monthly Presidential Chronicles and Presidential Cabinet minutes on the web/President's Blog.
- Budget and Financial Services:
 - Budget Services publishes the annual "Budget Book" which provides a high level overview of the current CSN annual budget. It also includes definitions of terms, descriptions of types of accounts (state funding, soft money, grant funded, etc.) and other information that helps to enhance the understanding of those who may have only a cursory knowledge of the budget. Current topic(s) will be added to address timely and relevant subjects that are of interest to the College at large. An example of a topic of college-wide interest would be the "pay shift" that will occur in July 2012 for academic and administrative faculty. This forum would provide an opportunity to explain what is occurring and the relevance and impact on the College and System budgets.
 - Budget Services is undertaking an overhaul of their web page beginning fall 2012. Information on the updated page will include a quarterly report to be prepared by CSN Budget Services that will show the current budgets and year-to-date activity by department. In addition, a link to the annual NSHE Budget-to-Actual and Accountability Reports will be provided.
 - Financial Services provides all account managers with monthly updated reports on account expenditures that include YTD information. The Financial Services and Budget Services staff members provide individualized assistance as requested.

<p>Q2.1</p> <p>Increase the number of full time faculty members relative to the number of part-time</p>	<p>The relative proportions of full-time to part-time faculty members remained almost the same from 2010 to 2011. In Fall 2010, 35.5% of faculty members were full-time. In Fall 2011, 35.4% of faculty members were full-time (according to IPEDS data).</p> <p>CSN Fall 2011 IPEDS data:</p> <ul style="list-style-type: none"> • Full-time instructional staff: 492 (35.4%) • Part-time instructional staff: 897 (64.6%) • Total instructional staff: 1,389 <p>The CSN Budget Committee, which ranks faculty position requests and makes recommendations to the administration, has used full time to part time ratios as a primary driver in the ranking process. In fact, in FY 12, new faculty requests were limited to high demand areas where the ratio was most in need of improvement. As a result, all 12 hiring recommendations in FY 2012 were specifically targeted toward improving the full time to part time ratio in high demand areas.</p>
<p>Q2.2</p> <p>Ensure new full-time faculty hires meet or exceed CSN quality standards</p>	<p>The CSN Human Resources recruitment team works closely with: 1) requesting departments to create the most accurate position vacancy announcements; and 2) with Search Committees to ensure that the pools of candidates are robust, competitive and meet the minimum position requirements as defined in the announcements.</p> <p>Academic departments encourage faculty to receive search committee training that has been dramatically improved over the past five years. In turn, these search committee members have created much better/more efficient credential review forms to effectively screen candidates and allow the most qualified to rise to the top of the pool.</p> <p>Part of the recruitment process utilized by the College of Southern Nevada is to establish the required/minimum qualifications necessary to perform the job duties associated with any position. Applicants who do not meet these minimum qualifications are not considered to be eligible for the position and are not considered further in our recruitment process. In an emergency situation and for a brief period of time, if it were necessary to hire someone without the requisite required/minimum qualifications that decision would be made by Human Resources in consultation with the relevant Vice President.</p>

Q2.3

Monitor compliance with faculty, administration, and staff evaluation policies

Human Resources staff members notify supervisors and vice presidents of staff evaluations that remain uncompleted to ensure timely follow-up.

The State of Nevada has approved CSN Human Resources to develop an online classified evaluation. The development is underway and a test version is expected to be in place by the end of September, 2012.

Faculty Senate Chair will insure that CSN Human Resources is sending out emails reminding individual faculty of their upcoming faculty evaluation. The Faculty Senate Chair will also send out an email in the fall and spring semesters reminding the faculty of the deadlines for faculty evaluations.

The Administrative Faculty Assembly (AFA) created a goal of ensuring all members completed employee performance evaluations. The goal included:

- Collaborate with Human Resources and other parties (Classified Council and Faculty Senate) to enforce identical goals
- Completion of personal performance evaluations
- Completion of performance evaluations for anyone under our supervision
- Encouraging colleagues to complete performance evaluation
- Communication college-wide encouraging compliance
- Invite Dr. Joan McGee to the AFA General Meeting to communicate the goals and objectives of the CSN Strategic Plan and reinforce AFA's charge

Data from Human Resources 2010-2011 on evaluation compliance:

Full-time faculty evaluation completion rates by department:

- Advanced & Applied Tech: 91%
- Arts & Letters: 79%
- Business, Hospitality & Public Services: 88%
- Counseling: 94%
- Education, Behavioral & Social Sciences: 90%
- Health Sciences: 80%
- Library: 80%
- Science & Math: 92%

Finance and Administration area (56 total employees):

- Received: 42 (75%)
- In process*: 10 (18%)
- Not received: 4 (7%)

Student Affairs area (63 total employees):

- Received: 48 (76%)
- In process*: 13 (21%)
- Not received: 2 (3%)

Q2.3 continued

Monitor compliance with faculty, administration, and staff evaluation policies

Data from Human Resources 2011-2012 on evaluation compliance:

Full-time faculty evaluation completion rates by department:

- Advanced & Applied Tech: 84% completed, 6% in process, 10% not received
- Arts & Letters: 83% completed, 9% in process, 9% not received
- Business, Hospitality & Public Services: 86% completed, 6% in process, 8% not received
- Counseling: 94% completed, 6% in process, 0% not received
- Education, Behavioral & Social Sciences: 99% completed, 0% in process, 1% not received
- Engelstad School of Health Sciences: 83% completed, 13% in process, 4% not received
- Library: 90% completed, 0% in process, 10% not received
- Science & Math: 90% completed, 5% in process, 5% not received

Finance and Administration area (55 total employees):

- Completed: 30 (55%)
- In process*: 24 (44%)
- Not received: 1 (2%)

Student Affairs area (67 total employees):

- Completed: 45 (67%)
- In process*: 13 (19%)
- Not received: 9 (13%)

*In process means evaluations that do not yet have a rating from the Chair/Dean, or have not yet been "Agreed/Disagreed" upon by the employee.

Q2.4

Identify part-time faculty professional development needs through surveys and feedback

Improve lines of communication to and from part-time faculty

CAPE is a part of the adjunct conference planning committee. That office provides support and help for the facilitation of the conference as well as presenting requested workshops for the breakout sessions. For Fall 2011 as well as Fall 2012, CAPE has/will provide 3 requested sessions at the conference.

Major improvements have occurred in part-time development opportunities over the past two years:

- CSN hosted the first annual PTI Conference in Fall 2011. Deans and Department Chairs from each School welcomed new and returning PTIs to the 2011-12 academic year.
- CSN will host its second annual Part Time Conference on August 18th, 2012 at the Texas Station hotel. Many valuable in-service training sessions will be given, as well as panel discussions and seminars with full time faculty and administrators from CSN.
- CSN professional development opportunities are available to all PTIs. CAPE has given additional attention to providing ongoing part-time instructor training opportunities.
- Recognition of professional development activities has been added to the part-time faculty evaluation form, providing an incentive for attending workshops, seminars, and relevant courses.
- Part time faculty members were all required in 2011-2012 to receive FERPA training as a prelude to getting access to CSN's new student information system, called MyCSN.
- Part time faculty members were required to receive training in MyCSN prior to its adoption in summer, 2011. New faculty employed after that time are all required to have this training.
- Several composition and literature workshops for FT and PT faculty were offered with the help of textbook publishers.
- Part-time faculty development needs are polled through department and program meetings at the beginning of each semester. Part time faculty members are also asked to suggest training ideas at the Part Time Conference, and throughout the year.
- English department has a mentoring program for adjunct faculty.
- Part-time instructors are requested to attend advisory and Joint Technical Skills committee meetings to provide feedback on professional development.

Q2.4 continued

Identify part-time faculty professional development needs through surveys and feedback

Improve lines of communication to and from part-time faculty

Communication

- Full-time faculty members are assigned program director and lead faculty duties to maintain communication lines to and from part-time faculty. Many departments have some version of a Part-Time Instructor Coordinator who actively recruits, interviews, evaluates and communicates with the part-time instructors.
- Department chairs have been directed by the VPAA and deans to communicate more frequently and directly with part-time faculty. In addition to disseminating important departmental information, PT employees are asked to provide feedback and suggestions. The goal is to increase a sense of inclusion among PT employees.
- Department of Business conducted meetings with part time faculty each semester
- Faculty newsletters to full and part time faculty are published in Business, International Languages, and Communication
- Department of Public Safety had a mandatory meeting of part time faculty with the Office of eLearning
- ESHS Part-time faculty are encouraged to attend all Department and School meetings. Part-time faculty are also members of many program advisory committees.
- Per Nursing PTI feedback, more support was needed, especially during the first semester. It was decided that every course coordinator would provide a course orientation. The PTI will also meet at least once per semester with the program director to identify and facilitate professional development needs.
- PTIs are encouraged to contact the course coordinator or program director with any questions or concerns. PTIs are provided with copies of faculty meeting minutes.

Q2.5

Provide college-wide professional development opportunities

Over the past year CAPE provided access to 312 workshops, where 3,167 participants attended 285 sessions, averaging 12 attendees per workshop. Online evaluations were made available for each, and averaged a 50% return rate. Of those responding, an average of 96% were satisfied with the presentation and learning outcomes of the workshops.

- Customized customer service training courses were developed for Student Affairs, where 247 employees participated in one of 23 sessions provided. CAPE and Student Affairs are collaborating to develop an advanced customer service certificate program. Five requested topics have been identified for development and sessions will be presented beginning in Fall 2012.
- Two special sessions were developed, by request from the tutoring department, on time management and non-verbal communication.
- A customized supervisory training series will be offered to the School of Advanced and Applied Technology this fall in a one-day session.
- CAPE worked closely with Classified Council to arrange and present requested training for the Classified constituency at a two-day classified in-service training in May, 2012.
- CAPE requests workshop presentation proposals from faculty members two times a year during Spring and Fall convocation weeks. These proposals are reviewed by the President and Vice Presidents for relevance to the general college faculty training and development needs. CAPE provides a program schedule for the week which includes these sessions along with other convocation activities.
- CAPE reaches out to all Departments and encourages suggestions for needed professional development, as well as participation in presentations focusing on their particular expertise. We encourage collaboration to provide specific and customized training to individual departments to meet their explicit needs.

Employees using grant-in-aid (GIA) dollars for Spring 2011: 76 professionals and 60 classified. For Summer 2011 there were 35 professionals and 34 classified participating. During Fall 2011, 66 professionals and 55 classified took advantage of GIA support, and for Spring 2012, 68 professionals and 54 classified employees participated.

A1.1

Optimize classroom utilization using PeopleSoft or other program

Design a schedule that is desirable to students and encourages students to enroll at maximum levels

Classroom Utilization

- Late in Fall 2011, each main campus and high tech center was reviewed to verify classroom and lab actual room capacities. Adjustments were made to room inventory listings where necessary.
- Starting in Spring 2012, the NSHE system office produced a biennial standardized Space Utilization report based on enrollment and facilities data from the system's data warehouse.
- CSN is also moving towards implementing a room scheduling system that will have the ability to generate detailed room usage data on demand. The system should be operational within the next 1-2 years.

Schedule Maximization

- CSN offers midnight classes, which have been successful, in order to capture those working until 11 pm.

School of Math & Sciences (SMS):

- Physical and Biological Sciences:
 - Course schedules have been redesigned in laboratories at the Henderson and Cheyenne Campuses to improve classroom utilization.
- Math:
 - During registration, daily enrollment numbers are recorded and tracked to analyze the schedule for preferred time slots for courses.
 - Existing students are asked about preferences for time/day offerings for the few upper division courses. For example, many students seeking the AS in Math degree are existing teachers in the Clark County School District (CCSD) and therefore need the 200-level math courses to be offered in the evening.
 - With many instructors signing extra students into their classes, MATH class enrollment totals have been at or above 100% for the last several semesters.

ESHS:

- A review of room utilization by the Nursing Department resulted in reassignment of three classroom/laboratory spaces and increased utilization of spaces on the Cheyenne Campus.
- Lecture, laboratory, and clinical courses are offered mornings, afternoons, evenings, and weekends.
- Many Health Sciences programs offer open lab hours, based on student need, to provide opportunities for additional skill practice.

<p>A1.1 continued</p> <p>Optimize classroom utilization using PeopleSoft or other program</p> <p>Design a schedule that is desirable to students and encourages students to enroll at maximum levels</p>	<p>A&L: Both English and Creative Writing AA degrees can presently be completed online (with the possible exception of a required lab science courses).</p> <p>SBHPS: Kitchen space at Cheyenne is scheduled from 7 am – 12 am, Monday through Sunday to meet student demand</p> <p>SAAT:</p> <ul style="list-style-type: none"> • Fullness indices for the departments are as follows: Media Technologies 92%, Computer & Information Tech 95% and Applied Technologies 83%. • More than 65% of all courses offered by the SAAT are offered in non-traditional time slots such as evenings, Saturdays, Sundays or online. This schedule reflects student employment needs and is a direct result of student feedback to program schedulers. • Efforts are made to avoid offering several classes at the same time in order to keep a large variety of days/times available to fit every schedule.
<p>A1.2</p> <p>Increase the number and variety of courses and programs offered online</p>	<p>The number of courses offered online continues to increase. In Fall 2011, CSN offered 962 online sections and 370 courses with at least one online section. This is an increase of 3% in both measures over Fall 2010.</p> <p>Examples of new online or hybrid courses:</p> <ul style="list-style-type: none"> • Courses in Photography, Information Technology, Drafting & Design, and Environmental Safety were developed in 2011-12 for online delivery. • Hybrid courses with combined online and in-class components were developed in Networking, Construction Technology, and Air Conditioning. • New courses were developed as needed for the online platform in A&L: International Languages, and Public Speaking are recent online additions.

A1.3

Operate a CSN main campus in each quadrant of Las Vegas valley as resources allow

Operate a learning center site in many areas within CSN's service region, as resources and student demand allow

Each of the three main campuses serves thousands of students, and provides library services, student services and other aspects of student service to promote achievement of goals and academic success.

CSN ensures access at all sites as ADA standards are strictly maintained so that students with disabilities are able to safely navigate the campuses. ADA surveys designed to evaluate the parking lots and site circulation of the three main campuses were completed in 2011-12. From these surveys, construction documents to address the issues noted at Cheyenne and Henderson Campuses were completed; Charleston Campus documents are not far behind in their preparation.

The College operates six learning centers that provide classes and student services: at the three High-Tech Centers (in partnership with the Clark County School District) at Palo Verde High School (our Summerlin site), Western High School and Green Valley High School, at Nellis Air Force Base, and in Mesquite and Moapa Valley. All these sites offer classes or training to the widespread communities, as they struggle to recover from the economic downturn experienced more drastically in Nevada than many other states. Even with the closure of sites in Boulder City, Lincoln County and the Desert Garden Center at the Charleston Campus, there is unparalleled access to classes and workforce training all around southern Nevada.

CSN's Division of Workforce and Economic Development (DWED) is based at the Sahara West site. It has 14 active classrooms (4 of which are computer labs), and one dialysis training lab. It tallied 7,083 enrollments for classes at that site for FY 12. Many ESL classes are offered in coordination with the CCSD and the Clark County Parks and Recreation at their sites.

A1.4

Encourage students to complete their academic goals, including:

- complete degrees three years from declaration of major
- complete certificates two years from declaration of major
- complete degrees before transferring to four-year institutions

The WC Dean was appointed to the Chancellor's Committee on Access and Affordability. Among the outcomes of this committee are recommendations to incentivize and enforce a 150% completion time policy across NSHE institutions. CSN's recent acceptance into the Achieving the Dream (AtD) Program will affect the college's efforts in this area, as will participation in the National Governors Association/Complete College America initiative.

Recruitment, Counseling, Retention, Tutorial Services, Re-Entry, TRIO:

- Through email and phone, invited over 5,000 students with 45 credits or more (Project Graduate) to make an appointment with a counselor/advisor to benefit from academic planning services and a degree audit. Follow-up will happen after spring semester to see if those who are contacted graduated.
- CSN awarded 2,530 degrees and certificates in 2012, surpassing the Complete College America goal to graduate 2,397 students.

Student Financial Services (SFS):

- SFS has implemented the Satisfactory Academic Progress policy that limits financial aid funding to 150% of all aid-eligible degree and certificate programs, putting financial incentive on students to complete within this timeframe.

Faculty Advising and Referrals:

- Faculty have been actively referring students to retention services to assist in course success and program completion.
- After Health Sciences students complete all program pre-requisites, they are then assigned to a faculty advisor, who is responsible for tracking their progress through the program.

A1.5

Encourage students to enroll and complete developmental courses within first 30 credits

Expand and enhance advising and support services that encourage student success in developmental courses

Encourage academic departments to develop strategies to increase student success in developmental courses

Early Completion of Developmental Courses:

- Faculty members recognize the correlation between success in CTE courses and competency in general education disciplines. Developmental courses are encouraged when students have shown difficulty in introductory level technical coursework. Faculty members have actively encouraged students to complete developmental coursework prior to assuming technically demanding classes.
- Students are tracked from when they take their placement tests through the first year of college courses, and when they take their English courses. Students are encouraged to take all basic skills courses within the first year or thirty credits, but no hard stops have been put in place for those students who do not do so.

Support for Student Success in Developmental Courses

- CSN's recent acceptance into the Achieving the Dream (AtD) Program will affect the college's efforts in this area, as will participation in the National Governors Association/Complete College America initiative.

Retention, Tutorial, Placement, Recruitment and Counseling Services:

- Engaged in electronic outreach efforts and class presentations to disseminate academic support and success service information to students who placed developmentally. Sent over 22,000 Resources for Success emails and conducted 226 classroom presentations.
- Tutorial Services offered one-on-one tutoring in developmental math and English (close to 4,400 combined hours) and drop-in lab tutoring in Math (nearly 7,000 visits).
- DRC provides academic accommodations to support individuals with disabilities in all courses, including developmental education.

Academic Departmental support of developmental courses:

- The Engelstad School of Health Sciences is unique in providing specific Health Programs Orientation and Advising services. Advisors prepare an individual Program of Study for each student and recommend strategies for improving pre-program performance, including developmental and study skills coursework, placement and entrance exam success, and maximizing points toward program selection.
- ESHS Faculty advisors are encouraged to meet with students at least once per semester to review their academic progress. Many programs maintain a remediation plan to provide students with additional opportunities for academic success. Plans may include academic and professional counseling, clinical skills remediation, case-based studies, and a self-regulation plan where students actively participate in self-reflection and assessment, goal setting and progress evaluation.

A1.5 continued

Encourage students to enroll and complete developmental courses within first 30 credits

Expand and enhance advising and support services that encourage student success in developmental courses

Encourage academic departments to develop strategies to increase student success in developmental courses

- MATH 97 has been eliminated in favor of accelerated versions of MATH 95 and 96. The accelerated pair of courses covers the same material in the same time frame as MATH 97, but allows for the successful completion of MATH 95 halfway through the semester.
- The prerequisite for MATH 120 is being lowered to MATH 95. This will allow some students to complete any math remediation quicker.
- A summer bridge program was developed to prepare students for the Math Placement Test.

A2.1

Determine student goals and match with available services

Improve efforts to inform students and employees of available services

Increase student utilization of support services

All available services in Student Affairs are published on the various departmental websites and are easily referenced by CSN employees and students.

When changes in services or procedures are made, students are informed via email through the MyCSN Communication Center. CSN employees are informed via email, typically by the department from which the changes originated.

At Convocation and similar events, Student Affairs staff present on available services to all CSN faculty and staff, in an effort to both educate attendees and better equip them to offer guidance to our students. These presentations are also offered for School and Department meetings and for individual class meetings.

Multiple efforts have been put forth from the Division of Student Affairs with regard to Access:

- Counseling/Advising reported a total of 89,983 contacts with students in the form of appointments, express counseling, advising workshops, phone, email, and chatroom contacts. During these contacts, staff and students discuss student goals and make direct referrals to CSN services.
- Engaged in electronic outreach efforts (over 22,000 Resources for Success emails to students) and hundreds of class presentations to disseminate academic support and success service information.
- Mailed 12,000 copies of "Getting into CSN GPS Brochure" to CCSD graduating seniors providing a step-by-step admission guide with an interactive web link directing students through the new admission criteria, alternative pathways, new policies, and resources for success
- Disseminated service information during Faculty Convocation and Adjunct Faculty Conference requesting referrals and including service information in syllabi.
- DRC participated in eight high school to college transition events for graduating seniors
- CAPS offered 51 outreach presentations to students, faculty and staff (all three campuses) on a variety of mental health topics and CAPS services.

Service increase in key areas:

- Retention student contacts (E-Alerts and Success Planning) increased by 1.8%,
- Received and processed 3,953 Faculty E-Alerts (0.5% increase from previous year)
- Tutorial service hours increased by 3%
- Counseling appointments increased by 6.5%
- Deaf and Hard of Hearing Services served 7% more students from the previous year

A2.2

Determine students' nonacademic needs and match with available services

Improve efforts to inform students and employees of available services

A brief *Service Need* assessment is currently under development that will be given upon admission to CSN. Depending on answers students will be directed to any or several of the following

- Academic Advising
- Career Services (career exploration)
- College Success & Engagement Skills
- Re-Entry
- Retention
- Student Life and Leadership
- TRIO
- DRC

Needs assessment is part of the intake process. Student Affairs staff are skilled at referring students for relevant services to address nonacademic needs, both at CSN and in the greater community. Collaborative efforts between student affairs departments are commonplace in this regard. Student Affairs staff provide numerous presentations at campus-wide events (i.e. Convocation, Part-Time Faculty Conference) to educate the CSN community about services and resources to help students and to help faculty and staff better assist students. Cross-training and regular Division meetings would be welcome interventions that would facilitate continued improvement toward this objective.

Student Activities, Student Government

ASCSN/Cipriano Chavez Work For Your Book Program awards student book vouchers, initially based on financial need, and provides the college with additional assistance at the beginning of each semester. Funding: \$25,000 allocated for Fall/Spring semesters.

For Fall 2011 Semester, 102 students were served, and 1,200 hours of service were provided to CSN departments and divisions at no cost. For Spring 2012 Semester, 105 students were served, and 1,500 hours of service were provided.

Student Leadership Academy

Once each Fall/Spring semester students enroll in the program, free of charge, to gain the following benefits:

- Develop their image as a successful and effective leader on campus, in the community, or in their career
- Network with fellow students
- Develop the skills ultimately needed to make an impact in their community
- Have an opportunity to get sponsored to attend powerful leadership conferences.
- Develop complete confidence in their ability to explore challenging issues

Fall Semester 38 served, Spring Semester 33 served

<p>A2.2 continued</p> <p>Determine students' nonacademic needs and match with available services</p> <p>Improve efforts to inform students and employees of available services</p>	<p>Professional Development Certificate Program</p> <p>Once each Fall/Spring semester students enroll in the program, free of charge, to gain the following benefits:</p> <ul style="list-style-type: none">• Improve communication skills• Network with fellow students• Learn how to become a true professional• Assess your skills and interests to determine an appropriate career path• Develop tools necessary during the job search• Be a step ahead of the competition• Participate in hands-on activities• Discover how to succeed in the workforce• Receive a Certificate of Completion from CSN <p>Result: 45 students served 2011-12, 18 in Fall, 27 in Spring</p>
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A2.3

Ensure adequate resources are available to effectively serve students

Increase timely and accurate completion of financial aid application(s)

Increase student utilization of available financial aid

- SFS personnel resources have not been adequate to meet the new demands placed on the department by MyCSN and significant changes in federal regulations. As a result, timely and accurate processing and packaging has suffered. Outreach and marketing efforts were sacrificed in order to preserve core functions while also modifying MyCSN to be functional for our students and compliant with regulations. Fortunately, new positions have been authorized, and SFS is expected to be adequately staffed for 2012-2013.

- TRIO disbursed \$20,000 in stipends to deserving students and \$10,000 in International Game Technology (IGT) scholarships

Provide support services to foster academic goal achievement:

- SFS attended counseling services meetings and provided presentations on Financial Aid (FA) Satisfactory Academic Progress (SAP), answered questions and asked for their input on our SAP information letter to provide a clearer understanding between staff and students.
- Provided presentations to health occupation students (nursing/LPN/dental hygiene) regarding applying for financial aid.
- Mentorship of gear-up students as they transition from high school and persist through college.

Increase levels of CSN internal stakeholder satisfaction

- FA works cooperatively, within regulations, to provide work study employment
- FA worked with DRC to create a scholarship to provide funding for note takers
- FA provides a scholarship to the athletic program to offer athletic book vouchers
- International student scholarships to help with recruitment efforts

Provide as much financial aid to as many students as possible:

Number of Awards:

- 09-10- 16,272 Awarded
- 10-11 18,264 Awarded (+1.12%)
- 11-12- 21, 038 Awarded (+1.15%)

Dollars Distributed:

- 09-10- \$64,292,868.66
- 10-12- \$69,071,259.82 (+1.07%)
- 11-12- \$70,427,539.99 (+1.02%)

Please note: 2011-12 is not complete data. Summer 2012 has not disbursed.

<p>A2.4</p> <p>Expand availability of books, journals, and other supportive materials</p> <p>Expand online options for books, journals and other materials</p>	<ul style="list-style-type: none"> • In 2010/2011 over 690,000 students and faculty visited the CSN Libraries. In 2011/2012 over 790,000 students and faculty visited the CSN Libraries. • In 2010/2011 over 1,229,910 items were circulated including both full-text online resources and in-house books and media. In 2011/2012 over 1,471,491 items were circulated both online and in-person. • In 2011/2012 over 14,159 resources were added to the collections for a total of over 190,000 resources available both in print and online. Seven (7) new databases containing over 27,000 e-books and digital videos were added to the CSN collections in support of curriculum and programs across the disciplines. • The CSN Library website continues to rank among the most used overall. After registration, the student login, the CSN Catalog and Schedule, students visited the Library web pages most often. In 2012, CSN Libraries added a mobile website in response to student demand for information on-the-go.
<p>A2.5</p> <p>Ensure facilities and CSN sites are consistently clean and adequately maintained</p> <p>Ensure facilities and CSN sites are consistently safe and secure</p>	<p>Cleanliness and Maintenance</p> <ul style="list-style-type: none"> • Grounds Services: Outsourcing of services has been completed at the Henderson and Charleston Campuses. The blended approach between permanent college staff and outsourcing continues at the Cheyenne Campus. • Custodial Services: The sites' and high tech centers' custodial services have been outsourced. This includes Green Valley HTC; Summerlin HTC; Western HTC; Sahara West and Mesquite sites. The viability of additional outsourcing at the three main campuses is being evaluated. However, no decision has been finalized. <p>Safety and Security</p> <ul style="list-style-type: none"> • The new Safety and Security Committee has been formed and conducted its initial meeting. • The "Blue Light" emergency call boxes funded by the Emergency Management for Higher Education Program (EMHE) are being installed and completion of the project is anticipated by the start of Fall semester 2012. These call boxes allow the college community to have instant access to emergency assistance, assist the responders by identifying the location of the caller and allow the College to broadcast emergency notification messages over speakers attached to all of the tower units. • The text-based alert system software has been upgraded. This increases the ability to improve participation rates by merging existing college databases with the emergency notification system. • The Emergency Operations Plan continues to be refined to address additional areas related to notification, communication, etc. This Plan is expected to be completed in time for presentation to the college community during Convocation (August 2012).

A3.1

Increase awareness of CSN's services and activities

Maintain and enhance the unified CSN communication and marketing campaign

Expand and enhance content and improve usability of CSN website(s)

CSN's efforts to increase awareness of its services and activities in a unified communication and marketing campaign:

- Launched a new campaign theme focused on CSN degrees and degree completion
- Increased number of bus ads with degree completion theme
- Placed mid-semester course advertising in addition to normal semester media
- Expanded social media advertising through Facebook targeted ads
- Began to place enrollment ads in Seven Magazine, a new niche print publication
- Deepened our sponsorship presence through partnerships with LV 51s baseball and LV Wranglers hockey organizations
- Increased the number of outreach events from 37 to 47
- Increased college's social media impact: increased percentage of lifetimes "Likes" by 37% and daily total reach by 134% over the last year
- On track to increase the number of press releases distributed compared to last year
- Conducted new Marketing in Higher Education CAPE workshop to promote unified communication and marketing standards
- Continued to create awareness of CSN style guide and enforce its use
- All external materials and communications require a public and college relations review and approval

Expand and enhance content and improve usability of CSN website(s):

- From June 1, 2011 through June 1, 2012 www.csn.edu had 3,125,748 unique visitors that viewed more than 31,333,621 pages.
- The website has been continually maintained by the page owners for each department. In addition several departments have had a content audit to improve the quality of their web presence.

A3.2

Expand partnerships with secondary and postsecondary institutions

Expand partnerships with local business and industry

Increase community representation on advisory committees

Office of Governmental Affairs and Diversity Initiatives:

- Continually ensures that academic materials passing through the marketing department are evaluated for diversity and accuracy
- Continued responsiveness to community needs as CSN serves to host various community events for diverse constituencies
- Conduct community outreach by maintaining communication with community leaders who represent diverse constituencies
- Membership in various ethnically diverse community organizations
- Membership on all eight workforce development sector councils formed by the Governor's Office
- Membership and participation with the Regional Development Authority task force
- Membership and participation with the NSHE's Equity Diversity and Inclusion Council
- Membership and participation with NSHE Chancellor's Inclusive Excellence Advisory Board
- Membership and participation with the Asian, Latin, Urban and Las Vegas Chambers
- Membership and participation with the LV Chamber Education Committee
- Membership and participation with the Southern Nevada Hispanic Employment Program
- Participant in Lincy Institute initiatives targeting ethnically diverse communities

Academic Affairs:

- New collaborative programs with CCSD have been developed at the CSN Henderson campus. Four disciplines, Aviation, Welding, Horticulture, and Air Conditioning, not currently offered by CCSD were chosen to improve secondary to post-secondary transitions of CTE students. The dual credit programs will afford secondary students a career pathway and an early start to college credit accumulation.
- Partnerships with local businesses include the Gas Heat Pump (GHP) project with Southwest Gas and Intellicochoice Energy, the General Motors ASEP training program, internships with Cirque du Soleil, Bureau of Reclamation, Wynn Resorts, and the FAA. The JT3 Jumpstart program is a cooperative effort to vector Electronics students to the defense contractor through guaranteed job interviews and, if admitted, guaranteed job placement.
- Advisory committees for each discipline have been restructured to include more industry representation and a broader set of professional disciplines. The Transportation Technology Joint Technical Skills committee makeup is currently under review.
- Working closely with the local school district (CCSD), an outside vendor named Ombudsman that has contracted with CCSD to offer an instructional program at CSN's Western High Tech Center with a high guaranteed graduation rate for the high school students enrolled in that program.

A3.2 continued

Expand partnerships with secondary and postsecondary institutions

Expand partnerships with local business and industry

Increase community representation on advisory committees

- Articulation agreements are in effect with the CCSD for Certified Nursing Assistant (CNA), Medical Office Assistant (MOA), Health Information Technology (HIT), and Health and Human Performance (HHP) courses offered at CSN. CCSD students who successfully complete their program of study can receive College credit for the articulated course. Other CSN programs, such as Dental Assisting and Cardiorespiratory Sciences, offer a point toward selection for successful program of study completion.
- CSN has hosted the annual CCSD Health Care Career Fair since 2009, as well as the Health Occupations Students of America State Leadership Conference since 2010.
- All Health Sciences programs have a clinical education component. The School maintains over 200 affiliation agreements with clinical sites to provide student training in a real-world setting. Students interact with health care professionals and patients and utilize state of the art equipment and technology in patient care. Program directors identify new clinical sites for student rotation experiences as needed.
- The Ophthalmic Dispensing program provided eyeglasses to disadvantaged children throughout the community. Dental Hygiene students provided oral care services. Cardiorespiratory Sciences students worked with the American Lung Association to promote a tobacco-free campus.
- Full and part-time faculty maintain positions on advisory boards for national, state, and local advisory boards, including the CCSD Joint Technical Skills Committee and various Career and Technical Education program advisory committees.
- Program directors work with industry partners to ensure that a variety of professionals serve on CSN program advisory committees.
- CSN faculty and students regularly participate in career fairs and other activities at the middle and high school levels.
- Several members of the English Department became founding members of the Southern Nevada Council of Teachers of English where they are able to network with CCSD English faculty and work collaboratively on major projects. UNLV and NSC faculty are also members.

A3.3

Collaborate effectively with local entities to improve partnerships with local business and industry

Program offerings are responsive to the needs of local business and industry

Increase grant-based funding for DWED programs

Division of Workforce and Economic Development (DWED):

- 11,915 fulfilled registrations for Fiscal Year 11-12
- 10,149 individual students that have registered for Fiscal Year 11-12
- 1,486 DWED classes held throughout the region and beyond the region for Fiscal Year 11-12
- AEFLA Basic and EL/Civics grant was increased by 24% for FY12-13.
- We were awarded an additional incentive grant for \$55,544 to develop a career and academic pathways class for Adult Education students.
- 1 million dollar grant received for 3-year program connecting basic skills with healthcare training program.
- A Citizenship preparation class was offered at Sahara West specifically for Caesar's Entertainment employees. Caesar's Entertainment publicized the course and referred any interested individual to our Orientation Session for enrollment. Two classes were offered from May 1 – June 27, 2012.
- Added 14 new contracts with industry clients in FY 11/12.
- Partnerships have increased with community agencies. Slots reserved for DWED's community sponsored CNA has doubled due to agency demand from 6 slots per class to 12. Class is run 5 times per year. Agencies who are sending increased numbers of clients to our training program include Desert Rose High School, Foundation for an Independent Tomorrow and Nevada Partners. New training contract was entered into July 2011 with Urban League to conduct WorkKeys Assessments for 30 clients per month and to provide training (CNA, Health Unit Coordinator and Dialysis Patient Care Technician) for their clients.
- Collaboration was set-up with Project HOPE to offer GED classes to ex-offenders as part of their re-entry process during their prevocational program. One course was offered from April 23 – June 27, 2012.
- Collaboration was set-up with the Las Vegas Rescue Mission to offer GED classes to residents in their recovery program. Three courses were offered from October 17, 2011 through May 16, 2012.
- In order to expand program offerings, a KeyTrain for ESL class was developed to provide the ESL population with workplace readiness skills that would amount to the National Career Readiness Certificate. This class was piloted from May 7 – June 28, 2012.

Total grant dollars awarded to the DWED division in FY 2011 was \$1,520,266, and that was successfully increased in FY 2012 to \$2,271,546.

A3.4

Increase the number of grant applications submitted

Increase the number of and the dollar amount of grants obtained

Mentor college faculty to match CSN and its programs to potential funding sources and produce successful proposals

Increase Grant Applications and Awards

- During FY 12, CSN managed \$9,367,000 in grants and contracts. This included a newly acquired project that was funded for \$1,000,000 for 3 years to support training in-home healthcare workers. This project is a sub-contract of the Trade Adjustment Assistance Community College Career Training Grant (TAA) that was awarded to a 4-college consortium.
- Other grant projects include support for equipment, professional development, assessment, adult education and citizenship, apprenticeship studies, expanded educational support for green technology, and campus emergency management.
- Submitted 17 proposals.

Mentor Faculty and Staff

- Worked to build the grant-seeking capacity of CSN faculty and administrators, from a wide variety of academic disciplines, through a number of teaching and mentoring activities including general grant writing seminars (17 attendees) and presentations to Joint Academic Council, faculty in Health Sciences, Advanced and Applied Technologies, Social Sciences, and Business (223 attendees).
- Provided specific orientation sessions for internal grant seeking process for 23 attendees and met with 24 faculty on three campuses for one-on-one mentoring sessions.
- Held working session with 6 small groups of faculty to explore and/or pursue grant projects.
- Held a collaborative planning session with faculty/staff from academic affairs and student affairs, which resulted in a fully funded grant.
- Met with faculty from four other community colleges to pursue collaboration funding.
- Met with faculty to develop “wish lists” and grant concept bank to match to potential opportunities as funding is announced.
- Developed a comprehensive grant-writing course to include grant prospecting, development, writing and submission to be offered to faculty in FY13.

A3.5

Design and implement an employee giving campaign

Design and implement an alumni giving campaign

Design and implement a capital campaign

Increase donations to CSN

An Employee Giving plan has been designed. It was originally scheduled to be implemented in February 2012, but the current budget situation (furloughs and salary cuts) pushed back the rollout to the August 2012 convocation.

An Alumni Giving campaign:

1. General alumni- We paid the postal authorities to scrub 9,000 addresses provided by CSN for past graduates. We then mailed letters to past graduates and received zero donations. 50% of the mailing was returned with bad addresses.
2. Scholarship students- We contacted 1,700 past scholarship recipients and received \$500 in donations
3. Past graduates- We are currently contacting those who claim CSN as their alma mater on Linked In to collect contact info. After the July 12th meeting we will develop a new strategy.

A Capital campaign is in the silent phase-teams have been recruited that shadow major industry in Southern Nevada-Hospitality, Health Services, Real Estate and Development, Finance, Small Business, Telecomm and utilities as well as Legal. A campaign Director has been hired and is working with each team to develop strategic fundraising plans for each industry segment. A tactical fundraising planning session has been scheduled for the Board on July 12, 2012.

The 2012 Gala was held on May 12, and a golf tournament is scheduled for June 15. Together they will raise about \$400,000.

Donations to the college have increased due to special campaigns. However, these numbers are offset through early retirements and retirement of long-time givers. In addition, the Foundation has also lost Board members, which reduced overall giving. Total income to the Foundation overall is down because of the conclusion of the Engelstad Gift-\$8.2 million dollars. This has not been replaced from current donors as people who are giving are giving lower amounts. We believe this is due to the economy. We have no multi-million dollar gifts currently in the pipeline.

D1.1

College leadership shows a commitment to local events and organizations that highlight diversity

College leadership shows a dedication to diversity and inclusion in communication and decision-making

College leadership shows support for on-campus events that highlight diversity

Ensure all committees are inclusive and diverse

Highlight the diversity of CSN students and employees in promotional and marketing materials

Campus and Local Events and Organizations

- Diversity-related events make up 43% of college events
- Heritage month events are celebrated and promoted internally and externally almost daily during celebratory months with unique branding, web site, communication/press releases
- Continued responsiveness to community needs as CSN serves to host various community events for diverse constituencies
- The chairs are able to track faculty participation in diversity events through the evaluation system.
- Partnered with UNLV, NSC and NSHE and National Conference of State Legislatures (NCLR) to host Hispanic Serving Institution Symposium
- CSN holds memberships in various ethnically diverse community organizations

Diversity and Inclusion in Committees and Decision-Making

- To ensure that search committees are representative of CSN's diversity, all nominees for search committee service are provided to the Affirmative Action Officer for review prior to the Affirmative Action Officer (AAO) making his/her nomination to the search committee. The Affirmative Action Officer appoints a member from the college community who will supplement or enhance the pool of nominees to ensure the diversity and inclusiveness of the search committee.
- For example: any Academic Faculty search traditionally has a 5-member committee, 1 each from VP Academic Affairs, School's Dean, Department Chair, Faculty Senate and Affirmative Action Officer. Administrative Faculty searches traditionally have a 6-member committee, with two nominations from the President, and one each from the division VP, Classified Council, Faculty Senate and the Affirmative Action Officer. The President or his/her designee has the option of adding additional nominees. These nominees may include individuals from the college, the external community, or both.

Highlight CSN Diversity

- Diversity-related messages are highlighted in a quarter of the college's press releases
- The college's status as the most diverse higher education institution in Nevada is celebrated and used heavily throughout the college's external and internal communications/publications
- President conducts community outreach by maintaining communication with community leaders who represent diverse constituencies
- Redesigned new View Book and companion website better represents CSN's diversity of students and variety of academic programs
- Continued to evaluate radio station placement to better match our target demographic and Spanish language needs (4 new stations rotated into media mix in 2011-2012)
- Collaborated with ethnically diverse community organizations and served as a host for special events
- CSN holds membership and actively participates with the Latin, Urban and Asian Chambers of Commerce

D1.2

Devise campus culture and climate surveys to identify stakeholder issues and concerns regarding diversity and inclusion

Government Relations & Diversity Initiatives:

- The Director of Government Relations & Diversity Initiatives (GRDI) is a member of CSN's Work Climate Committee. Work Climate Committee surveys were created, and analysis conducted, before the creation of GRDI.
- The Director of GRDI holds membership in and participates with CSN's Cabinet, where issues are discussed and college wide activities and programs are announced.
- A new Coordinator of Diversity Initiatives position is being advertised currently. The person filling that position will be very helpful in addressing the Strategic Plan's core theme, goals and objectives related to diversity and inclusion.
- All issues and concerns alleging non-inclusive or discriminatory actions are referred to the EEO/Special Assistant to the President for investigation.

D1.3

Expand the offerings of cultural and diversity-oriented activities for CSN employees/students

Provide professional development opportunities related to diversity for CSN employees

Cultural and Diversity-Oriented Activities

Governmental Affairs and Diversity Initiatives included:

- Diversity-related events make up 43 percent of college events
- Heritage month events are celebrated and promoted internally and externally almost daily during celebratory months
- “Blueprints for Success” highlighting professionals from the community were held on a monthly basis in collaboration with Student Affairs
- Collaborated with ethnically diverse community organizations and served as a host for special events that were open for CSN students to attend

Division of Student Affairs

The Division of Student Affairs offered a wide variety of diversity-oriented activities and related professional development opportunities. The following are examples of the range of Student Affairs’ cultural/diversity-oriented offerings:

- I Have a Dream Speech (Black History Month Event)
- Africa: Roots of Salsa (Presented by Dr. Eileen Torres of Washington D.C.)
- 2012: Mayan Prophecies (Presented by Dr. Eileen Torres of Washington D.C.)
- Martin Luther King Jr. Diversity Awards (Black History Month Event)
- Blueprints to Success (Women’s History Month Event, presented by Dr. Magdalena Martinez, Vice Chancellor, Student Affairs, Nevada System of Higher Education)
- A discussion on the success of women in the work place

DRC has continued to provide outreach activities for students, such as the Out of Sight Dinner Experience, a Disability Awareness Month event.

Professional Development Opportunities

- Professional development opportunities for faculty/staff have included the “DRC 101” and the Adaptive Technology Fair (a Disability Awareness Month event) to promote awareness of disabilities as a component of diversity.
- CAPS provided a total of 51 presentations to students, faculty and staff addressing mental health topics relevant to the CSN community.
- CAPE worked with Debbie Tanner and the Affirmative Action Office (AAO) to provide requested training development materials. A course was scheduled for initial kick-off in late spring, “Discrimination in a Diverse Workplace.” At the request of Debbie Tanner this course was postponed for further development, and multiple sessions will be provided at all campuses this fall. This session will combine topics of diversity and the required session on discrimination in the workplace. It is designed to help participants realize that differences can be strengths, as well as explaining the laws governing discrimination policies found in the Nevada Board of Regents handbook Title IV, Chapter 8, section 13c.

D1.4

Improve the student recruitment, retention, matriculation, and persistence activities to achieve a student body reflective of the ethnic diversity of CSN's service area

Clark County, NV enjoys a wide range of ethnic diversity that is reflected in CSN's student body.

- African Americans represent 10% of the County population and 11.1% of CSN's student body.
- Asians make up 9% of the County and 10% of CSN's students.
- Caucasians constitute 47% of Clark County and 44% of CSN's enrollment.
- Hawaiian/Pacific Islanders represent 2.4% of the County and 1% of the CSN student body.
- 24% of Clark County residents identify as White Hispanic and 2% identify as Non-White Hispanic; 25.1% of CSN's student population identify as Hispanic.
- Native Americans constitute 1% of Clark County's population and 0.8% of CSN's student population. (Sources: EMSI Complete Employment - 2011.3 & CSN Student Profile (HC) Headcount Fall 2010 - Census)

RECRUITMENT EFFORTS:

- Concentrated visits to high schools with predominantly minority student populations (Latino, African American and Native American) and vigorously promoted scholarships and financial aid among minority students
- Scheduled Recruitment presence during May/June graduation ceremonies for Black, Latino, and Native American CCSD seniors.
- Hosted booths/tables at major cultural events such as Juneteenth, MLK Parade, Cinco de Mayo, Hispanic Heritage Month and Chinese New year.
- Conducted parent financial and college orientation nights at high schools with high Latino and African American student populations.
- Distributed CSN and service marketing materials in Spanish (Student Intake Process, Financial Aid Checklist) in heavily populated Latino businesses.
- Recruitment Operation worked with students participating in the C.A.L.L. Program (*Las Vegas-Clark County Library District Computer Assisted Literacy in Libraries*) offering basic reading skills and English language learning classes for adults.
- Presented workshops for the Adult Literacy and Language Program-ELS and GED.
- Processed and followed-through on hundreds of referrals from UNLV's Upward Bound, Gear-Up and Talent Search Adult Services programs serving over 6,000 low-income, first generation college students (the majority of Hispanic and African American ethnic minority).
- Ethnic and Race breakdown of TRIO's 200 participants: 0.98% Native American, 2.93% Asian, 34.15% African American, 1.95% Pacific Islander, and 60.49% White. In addition, 41.95% of TRIO participants are ethnic Hispanic, who can select one or more of the other race categories as well.

D1.5

Annually review the ethnic distribution of CSN faculty, administration and staff, and the ethnic distribution of CSN's service area.

Support current hiring practices that encourage the development of a faculty, administration and staff who reflect the ethnic diversity of CSN's service area.

Annually review the affirmative action plan and initiate any changes indicated by the review.

- Positions are widely advertised in numerous publications including targeted advertisement requested by the requesting department. Additionally, job announcements are sent to an e-mail distribution list consisting of contacts at Historically Black Colleges and Universities, Urban Chamber of Commerce, Latin Chamber of Commerce and the Hispanic Association of Colleges and Universities. Human Resources will begin a process to track the effectiveness of the publications in which we advertise our positions.
- A process has been implemented whereby the head of Human Resources, in conjunction with the Affirmative Action Officer, reviews the recommended list of applicants to be interviewed for each professional level (academic and/or administrative faculties) position here at the College. Based on that review, additional candidates may be added to the interview pool to ensure the increased diversity and competitiveness of the pool of interviewees.
- As of June 30, 2012, the racial/ethnic composition of CSN full-time faculty is: 4% African-American, 7% Asian-American, 6% Hispanic, 1% Native American, 1% Multi-ethnic (not including Hispanic), and 80% White.

The division of Human Resources participated in the development of the 2012 Affirmative Action plan. The plan:

- Identifies the current data relative to the ethnic diversity of CSN faculty and staff
- Identifies recruitment efforts that cater to specific ethnically diverse populations
- All faculty on search committees must receive training in search procedures, which includes sensitivity to diversity.
- Search committee members are aware of the need to build ethnic and gender diversity into the faculty. These efforts have resulted in the Engelstad School of Health Sciences being one of the most diverse Schools in the College, mirroring the diversity of the community served by CSN.
- All faculty position search committees are knowledgeable of the need for nontraditional candidates. Nontraditional is defined in CTE as gender representation of less than 25%.
- A&L ensures that all search/hiring committees have a diverse composition. Five new tenure-track faculty members were hired, including one African-American male and one Hispanic female.
- The Affirmative Action Plan is reviewed and adjusted annually as appropriate.

D2.1

Provide a College environment in which all its members treat each other with courtesy and respect

Reduce the number of reported interpersonal incidents on College property

The Office of Government and Diversity Initiatives (OGDI) has taken a number of steps to promote courteous and respectful interactions among the CSN community:

- Created Faculty & Staff handbook and placed online to encourage compliance with policies and procedures, including ethics
- Continued to support two faculty liaison positions (ombudspersons) to help mitigate disagreements and grievances
- Heritage month events are held to promote and celebrate cultures and cultural differences. They provide an opportunity for students to understand and value cultural differences.
- “Blueprints for Success” events offered in collaboration with Student Affairs feature ethnically diverse populations and provides unique perspectives as to culture and professional endeavors
- The OGDI works with students one-on-one whenever possible to ensure that all students receive assistance with issues relative to inclusion and equity

Student Affairs:

The College’s Student Conduct initiatives have been developing over the past two years and have had to expand to meet rising numbers of conduct incidents occurring on all three campuses and in online settings. While the cause is unclear, it appears that socioeconomic pressures on students and their families, and frustrations about staff shortages from budget cuts are contributing factors to students’ emotional and behavioral acting out.

To help address this, all Student Affairs personnel have undergone customer service training. Integrated communication efforts between departments, within departments, and through social media and MyCSN have improved. Several outreach activities and presentations informing the community about the Student Conduct Code, Disruptive and Abusive Students Policy, and Academic Integrity Policy have been undertaken by the Student Conduct Officers.

As a result of the 2010 Mystery Shopping Experience and Committee work, CAPE was asked to develop a special customer service program for College areas that have the most contact with students. Student Affairs was identified as one of those areas. Student Affairs launched a five-phase Customer Service Project in collaboration with CAPE in January 2011 to address customer service issues and improve the level of service delivery. Below outlines what has been accomplished as of today as well as where we are headed.

<p>D2.1 continued</p> <p>Provide a College environment in which all its members treat each other with courtesy and respect</p> <p>Reduce the number of reported interpersonal incidents on College property</p>	<ul style="list-style-type: none"> • Phase I – Core Values and Principles collectively defined by a representative group of Administrative Assistants from Student Affairs • Phase II – Uniform guidelines, protocols, and procedures developed by Student Affairs Coordinators, Managers, and Directors • Phase III – Student Affairs representatives trained to deliver the Customized Student Affairs Customer Service Training • Phase IV – Mandatory division wide training implemented • Phase V – Development of Level II Advanced Customer Service Training <p>The annual campus climate survey shows that 75% of CSN employees believe that they are treated with courtesy and respect.</p> <p>Professional, courteous, and respectful behavior is expected at all times for all faculty, staff, and students. Discourteous behavior is not tolerated. School faculty and staff have received training specifically tailored to their work areas related to personnel matters, conflict resolution, and risk management.</p> <p>On behalf of the safety and security of our campuses, students, employees and visitors:</p> <ul style="list-style-type: none"> • In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, CSN publishes campus and non-contiguous property crime statistics monthly and annually. There have been no hate crimes or reportable interpersonal incidents reported formally to the Police Department from year 2008 through the present. • Faculty and staff are encouraged to report any incidents through the chain of command and submit an incident report to Campus Security as appropriate. • CSN maintains zero tolerance for sexual harassment and contributing to a hostile work environment. Faculty are provided with training on how to handle and report these issues. • In FY12, the number of EEOC complaints declined over those experienced in FY11.
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D3.1

Target-market all available support services that are shown to improve persistence and completion of community college students from under-represented groups

The TRIO program makes extensive efforts to target students from under-represented groups to improve their persistence and completion.

2012 Graduates - Breakdown by Ethnicity
(Source: IR Website Graduation Profile 2011-2012)

- African American 6%
- Asian American 12%
- Caucasian 45%
- Hawaiian/Pacific Islander 2%
- Hispanic 19%
- Native American 1%
- Multi-ethnic 3%
- Unknown 12%

2011 Graduates - Breakdown by Ethnicity
(Source: IR Website Graduation Profile 2010-2011)

- African American 8%
- Asian American 15%
- Caucasian 50%
- Hawaiian/Pacific Islander 3%
- Hispanic 19%
- Native American 1%
- Multi-ethnic 3%
- Unknown 1%

2010 Graduates - Breakdown by Ethnicity
(Source: IR Website Graduate Profile 2009-2010)

- African American 8%
- Asian American 14%
- Caucasian 51%
- Hawaiian/Pacific Islander 2%
- Hispanic 19%
- Native American 3%
- Unknown 3%