

2013 Strategic Plan Annual Report

Year 2012 - 2013 Objectives	Status
<p><b>Q1.1</b> Theme: Quality Goal: Enhance the reputation of CSN Objective: Improve the quality and innovation of CSN's programs</p>	<p><u>Achievement Indicator:</u> Increase from 31 to 35 programs having achieved programmatic accreditation. 50 programs are now currently accredited. In 2012-2013, Fire Science Technology was added to the list with Fire and Emergency Services Higher Education (FESHE) accreditation. (Previous information tabulated the accrediting agencies themselves, not all the specific programs CSN has that are accredited.)</p> <p><u>Achievement Indicator:</u> All assessment reports, plans and program reviews are published annually.</p> <ul style="list-style-type: none"> <li>• The multi-year assessment plans for academic programs are being loaded to the newly formatted website in conjunction with CSN's revamping of the website using new software. The posting of the plans and annual reports to the website is considered publishing the information and is updated at least annually.</li> </ul> <p>The Departments of physical science, biological science and mathematics completed the academic program review protocol this academic year. Results of this academic program review are shared with Academic Standards Committee, the Vice President Academic Affairs and the Nevada System of Higher Education. A summary of the reviews for each department follows:</p> <ul style="list-style-type: none"> <li>• <u>Physical Science</u> – will develop a department of integrated advising of students/declared majors. This will assist with increased program completion.</li> <li>• <u>Mathematics</u> – will work with designated counselors to market the benefits of the AS in Math. Change the assessment method for the degree to have students complete four case studies. Survey students enrolled in MATH 181 and 182 to identify desired times and locations for the upper level courses.</li> <li>• <u>Biological Science</u> – Improve access by students to biology courses. Improve success rate in courses. Improve graduation rate.</li> </ul> <p><u>Achievement Indicator:</u> All career and technical education programs have industry advisory groups. At least once a year, meet with local Chambers of Commerce and local development authorities regarding workforce development. Instead of external advisory groups, DWED has a staff member assigned to each of the following external groups to ensure DWED meets the community needs.</p> <ul style="list-style-type: none"> <li>• Regional Development Committee</li> <li>• Las Vegas Economic Development Committee</li> <li>• Southern Nevada Workforce Investment Board</li> <li>• Green Energy Sector Council</li> <li>• Healthcare Sector Council.</li> <li>• Aviation Sector Council.</li> <li>• Nathan Adelson Hospice Hispanic/Latino Advisory Board</li> <li>• Southern Nevada Medical Industry Coalition – Workforce Committee</li> <li>• Southern Nevada Strong Economic Development and Education Task Group</li> </ul> <p><u>Air Conditioning &amp; Refrigeration.</u> In response to local business needs garnered from CSN membership in area industry associations, the HVACR program has established new and updated labs.</p> <p><u>Automotive</u> has refined the arrangements with local General Motors dealers to strengthen the GM ASEP program that prepares technicians for advanced technical placement while working and earning.</p> <p><u>Welding and Air Conditioning</u> programs, in collaboration with CCSD, have introduced dual credit programs.</p> <p>Membership in Governor's Workforce Investment Board Sector Councils</p>

**Q1.2**

Theme: Quality  
Goal: Enhance the reputation of CSN  
Objective: Increase levels of CSN internal stakeholder satisfaction

Achievement Indicator: At a minimum, one survey is conducted annually by the Work Climate committee.

The national Personal Assessment of College Environment (PACE) workplace climate survey was administered to all regular full-time and part-time employees from Nov. 2012-Jan. 2013. Results will be analyzed and reported by the Work Climate Committee in Fall 2013. The Committee will collect input and develop recommendations for further improvements. A smaller climate “snapshot survey” is planned for deployment in Jan. 2014.

Additionally, based on the recommendations suggested by the 2010 CSN Climate Survey, the following actions have been taken:

- (1) Consistent Policies/Procedures - HR website reorganization; faculty and staff handbooks with live links to current policies developed and posted on HR website; Employee resource section of common topics added to HR website for convenience; video tutorials and FAQ page created for common HR questions.  
-New part-time faculty must be evaluated 1<sup>st</sup> semester; online evaluation mandatory; online evaluation system for classified employees under development  
-Faculty Senate by-laws updated; curriculum committee moving to completely electronic system thereby decreasing the curriculum-to-catalog turn-around-time
- (2) Communication/Communication of values – Members of administration are more visible and accessible: e.g., Ketch-Up events; Presidential monthly chronicle, cabinet minutes and blog provide CSN news, address employee questions and concerns, and reinforce institutional commitment of CSN’s administration. Annual overview of CSN budget published with quarterly updates posted. Dept. Chairs encouraged to increase communication with PTI’s. ICS video screens used to disseminate CSN events and information with events newsletter and calendar on the website.
- (3) Training and Access – CAPE expanded its offerings, offered hundreds of training workshops on all main campuses and online and developed an online registration and tracking system.; CAPE and DRC have developed diversity-related workshops; Convocation and In-Service training redesigned to be more relevant and supervisors were encouraged to arrange for their employees to attend; support for sabbaticals, travel, grant-in-aid and professional development was protected during budget cuts; first annual part-time faculty conference (Adjunct Impact) offered and training opportunities for part-time faculty have increased; CAPE developed Virtual Faculty Orientation website; faculty evaluations (full-time and part-time) include professional development.
- (3) Customer Service – HR now holds regular office hours on all 3 campuses. “Mystery Shopper” study conducted in 2010 resulting in equipment upgrades, and new broad-based customer service training for front-line employees. MyCSN call center created to assist OTS and Student Affairs in providing support for students. Counseling moved to academic affairs and to a school-based model to allow more focused advising and support for academic programs

Achievement Indicator: Responses to periodic surveys show an increase in satisfaction.

The national PACE climate survey (developed by National Institute for Leadership & Institutional Effectiveness (NILIE)) administered in 2012 was not directly comparable to the prior CSN-developed climate survey administered in 2010, so it cannot be stated that satisfaction levels have changed on specific topics. However, the initial report on the 2012 climate survey states that CSN’s overall results indicate a healthy campus climate with a middle Consultative organizational system. The climate factor of Student Focus got the highest overall mean score while the climate factor of Institutional Structure received the lowest overall mean score.

<p><b>Q1.3</b>  Theme: Quality  Goal: Enhance the reputation of CSN  Objective: Improve the quality of facilities and equipment</p>	<p><u>Achievement Indicator:</u> Complete an annual review and assessment of equipment and facilities used in classrooms and around campus to determine whether each is effectively utilized and adequate for current needs.</p> <p><b>Cheyenne Campus</b></p> <ul style="list-style-type: none"> <li>• Interior renovations (carpet, paint, ceiling tile and restroom renovations) are continuing. Currently 95% of the public spaces, 67% of the office complexes, 50% of the classrooms and 33% of the restrooms are completed.</li> <li>• Interior renovations (carpet and paint) of the Financial Services building are schedule for August.</li> <li>• Construction documents for major parking lot repairs have been completed. CSN is currently looking for funding, and hopes to be able to start construction around the end of next year.</li> <li>• Obsolete mechanical systems in the Main Building are continuing to be replaced, including a new chiller for the north central plant. Construction Documents have been completed for the replacement of two large air handler units in the 1100 area and the 1200 area.</li> <li>• Installation of a new solar panel system on the Horn Theater roof is scheduled for Fall to reduce energy costs is complete.</li> <li>• An Architect for the Master Planning of the Cheyenne campus has been selected and the project has begun.</li> </ul> <p><b>Henderson Campus</b></p> <ul style="list-style-type: none"> <li>• Installation of 83kw solar panels was completed to reduce energy.</li> <li>• An Architect for the Master Planning of the Henderson campus has been selected and the project has begun.</li> </ul> <p>A complete renovation of the A building mechanical system has been completed. This project also included new carpet and paint for the classrooms.</p> <p><b>Charleston Campus</b></p> <p>Design has begun on a renovation/ addition for the A building. This addition will help consolidate and improve the Radiation Therapy Technology, Ophthalmic Technology, Dental Sciences, and Physical Therapist Assistant programs.</p> <p>Mechanical improvements have begun at the A building. A new central plant is currently under construction along with new ductwork on the interiors.</p> <p>Design has begun on the B building including the expansion of the Vet Tech program, and an additional office complex.</p> <p>An Architect for the Master Planning of the West Charleston campus has been selected and the project has begun.</p> <p>Interior renovations (carpet and paint) have begun in the C building classrooms and corridors to replace worn out finishes. This is scheduled to be completed by the end of the summer.</p> <p><b>General Improvements</b></p> <ul style="list-style-type: none"> <li>• A signage program has begun at the three main campuses to help with room identification and exterior way finding.</li> <li>• The electronic key system (EAccess) has been expanded to include all classrooms and laboratories at the three main campuses.</li> </ul>
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**Q1.3 continued**

OTS has implemented an annual equipment refresh cycle. Each year, computer and classroom equipment is upgraded based on an established equipment usable life lifecycle. This ensures that all CSN faculty, staff and students are using modern technology.

Computer Refresh

- Upgraded 643 Computerized Lab and Classroom computers across all CSN campuses
- Upgraded 437 Faculty and Staff computers
- All CSN computers are 4 years old or less

Smart Classroom Refresh

- 54 smart classrooms were upgraded. Equipment upgraded included new podiums, projectors, DVD, audio and some Crestron Control systems.

Student Open Computer Lab Printers

- Upgraded end of life printers in open computer labs at Henderson, Charleston and Cheyenne.

CSN Wireless Network Upgrade

- Upgraded end of life wireless access points and installed three new controllers.
- Increase network coverage, speed, and capacity to support five times the amount of devices compared to older wireless network.

Network Bandwidth

- A network traffic assessment was completed that determined the current traffic flow was inadequate to accommodate increasing network usage.
- New MetroE services were implemented that doubled bandwidth speed between campuses by upgrading connections at Cheyenne, Charleston, and Henderson from 512Mbps to 1GB MetroE circuits. Increased High Tech Centers and Sahara West from 100MG connection to 200Mbps.

New emergency management equipment was installed to increase campus safety and improve CSN police and campus security responsiveness to emergency situations. Office of Technology Services installed the following equipment:

- 495 emergency only VoIP phones were installed in classrooms and labs on all CSN campuses.
- Installed network connectivity and server to manage Blue Light emergency system at Charleston, Cheyenne, and Henderson
- Installed IP Security Camera network at High Tech Center, Sahara West, and Henderson Campuses to support CSN police.

<p><b>Q1.4</b>  Theme: Quality  Goal: Enhance the reputation of CSN  Objective: Improve the quality of instruction</p>	<p><u>Achievement Indicator:</u> Provide funding for professional development opportunities for faculty such as conference attendance, along with CAPE workshops.</p> <ul style="list-style-type: none"> <li>• Faculty members have been active in their professional organizations presenting, working at conferences, and attending sessions.</li> <li>• The International Languages department attended a training session on how to evaluate language proficiency using a national standard.</li> <li>• The School of Arts and Letters has an on-going Assessment Committee meeting monthly to work through best practices in assessment, which are teaching/learning activities. Members also attend the Assessment workshops provided by CSN’s Office of Assessment.</li> <li>• Full time and part time faculty attended Active Shooter, Sexual Harassment, and CANVAS training.</li> <li>• Nearly 400 Part time instructors across all disciplines attend the Adjunct Impact conference in 2012.</li> <li>• All faculty members in the Engelstad School of Health Sciences are required to maintain their professional licensure and certifications by participating in the appropriate continuing medical education activities (conferences and workshops often supported by Department/College funding).</li> <li>• Fifteen faculty members were on sabbatical conducting academic research during the 2012-2013 academic year.</li> <li>• Three faculty earned advanced graduate degrees during the 2012-2013 academic year.</li> <li>• Faculty members attended several CAPE trainings during the 2012-2013 academic year.</li> <li>• Books have been published by a variety of faculty, some of which are currently used in the CSN classroom.</li> </ul> <p><u>Achievement Indicators:</u> Recognize faculty accomplishments in the area of teaching by publicizing them annually on the college website. Hold an annual recognition program.</p> <ul style="list-style-type: none"> <li>• Promoted outstanding faculty achievements on the CSN IRC 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: <a href="http://www.csn.edu/recognition">www.csn.edu/recognition</a></li> <li>• 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 and on all campuses and the IRC webpage to highlight the success of faculty: <a href="http://www.csn.edu/recognition">www.csn.edu/recognition</a></li> <li>• Arts &amp; Letters (A&amp;L) maintains a Facebook page for A&amp;L to publicly share its faculty professional activities and accomplishments: <a href="http://www.facebook.com/CSNSchoolOfArtsAndLetters">http://www.facebook.com/CSNSchoolOfArtsAndLetters</a></li> <li>• Division of Public and College Relations maintains Facebook page for the entire campus community to publicly share its faculty professional activities and accomplishments: <a href="https://www.facebook.com/CSNNV?fref=ts">https://www.facebook.com/CSNNV?fref=ts</a></li> <li>• Department of Communication maintains Facebook page to share its department’s faculty professional activities and accomplishments: <a href="https://www.facebook.com/csn.dept.comm?fref=ts">https://www.facebook.com/csn.dept.comm?fref=ts</a></li> <li>• President Richards maintains a president’s blog to publicly share faculty professional activities and accomplishments: <a href="http://blog.csn.edu/">http://blog.csn.edu/</a></li> </ul> <p>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.</p>
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<p>Q1.4 continued</p>	<p><u>Achievement Indicator:</u> Departments will achieve a minimum of 95% satisfactory or better on supervisor evaluations of faculty.</p> <ul style="list-style-type: none"> <li>• In the summer of 2012, Senate began the process of creating a new faculty and classroom evaluation policy and process with the goal of better encouraging quality teaching. Academic Affairs retained Jim Hammons, an expert consultant on the development of Faculty Evaluation Policies for community colleges, and a new Faculty Evaluation committee was formed.</li> <li>• The Faculty Evaluation Committee met regularly and also conducted a survey of all faculty to get input on constructing and implementing a new policy with the goal of better encouraging quality teaching.</li> <li>• 99.9 % of Full-time Faculty received a satisfactory or higher on departmental supervisor evaluations in the 2012-2013 academic year.</li> </ul>
<p>Q1.5</p>	<p><u>Achievement Indicator:</u> Institutional data incorporates Complete College America (CCA) and National Governor’s Association (NGA) Metrics, NSHE performance metrics, analyses of Achieving the Dream interventions, and other institutional priorities.</p> <p>Institutional Data Management and Reporting</p> <ul style="list-style-type: none"> <li>• In 2012-13, Institutional Research (IR) provided data, analysis, survey facilitation and reports for internal audiences (including academic affairs, student affairs, executive administration, CSN Foundation, departments and schools, college committees, faculty members, and student government) and external constituencies in support of NSHE and legislative requests, accreditation, institutional administration, accountability initiatives, program reviews, and strategic planning.</li> <li>• 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, and other federal reporting; Complete College America (CCA)/National Governors Association (NGA) completion metrics developed by NSHE; metrics required to support the NSHE interim data warehouse; metrics being developed for the legislative funding plans for formula and performance funding; and metrics required to support the Achieving the Dream (ATD) initiative. Reports have been published to the CSN website where possible.</li> </ul> <p><u>Achievement Indicator:</u> All academic departments utilize the college-wide assessment program. 75% of all academic and non-academic programs have developed and are following outcomes assessment plans, and assessment data is published annually.</p> <p>85.6% of all academic programs have multi-year assessment of student learning plans with the Office of Assessment of Student Learning. In 2012-2013, all programs focused on updating Program Outcomes to make them more measureable and identified the direct measures of learning for the Program Outcomes. Tools were designed (i.e., rubrics, expanded checklists) to gather data of the direct measures of learning).</p> <p>All Deans have been provided a semi-annual tracking matrix on the status of the assessment of student learning plans for their academic programs.</p> <p>The Student Affairs leadership team has been charged with development of annual action plans for all units within their assignments. These action plans include accountability and assessment measures. Each AVP is utilizing an annual planning form in developing action plans. These forms are used to identify intended division and college outcome, implementation strategies, responsible staff, target dates, assessment tools, resources required, and to provide a clear vehicle for use of results. Assessment focuses on expansion and quality of services as measured by the identified assessment tools.</p> <p>The Annual Planning Form serves as the instrument for measuring effectiveness of current initiatives and for subsequent planning as results are used in planning ensuing initiatives.</p>

**Q1.5**

Achievement Indicator: Easily available online data will include budget, assessment, accountability and student services data.

**Budget:**

- Policies, forms, and resources are posted on the Finance and Facilities portion of the CSN website, which includes the Budget Services, Business Operations, Facilities Management and Financial Services sections. CSN and NSHE financial statements and audit reports are posted on the Financial Services website. Additional CSN budget and fiscal information is available on the NSHE Data and Reports portion of the NSHE website.
- 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.

**Assessment:**

- In 2012-13, the Office of Assessment focused on facilitating the development of Program Outcomes. Assessment plans and report are available on the Assessment portion of the CSN website, along with resources, templates and support material on assessment and student learning outcomes.

**Accountability Data Publication:**

- Institutional accountability data (such as reports on graduates and degree completion, student retention/persistence, enrollment summaries, grade distributions, student profiles, Right-to-Know information, and other topics) are posted on the Institutional Research website throughout the year (by semester, by year and as updated data is available). Results of institutional surveys and national accountability projects are also posted on the Institutional Research portion of the CSN website. Additional CSN accountability information is available on the NSHE Data and Reports portion of the NSHE website.
- Reports from college committees (such as Faculty Senate committees, All-College committees, Accreditation committees, and ad hoc committees) and institutional initiatives (such as the Achieving the Dream, Complete College America, CSN’s Hispanic Serving Institution Initiative, and Don’t Wait, Graduate!) are posted on the CSN website in various locations.
- The President communicates in multiple channels. The President’s State of the College Address, delivered each term, serves to update the entire college community on CSN student success indicators, including retention and completion. The College continues to post/archive monthly Presidential Chronicles and Presidential Cabinet minutes on the web/President’s Blog.

**Student Services:**

- The Student Affairs website provides direct links to a full list of student services, to the CSN Student Support website, and to a Student Affairs blog created this year. The blog serves as a convenient point of access for links to student services and provides updates and information about student life activities on campus and organizational changes in Student Affairs.

<p><b>Q2.1</b></p>	<p><u>Achievement Indicator:</u> The ratio of full-time to part-time faculty will increase one percentage point each year from a baseline of 34% / 66% in AY 2009-2010.</p> <p>During the 2012-2013 academic year, there were 483 full time instructional faculty employed at CSN and 818 part time instructional faculty. This is a combined total of 1301 faculty with 37% full time and 63% part time. These calculations are based on IPEDS data provided by HR.</p>
<p><b>Q2.2</b></p>	<p><u>Achievement Indicator:</u> 100% of newly hired full time faculty employees meet or exceed minimum CSN quality standards.</p> <ul style="list-style-type: none"> <li>• The Department of Human Resources’ recruitment team works closely with hiring supervisors/department chairs during the vacancy announcement creation and serves as a resource during the process.</li> <li>• All job announcements include a detailed list of required and preferred qualifications and each job posting has a special note informing applicants to fully describe their qualifications and experience with specific reference to each of the minimum and preferred qualifications.</li> <li>• Human Resources meets with each full-time search committee to review the search committee process and to answer questions the committee might have about minimum qualifications.</li> <li>• As part of CSN’s full-time search process, search committees create a minimum qualifications subcommittee comprised of the search chair and two (2) additional members of the search committee. These subcommittee members independently review for minimum qualifications and then decide on the final list of qualified candidates.</li> <li>• At the request of a candidate or search committee member, HR staff will review and determine whether a candidate or group of candidates meets the minimum requirements for a position.</li> </ul>
<p><b>Q2.3</b></p>	<p><u>Achievement Indicator:</u> Achieve 90% compliance across all employee groups.</p> <ul style="list-style-type: none"> <li>• Faculty evaluations - For this fiscal year, the College far exceed its compliance goal for faculty evaluations. 472 faculty evaluations were submitted compared to the 484 evaluations due (511 full-time faculty minus 27 tenure/sabbatical applicants not required to be evaluated this year) for a total compliance percentage of 97.5%.</li> <li>• Professional evaluations – For this fiscal year, the College made improvement towards its compliance goal for professional staff. 172 professional evaluations were submitted compared to 210 evaluations due for a total compliance percentage of 81.9%. Human Resources is currently compiling a list of those staff that have not submitted evaluations and will be contacting the supervisors to ensure compliance.</li> <li>• Classified evaluations – For this fiscal year, the College met its compliance goal for classified staff. 335 classified annual evaluations were submitted compared to 356 annual evaluations due (405 full-time classified employees minus 49 new classified employees not required to be evaluated this year) for a total compliance percentage of 94%.</li> </ul>



<p><b>Q2.4</b></p>	<p><u>Achievement Indicator:</u> Provide a part-time conference each year to support professional development and address needs of part time instructors, with agenda based on stated needs and issues.</p> <p>PTIs from across the college are invited and encouraged to attend the annual Adjunct Impact Conference. Several program heads have indicated that they will more actively promote the conference to their new/returning PTIs.</p> <p><u>Achievement Indicator:</u> Communication to and from part-time faculty will be adequate and effective, as measured by Department Chair feedback.</p> <p>To improve communication, direct contact through meetings, email, phone, and in-class observations. PTIs are invited to all School, Department, and Program meetings. Additional communication improvement occurs through:</p> <ul style="list-style-type: none"> <li>• Ensuring all part-time faculty keep a working CSN e-mail account for official department/college communications</li> <li>• Hold special meetings for part-time instructors, where information about CSN’s policies are given and departmental curriculum changes are discussed. Software trainings are often incorporated.</li> <li>• Part-time faculty appreciation picnics are now scheduled annually for two schools</li> </ul>
<p><b>Q2.5</b></p>	<p><u>Achievement Indicator:</u> College-wide professional development opportunities will be supported in the budget, and announced to all employees.</p> <p>The following actions were taken to expand professional development opportunities:</p> <ul style="list-style-type: none"> <li>• Prominent collaborations were held with various institutional areas to provide training for new or changing support systems or programs</li> <li>• CAPE provided access to 435 workshops and 4,189 CSN faculty and staff participated. In addition, approximately 250 people attended training sessions at the community colleges conference hosted by CSN</li> <li>• Seven new sessions were created by in-house presenters to build a level two-tier advanced customer service training program. A total of 52 sessions were provided to 433 attendees</li> <li>• Individual Student Affairs departments collaborated, with CAPE as the facilitator, to establish key procedures dealing with specific customer service challenges</li> <li>• CAPE organized working advisory committees to seek training needs around campus</li> <li>• Newly introduced programs/systems such as the Emergency Management Operations Plan, self-submit HELP desk tickets, Canvas, Concrete5, and other business operations procedures have been added to the training calendar or integrated into the orientation process</li> </ul> <p><u>Achievement Indicator:</u> The [Community College] Conference is sponsored and presented in Nevada each year.</p> <p>CSN organized and presented the Nevada Community Colleges Conference in spring of 2013, attended by approximately 250 people. Presenters were selected by an internal committee, after reviewing proposals on a variety of subjects submitted by faculty and staff from CSN and other community colleges. Topics pertinent to faculty, classified and administrative staff were encouraged. The conference featured a keynote speaker, and twenty-four innovative breakout sessions were offered.</p>

**A1.1**

Achievement Indicator: Determine capacities of all instructional space and show an average of at least 85% classroom utilization across all available days/times.

- Classes offered are well enrolled. In Fall 2012, 4,878 sections were offered and were enrolled at 90% fullness (enrollment / maximum cap). In Spring 2013, 5,049 sections were offered and were enrolled at 91% fullness (enrollment / maximum cap).

Achievement Indicator: Working with Student Government and student surveys, achieve 75% satisfaction with class schedules (days/times/formats).

- Class scheduling and course availability continue to be a challenge, with students indicating moderate levels of satisfaction. In the Noel Levitz Student Satisfaction Inventory (SSI) administered in May 2013, respondents ranked the availability of sufficient courses within their programs of study each term, the scheduling of classes at convenient times, and the ability to register for classes with few conflicts as among most important issues for the College. Satisfaction levels were moderate (the average response corresponded to “somewhat satisfied”) for course availability and the ability to register which were also listed in the top challenges for the College. Satisfaction levels for scheduling at convenient times was somewhat higher although the average response still corresponded to “somewhat satisfied.” Scheduling at convenient times also did not appear in the list of top challenges for the College.
- Each semester, CSN offers approximately 5,000 class sections covering multiple disciplines. These classes are offered at three main campuses, 3 technical centers and various other locations in and around Las Vegas and online. Class offerings are scheduled nearly every day of the week and from early morning hours to late evening. CSN is currently implementing the Series 25 room scheduling system, which will allow more effective and efficient use of available spaces.

Achievement Indicator: Noel Levitz consultant is engaged to help with student satisfaction with class opportunities.

- A Noel Levitz consultant has been retained by the College to facilitate a more systematic approach to recruitment, retention and student success.
- In other areas, the Achieving the Dream (ATD) Persistence Team and Course Completion Team focused on issues within the intake and matriculation, student course selection, and academic advising and counseling with the goal of improving student success. Interventions aimed at improving students’ ability to choose and enroll in appropriate classes are under development.
- The Advising and Counseling functions have been split so that academic advising for incoming and undeclared students will remain in Student Affairs while counselors will move to Academic Affairs and be housed within academic schools, where they will support and advise declared majors. These services should help students better plan their course selections into the future and improve their satisfaction with the availability and scheduling of classes.

<p><b>A1.2</b></p>	<p><u>Achievement Indicator:</u> Determine the number of online offerings, courses and entire degrees, and increase by 1% annually.</p> <p>The number of courses offered online remained the same while the number of sections increased. In fall 2012, CSN offered 1014 online sections and 370 courses with at least one online section. This was an increase of 5.4% over fall 2011 in online sections. This increase in online sections resulted in a 8.4% increase in Online FTE.</p> <p>Examples of new online courses:</p> <ul style="list-style-type: none"> <li>• All courses necessary to complete a Nursing Associate Degree except NURS 296 – Nursing Management and Preceptorship were developed for online delivery in 2012 – 2013.</li> <li>• New online courses were developed in Travel and Tourism such as Concierge Management (Business Operation), Concierge Assistant, and Introduction to the Convention Industry and offered for the first time in 2012 – 2013.</li> <li>• Hybrid courses with combined online and in-class components were developed for the entire Automotive Technology Program.</li> </ul>
<p><b>A1.3</b></p>	<p><u>Achievement Indicator:</u> For each main campus: Identify location, and document sufficient resources to operate it effectively.</p> <p>CSN has three main campuses located in three separate cities, each having a unique focus, supported as funds allow. The Cheyenne Campus, located in North Las Vegas, has the bulk of the culinary, gaming and performing arts programs. The Henderson Campus, located in Henderson, has the sports and horticulture programs. The Charleston Campus has the health-related programs such as nursing, dental and cardio-respiratory.</p> <p><u>Achievement Indicator:</u> For each site: Identify location, and document sufficient resources to operate it effectively. Demonstrate student use/demand for adding or removing access sites.</p> <p>CSN has one center dedicated to workforce and continuing education, three high tech centers, and learning centers on the Nellis Air Force Base, in Mesquite, and in Moapa Valley. The learning centers serve unique populations, with the Nellis site serving local military personnel and families, Mesquite and Moapa Valley serving the rural areas, and the three high tech centers linked with the Clark County School District high schools with whom they partner. These seven campuses ranging in size from very small to much larger, the population of southern Nevada has access to higher education without having to travel far. With the advent of online services, this boosts students' access to counseling, financial aid and other types of student services even in the remote areas. Cross training lends another layer of support to students unable to get to an urban campus, as the smaller sites are trained to support registration and other services needed in a decentralized fashion.</p> <p>Based on the budgetary data, most of the sites were able to stay within their assigned budgets, and many were able to actually return money to the College having unspent funds at the end of the year. After a review with the Budget Director, most budgets either remained the same or went down slightly, with only a couple showing a slight increase. This shows that they had sufficient funds to support faculty, support the campuses and sites, and provide sufficient services to accomplish the tasks.</p>

**A1.4**

Achievement Indicators: Students with a minimum of 45 credits are contacted to encourage them to graduate as part of “Project Graduate.” Follow up will happen after spring semester to see if those who are contacted graduate. Increase the six-year graduation and transfer rate by one percentage point per year. Increase the IPEDS graduation and the IPEDS transfer rate by one percentage point per year. Every department and school will have a plan to track current majors, and increase the number of declared majors who graduate

- The Engelstad School of Health Sciences continued to do faculty advising after students were admitted to their program of study. There is good retention in most programs with the cohort-based Limited Entry model.
- The Education Department continued to implement the GoToCollegeAccess Grant (CACG), offering financial, academic and remedial advisement services. The grant enabled 35 education students to complete their AA degrees with transfer plans intact for pursuing their BA degrees in teacher education.
- Faculty from across the college continue to actively refer students to retention services to assist in course success and program completion.
- Several academic departments conducted transfer advisement workshops by bringing in institutional transfer counselors and guest speakers from the community to discuss future employment opportunities.
- CSN was accepted into the Achieving the Dream Cohort beginning in spring of 2012. Several members of the CSN ATD team attended the 2013 Dream Conference. The vision for CSN’s involvement with ATD was shared by the President, when he introduced the ATD Student Success initiative at CSN’s fall 2012 College Convocation meeting. During this session, President Richards clearly stated that student success is a priority and rallied for support of the new ATD directive, underscoring the mission, goals and importance of the program for not only the students served, but for CSN as an institution.
- CSN’s work with ATD during the 2012-2013 academic year included both a quantitative and qualitative study of current students’ ability to complete degrees and/or certificates.
- Specific ATD interventions were recommended and will be further explored during the 2013-2014 academic year. By the fall of 2014, these specific interventions will be implemented in an effort to dramatically increase student completion of degrees and certificates.

IPEDS Graduation and Transfer-out rates report the percentage of Full-time, First-Time Students who graduated or transferred out within 150% of "Normal time" to completion for their program. The 150% timeframe is usually 3 years for an Associate program, and 18 months for a Certificate program.

2012-13 IPEDS (Fall 2006 starters)

- Graduation: 9%
- Transfer-out: 23%
- Student Success (combined): 32%

2011-12 IPEDS (Fall 2005 starters)

- Graduation: 11%
- Transfer-out: 16%
- Student Success (combined): 27%

**A1.5**

Achievement Indicator: Increased numbers of students who enroll and complete developmental courses within their first 30 credits.

**Early Completion of Developmental Courses:**

Institutional improvement discussions and data collection generated during the first year of CSN's ATD initiative revealed the need to effect change that address student persistence, retention and completion. These interventions include advising students to take placement exams upon admissions and register for English and math classes, including developmental classes, beginning with their first semester. In accordance with this focus, CSN's Division of Workforce and Economic Development and the Math Department began offering a non-credit 8-week Math Prep class. The course is designed to prepare students who have not met the criteria for Math 95 or higher to acquire in a shorter time period the math skills necessary to successfully enter into these courses. In addition, the English Department is considering substituting the current essay-based placement test for the English Accuplacer Test to help expedite placement test results and thus allow students to enroll in English classes sooner. The college continues to enforce pre-requisites and is exploring a system of service indicators (hard stops) in PeopleSoft to prevent students from continued enrollment when they have not met math and English requirements within the first 30 credits.

**Support for Student Success in Developmental Courses**

The Office of Student Retention Services conducted 235 developmental classroom presentations reaching out to an estimated 5,800 students to personally encourage them to take advantage of FREE tutoring services, advising, skill-building assistance through the writing, math & science centers, advanced study-skills instruction and one-on-one support from specialists to develop a Success to Completion Plan.

**Retention, Tutorial, Placement, Recruitment and Counseling Services:**

- Engaged in electronic outreach efforts to disseminate academic support and success service information to students who placed developmentally. Sent over 15,000 Resources for Success emails and conducted 235 classroom presentations.
- Tutorial Services offered one-on-one tutoring in developmental math and English and drop-in lab tutoring in Math. For the first time this year students could receive unlimited number of tutoring hours.
- Tutorial Services offered 1,747 hours of one-on-one tutoring in developmental math and the English Writing Center recorded 17,657 visits, while the Math & Science Centers reported a total of 13,202 students visits throughout the year. For the first time this year students could receive unlimited number of tutoring hours.

Achievement Indicator: Advising and support services that encourage student success in developmental courses are correlated with increased success by those students who use the services.

- The Achieving the Dream team is developing a plan to systematically work with students to get them into and through developmental education.
- The placement testing processes and procedures is currently being reviewed for better turnaround for quicker enrollment and more accurate placement.
- The Office of student retention engaged in electronic outreach efforts and class presentations to disseminate academic support and success service information to students who placed in developmental education courses.
- Retention services sent over 15,000 Resources for Success emails and conducted 235 classroom presentations in developmental Math, English and Biology courses.

<p><b>A1.5 continued</b></p>	<p><u>Achievement Indicator:</u> Those departments offering developmental courses will show an annual increase in measures of student success.</p> <ul style="list-style-type: none"> <li>• The Achieving the Dream team is developing a plan to systematically work with students to get them into and through developmental education.</li> <li>• The placement testing processes and procedures is currently being reviewed for better turnaround for quicker enrollment and more accurate placement.</li> <li>• The Office of student retention engaged in electronic outreach efforts and class presentations to disseminate academic support and success service information to students who placed in developmental education courses.</li> </ul> <p><b>Academic Departmental support of developmental courses:</b></p> <ul style="list-style-type: none"> <li>• The College re-structured academic counseling services into a <i>Shared-Split Advising Model</i> between advisor/success coaches in the Division of Student Affairs and faculty counselors embedded within the various academic schools and departments. Advisors/Coaches work with students in transition (first time college students and undecided majors) while retaining coordination of Orientation, E-alert, and incoming student advising workshops. Counseling Faculty’s advice returning and transfer students on track to graduate and conduct degree audit son a regular basis.</li> <li>• The Engelstad School of Health Sciences continued to provide specific Health Programs Orientation and Advising services to its students. Health program 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. Necessary remediation plans 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.</li> </ul>
<p><b>A2.1</b></p>	<p><u>Achievement Indicator:</u> Goal determination is part of the student intake process.</p> <ul style="list-style-type: none"> <li>• An online orientation to CSN will be implemented during the 2013-2014 academic year to complement existing face-to-face CSN orientations. During both of these orientations, students will have the opportunity to describe the specific goals they hope to achieve while at CSN, and then CSN personnel can advise the student on the appropriate services that are available to help them reach their goals (e.g. tutorial services, academic advising, financial aid counseling, library resources, etc). CSN is currently discussing whether or not to make this orientation mandatory for all new students and if so, how to implement it.</li> <li>• Beginning in fall 2014, all new full time, first time CSN degree seeking students will be required to participate in a mandatory session with an academic advisor during their first semester of enrollment. During this advising session, an academic plan/pathway will be created for the student. This plan will be a direct way of matching the student’s goals with available support services.</li> </ul> <p><u>Achievement Indicator:</u> Demonstrate a variety of methods used to inform employees and students of available services.</p> <ul style="list-style-type: none"> <li>• All available services in Student Affairs are published on the various departmental websites, advertised in college-sponsored social media outlets, and are easily referenced by CSN employees, most faculty and students.</li> <li>• When changes in services or procedures occur, students are informed via email through the MyCSN Communication Center, the ICS system across the institution, and via social media. CSN employees and faculty are informed via email, typically by the department from which the changes originate.</li> </ul>

**A2.1 continued**

Achievement Indicator: Document a 2% annual increase in student utilization of support services in several areas within Student Affairs.

- Counseling/Advising's 91,545 student contacts in various formats (individual appointments, express counseling, advising workshops, phone, email, and chatroom communications) by the end of the 12-month period allowed staff to discuss with students goals and make direct referrals to other CSN services. Advising/Counseling/Success contacts increased by 1.7%.
- The CSN Call Center provided a significant service to students as well, expanding its original intent to help students reset passwords and navigate MyCSN to include capturing rollover calls from financial aid. Through May 2013 the Center received in excess of 74,000 calls, reset more than 31,000 student passwords, and answered more than 11,000 SFS rollover calls while achieving a customer satisfaction rating of 92% for knowledge and ability, 91% for customer service received, and 89% for time to receive services.
- In addition, Student Activities, CSN Serves, Student Government, and the CSN Sports Center responsible for creating student engagement opportunities increased student volunteer opportunities (sites) by 63% and volunteer hours by 33%. Students participating in campus/student activities increased by 156%. The number of clubs increased by 2.5% and the intramural sports program recorded a 74% increase in participation over the previous year.
- Similarly, the Veteran Services Office increased the number of students served under the Veterans Retraining Assistance Program (VRAP) from 89 during initial phase (fall 2012) with subsequent increase to 259 during the spring 2013.
- The Office of Student Retention engaged in electronic outreach efforts (over 17,500 Resources for Success emails to students) along with 235 class presentations to disseminate academic support and success service information. Retention staff also disseminated service information during Faculty Convocation and Adjunct Faculty Conference requesting referrals and including service information in syllabi. Retention student contacts from Faculty E-Alerts totaled 2,953

Service increase in key areas:

- Retention student contacts from Faculty E-Alerts increased by 1.6%,
- Tutorial service hours increased marginally
- Advising/Counseling/Success Coaching contacts increased by 1.7%

Achievement Indicator: Implement appropriate recommendations [from College Brain Trust review].

The following document progress on implementation of College Brain Trust (CBT) recommendations.

- *Reorganization of Student Affairs-* The new structure which was developed and is continuing to evolve addressed the way the division is organized and functions in relation to the other parts within the division. The first phase was completed. The leadership team is comprised of four Assistant Vice Presidents.
- *Staffing levels-* Staffing in the financial aid, admissions, advising, and student life were addressed. Six new positions added in financial aid in addition to the Director position which was upgraded to AVP for Student Access. The "Success Coach" Model in advising process began and included identifying vacancies, revision of job descriptions, and searches. The Director, for Academic Coaching Services position will oversee the full implementation. One position was added to the admissions office. An Interim Director of Student Life was hired.
- *Registration to High Schools* CSN College Connections provided a structured recruitment initiative. The initial phase was completed during '12'-13.
- *Space Solutions-* The administration secured off-site facilities for centralizing financial aid and admissions processing operations.

<p><b>A2.1 continued</b></p>	<ul style="list-style-type: none"> <li>· <i>Step By Step Sequencing-</i> Admissions process was revised and changes implemented included: new protocol for determining residency, re-structuring of application, online updating biographical information, upgrading transfer evaluation protocol, and simplifying the process for changing majors. The development of “CSN Central” (One Stop Model) as was development of parallel technology support solutions. Advancement include: Dynamic Forms to facilitate online services, expanded role for the CSN Call Center, and the continued development of a CSN App to grant student ready access. SA and AA staff continue to explore traffic management, scheduling, and advising software.</li> <li>· <i>Training Needs-</i> Training in delivering effective customer service, maximizing the use of the student management software (PS), and financial aid regulations has been developed and provided. Targeted training included providing specific PeopleSoft training for admissions and financial aid staff.</li> <li>· <i>Veteran’s Services Management-</i> An initial action in Veteran's Services was the signing of the "Principles of Excellence" which commits the institution to provide more comprehensive services. Efforts initiated during the year included the establishment of Veteran Services Advisory Group, expansion of collaboration efforts with community based organizations.</li> </ul>
<p><b>A2.2</b></p>	<p><u>Achievement Indicators:</u> Needs assessment is part of the intake process. CSN is currently redesigning the student intake and matriculation process in order to streamline critical processes for students as well as facilitate engagement. A <i>Service Need</i> assessment is being developed as part of the comprehensive intake process in order to provide students critical wrap-around services at the beginning of their CSN experience.</p> <p><u>Achievement Indicator:</u> Demonstrate a variety of methods used to inform employees and students of available services.</p> <ul style="list-style-type: none"> <li>○ The CSN Call Center has provided support services to foster academic goal achievement via customer service. This includes assisting students with academic processes as well as functioning as a centralized unit to inform students and employees of available services and programs. Fielded more than 75,000 calls, reset more than 31,000 student passwords 11,000 student with financial aid questions/issues, 10,000 students with registration needs in addition to providing direct support institution wide to name a few.</li> <li>○ In support of CSN’s efforts to acquire <b>Hispanic Serving Institution (HSI)</b> and <b>Asian American</b> and Native American <b>Pacific Islander-Serving Institution (AANAPISI)</b> designations, the Call Center is providing outreach to 4800 students with undeclared ethnicity. <ul style="list-style-type: none"> <li>• CSN Serves: 63% increase in opportunities for students to engage; 136% increase in volunteers; 33.7% increase in volunteer hours</li> <li>• Other Engagement Activities: 334% increase in the number of extra-curricular activities; 156% increase in student participation; 2.5% increase in student clubs/organizations</li> <li>• CSN Sports Center- Intramural sports and Wellness: 74% increase in intramural participation; 14.6% increase in daily sports center usage; 12% increase in annual usage/headcount.</li> </ul> </li> </ul>



<p><b>A2.3</b></p>	<p><u>Achievement Indicator:</u> Financial aid amount available to CSN students increases each year. Marketing of Financial Aid opportunities is provided. Provide adequate financial aid to as many students as possible. Financial aid disbursed by academic years:</p> <ul style="list-style-type: none"> <li>2010-2011 was \$69,071,259.82 supporting 18,264 students</li> <li>2011-2012 was \$74,882,025.15 supporting 26,449 students</li> <li>2012-2013 was \$70,770,042.92 supporting 26,574 students</li> </ul> <p>TRIO disbursed \$18,666.76 to support 28 students  TRIO/International Game Technology disbursed \$16,400.01 to support 21 students  * <i>Please note: 2012-2013 AY is not completed</i></p> <p>Provided support services to foster academic goal achievement:</p> <ul style="list-style-type: none"> <li>• Provided financial aid presentation at the Final Stretch Fair</li> <li>• Provided financial aid workshops on all three campuses from February – April</li> <li>• Participated in College Connections program at area high schools</li> <li>• Performed outreach for Gear Up students</li> <li>• Provided financial aid workshops for recruitment as requested</li> </ul> <p>Purchased software to allow students to perform the following activities in the 2013-2014 AY</p> <ul style="list-style-type: none"> <li>• Apply for federal, state and student employment jobs</li> <li>• Apply for scholarships online</li> <li>• Submit forms and documentation online</li> </ul> <p><u>Achievement Indicator:</u> Financial aid applications increase each year.  Number of Financial Aid Applications by AY:</p> <ul style="list-style-type: none"> <li>• 42,233 for 2010-2011</li> <li>• 42,809 for 2011-2012</li> <li>• 46,387 for 2012-2013 (YTD)</li> </ul> <p><u>Achievement Indicator:</u> Show an increase in the number of students receiving and the amount disbursed in financial aid each year.  The number of students receiving financial aid in FY13 increased over both FY11 and FY12, however, the amount of aid disbursed did go down for FY13. (See above.)</p>
<p><b>A2.4</b></p>	<p><u>Achievement Indicator:</u> Show an increase in library resources, based on survey needs.</p> <ul style="list-style-type: none"> <li>• In 2012/2013, CSN Library Services’ electronic resources increased through adding 19,585 eBooks and 19,215 streaming videos, and augmenting electronic scholarly journal collections.</li> <li>• In 2012/2013, CSN Library Services’ mobile website improved with additional instructional content while at the same time the Library began to use QR codes to help mobile device-using students connect to the Library’s electronic resources.</li> </ul> <p><u>Achievement Indicator:</u> Show an increase in students who use and access the library resources.</p> <ul style="list-style-type: none"> <li>• Supporting improved research skills, an updated information literacy tutorial, <i>Research 101</i>, has been viewed over 25,000 times since its launch August, 2012.</li> <li>• In 2012/2013, there were over 763,000 visits to CSN Libraries. This continued high usage is slightly down from 790,000 the previous year, reflecting reduced enrollment.</li> <li>• Since August 2012, when CSN Library Services launched the One Search discovery platform, it has been used over 290,000 times to simultaneously search a broad spectrum of Library resources, including books, eBooks, streaming videos, and journal articles.</li> <li>• While overall searches of full-text online resources and use of in-house books and media is down from 1,471,491 in 2011/2012 to 1,192,332, 2012/2013, use of One Search contributed to increased full-text retrievals over the same time period.</li> </ul>

**A2.5**

Achievement Indicator: The cleaning and maintenance of the facilities is consistent and at least at a minimal level. There is adequate budget capacity for facility cleanliness and maintenance.

- Grounds Services: The College is currently covering its grounds services through a combination of in house staffing and outsourcing. Outsourcing of services has been completed at the Henderson, West Charleston and satellite campuses. The blended approach between permanent college staff and outsourcing continues at the Cheyenne Campus. Several major landscaping projects have been completed at West Charleston and Cheyenne campus to help renew the older landscaping as well as eliminate existing grass areas and convert them to desert Xeriscaping.
- Custodial Services: The College is currently covering its custodial services through a combination of in house staffing and outsourcing. Currently, the satellites including Green Valley HTC, Summerlin HTC, Western HTC, Sahara West and Mesquite sites are services by outsourced vendors. West Charleston and Cheyenne currently have a combination of in house staff and outsourced vendors to meet the needs of the College. Through the money savings realized by outsourcing, Facilities has been able to increase custodial services by providing more frequent dusting, window washing and floor care services.

Achievement Indicator: Show a decrease in the number and severity of reported security incidents at all locations. Security and emergency response plans (e.g., emergency event plan, IT disaster recovery plan, emergency notification systems) are in place and periodic drills are held. An annual review of all security and emergency response plans is completed.

- Clery Act Crime statistics report to the Department of Education can be found by going to: <http://www.csn.edu/police> and then clicking on the Jeanne Clery Disclosure of Campus Crime Statistics 2009 - 2011 link
- completed the emergency management grant for higher education awarded to CSN
- installed a new emergency call box "blue light" system across the three main campuses
- installed a new external emergency broadcast system across the three main Campuses
- installed new emergency only phones in all the campus classrooms
- upgrading and expanding all exterior surveillance cameras from the existing analog system to a new digital IP based system
- upgrading and expanding all interior surveillance cameras from the existing analog system to a new digital IP based system
- upgrading all security control center with new computers, monitors and network digital recorders
- upgraded police website for easier information dissemination and citizen reporting
- upgrading the campus wide electronic door access system for improved student, staff, faculty and visitor management
- upgrading the college wide text based emergency notification system
- upgrading the college wide burglar and intrusion alarm system
- an improved and updated college wide emergency operations plan is in place and is made accessible on the campus website to the college community

Achievement Indicator: The faculty, staff and students are satisfied with campus cleanliness, safety and security, to an 80% level of satisfaction.

In the 2012 PACE climate survey, 82% of faculty and staff respondents reported that they agreed or strongly agreed with the statement "I feel safe when on a CSN campus." In the 2013 Noel-Levitz Student Satisfaction Inventory (SSI), responses from students from each of the three main campuses indicated that elements of campus cleanliness, safety and security were among the top 15 strengths of the College. No such elements were reported among the top 11 challenges of the College, other than parking availability at West Charleston. Overall, student responses indicated a statistically significant higher satisfaction level with campus safety and security for all students than the national satisfaction level reported in that survey.

**A3.1**

Achievement Indicator: Marketing and outreach activities will increase in the number of locations that materials are provided, and the size of the potential audience.

- Launched new print ad campaign with degree completion theme
- Continued social media advertising on Facebook while launching targeted Pandora Internet radio ads
- Expanded partnerships with LV 51s baseball and LV Wranglers hockey organizations
- Maintained regular contact with media through press releases (English and Spanish), social media, face-to-face and telephone interviews
- Increased college's social media impact: increased Facebook followers to 8,352 and Twitter to 1,548.
- Continued to partner with private, public and non-profit entities to promote the college and provide enriching activities for our diverse community

Achievement Indicator: Demonstrate continued outreach and training activities to CSN employees regarding the unified communication and marketing standards.

- Conducted annual 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 in CAPE training and on an individual basis

Achievement Indicator: Update the CSN websites at least quarterly with current information and relevant statistics for stakeholders. Access numbers to the CSN website show an increase over the previous year.

- From 3/1/12 through 3/1/13 www.csn.edu had 3,189,676 unique visitors that viewed more than 28,693,995 pages (more visitors visited fewer pages than last year)

**A3.2**

Achievement Indicator: Partnerships with CCSD, other NSHE institutions, the NSHE Health Sciences System, and other partners will increase over last year.

- CSN English faculty members were co-founders of the Southern Nevada Council of Teachers of English where faculty from CCSD and CSN have begun collaborating on a variety of projects and have begun conversations about curriculum.
- The Dean of A&L has begun articulation meetings with UNLV Honors College Dean and has already had conversations about the courses being retooled for a bona fide honors program.
- The Education Department worked with the DOE to expand the articulations to include completion of a program of study at the secondary level, rather than a single course.
- CSN folks remain active in HOSA and the Nevada Association of Career and Technical Education (NACTE). One of CSN's FT faculty is VP of the Health Sciences Division. CSN personnel will be presenting at the NACTE summer conference.
- Several of CSN's full time faculty members sit on advisory boards for CCSD CTE programs.
- The Engelstad School of Health Sciences also has an articulation agreement with NSC for associate degree nursing students to begin taking upper level courses toward their BSN degree; the agreement also extends to UNLV so BSN grads can continue their studies in a graduate nursing program.
- The CSN Office of E-Learning is working collaboratively with CCSD on a learning management system implementation as well as other online learning projects.
- The College Connections Program at Western High School has proven to be a great success. CSN and CCSD are looking to expand this program to other high schools in the school district.
- The CSN and CCSD Jumpstart program continues to flourish.
- CSN faculty and staff regularly participate in college and career fairs at the middle school and high school levels.

Achievement Indicator: Communication/interactions with local Chambers of Commerce, development authorities, and others concerned and involved with workforce development will increase over previous years.

Representatives from the Office of Diversity over the past year have:

- attended monthly luncheons and other events for a variety of community and business organizations, including the Asian, Latin, Urban, Henderson, and Las Vegas Metro Chambers of Commerce.
- conducted personal meetings with community leaders representing diverse groups, areas and organizations to discuss potential partnerships and/or to enhance existing collaborations, including:
  - Asian Chamber of Commerce
  - Henderson Chamber of Commerce
  - Las Vegas Metro Chamber
  - Latin Chamber of Commerce
  - Urban Chamber of Commerce
  - Native American Student Advisory Board
  - The Gay and Lesbian Community Center of Southern Nevada
  - Nevada partners
  - Clark County Education Foundation
  - Las Vegas Congressional Offices
  - Governor Sandoval's Office
  - Councilman Ricky Barlow
  - Hispanic Congressional Caucus Institute
  - Hispanic Association of Colleges and Universities
  - Southern Nevada Hispanic Employment Program

### A3.2 continued

- responded to inquiries, handled and forwarded contacts of an average of 20 community members each month on a variety of issues, including student access, financial aid, business opportunities, academic offerings, community programming, etc.
- partnered with Academic and Student Affairs to secure, implement and/or enhance the following community partnerships:
  - Matching scholarship programs with chambers of commerce.
  - First book/First course scholarships program
  - Coordination of scholarship reception for the Southern Nevada Hispanic Employment Program
- met with individual business owners on a weekly-basis to establish connections and bring information to CSN about community needs and expectations. The office is currently collaborating with the Purchasing Department to host an event to connect the business community with business opportunities at CSN

Achievement Indicator: All career and technical education programs have industry advisory groups, and advisory committees will show an increase in community representation.

The Tech Prep program has maintained its 11 Joint Technical Skills Committees (JTSC): (1) Business & Marketing (formerly Business Industry), (2) Construction Technologies, (3) Design Technologies, (4) Engineering Technology, (5) Health Science, (6) Hospitality, (7) Human Services, (8) Information Technology, (9) Media Technologies, (10) Transportation, and (11) Public Services. JTSC Guidelines require five business and industry representatives from the local community. This is in addition to faculty and staff representation from CSN and CCSD.

All 11 JTSCs met the required minimum of five business and industry representatives.

\*For this past year, the following percentages over the minimum representation were computed:

- (1) Business & Marketing, 5 (0%)
- (2) Construction Technologies, 5 (0%)
- (3) Design Technologies, 8 (60%)
- (4) Engineering Technology, 12 (140%)
- (5) Health Science, 5 (0%)
- (6) Hospitality, 6 (20%)
- (7) Human Services, 7 (40%)
- (8) Information Technology, 5 (0%)
- (9) Media Technologies, 6, (20%)
- (10) Transportation, 7 (40%)
- (11) Public Services, 8 (60%)

\*NOTE: In previous years, the minimum number of business and industry representative was three, so all 11 JTSC Committees have grown by at least 60%.

**A3.3**

Achievement Indicator: Collaborations with local Chambers of Commerce, development authorities, and others concerned and involved with workforce development will increase over previous years. The number of partnerships with local business and industry will increase annually. The number of non-credit programs offered and non-credit clients (students) served will increase annually.

In addition to the committee memberships listed in Q1.1, the Division of Workforce and Economic Development has signed a joint participation agreement with the Department of Employment, Training and Rehabilitation to provide Workkeys testing at several locations in Southern Nevada. Students and/or employees that successfully complete the testing will receive a National Career Readiness Certificate. Some of the employee and/or student groups that have been tested are as follows;

- Urban League – WorkKeys for new clients
- Home Health Care Aide Program – WorkKeys testing for new students
- CSN’s Physical Therapy Assistant Program – WorkKeys Screening tool
- CSN’s Nursing Program – WorkKeys Screening tool
- CSN Dental Assisting Program – Workkeys screening tool
- GED Program – Workkeys testing prior to graduation
- Lied Discovery Children’s Museum – WorkKeys testing for new students
- Nevada Energy – WorkKeys testing for in-house Apprentices
- TH Foods – Workkeys testing for in-house promotions
- DETR – Workkeys testing for all clients and referrals.
- Approximately 216 tests have been administered since July 1, 2013. This is an 18% increase over the previous year.

Since January 2013, 11 new business relationships have been established or are in the final stages of development.

For the period of July 1, 2012 thru June 30, 2013, the DWED achieved the following;

- The total number of registrations were 15,314
- The total numbers of fulfilled registrations were 13,903. This represents a 15% increase over FY 2012. (This is a duplicated student count)
- The number of classes ran were 1,559. This represents a 5% increase over FY 2012.

Achievement Indicator: Programs offered show a 75% level of satisfaction.

- Surveys from the students attending the Community and Personal Enrichment classes show a 90% satisfaction rate.
- Surveys from the students attending the Healthcare classes show a 95% satisfaction rate.
- Surveys from the students attending the Business Services classes show a 97% satisfaction rate.

Achievement Indicator: Grant-based funding will increase annually.

DWED received grants for \$2,271,546.00 for FY 2012.

**The total grant funds received by DWED for FY 2013 is \$4,495,638.70**

For FY 2013, the DWED received the following grants:

- A Trade Adjustment Act Career and Community College Training (TAACCCT) grant in the amount of \$2,500,000.00. This grant is part of the second phase of funding from the TAACCCT system.
- Student support funding in the amount of \$100,000.00 from the Nevada Department of Training and Rehabilitation for the Home Care Aide Training program
- A Solar Energy Sector Partnership grant in the amount of \$325,000.00 from the Nevada Department of Training and Rehabilitation for the development of training courses at the Apprenticeship programs.
- Adult Education Family Literacy Act Grants of FY 13 of \$1,570,638.70

<p><b>A3.3 continued</b></p>	<p><u>Achievement Indicator:</u> MOU with the City of Las Vegas and occupancy of space.</p> <ul style="list-style-type: none"> <li>• The Lease agreement and the Training agreement were presented to the Las Vegas City Council at their meeting on March 20, 2013. After minimal review, both documents were approved.</li> <li>• The lease is for approximately 10,000 square feet of office space on the third floor and shared access to the classrooms on the first floor.</li> <li>• All furniture and computer equipment has been ordered and installation will be complete by June 20, 2013</li> <li>• Twelve (12) DWED staff will be assigned full time to the CLV offices starting on June 24, 2013.</li> <li>• Eight (8) additional DWED staff and management will be assigned 50% time to the CLV offices by July 1, 2013</li> <li>• Pending finalization of the computer systems, classes will begin the first week in July.</li> </ul> <p><u>Achievement Indicator:</u> MOU with DETR and occupancy of space. [Job Connect Center at the CY campus]</p> <ul style="list-style-type: none"> <li>• In discussions with the Management of DETR, this center will actually be called the DETR/CSN Employer Connect Office.</li> <li>• The Program Coordinator for the Business Services program from the DWED has been assigned 50% time to support the center.</li> <li>• DETR has assigned an employee 100% time to support the center.</li> <li>• The office space at the Cheyenne campus will be set up by July 1, 2013.</li> <li>• Additional office space at the CLV campus will also be used to support the center.</li> </ul>
<p><b>A3.4</b></p>	<p><u>Achievement Indicator:</u> The number of grant applications increases each year.</p> <ul style="list-style-type: none"> <li>• During FY 13, CSN managed \$9,288,472 in grant funding, which reflects about less than a 1% decrease during a time when several of CSN’s large federal grants were subject to sequestration of 3-7%. Grant projects support training of in-home healthcare workers and facilities maintenance technicians, as well as support for equipment, professional development, adult education and citizenship, apprenticeship studies and campus emergency management.</li> <li>• Submitted 14 proposals and 7 budget revisions, many requested because of federal sequestration.</li> </ul> <p><u>Achievement Indicator:</u> External funding grants awarded to CSN will increase each year, both in dollars and numbers of grants. CSN received a \$2.5 million grant from the Department of Labor which is funding the creation of a facilities management technician program within the Division of Workforce and Economic Development</p> <p><u>Achievement Indicator:</u> Training, mentoring and support for CSN employees will be provided annually.</p> <ul style="list-style-type: none"> <li>• Worked to build the grant-seeking capacity of CSN faculty and administrators from a wide variety of academic disciplines to include general grant writing seminar (14 attendees) and presentations to faculty in Health Sciences, Advanced and Applied Technologies, Business, Hospitality and Arts &amp; Letters (approximately 250 attendees)</li> <li>• Provided specific orientation sessions for internal grant seeking process for 35 attendees and met with 17 faculty on three campuses for one-on-one mentoring sessions.</li> <li>• Held working sessions with 21 faculty to explore/pursue grant projects. Three projects have been defined and are in various stages of grant readiness.</li> <li>• Collaborated with faculty from community colleges in three states (Nevada, California and Oregon) to pursue potential partnerships.</li> <li>• Working with faculty committees to position CSN for future opportunities for funding through the Minority Serving Institutions (MSI) and Hispanic Serving Institutions (HSI) programs. Exploring funding opportunities to support CSN’s Achieving the Dream Implementation Proposal.</li> <li>• The Office of Resource Development facilitated eight budget modifications/ revisions as the US government implemented sequestration. These modifications were done thoughtfully to ensure best program delivery for CSN students.</li> </ul>

**A3.5**

Achievement Indicator: A plan is in place for an employee giving campaign. Employee giving has seen an increase of 22% in participation.

Achievement Indicator: A plan is in place for an alumni giving campaign

- In August 2012 the college hired a part time employee to assess alumni relations.
- Interviews: Marketing Director, Communications Director, Student Government President, Student Government officers, Faculty Senate Chair, Student Services Directors and VP of Student Affairs as well as several administrator and faculty members.
- Identified best practices at community colleges across America who have successful or newly launched alumni programs.
- June 2013 survey via e-mail contacting 7000 CSN students who graduated within the past 5 years to determine their interest in a continuing relationship with CSN. A return rate of 7% was achieved. The data is currently being analyzed and will be evaluated by CSN Administration to determine whether or not the college deems it feasible to create a formal program.

Achievement Indicator: A plan is in place for a capital campaign

Identified a donor for the Hospitality Kitchen expansion and drafted a solicitation package. The request is pending.

Achievement Indicator: Through these campaigns, donations to CSN will increase Employee giving has seen an increase of 22% in participation, and overall giving to the college increased by 19.7%.



**D1.1**

Achievement Indicator: CSN is represented at local events that highlight diversity CSN is developing and constantly updating a community events calendar that includes opportunities to highlight diversity. It collaborates with local chambers, businesses, government, civic and non-profit organizations to find partnerships that enhance CSN presence at diverse venues. The office has participated in several community events to provide information about college access and to highlight CSN's programs in the community.

Achievement Indicator: Communications from College leaders are constantly cognizant of issues of diversity. Decisions by College leaders show a recognition of issues of diversity.

Diversity is one of the main themes of the strategic plan and the administration constantly addresses diversity in its communications and actions. As part of these efforts, a series of President's Forums were organized in conjunction with the heritage month celebrations to inform the internal and external community about CSN student diversity. These forums addressed issues of interest for the various communities. In addition, President Richards has spoken about diversity issues in his formal communications to the college community and through external media. Some of these topics have included college access barriers for diverse populations, including financing and the lack of a comprehensive immigration reform.

Achievement Indicator: Meet Federal criteria; engage Language Sources consultancy; engage HSI Taskforce.

The HSI Task Force has been meeting regularly to provide guidance on HSI attainment efforts. It has worked with the different departments to promote enrollment, to ensure timely application for Title V and Title III, to provide effective student services that target diverse audiences and to identify programs or projects that could be strategic for the grant process once HSI status is granted.

Achievement Indicator: College-wide, Faculty Senate and hiring committees will have a diverse membership.

- To ensure that search committees are representative of CSN's diversity, all nominees for search committees are provided to the Affirmative Action Officer for review prior to the Affirmative Action Officer (AAO) making his nomination to the search committee. The AAO appoints a member from the college community who will supplement or enhance the pool of nominees to ensure diversity and inclusiveness in each search committee.
- An 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.

Senate Committees

- According to Senate By Laws, "every effort will be made to choose members representing the diversity of population at CSN."
- Each Faculty Senate Committee represents the diversity of the CSN population by including an equal number of seats from each CSN School as well as a representative from Counseling, Library and Administrative Faculty Assembly. A Committee may also include Ex-officio members from Administrative Faculty, Catalog, Registrar and Academic Affairs as is appropriate to the Committee's charge.

College-wide Committees

- College-wide or Standing Committees: deal with long-term and/or ongoing college-wide issues, and have diverse campus representation of faculty, staff and students.
- Committee vacancies are announced as they arise by campus-wide media such as announcement at convocation, or memorandum to get the widest diversity possible. In addition, diverse student representatives will be recruited via the student government organization. All Committee Members are approved by the current Faculty Senate Chair and appropriate Vice President.

<b>D1.1 continued</b>	<p><u>Achievement Indicator:</u> CSN marketing, promotional and communication materials highlight the diversity and inclusion at CSN.</p> <ul style="list-style-type: none"> <li>• Developed new Hispanic-Serving Institution web pages to underscore the importance of this institutional milestone and how CSN is working to serve the Hispanic community</li> <li>• Continued to evaluate radio station placement to match enrollment targets both English and Spanish language needs</li> <li>• Launched new Spanish radio and TV station partnerships that promote education within the Hispanic community at community events, on the air, and online</li> <li>• Ensured that academic materials passing through the marketing department are evaluated for diversity and accuracy</li> </ul>
<b>D1.2</b>	<p><u>Achievement Indicator:</u> Through campus culture and climate surveys, responses are gathered and used to resolve any stakeholder issues and concerns regarding diversity or inclusion mentioned. These issues, and the College’s response to them are shared annually.</p> <p>Respondents to the Internal Climate Survey noted that though CSN’s faculty and staff are not as diverse as they could be, it’s certainly better than it was and continues to improve.</p> <ul style="list-style-type: none"> <li>• The Office of Diversity has regularly met with CSN staff and faculty on a variety of diversity-related initiatives and has taken actions, when possible, to address concerns or provide pertinent information regarding diversity activities</li> <li>• The Office of Diversity incorporates staff, faculty and student feedback by working closely with internal committees, such as the heritage month committees, and reflects such feedback in the programs supported by the office</li> </ul> <p>Issues and concerns reported in the 2010 climate survey were reported on the Climate Committee’s web page (<a href="http://www.csn.edu/pages/3688.asp">http://www.csn.edu/pages/3688.asp</a>). The responses to the 2010 campus climate survey and 2011 Classified Council climate survey, the recommendations made by the Climate Committee to the President in 2011, and the steps taken in response across the College from 2011 to 2012, were also presented to the community in a presentation during the Fall 2012 Convocation. The same material was reported in Feb. 2013 in the President’s Chronicle emailed to the college community. The results from the 2012 climate survey are currently under analysis and will be presented in the Fall of 2013. Results and progress on responses to the 2011 recommendations will be presented during the Fall 2013 Convocation and will be published on the Climate Committee’s webpage.</p>
<b>D1.3</b>	<p><u>Achievement Indicator:</u> Cultural and diversity-oriented activities are held at the main campuses annually.</p> <p><u>Office of Diversity Initiatives included:</u></p> <ul style="list-style-type: none"> <li>• More than 150 diversity-related events for the 2012-2013 academic year</li> <li>• Heritage month events are celebrated and promoted internally and externally almost daily during celebratory months</li> <li>• The Office of Diversity organized with each heritage month a President’s Forum on student success, featuring data on the academic performance of specific ethnic groups of students, a student speaker, and a community speaker focused on advancement of student success</li> <li>• Cultural graduation celebrations honoring the academic achievements of four underrepresented student populations: African-American, Asian American/Pacific Islander, Hispanic, and Native American</li> <li>• Collaborated with ethnically diverse community organizations and served as a host for special events that were open for CSN students to attend</li> <li>• Women of Influence Awards Luncheon (Women’s History Month Event)</li> </ul> <p><u>Student Affairs</u> 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:</p> <ul style="list-style-type: none"> <li>• I Have a Dream Speech (Black History Month Event)</li> <li>• Veterans’ Affairs sponsored several yellow ribbon events, career fairs, summits, and presentations</li> <li>• The Artist Circle: a Henderson campus event promoting cultural diversity and campus student resources</li> <li>• Latino Leadership Conference (Office of the VP of Community Engagement)</li> <li>• CSN Student Leadership Academy</li> </ul>

<p><b>D1.3 continued</b></p>	<p><u>Achievement Indicator:</u> Professional development for CSN employees includes diversity-oriented events and activities each semester.</p> <p>Diversity training was finalized in accordance with Title IV, Chapter 8, Section 13 C. Training focused on how discrimination is harmful to an organization. The workshop helped participants become familiar with governing laws, Board of Regents policies, identifying biases and prejudices, and realizing that differences can be strengths. Twelve sessions were presented during FY 2012-2013 including special sessions provided for any requesting departments.</p> <p>Additionally, a session was developed focusing specifically on cultural awareness; how to grow and learn by finding similarities, and accepting and embracing differences. Six of these sessions were presented during FY 2012-2013.</p>
<p><b>D1.4</b></p>	<p><u>Achievement Indicator:</u> The ethnic diversity of CSN’s service area will be determined along with the ethnic diversity of the college’s student population, and the comparison will be within a few percentage points of each other.</p> <ul style="list-style-type: none"> <li>• African Americans represent 11% of the County population and 11.3% of CSN's student body.</li> <li>• Asians make up 9% of the County and 10.4% of CSN's students.</li> <li>• Caucasians constitute 73.8% of Clark County and 39% of CSN's enrollment.</li> <li>• Hawaiian/Pacific Islanders represent 0.8% of the County and 2% of the CSN student body.</li> <li>• 47.4% of Clark County residents identify as White not Hispanic and 29.7% identify as Hispanic; 24.2% of CSN's student population identify as Hispanic.</li> <li>• Native Americans constitute 1.2% of Clark County's population and 0.8% of CSN's student population. (Sources: United States Census Bureau 2012 &amp; CSN Student Profile (HC) Headcount Fall 2012 - Census)</li> </ul> <p>This represents a mix of increases and decreases in the ethnic diversity of the student population in 2012-13 compared to 2011-12. There was a 2.7% increase in African Americans; 4% increase in Asians; 11.4% decrease in Caucasians; 100% increase in Hawaiian/Pacific Islanders; 3.58% decrease in Hispanic; and no change in the percentage of Native Americans.</p>

**D1.5**

Achievement Indicator: The ethnic distribution of CSN’s employees becomes more similar each year to the ethnic distribution of CSN’s service area.

- Each year the College sets goals related to the ethnic diversity of its faculty and staff.
- The Department of Human Resources’ recruitment team focuses on advertising in diversity related publications, websites and list servers to increase the diversity of applicant pools.
- A member of the Department of Human Resources Affirmative Action group meets with each search committee to ensure they are aware of the Colleges goals and to discuss any disparities within the hiring department.
- Once the search committee has finished their review of applicant credentials, the Department of Human Resources reviews each summation form to ensure the applicant pool being invited for interview(s) is diverse.
- The Department of Human Resources reviews both applicant and staffing reports to ensure that the College is working toward the established goals.

Status	Female	Hispanic/Latino	Am. Indian/Alaskan Native	Asian	Black/African American	Hawaiian	White	More Than 1 Race
Full-time employees	622	173	14	76	125	7	685	21
Part-time employees	758	246	8	91	158	8	906	35
Total employees (2013)	1380	419	22	167	283	15	1591	56
Total Percentage (2013)	54.1%	16.4%	.9%	6.5%	11.1%	.6%	62.3%	2.2%
Southern Nevada <sup>1,2,3</sup>	49.7%	29.4%	1.2%	9.2%	11.1%	.8%	73.6%	4.1%
Nevada <sup>2,3</sup>	49.6%	27.3%	1.6%	7.9%	8.9%	.7%	77.1%	3.8%
USA <sup>2,3</sup>	50.8%	16.9%	1.2%	5.1%	13.1%	.2%	77.9%	2.4%
Total Percentage (2012)	52.5%	13.0%	1.0%	6.9%	9.5%	.7%	65.9%	1.9%

<sup>1</sup> Per Board of Regents, CSN serves the Southern Nevada area. Southern Nevada is comprised of Clark, Nye, Lincoln and Esmeralda Counties.

<sup>2</sup> These percentages were pulled from the US Census Bureau and take into account the entire population within the listed location. These percentages do not reflect the CSN student make-up or the market availability.

<sup>3</sup> Due to market availability of qualified candidates, the College recruits nationwide for most faculty and professional positions.

The College has worked hard over the last year to increase diversity. Progress has been made in the following areas:

- ▶ The Female employee percentage has gone up from 52.5% in 2012 to 54.1% in 2013
- ▶ The Hispanic/Latino employee percentage has gone up from 13.0% in 2012 to 16.4% in 2013
- ▶ The Black/African American employee percentage has gone up from 9.5% in 2012 to 11.1% in 2013
- ▶ The employees that disclose as being more than one race has gone up from 1.9% in 2012 to 2.2% in 2013

Achievement Indicator: Discrepancies between actual and optimal ethnic distributions, as measured by the annual Affirmative Action report, are reduced.

- The College did a good job in 5 of the 6 categories.
- The faculty group showed disparities and because of this, Human Resources is working hard to reduce the disparity.
- The Department of Human Resources’ recruitment team has focused on advertising in diversity related publications, websites and list serves to increase the diversity of applicant pools.
- The Department of Human Resources reviews each summation form to ensure the applicant pool being invited for interview(s) is diverse.

<p><b>D1.5 continued</b></p>	<p><u>Achievement Indicator:</u> An annual review of CSN’s affirmative action plan is completed, and needed changes brought to light by the review are implemented.</p> <ul style="list-style-type: none"> <li>• The Department of Human Resources reviews monthly reports to evaluate its success toward meeting the Colleges goals.</li> <li>• As areas of incongruence are discovered, the Department of Human Resources in consultation with the President and/or Vice Presidents determine an action plan.</li> <li>• Each year, the College does a comprehensive review of the Affirmative Action Plan.</li> </ul>
<p><b>D2.1</b></p>	<p><u>Achievement Indicator:</u> The annual campus climate survey shows that 75% of CSN employees believe that they are treated with courtesy and respect.</p> <p>The Personal Assessment of College Environment (PACE) workplace climate survey was administered to all regular full-time and part-time employees from Nov.-Dec. 2012. The results are currently under analysis and a detailed report is expected to be produced in Fall 2013. The survey included three questions specifically about diversity. The average responses to these questions were generally positive. Both positive and negative responses about diversity issues appeared in the open-ended comments section.</p> <p><u>Achievement Indicator:</u> The number of reported interpersonal incidents (security incidents, grievances etc.) on College property will decrease each year over the prior year.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• CSN publishes a daily crime log</li> <li>• There have been no hate crimes or reportable interpersonal incidents from year FY12 through FY13.</li> <li>• In FY13, the number of EEOC complaints declined over those experience in FY12.</li> </ul> <p>CSN is reducing the number of reported interpersonal incidents on college property by conducting:</p> <ul style="list-style-type: none"> <li>• safety seminars for new student orientations</li> <li>• safety seminars for new hire orientations</li> <li>• crime awareness seminars</li> <li>• crime prevention seminars</li> </ul> <p>Student Affairs reports: Because of problems with the current software, precise data on student conduct incidents is not yet available. However, it appears that the number of incidents has increased over the previous year. It is likely that College efforts to promote awareness of conduct-related policies and procedures have resulted in an increase in reporting. It is also presumed that the persistence of socioeconomic stressors reported in the previous year continues to contribute to a rise in reported incidents.</p>

**D3.1**

Achievement Indicator: Marketing of support services is targeted toward underrepresented students.

Support services for underrepresented students are regularly marketed through:

- Program information and flyer distributed during new student orientations
- Gather student contact information from Institutional Research and Student Financial Services identifying first-generation college students and Pell eligible individuals (low-income) at the beginning of each term. Identified students receive electronic mail explaining benefit and advantage of services along with program contact information
- Conduct classroom presentation in developmental classes to encourage first generation, low-income, and disabled students to take advantage of academic, career and personal support services
- Advertise services through the use of the ICS system
- Request faculty advertise support services/programs in course syllabus
- Attend student club and organization meetings to disseminate program flyers and information
- Participate in Department of Employment, Training and Rehabilitation events
- Presentations at local non-profit organizations for domestic violence, drug abuse and temporary shelters
- Presentation at Temporary Assistance for Needy Families (TANF) employability workshops

Office of Diversity Initiatives:

- Produced several vignettes for Spanish television and radio featuring accessibility to CSN student matriculation services, such as advising and testing
- Intensified outreach in the Spanish-language media by securing a weekly column in El Tiempo where CSN's President addresses issues of importance to the Hispanic community
- Met with underrepresented students to discuss diversity initiatives and used the opportunity to inform them of educational opportunities and support services at CSN intended to make students more successful.
- Participated in community outreach events targeted towards underrepresented populations, where prospective and current CSN students participated and learned about CSN programs and support services.
- Collaborated with ethnically diverse community organizations and served as a host for special events open to CSN students where attendees receive information on CSN programs and support services.
- Disseminated CSN support services and educational opportunities during Heritage month events, diversity forums, and a host of other diversity-related activities attended by underrepresented students.

Student Life and Leadership Development marketed support services to underrepresented students by:

- Financially sponsoring Heritage Month Committee events
- Coordinating programs for African American Pan-Hellenic endeavors and Hispanic Fraternities and Sororities
- Coordinating a Health and Wellness Fair in cooperation with the African-American Heritage Month and the Women's History Month Committees

### D3.1 continued

Achievement Indicator: The numbers of students from underrepresented groups who complete a degree or certificate increases annually.

Through specialized programs, including grant-funded TRIO Student Support Services and ReEntry, the college makes extensive efforts to improve the persistence and completion rates of under-represented groups through intrusive academic advising, tutoring, career exploration, and college-transfer assistance opportunities.

CSN 2013 Graduates - Breakdown by Ethnicity  
(Source: IR Preliminary Graduation Profile **2012-2013**)

- ↑ African American 7%
- Asian American 12%
- Hawaiian/Pacific Islander 2%
- ↑ Hispanic 21%
- ↓ Multi-race 3% Unknown 7%
- Native American 1%
- ↑ White 46%

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

- ↓ African American 6%
- ↓ Asian American 12%
- ↓ Hawaiian/Pacific Islander 2%
- Hispanic 19%
- ↑ ↓ Multi-race 3% Unknown 12%
- Native American 1%
- ↓ White 45%

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

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