Institutional Effectiveness and Assessment Plan
College of Southern Nevada  
Institutional Effectiveness and Assessment Plan

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Vision Statement

Institutional Effectiveness at College of Southern Nevada is accomplished through a comprehensive and on-going process of active assessment of all operational areas of the College that comply with our institutional assessment policy (see Appendix A: Institutional Assessment Policy).

Introduction

The Office of Assessment has established a cycle of assessment to guide data collection processes at the institution as a whole and for its programs, courses, units, and service areas with emphasis on support of student learning and success. The Northwest Commission on Colleges and Universities (NWCCU) has set Standards for assessment and improvement processes that focus on attaining mission fulfillment.

Standard Four- Assessment and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

Standard Five- Mission Fulfillment, Adaptation, and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

College of Southern Nevada’s assessment system stems from its strategic plan core theme goals. All academic, student affairs, administrative, and operational unit outcomes derive from the strategic plan.
Institutional Effectiveness and Assessment Protocols

Individual programs, units, and services may organize their own assessment committees or designate coordinators to help facilitate area assessment responsibilities. The following assessment committees are involved in the execution of assessment to determine institutional effectiveness.

A. Institutional Effectiveness Council (IEC)

The IEC (a) reviews the annual reports from the Office of Assessment and Office of Institutional Research that summarize assessment activities and findings for all college areas, and (b) generates an Institutional Effectiveness report based upon an evaluation metric (see Figure 1). IEC membership consists of a representative from Budget, representative from the Executive Leadership Team (ELT), Accreditation Liaison Officer (ALO), two members of the Strategic Planning Committee (SPC), two members of the Faculty Senate Assessment Committee (FSAC), two administrators responsible for assessment from student affairs, and two administrators responsible for assessment from other non-academic units, the Executive Director of Institutional Research, Director of Assessment, and one student representative appointed by the CSN President.

IEC reports directly to the President and is charged with the following tasks:

- Updating the Institutional Effectiveness Plan and overseeing its implementation
- Promoting and encouraging meaningful, authentic, and sustainable assessment practices
- Collaborating with the SPC to generate the annual Institutional Effectiveness reporting metric
- Guiding the activities of various Assessment Committees
- Ensuring accreditation compliance pertaining to the NWCCU Standards Four and Five
- Supporting transparent communication in assessment processes
- Being responsive to the needs of various stakeholders
- Regularly reporting to the President on assessment processes
- Evaluating and recommending budget and resource requests based on institutional effectiveness metrics

The President shall appoint a chair for the IEC who has the responsibility of leading the compilation of evidence, organization, and publication of an annual institutional effectiveness report. The IEC meets monthly to facilitate communication among other assessment committees and
individuals contributing to institutional assessment. The IEC makes recommendations to the President concerning ongoing institution-wide assessment of student learning and success, and attainment of strategic plan core theme goals and objectives related to institutional effectiveness. Assessment results emanating from all institutional areas and Institutional Research data are used to complete the Institutional Effectiveness Reporting Metric, which is presented to the President annually. The reporting metric is disseminated to the college community via the College website and at requested Board of Regents meetings (see Appendix B: Institutional Effectiveness Reporting Metric).

B. Strategic Planning Committee (SPC)

The SPC is charged with the construction, implementation, and monitoring of the strategic plan. The SPC uses the results of the IEC annual institutional effectiveness reporting metric to update strategic plan core theme goals, objectives, and achievement indicators, to provide feedback to the IEC on strategic plan progress. SPC membership consists of one representative from each of the following: Office of Institutional Research, the Vice Presidents, the academic deans, the Institutional Advisory Council, the CSN Foundation, and the Division of Workforce and Economic Development. Other members include the Director of Assessment, a student representative, four at-large members employed by the college, and a representative leader from each of the following employee groups: faculty, administrative faculty, and classified. Other members may be appointed to the SPC by the President at the recommendation of the Executive Leadership Team (ELT) and the President shall appoint the Chair of the SPC, (see Appendix C: Integrated Strategic Planning Policy).

The SPC reports to the IEC and receives direction from the College President. The SPC is charged with the following tasks:

- Creating a plan for the upcoming seven years in conjunction with the President
- Developing strategic plan core theme goals, objectives, and achievement indicators for benchmarking, and providing the IEC with evidence to determine Institutional Effectiveness
- Prioritizing planning strategies and activities as necessary.
- Assigning core theme goal champions accountable for the plan’s objectives and achievement indicators
• Monitoring progress of the strategic plan through
  o Review and analysis of assessment results
  o Reporting of results for IEC use of the Institutional Effectiveness reporting metric
• Recommending new planning initiatives and activities as necessary
• Reporting strategic planning progress to the IEC

Institutional Effectiveness Process

A. Strategic Planning

Strategic planning guides the development of initiatives to further the core theme goals of the College and to support the connection between allocation of resources and institutional assessment. CSN determines its mission fulfillment through attainment of its strategic plan core theme goals and objectives. The strategic plan identifies measures of assessment, achievement indicators, and benchmarks to determine progress towards meeting core theme goals and objectives. The 2017-2024 strategic plan has four core themes:

• Student Success
• Quality
• Collaboration, Community, and Inclusion
• Institutional Stewardship

The strategic plan guides all other institutional plans, including key operational plans: strategic enrollment management plan, budget and finance plan, academic master plan, facilities master plan, technology plan, and e-learning plan. The IEC is charged with determining institutional effectiveness based upon evidence of achieving core theme goals and objectives. The IEC also provides input into the prioritization of objectives for each of the core theme goals and evaluates strategic plan goal alignment of key operational plans.

B. Integration of Planning and Assessment

Planned assessment methods are key to collecting data and measuring progress towards aligning strategic plan core theme goals and objectives. Core theme goals, objectives, and achievement indicators are reviewed annually using the Institutional Effectiveness reporting metric produced by
the IEC. The President uses the information from the IEC report to set priorities and direct new and continuing initiatives for the next assessment cycle. Members of the IEC communicate the President’s priorities to committees and leaders who work with academic departments and non-academic units to align area goals and priorities and guide their annual assessment activities. Annual assessment reports include an analysis of assessment results, summary evidence, and achievement of core theme indicators, and provide action plans for improvement. Assessment plans are submitted to unit leadership for review and approval, and then forwarded to the Office of Assessment.

C. Data Collection- Institutional Assessment Process

The following diagram describes the cyclical steps of the Institutional Assessment Process (IAP) for collecting data at the College of Southern Nevada.

The six stages address student learning and student success through a regular, systematic process of improvement. The six stages involve setting goals/outcomes, determining appropriate assessment measures, implementing planned assessment activities or services, collecting and analyzing data, action planning for improvement, and reporting to gain feedback. Data collection occurs through three primary streams:

- Academic Affairs- data collection for student learning outcome achievement and program evaluation (review)
• Student Affairs- data collection for goal achievement and program evaluation
• Administrative and Operational Affairs- data collection for goal achievement and program evaluation

Planning of area outcomes and goals is based on strategic plan core theme goals and provides data for specific achievement indicators and program evaluation.

1. Learning Outcomes Assessment

Along with institutional measures of effectiveness, the College also assesses student learning at four levels: (1) institution (2) general education, (2) academic program majors, and (3) course level.

a. Institutional Level Assessment

All students at the college enrolled in an academic course are provided with progressive learning experiences that address one or more of the Institutional Learning Outcomes (ILOs). Institutional learning outcomes measure learning as well as specific and relevant community college experiences. Evidence of these experiences is collected on the institution level, and then used to demonstrate achievement of student learning and success.

b. General Education Level Assessment

Students fulfill the general education requirements via the College’s general education course distribution requirements and general education student learning outcomes. The Faculty Senate Assessment Committee reviews assessment results on a regular, rotating cycle for quality assurance in general education areas. The analysis of general education results are reported to the Office of Assessment, shared with faculty, examined for recommendations in course presentation, used for department direction, and integrated into the data used for the assessment of academic program majors and department programs.

c. Program Level Assessment (Assessment of Program Majors)

The College follows a process of program evaluation (review) every four years with interim years of planned assessment and reporting of student learning and achievement.
All assessments of the program major include review of program student learning outcomes, program retention, graduation rates, performance after transfer, data from support services (Library, Academic Support Center, and Advising Team), student course evaluation results, and the input of external reviewers. Assessment of the program major process is a collaboration of the program, department, and school assessment committees.

d. Course Level Assessment

Annual reporting of assessment activities include course student learning outcomes (SLO) achievement and action plans for the continual improvement of student learning. In addition, course assessment results are shared and discussed at department/program meetings, shared with adjunct faculty, and used for assessment of the major program student learning outcomes.

2. Student Affairs Assessment

The College also assesses how the Division of Student Affairs contributes to and supports student learning and success. Student Affairs’ mission, vision, values, and goals are aligned with the strategic plan. Further, each department within the Division of Student Affairs develops its own mission, vision, values, and goals along with assessment plans, including performance indicators. Reports detailing the success of these assessment plans are included in departmental annual reports and are used in setting priorities and goals for the following year.

3. Administrative and Operational Assessment

Each administrative and operational unit creates and submits a three-year assessment plan based upon goals and measurable objectives for activities that support key functions of each unit and support student success. Administrative and operational units identify key individuals responsible for organizing and monitoring assessment activities within the unit. These assessment individuals report annually to the Office of Assessment. Reports include evidence of objective and goal achievement and actions for improvement.
D. Budget and Resource Allocation

Directors, unit leaders, and department heads complete budget request forms for each budget cycle. Budget requests address specific strategic plan goals and indicators and are supported by assessment evidence. Initially the appropriate area Vice Presidents approves budget requests and presents requests to the IEC. After all budget requests have been ranked using a Budget and Resource Allocation Metric (BRAM), the IEC chair communicates Council recommendations to the President and Vice Presidents for final approval. The approved budget requests then go the Vice President of Finance for assignment to the appropriate budget and/or budget cycle. (see Appendix D: Budget and Resource Allocation Metric). Approved area or division budget and resource requests must include follow-up assessment data on use of funds and outcome achievement in annual assessment reports.

E. Assessing Assessment

At the close of each annual and seven-year comprehensive assessment cycle, the IEC coordinates the evaluation of all institutional assessment. IEC, with the SPC, makes recommendations and suggestions for future assessment, and this information is brought back to programs and services. IEC will review the IAP for modifications periodically within the seven-year comprehensive assessment cycle.

F. Integrated Strategic Planning, Assessment, and Budgeting Timeline

The strategic planning, assessment, and budgeting functions of the College create a process from goal-setting to the allocation of resources. The College uses the outcome assessment data to ensure appropriate funding of the institution’s priorities. Strategic planning is conducted on an overall seven-year cycle. The strategic plan is assessed annually for progress, and budget decisions are based on the results of assessment and progress on strategic plan goals. The Integrated Strategic Planning, Assessment, and Budgeting Timeline is provided in Figure 2.
Figure 1. Institutional Effectiveness and Assessment Plan Flow Chart
### Figure 2. Integrated Strategic Planning, Assessment, and Budgeting Timeline

<table>
<thead>
<tr>
<th></th>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January</strong></td>
<td>Institutional Research data collection</td>
<td>IEC presents IERM to the President/VPs</td>
<td>Results of IERM publicly shared</td>
</tr>
<tr>
<td><strong>February</strong></td>
<td></td>
<td>IEC reviews data and creates an IERM</td>
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<tr>
<td><strong>March</strong></td>
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<td><strong>April</strong></td>
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<td><strong>May</strong></td>
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<td><strong>June</strong></td>
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<td><strong>July</strong></td>
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<td><strong>August</strong></td>
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<td><strong>September</strong></td>
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<td><strong>October</strong></td>
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<tr>
<td><strong>November</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>December</strong></td>
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</tr>
</tbody>
</table>

- Institutional Research data collection
- IEC presents IERM to the President/VPs
- Results of IERM publicly shared
- IEC meets monthly and constructs reports as needed.
- IEC presents IERM to the President/VPs
- Results of IERM publicly shared
- IEC meets monthly and constructs reports as needed.

- Programs scheduled for program review in the upcoming academic year initiate program evaluation (review) processes
- Academic programs analyze data from previous academic year student learning outcomes assessment processes
- Academic units submit reports to Chairs & Deans for review & approval
- Academic Deans submit reports to Office of Assessment and are forwarded to IEC for review
- Institutional Research data collection
- IEC presents IERM to the President/VPs
- Results of IERM publicly shared
- Academic programs utilize IEC recommendations and collect data
- Programs completing Program Evaluation (Review) submit reports by Dec. 1 to VPAA
- Programs completing Program Evaluation (Review) prepare Board of Regents reports and submit to VPAA by Jan 1

- Non-Academic Units utilize recommendations and collect data
- Non-academic units submit reports to Officer of Assessment and are forwarded to IEC for review
- IEC presents IERM to the President/VPs
- Results of IERM publicly shared
- Non-Academic Units utilize recommendations and collect data

- Units and programs access and complete online budget request forms.
- Previously awarded budget requests submit reports
- IEC presents IERM to the President/VPs
- Results of IERM publicly shared
- Budget requests due
- VP's review budget request
- IEC reviews budget requests and makes recommendations
- President with VP's awards budget request based upon IEC recommendations
Appendix A: Institutional Assessment Policy

CSN Policy

Category: Faculty

Institutional Assessment Policy

Effective Date: 06/13/2018

New policy

I. POLICY PURPOSE

The purpose of this policy is to describe assessment across the College of Southern Nevada.

II. POLICY STATEMENT

A. Assessment at the College of Southern Nevada (CSN or College) has five purposes, related to the strategic plan and mission of the College:
   - Engage in a continuous process that is systematic and collaborative among faculty and staff to improve student success and to inform decision-making, policy initiatives, and resource allocation.
   - Ensure student learning proficiency in course, program, and institutional student learning outcomes.
   - Improve teaching, learning, and the collegiate experience among diverse students at the course, credential, and program level.
   - Conduct assessment to improve instruction and services and provide public accountability.
   - Serve as a complement to external compliance measures.

B. To ascertain whether CSN students possess a common set of skills and dispositions, this policy establishes the following Institutional Learning Outcomes:
   - Apply critical thinking in a variety of situations.
   - Use effective communication in personal and professional contexts.
   - Collaborate professionally to benefit our diverse community.

C. Institutional assessment takes place in many different areas in the College, in a decentralized approach. Each unit or division of the College determines the best way to measure assessment of student success. Assessment of academic units will occur as indicated in the Academic Assessment Policy.

D. The Office of Assessment has the primary responsibility for coordinating assessment planning and reporting.

III. AUTHORITY AND CROSS REFERENCE LINKS

Northwest Commission on Colleges and Universities Standard 4 A Assessment:
http://www.nwccu.org/accreditation/standards-policies/standards/

IV. DISCLAIMER

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@bcsn.edu, 702.651.7488) and/or the Recommending Authority.
V. SIGNATURES

Recommended by:

/s/ Jill Acree 6/7/18
Jill Acree, Faculty Senate Chair Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley 6/9/18
Richard Hinckley, General Counsel Date

Approved by:

/s/ Dr. Margo Martin 6/13/18
Dr. Margo Martin, Acting CSN President Date

VI. ATTACHMENTS

A. History

Attachment A

HISTORY

New Policy

- 06/13/2018: Approved by CSN President
- 06/06/2018: Reviewed by General Counsel
- 05/11/2018: Recommended by Faculty Senate (J. Acree)
- 04/13/2018: Submitted by Faculty Senate Executive Committee (D. Dockstader)
### Appendix B: Institutional Effectiveness Reporting Metric

<table>
<thead>
<tr>
<th>Core Theme Indicators: Student Success</th>
<th>Institutional Effectiveness Reporting Metric</th>
<th>Core Theme Indicators: Quality</th>
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<tr>
<td><strong>Student Learning</strong></td>
<td>Fill in dot if evidence is shown - Total dots for Core Theme Indicator Score</td>
<td><strong>Service Excellence</strong></td>
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<td>o Institutional learning outcomes</td>
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<td>o General education learning outcomes</td>
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<td>o Service goals/outcome achievement</td>
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<td>o Program learning outcomes</td>
<td></td>
<td>o Initiative goals/outcome achievement</td>
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<td>o Course learning outcomes</td>
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<td>o Testing/Placement</td>
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<td>o DWED learning outcomes</td>
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<td>o Remediation rates</td>
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<td>o Apprenticeship learning outcomes</td>
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<td>o Professional development goals</td>
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<td>o Gateway course completion goals</td>
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<td>o Student support resource utilization</td>
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<td><strong>Student Achievement</strong></td>
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<td><strong>Leading &amp; Communicating</strong></td>
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<td>o Persistence rates</td>
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<td>o NWCCU Accreditation status</td>
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<td>o Specialty accreditation/reaccreditation Status</td>
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<td>o Transfer rates</td>
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<td>o External communication (relations &amp; publications)</td>
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<th>Valuing People (Stakeholder Satisfaction)</th>
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<td>o Students</td>
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<td>o Exiting Students</td>
<td>o Exiting Students</td>
<td>o High-demand occupation rates</td>
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<td>o Industry-recognized credentials awarded</td>
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<td>o Internships/Apprenticeships</td>
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<td>Core Theme Indicators: Institutional Stewardship</td>
<td>Financial &amp; Operational Stability</td>
<td>Accountability &amp; Transparency</td>
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<td>Capital improvement ratio</td>
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<td>Green initiative audits</td>
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<td>Foundation scholarship/endowment holdings</td>
<td>External audit</td>
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<td>Dashboard analytics</td>
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<td>New FT/PT faculty/Staff/Admin</td>
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<td>Staffing ratio audit</td>
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<td>Financial aid status/loan repayment</td>
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Appendix C: Integrated Strategic Planning Policy

CSN Policy

<table>
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<tr>
<th>Category: General</th>
<th>Integrated Strategic Planning Policy</th>
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<tr>
<td></td>
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I. POLICY PURPOSE

This policy identifies the College’s integrated strategic planning process. Integrated strategic planning is mandated in the Standards of Accreditation by the Northwest Commission on Colleges and Universities (NWCCU).

II. POLICY STATEMENT

The College continually engages in the development of its integrated strategic plan. The development of CSN’s Strategic Plan (“the Plan”) is a College-wide effort and includes the College’s Mission, Vision, and Values, Core Themes, Goals, and Objectives. Accordingly, the Plan provides the foundation for all other planning efforts at every level, ensuring an integrated planning environment within the College that is guided by the CSN Mission, Vision, and Values.

Operational decisions and resource allocations shall be consistent with institutional planning efforts, assessment, evaluation, and continuous improvement strategies.

The Plan is operationalized through development of other specific institutional, division, and departmental plans, which shall include by way of example and not limitation: The Academic Master Plan, Budget and Financial Plans, Student Services Success Plan, Campus Master Plans, Technology Plan(s), Diversity Plan, School Plans, Department Plans, E-Learning Plan, etc.

All other college plans will include reference to and document their direct connection to the Plan as well as the CSN Mission, Vision, and Values. This may be accomplished with references throughout the document or with a summary page showing the linkage. All plans should include assessment metrics for evaluation of their effectiveness in annual reviews and reporting. All plans should include appropriate resource analyses.

Integrated Strategic Planning at CSN is a seven-year process, corresponding with the length of the accreditation cycle directed by NWCCU. The Plan will be reviewed in its entirety at the end of each seven-year cycle to evaluate the mission, vision, and values of the College, along with the overarching core themes. However, the Plan’s goals and objectives may be modified during the seven-year cycle. At a minimum, the Plan should be reviewed at every three-year reporting cycle based on the annual reviews and reports.

The Plan and any modifications will be approved by the President. All other plans will be presented to the Institutional Effectiveness Council for review and recommendation to the President. This Council will coordinate overall planning efforts and provide other input.

The Office of the President or designee will maintain the Plan and all other approved plans and is responsible for storing, coordination and college-wide dissemination, as appropriate. The Plan and other college plans will be assessed on established goals and objectives, and evaluation of institutional capacity. Plan modifications will be reported on as needed.

The Office of the President or designee will also direct the completion of the annual assessment of each plan and report to the Institutional Effectiveness Council.
III. AUTHORITY AND CROSS REFERENCE LINKS

College of Southern Nevada, 2017-2024 Strategic Plan
Northwest Commission on Colleges and Universities Standards for Accreditation (revised 2010)
http://www.nwccu.org/accreditation/standards-policies/standards/ 

IV. DISCLAIMER

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7486) and/or the Recommending Authority.

V. SIGNATURES

Recommended By:

/s/ Jill Acre 6/7/18
Jill Acre, Faculty Senate Chair

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley 6/6/18
Richard Hinckley, General Counsel

Approved By:

/s/ Dr. Margo Martin 6/13/18
Dr. Margo Martin, Acting CSN President

VI. ATTACHMENTS

Attachment A: History

Policy on Integrated Strategic Planning  Effective Date: 06/13/2018

Attachment A: HISTORY

New Policy

- 05/13/2018: Approved by CSN President
- 05/06/2018: Reviewed by General Counsel
- 05/11/2018 – Recommended by Faculty Senate (J. Acree)
- 04/30/2018 – Recommended by Executive Committee (J. Acree)
# Appendix D: Budget and Resource Allocation Metric

Mark the box of the score and level indicating unit evidence of each criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0</th>
<th>1-Growing</th>
<th>2- Good</th>
<th>3- Great</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relationship to strategic plan Core Theme goals</td>
<td>No alignment with strategic plan Core Theme goals</td>
<td>Relationship with strategic plan Core Theme goals is weak</td>
<td>Links with strategic plan Core Theme goals and somewhat supported with data</td>
<td>Strong alignment with strategic plan Core Theme goals and supported with evidence</td>
</tr>
<tr>
<td>2. Need identified during program review/evaluation process</td>
<td>No need identified in program review/evaluation process</td>
<td>Issue mentioned in program review/evaluation. Recommendation not supported with evidence</td>
<td>Recommendation made in program review/evaluation, but evidence is insufficient</td>
<td>Recommendation made in program review/evaluation and supported with meaningful evidence</td>
</tr>
<tr>
<td>3. Need identified in gap analysis of outcomes assessment/achievement</td>
<td>No linkage to outcomes assessment/achievement</td>
<td>Link with outcomes assessment/achievement marginal</td>
<td>Moderate link with outcomes assessment/achievement</td>
<td>Need identified in gap analysis of outcomes assessment/achievement evidence</td>
</tr>
<tr>
<td>4. Need identified which impacts the experience of a substantial number of students</td>
<td>No measurable impact on the student experience</td>
<td>Little measurable impact on the student experience</td>
<td>Has some measurable impact on the student experience</td>
<td>Impacts student experience across the College in a significant manner</td>
</tr>
<tr>
<td>5. Meets regulatory or legislative requirement</td>
<td>Does not address any regulatory and legislative requirements</td>
<td>Has relationship with regulatory and legislative requirements, but not critical</td>
<td>Moderately addresses regulatory and legislative requirements</td>
<td>Essential for meeting regulatory and legislative requirements</td>
</tr>
<tr>
<td>6. Improved Institutional processes and procedures</td>
<td>Will not impact efficiency of College processes and procedures</td>
<td>Will result in minor improvement in institutional processes and procedures</td>
<td>Will moderately benefit institutional processes and procedures</td>
<td>The benefits of significantly improved institutional processes and procedures clearly outweigh the costs</td>
</tr>
<tr>
<td>7. Critical significance</td>
<td>If not funded, will not impact College services</td>
<td>If not funded, will have only minor impact on College services</td>
<td>If not funded, will have some moderate impact on College services</td>
<td>If unfunded, will critically affect College services</td>
</tr>
</tbody>
</table>