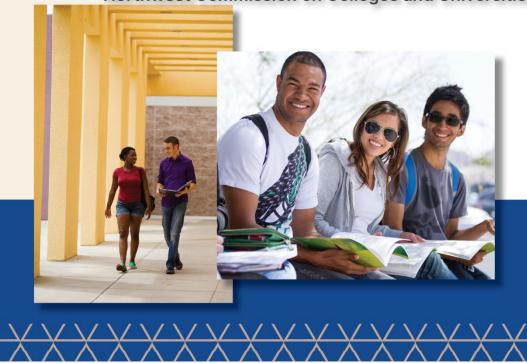# College of Southern Nevada

2021 Policies, Regulations and Finance Report (PRFR)
Submitted to
Northwest Commission on Colleges and Universities

Page left blank intentionally

POLICIES, REGULATIONS AND FINANCIAL REVIEW

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

Submitted September 15, 2021

Page left blank intentionally

Institutional Report Certification

On behalf of the institution, I certify that:

☑ There was broad participation/review by the campus community in the preparation of this report.

☑ The Institution remains in compliance with the NWCCU Eligibility Requirements

☑ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

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

College of Southern Nevada
_____

Name of Institution

Federico Zaragoza, PhD
_____

Name of Chief Executive Officer

_____

Signature of Chief Executive Officer

09/15/2021
_____

Date

ACKNOWLEDGEMENTS

Table of Contents

MISSION FULFILLMENT

EXECUTIVE SUMMARY

The College of Southern Nevada (CSN) presents this Policies, Regulations, and Finance Review as culmination of a self-reflective, collaborative process to learn how we are serving our students and community. [VIDEO:](#) Learn more about CSN, what we offer, and the community we serve.

Mission
CSN empowers our students and community to achieve, succeed, and prosper.

Vision
CSN is recognized as a leader among community colleges in fostering student success, shared governance, and performance excellence.

We operate with an expectation that our students will graduate, complete, transfer and prosper in the workforce and in life. This expectation is guided and supported through implementation of our CSN Strategic Plan Goals which are:

Goal 1: Student Success
Provide the best environment, programs, and support services to meet students' personal, work, and educational needs

Goal 2: Engagement
Provide an inclusive and diverse environment that fosters lasting connection, shared investment, pride, and goodwill. Communicate, connect with and support students to increase new student enrollments, student engagement, and satisfaction with CSN's family, culture, programs, and services.

Goal 3: Performance and Quality
Engage in best performance excellence practices that lead to the deployment of our values, accomplishment of our mission, and realization of our vision. Review and improve academic and work processes, ensure two-way communication and collaboration across campuses, and promote institutional innovation. Research critical real-world problems and seek solutions and stewardship to ensure performance excellence and the increase of quality and value to CSN stakeholders.

Goal 4: Workforce and Community
Collaboratively address the challenges of the workforce and industry education needs of Nevada populations. Address critical issues facing 21st century Nevada. Consider environmental, social, and fiscal impact of every decision to use resources ethically, effectively, and sustainably.

CSN utilizes the evaluation of 23 strategic plan target indicators as the mechanism for determining mission fulfillment and set actions for improvement over a six-year cycle. The college has determined mission fulfillment as achievement of at least 16 of the 23 strategic plan target indicators over the seven-year accreditation cycle.

Mission Fulfillment Framework

As a result of this year-six PRFR self-reflective process, we have learned that we have the infrastructure in place to meet the intent of our mission, place students first, and achieve mission fulfillment. We have well-developed student services, academic curricula, learning resources and learning environments, and we are fiscally sound. We have also discovered areas at CSN that we can strengthen to enhance our existing infrastructure to better meet our students' needs. We have reviewed and updated existing policies to assure we are compliant with the execution of those policies and have evaluated the utility of those policies as they help us achieve our goals. Utilizing our planning process, we have prioritized funding resources to enhance or increase divisions and departments with greatest need. Most important, this self-reflective evaluation has increased communication across college units so that faculty and staff have greater awareness of the NWCCU standards and expectations.

We cannot ignore COVID-19 and the impact that the pandemic has had on the college's ability to maintain service continuity and to continue to achieve mission fulfillment. The CSN team has made significant strides to respond to student, faculty, staff, and community needs to assure adequacy and integrity in teaching and service delivery. We have responded to state and federal mandates by planning in a timely manner and we pursued resources to enhance our sustainability. Examples of these elements are included in various sections of the Report.

ELIGIBILITY REQUIREMENTS

ATTESTATION:

The College of Southern Nevada attests to adherence with all accreditation eligibility requirements. Report sections that address the eligibility requirements include a statement of institutional continued compliance with evidence for the specific requirement(s).

2.A: GOVERNANCE

SECTION 2.A.1: Board

NWCCU Standard 2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Narrative:

The College of Southern Nevada (CSN) has an effective governance structure pursuant to the Nevada Constitution and Nevada Revised Statutes (NRS) Chapter 396 (see Exhibit 2.A.1.e.1). The exclusive control and administration of the Nevada System of Higher Education (NSHE) is vested by the Constitution of the State in an elected Board of Regents (BOR). (BOR Handbook Title 1, Article III, Section 1). CSN is one of Nevada's eight public colleges, universities, and research institutions. CSN adheres to both BOR established policies as codified in the BOR Handbook and institutional policies (see Exhibit 2.A.1.a & b). These statutes and policies define the authority, responsibilities, and systems of governance with clear roles, responsibilities, authority, and decision-making structures (***continued compliance with Eligibility Requirement 3. AUTHORITY & 9. GOVERNING BOARD***). Opportunities for faculty, staff, and student input are provided for at multiple levels within the governance structure, including but not limited to input at BOR meetings. (See NRS 241.020 & BOR Handbook Title 1, Article V, Section 17).

The Chancellor is the chief executive officer and ex-officio treasurer of the Nevada System of Higher Education and is responsible to the BOR for the administration of the Nevada System of Higher Education, the implementation of BOR policies and directives, and the financial management of NSHE. (BOR Handbook Title 1, Article VII, Section 3). The Presidents report to the Chancellor for the administration of their respective institutions and are accountable through the Chancellor to the BOR. (BOR Handbook Title 1, Article VII, Section 4). Members of the BOR have no contractual, employment relationship or personal financial interest in CSN. The BOR policies and procedures, as well as the BOR Handbook, are available on the System of Higher Education webpage (see Exhibit 2.A.1.b). CSN policies, procedures and governing documents are on the CSN Policies and Procedures webpage (see Exhibit 2.A.1.a.2). CSN has sufficient autonomy to fulfill its mission within the NSHE governance structure.

The geographic service area for CSN is Clark County, and its organization consists of the main campuses and service centers as detailed in Title 4, Chapter 14 of the BOR Handbook (see Exhibit 2.A.1.b.1). The geographic service area for the CSN Division of Workforce and Economic Development also includes Nye County. NSHE institutions adopt bylaws to set forth the institution's organizational structure and personnel policies (see 2.A.1.a.1). The adoption, amendment or repeal of institutional bylaws shall be in accordance with procedures and require recommendation from the President and review by legal counsel prior to submission for approval to the Chancellor. Within 45 days of a request for approval, the Chancellor acts to approve or reject the adoption, amendment, or repeal of institutional bylaws or they shall be deemed approved. Where the provisions of such institutional bylaws, or other such bylaws, procedures, and regulations conflict with the policies of the BOR, the BOR policies prevail and the conflicting provisions of such institutional bylaws, or other such bylaws, procedures, and regulations, are void and of no effect whatever (see Exhibit 2.A.1.b.1, Title 2, Chapter 1, Section 1.3.4). In addition, CSN institutional bylaws are posted on the CSN website (see 2.A.1.a.1 & 2).

CSN's Institutional Advisory Council (IAC) was established in 2015 (see Exhibit 2.A.1.a.3 & 4). The purpose of this advisory council is to ensure the linkage of the college to the communities it serves and to anticipate future regional educational trends. Members of this council advise the President, the NSHE Chancellor, and the BOR on the long-term educational needs of the area served by CSN. The Council has been given the following charge. The council may provide advice, guidance, and information in the areas of student and employer engagement; access and affordability; operating and capital budgets; land and property acquisition and use; instructional programs, including proposed degrees and certificate programs; serving under-represented populations; diversity and inclusion issues and admissions and academic standards, including performance indicators. The council serves along with the college president, as a body of liaisons between the college and area employers to facilitate assessment of employment, training, and educational needs of the service area. In addition, the council along with the college president, serves as a body of liaisons between the college and local school boards, county commissioners, city councils, other local elected officials, and other relevant groups or persons. The council responds to specific information requests from the chancellor and the board of regents on behalf of the communities served by the college. Finally, the council promotes the college's programs and services among the communities and constituencies in the college's service area.

 Exhibits:

Institutional governance policies & procedures (2.A.1.a):
- Exhibit 2.A.1.a.1- College of Southern Nevada Bylaws
- Exhibit 2.A.1.a.2- College of Southern Nevada Policies & Procedures Home page
- Exhibit 2.A.1.a.3- CSN Institutional Advisory Council Home page
- Exhibit 2.A.1.a.4- NSHE Policy on Institutional Advisory Councils

System governance policies/procedures (Exhibit 2.A.1.b):
- Exhibit 2.A.1.b.1- Nevada System of Higher Education Handbook

- Exhibit 2.A.1.b.2- <u>Nevada System of Higher Education Policies and Procedures</u>

Multiple board governing policies/procedures (Exhibit 2.A.1.c) - NONE

Board's calendar for reviewing institutional and board policies/procedures (Exhibit 2.A.1.d):
- Exhibit 2.A.1.d.1- <u>Nevada System of Higher Education Policy Central</u>
- Exhibit 2.A.1.d.2- <u>College of Southern Nevada Policy on Policy Development, Approval, and Formatting</u>

By-laws and Articles of Incorporation referencing governance structure (Exhibit 2.A.1.e):
- Exhibit 2.A.1.e.1- <u>Nevada Revised Statutes Chapter 396 - Creation of the Nevada System of Higher Education</u>
- Exhibit 2.A.1.e.2- <u>Organization and Administration of the Nevada System of Higher Education</u>
- Exhibit 2.A.1.e.3- <u>Nevada System of Higher Education Bylaws of the Board of Regents</u>
- Exhibit 2.A.1.e.4- <u>Legal Status of the University</u>

SECTION 2.A.2: Leadership

NWCCU Standard 2.A.2
The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements an effectiveness.

Narrative:

CSN has an effective system of leadership staffed by qualified administrators with appropriate levels of authority, responsibility, and accountability. CSN's leadership is charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness (***continued compliance with Eligibility Requirement 11. ADMINISTRATION and 4. INSTITUTIONAL EFFECTIVENESS***). CSN's executive leadership has established unit plans that align with our strategic plan, President's imperatives, and priorities. The leadership assures that unit planning occurs in the departments they supervise and annually evaluates the achievement of effectiveness in each unit. Institutional leadership consists of two primary entities: Executive Cabinet and a shared governance Leadership Council.

Executive Cabinet:

The curriculum vitae of Executive Cabinet (EC) members outlines their qualifications as administrators and contributions to their profession and community (see Exhibit 2.A.2.b.1 - 15). EC members have authority and decision-making responsibilities to manage their

departments and units that include planning and assessment. As division or department leaders, they manage unit plans that outline goals, strategies, and actions that align with the CSN Strategic Plan Goals. Unit progress is reported in weekly EC meetings, and status reports on action plans as reported informally in President led "show-and-tell" forums and formally in annual reports of assessment measures ([CSN Unit Plans](#)).

The College President has a formal process of evaluating EC performance that is both formative and summative in nature. The President meets with his direct-report executive leaders on a regular basis for one-on-one, two-way conversations to assess performance and to receive feedback. In addition, the President's cabinet submit weekly reports and receive "real time" and written feedback and guidance from the President each week. Every summer, on an annual basis, the President also holds a formal performance evaluation meeting with each direct report that reviews the previous performance year and integrates goal setting for the upcoming performance year. These evaluations are housed in the EC member's personnel file in Human Resources with the Chief Human Resources Officer.

Recognizing that the institution's rapid growth and need to be more responsive to the diverse communities that CSN serves, CSN began a migration to a multicampus organizational model in 2017 to foster a consistent student experience at each of our 3 main campuses. In 2018, CSN piloted the first of 3 Campus VP/Provosts, and in 2019, CSN hired 2 additional Campus VP/Provosts to ensure quality teaching and learning experiences for each of our 3 service regions: City of North Las Vegas, City of Henderson, and City of Las Vegas. Under the leadership of these 3 campus-based VPs and in collaboration with collegewide-based VPs, CSN is currently engaged in deploying staff to provide campus-based, service region support. This matrix model still supports a one-college, one accreditation approach, but each campus has a leadership team to support student services and academic support functions.

Shared Governance Leadership Council:

Our shared governance policy describes the structure and processes of shared governance at CSN. This policy is currently under revision to include shared governance liaisons and their responsibilities to their respective units, their role in institutional decision-making, and their relevance to college strategic planning and initiatives. Following are the members of the shared governance leadership council:

Executive Cabinet Members
Classified Council Chair and Liaison
Faculty Senate Chair and Liaison
Administrative Faculty Assembly Chair and Liaison
Dean's Council Chair
Chair of Chairs
Student Government President

Exhibits:

Leadership organizational chart (Exhibit 2.A.2.a):
- Exhibit 2.A.2.a.1- CSN Organizational Chart
- Exhibit 2.A.2.a.2- Student Affairs Organizational Chart
- Exhibit 2.A.2.a.3- Academic Affairs Organizational Chart
- Exhibit 2.A.2.a.4- Technology Services Organizational Chart
- Exhibit 2.A.2.a.5- Finance and Administration Organizational Chart
- Exhibit 2.A.2.a.6- International Center Organizational Chart
- Exhibit 2.A.2.a.7- CSN Foundation Organizational Chart
- Exhibit 2.A.2.a.8- Office of Sponsored Projects Organizational Chart
- Exhibit 2.A.2.a.9- General Counsel Organizational Chart
- Exhibit 2.A.2.a.10- Accreditation and Institutional Effectiveness Organizational Chart
- Exhibit 2.A.2.a.11- Henderson Campus Organizational Chart
- Exhibit 2.A.2.a.12- Charleston Campus Organizational Chart
- Exhibit 2.A.2.a.13- North Las Vegas Campus Organizational Chart
- Exhibit 2.A.2.a.14- Department of Workforce and Economic Development Chart
- Exhibit 2.A.2.a.15- Office of Diversity and Inclusion Organizational Chart

Curriculum vitae of executive leadership (Exhibit 2.A.2.b):
- Exhibit 2.A.2.b.1- Chief Executive Officer and President
- Exhibit 2.A.2.b.2- Chief of Staff/Chief Diversity Officer
- Exhibit 2.A.2.b.3- Vice-president Finance and Administration
- Exhibit 2.A.2.b.4- Vice-president/Provost Henderson Campus
- Exhibit 2.A.2.b.5- Vice-president/Provost North Las Vegas Campus
- Exhibit 2.A.2.b.6- Vice-president/Provost Charleston Campus
- Exhibit 2.A.2.b.7- Vice-president Student Affairs
- Exhibit 2.A.2.b.8- Vice-president Academic Affairs
- Exhibit 2.A.2.b.9- Chief Accreditation and Institutional Effectiveness Officer
- Exhibit 2.A.2.b.10- Chief Information Officer and Director for Marketing, Communications
- Exhibit 2.A.2.b.11- General Counsel
- Exhibit 2.A.2.b.12- Director of Governmental Affairs
- Exhibit 2.A.2.b.13- Executive Director, Sponsored Projects and Interim Executive Director for CSN Foundation
- Exhibit 2.A.2.b.14- Director of International Student Center
- Exhibit 2.A.2.b.15- Chief Human Resources Officer

NWCCU Standard 2.A.3
The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Narrative:

CSN employs an appropriately qualified chief executive officer (CEO) with full-time responsibility to CSN (*continued compliance with Eligibility Requirement 10. CHIEF EXECUTIVE OFFICER*). CSN publishes a dedicated page on its website that lists biographical and contact information for our CEO, Dr. Federico Zaragoza (see Exhibit 2.A.3.a.1).

The College President leads our Executive Cabinet and leadership team and reports regularly to the NSHE Board of Regents governing board. The last formal evaluation of President Zaragoza by the NSHE Board of Regents was conducted in March 2020 in accordance with the NSHE Executive Evaluation procedures (see Exhibit 2.A.3.a.3), and Dr. Zaragoza's presidential appointment was reaffirmed in June 2020.

CSN is recognized as a Minority Serving Institution and a Hispanic Serving Institution. As CSN's first Hispanic college president, Dr. Zaragoza has committed to hiring a faculty and staff that reflects our student body and meeting the needs of the diverse populations that CSN serves. Additionally, President Zaragoza led CSN in a revision of our mission statement, which reflects our key priorities: The College of Southern Nevada empowers our students and communities to achieve, succeed, and prosper. While the strategic plan is our roadmap through 2026, the President has identified imperatives to focus our efforts during the changing economy to immediate local needs.

1- Increase enrollment
2- Stay the course on Guided Pathways
3- Close achievement gaps for students of color
4- Foster diversity, equity, and inclusion efforts
5- Continue our multi-campus model migration

Exhibits:
President/CEO Information (Exhibit 2.A.3.a):
- Exhibit 2.A.3.a.1- President/CEO CSN Webpage
- Exhibit 2.A.3.a.2- Curriculum Vitae of President/CEO Dr. Federico Zaragoza
- Exhibit 2.A.3.a.3- NSHE Board of Regents Procedures and Guidelines, Chapter 2, Section 2 Executive Evaluation

SECTION 2.A.4: Decision-making

NWCCU Standard 2.A.4
The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Narrative:

CSN's decision-making structures and processes are documented and publicly available on the CSN Policies and Procedures webpage (see Exhibit 2.A.4.a.1), including the Policy Development, Approval, and Formatting policy (see Exhibit 2.A.4.a.2), and our Shared Governance policy (see Exhibit 2.A.4.a.3). These resources include provisions for consideration of the views of faculty, staff, administrators, and students on matters in which each entity has a direct and reasonable interest. The President's Executive Cabinet serves as the central body of primary decision-making at CSN. The CSN Shared Governance Policy outlines ways that the CSN community can make recommendations to the President's Executive Cabinet on institutional decision-making.

In 2020, CSN established a Division of Institutional Effectiveness (IE) that leads and manages data collection, analysis, and reporting on institutional effectiveness indicators with a primary responsibility of determining mission fulfillment. IE provides quarterly reports to the president on institutional effectiveness to the President. CSN determines institutional effectiveness and mission fulfillment through the following indicators: strategic plan goal metrics; national, regional, and institutional student achievement comparisons; national, regional, and institutional student learning outcome achievement comparisons; and academic and unit review goal achievement.

Institutional Effectiveness Council (IEC). The IEC was instituted in 2017 after our mid-cycle report and site visit from the Northwest Commission of Colleges and Universities to address standards regarding institutional effectiveness and mission fulfillment. In its first year, the goal of the IEC was to facilitate an integrated process for ensuring that strategic planning, resource allocation, and assessment/continuous improvement occur and inform our mission fulfillment. The function of the IEC is in an emerging state and the President is clarifying the continuing role, processes, and procedures of this vital group. The IEC evaluates strategic plan indicators, the integrated budget allocation process, and unit plan goal achievement to determine their contribution to institutional effectiveness. The IEC report their recommendations regarding institutional effectiveness and achievement of mission fulfillment to the President's for his review annually.

The CSN Executive Cabinet receives recommendations from the following internal leadership entities:

Academic Faculty Senate. The Academic Faculty Senate is the representative body of instructional faculty. The CSN Bylaws provide that the Faculty Senate is the primary recommending body for college policies, especially for matters concerning academics and pedagogy. Faculty Senators are elected by appointment from the academic schools. The purpose of the Senate is to assure faculty participation in the formulation, implementation, and evaluation of institutional policies and goals.

Administrative Faculty Assembly. The Administrative Faculty Assembly (AFA) assures non-instructional administrative faculty (director level and below) participation in the formulation, implementation, and evaluation of institutional policies and goals; serves as the liaison to the College President on non-instructional administrative faculty issues; and provides avenues to promote institutional cohesiveness and shared governance.

Classified Employee Council. The Classified Employee Council receives, considers, and makes recommendations on matters of personnel policies and procedures and assists the College President on activities and projects that require input from classified staff.

Associate Students of the College of Southern Nevada. The Associated Students of the College of Southern Nevada (ASCSN) is the representative body of students. The mission of student government is to provide activities for the social interaction of students; to involve students in the mission, philosophy, and goals of the College; to provide the student voice to the administration of the College; and to promote interaction with students from other segments of NSHE.

Exhibits:

Institutional governance policies and procedures (Exhibit 2.A.4.a):
- Exhibit 2.A.4.a.1- CSN Policies and Procedures Webpage
- Exhibit 2.A.4.a.2- CSN Policy Development, Approval, and Formatting Policy
- Exhibit 2.A.4.a.3- CSN Shared Governance Policy DRAFT
- Exhibit 2.A.4.a.4- College of Southern Nevada Faculty Senate Bylaws
- Exhibit 2.A.4.a.5- Administrative Faculty Assembly Bylaws
- Exhibit 2.A.4.a.6- Classified Council Bylaws
- Exhibit 2.A.4.a.7- Student Government Constitution

2.B ACADEMIC FREEDOM

SECTION 2.B.1: Academic freedom policies and procedures

NWCCU Standard 2.B.1
Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Narrative:

CSN adheres to the principles of academic freedom and independence to protect its constituencies from inappropriate internal and external influences, pressures, and harassment (***continued compliance with Eligibility Requirement 16. ACADEMIC FREEDOM***).

The CSN mission and value statement, as stated within the CSN Strategic Plan (Appendix A), highlights the importance of putting our students first by creating a learning environment that supports freedom of inquiry and expression. "We embrace freedom of thought and speech in support of teaching, learning, communication, shared governance, and responsible civic engagement." (CSN Strategic Plan, pg. 6)

The Faculty Senate created an Academic Freedom Policy (see Exhibit 2.B.1.a.1), which provides a shared understanding of what academic freedom means at the institution. Academic freedom is essential to these purposes and applies to both teaching and scholarly/creative work. In adherence with the current Academic Freedom Policy adopted by American Association of University Professors (see Exhibit 2.B.1.a.2), CSN's Academic Freedom Policy affirms the College's operation for the common good of the greater community it serves. This common good is dependent upon the free search for truth and its free exposition, and emphasizes academic freedom is the right of scholars in institutions of higher education to freely study, discuss, investigate, teach, and publish. (CSN Academic Freedom Policy, pg. 1)

The CSN-NFA Collective Bargaining Agreement (see Exhibit 2.B.1.a.3), as affirmed in the summer of 2020, also emphasizes the significance of academic freedom, "Academic freedom is essential to these purposes and applies to both teaching and scholarly/creative work. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and rights of

the student to freedom in learning. It carries with it responsibilities correlative with rights."
(CBA, Article 4, pg. 7). The CSN-NFA CBA further explains that "the exercise of Academic
Freedom under this article shall not be deemed insubordination for the purpose of discipline."
(CBA, Article 4, pg. 7)

If any faculty member feels aggrieved by a decision that he or she believes to be in violation of
the Academic Freedom Policy or the CSN-NFA Collective Bargaining agreement, they may file a
grievance pursuant to the CSN-NFA Grievance Procedures (Article 18, pg. 30). All other
stakeholder groups contact Human Resources with a grievance and follow the chain of
command. An ad hoc College-wide committee is currently examining the College Bylaws and
will offer updates that align the Bylaws with the ratified CSN-NFA Collective Bargaining
Agreement.

Exhibits:

Academic freedom policies and procedures (Exhibit 2.B.1.a):
- Exhibit 2.B.1.a.1- Faculty Senate Policy on Academic Freedom
- Exhibit 2.B.1.a.2- American Association of University Profession Policy on Academic Freedom
- Exhibit 2.B.1.a.3- CSN-NFA Collective Bargaining Agreement Academic Freedom Article 4
- Exhibit 2.B.1.a.4- CSN Grievance Process Flow Chart

SECTION 2.B.2: Academic freedom policies and procedures

NWCCU Standard *2.B.2*
Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Narrative:

The College of Southern Nevada Strategic Plan affirms the institution's support and importance of independent thought in the pursuit and dissemination of knowledge (***continued compliance with Eligibility Requirement 16. ACADEMIC FREEDOM***). The institution accomplishes this by encouraging faculty, students, and staff to test and examine all knowledge, theories, thought, reason, and perspectives of truth (see Exhibit 2.B.2.a).

As mentioned in Standard 2B1, there are numerous policies that support an environment that encourages innovation, exploration, and freedom to test existing paradigms in teaching/learning. The Academic Freedom Policy (see Exhibit 2.B.2.b), and CSN-NFA Collective Bargaining Agreement (Articles 4, and 18), (see Exhibit 2.B.2.c) serve as examples. The CSN-NFA Collective Bargaining Agreement was widely circulated and accepted by the vote of an overwhelming majority of the faculty.

Faculty Research. CSN encourages faculty to pursue research. The institution also supports the scholarly endeavors of students, faculty, and staff. Pursuit of scholarly work and research will often involve the use of human subjects for data collection and analysis. For example, upon receiving approval from the Institutional Review Board (see Exhibit 2.B.2.d), Professor Ted Chodock, a tenured faculty librarian and doctoral candidate in the University of Nevada, Las Vegas Higher Education Doctoral Program conducted and is now analyzing the results of a dissertation study of student sense of belonging (SB) in library spaces. SB has been associated with persistence and academic achievement among students from underrepresented communities, which aligns this research with CSN's commitment to improving student success outcomes. Applications of research findings may include developing campus environments that facilitate SB among student communities historically marginalized in higher education and disseminating promising interpersonal and spatial practices to peer Minority Serving Institutions (MSI). This research epitomizes the academic freedom afforded by Nevada System of Higher Education (NSHE) programs, including Grant-in-Aid (see Exhibit 2.B.2.e) and sabbatical leave (see Exhibit 2.B.2.f), which allowed Professor Chodock to pursue innovative research on the factors connected to student academic success.

Student Research and Self-Expression. CSN also encourages students to research, write, and report information. For example, under the direction of Professor Jennifer Mitchell, students at CSN produce well researched news stories that are published online as the Coyote Press (see Exhibit 2.B.2.g). The student writers are empowered to write stories while learning to be transparent and ethical when writing. Coyote Press policy states, "Students translate their knowledge into dynamic citizenship." CSN provides a platform for student writers to engage in thoughtful research and to explore self-expression. The Coyote Press is designed not only to be a leader at CSN, but to provide a platform to develop the leaders of tomorrow.

Innovative Teaching. Using technology to reimagine teaching and learning is a priority for CSN. The Interactive Business Lab (IBL) located at the CSN North Las Vegas Campus features technology that allows our faculty the freedom to pursue and teach using real-world experiences. The IBL engages students in the learning process, often through technology. While the technological part of interactive learning can be intimidating to some, it is important to remember that technology exists to support pedagogy, not the other way around. With that in mind, faculty use the IBL to enhance student learning. The mobile furniture allows for students to work in pods or in a simulated board room setting. Modeled off similar spaces at Stanford University, this lab received start-up funding provided by a federal Perkins grant through the Nevada Department of Education.

Communication. Creating an awareness of CSN's commitment to academic freedom is essential to ensuring that students, faculty, and staff are encouraged and permitted to pursue and disseminate knowledge without judgment or interference. CSN communicates the institution's perspective regarding the value of research and freedom of thought regularly. For example, the Faculty Senate (see Exhibit 2.B.2.h) and the CSN-NFA actively promote the awareness and knowledge of the CBA regularly scheduled meetings, convocation sessions, and periodic workshops.

Exhibits:

- Exhibit 2.B.2.a- CSN Strategic Plan
- Exhibit 2.B.2.b- Faculty Senate Academic Freedom Policy
- Exhibit 2.B.2.c- CSN-NFA Collective Bargaining Agreement
- Exhibit 2.B.2.d- Institutional Review Board Policy
- Exhibit 2.B.2.e- Grant in Aid Process and Form
- Exhibit 2.B.2.f- CSN Sabbatical Leave Policy
- Exhibit 2.B.2.g- Coyote Press Policy
- Exhibit 2.B.2.h- Faculty Senate Website

2.C POLICIES AND PROCEDURES

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

SECTION 2.C.1: Transfer of Credit

NWCCU Standard 2.C.1
The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Narrative:

CSN maintains policy regarding transfer-of-credit that supports program integrity while providing students optimal mobility between institutions in pursuit of their academic and educational goals. The policies and procedures regarding transfer-of-credit are an integral part of CSN's institutional mission of welcoming and serving students of diverse backgrounds. This policy requires CSN to evaluate and appropriately award credit based on a student's educational experiences (see Exhibit 2.C.1.a.1). This evaluation is accomplished through the Registrar's Office and consists of highly qualified personnel committed to the accurate evaluation of prior educational experiences while ensuring program integrity, through the consistent application of policies and procedures regarding transfer-of-credit. These policies are published on the College's website (see Exhibit 2.C.1.a.2-6) and in the annual catalog (see Exhibit 2.C.1.a.7).

Degrees, courses, and credits transfer seamlessly among Nevada System of Higher Education (NSHE) institutions, and the General Education Requirements for AA, AS and AB degrees are fully transferable. This reciprocation is achieved through NSHE's common-course-numbering-system which aligns Nevada course work across institutions. Credit for course work successfully completed at one NSHE institution and that applies to general education requirements will fulfill the same general education categories at all other NSHE institutions. This also applies to specific program requirements for baccalaureate degrees. In addition, CSN works with other Nevada institutions to create clear transfer guidelines and pathways through the publication of academic maps to ensure students' credits transfer without credit loss. As part of NSHE policy, no student shall transfer to a Nevada institution with resulting credit loss. Thus, CSN undergoes a yearly transfer review with these institutions and update any requirements and changes to programmatic content. CSN also works with out-of-state institutions, creating partnerships and memoranda of understanding for student transfer.

Transfer-of-credit policies are reviewed and updated by NSHE and CSN. The Registrar oversees the transfer-credit evaluation process and makes decisions regarding application of policy.

Additionally, the Registrar collaborates with faculty subject matter experts to evaluate content and determine applicability to specific major requirements.

Exhibits:

Transfer of credit policies /procedures (Exhibit 2.C.1.a):
- Exhibit 2.C.1.a.1- CSN Transfer Check List
- Exhibit 2.C.1.a.2- Guaranteed Transfer Program Webpage
- Exhibit 2.C.1.a.3- Reverse Transfer Webpage
- Exhibit 2.C.1.a.4- Transfer Center Webpage
- Exhibit 2.C.1.a.5- Transferring CSN Student Webpage
- Exhibit 2.C.1.a.6- Transferring to CSN Webpage
- Exhibit 2.C.1.a.7- CSN Catalog Transfer Student Information Page

SECTION 2.C.2: Student Rights and Responsibilities

NWCCU Standard 2.C.2
The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Narrative:

CSN policies and procedures related to student rights and responsibilities include provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities. CSN students have multiple resources to consult concerning their rights and responsibilities. CSN has a dedicated space for student policies on our CSN Policies and Procedures webpage. This location is the repository for the most current and comprehensive collection of all CSN policies and procedures. Additionally, many CSN student policies and procedures are included in the annual CSN Catalog.

CSN clearly communicates academic honesty expectations with our CSN Academic Integrity Policy (see Exhibit 2.C.2.a.1), NSHE Student Conduct Code (see Exhibit 2.C.2.a.2), and CSN Disruptive and Abusive Students Policy (see Exhibit 2.C.2.a.3). Such policies govern when applicable to a situation. Students are initially introduced to these policies during orientation and assessed for comprehension through a pre- and post-survey. Annual analysis of the Coyote Core Orientation survey shows a value-added response to academic standards-related questions with a very large positive-effect change for the past three years (see Exhibit 2.C.2.a.4). CSN's Student Conduct Code applies to any CSN student engaged in a college-related activity or function. Specifically, the policy governs CSN student behavior at any college campus, including owned, leased, or controlled property, and any location where a student is engaging in college activities or is engaging in activities arising out of the student's membership in the college community.

Violators may be accountable to both civil and criminal authorities and to the college for actions that constitute violations of its policies. At the discretion of college officials, the college may proceed with enforcement of its policies while other proceedings are pending. In addition, students may also be members of other college-based communities that impose additional standards of conduct, for example, intercollegiate athletics teams (see Exhibit 2.C.2.a.5) and Phi Theta Kappa.

Student academic expectations are outlined in our Satisfactory Academic Progress Policy (see Exhibit 2.C.2.b.1), and Academic Probation and Suspension Policy (see Exhibit 2.C.2.b.2). In addition, CSN has created a mechanism for student appeals and grievances with the CSN Academic Renewal Policy (see Exhibit 2.C.2.b.3) and Student Grade Appeal Policy (see Exhibit 2.C.2.b.4).

CSN's status as an open-enrollment college makes termination for academic reasons quite rare. When students have been terminated, it almost exclusively has been related to conduct and disciplinary procedures. CSN does offer limited-entry health science programs in the Engelstad School of Health Science (ESHS) and are governed by limited-entry admissions requirements (see Exhibit 2.C.2.a.6). The Limited-entry Office Webpage provides information to students on admission steps, application materials, workshops, and program checklists. Students terminated from limited-entry programs in the Engelstad School of Health Science are eligible for reinstatement per the School of Health Sciences Student Reinstatement Policy (see Exhibit 2.C.2.a.7).

Student Accommodations

Disability Resource Center. CSN has a Disability Resource Center (DRC) that serves to ensure an equal educational opportunity for all individuals with disabilities. DRC provides access to all College functions, activities, and programs. A DRC General Information Packet (see Exhibit 2.C.2.c.1) and DRC Student Handbook (see Exhibit 2.C.2.c.2) are provided, along with various other resources, to students on the DRC Webpage. This department provides specialized services, technology, and advisement to meet the specific needs of each qualified disabled student. The DRC has specialized positions, such as an interpreter, based on the expanding populations of students with hearing disabilities. In addition, with more course content being delivered in a digital media format, CSN uses Blackboard ALLY to monitor and format digital content. This tool has fulfilled another layer of compliance to address accessibility and inclusivity issues. Ally is helping to ensure digital course content is accessible for the student as well as helping faculty identify which digital media needs accessibility improvement.

Services for Military Personnel and Veterans. CSN has established a Veteran Education and Transition Services (VETS) Center to ensure the unique need of these students are properly

addressed. The Center and its staff provide transitional and advisement services, explains VA benefits and procedures, and offers additional needed assistance to this expanding population. The VETS Center works as a liaison between CSN students and the Department of Veterans Affairs to assist veterans and their dependents with their educational benefits and academic needs. The Center not only certifies enrollment, but it also provides timely and accurate information on VA-related issues and is a place for our veteran students to socialize and study. The VETS Webpage provides relevant forms and resources to assist this population.

Exhibits:

Documentation of students' rights and responsibilities policies and procedures, which include the following:
Academic honesty (Exhibit 2.C.2.a):
- Exhibit 2.C.2.a.1- CSN Academic Integrity Policy
- Exhibit 2.C.2.a.2- NSHE Student Conduct Code
- Exhibit 2.C.2.a.3- Disruptive and Abusive Students Policy
- Exhibit 2.C.2.a.4- CSN Coyote Core Orientation Survey Analytical Analysis
- Exhibit 2.C.2.a.5- CSN Athletics Handbook
- Exhibit 2.C.2.a.6- Limited Entry Application and Policy
- Exhibit 2.C.2.a.7- School of Health Sciences Student Reinstatement Policy

Appeals, grievances (Exhibit 2.C.2.b):
- Exhibit 2.C.2.b.1- Satisfactory Academic Progress Policy
- Exhibit 2.C.2.b.2- Academic Probation and Suspension Policy
- Exhibit 2.C.2.b.3- Academic Renewal Policy
- Exhibit 2.C.2.b.4- Student Grade Appeal Policy

Accommodations for persons with disabilities (Exhibit 2.C.2.c):
- Exhibit 2.C.2.c.1- DRC General Information Packet
- Exhibit 2.C.2.c.2- DRC & DHH Student Handbook

SECTION 2.C.3: Admissions; Placement; Academic Standing

NWCCU Standard 2.C.3
The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Narrative:

Recruitment. CSN has established an Office of Student Recruitment and College Connections dedicated to providing personal assistance to prospective and newly admitted CSN students throughout the entire college exploration and enrollment process (see Exhibit 2.C.3.a.1). In addition to working with local school districts, the team also works with local businesses, community groups, and underserved populations to increase access to CSN's many educational and occupational opportunities. As a recruitment policy and practice, CSN treats students ethically, respectfully, and professionally in the marketing, recruiting, and admissions process so that students can make an informed enrollment decision without being subjected to high-pressure tactics from the institution or a related contractor.

Admissions and Placement. CSN academic and administrative policies and procedures regarding admission and placement are published in the CSN Catalog to guide student enrollment in courses and programs **(Continued compliance with Eligibility Requirement 17. ADMISSIONS).** CSN is an open-access institution, and any adult can apply on our website (see Exhibit 2.C.3.b.1). CSN has established limited entry programs that require students to apply via the Limited Entry Office after completing CSN enrollment and additional requirements for these programs (see Exhibit 2.C.3.b.2). CSN complies with NSHE placement policy (see Exhibit 2.C.3.c.1) that outlines Math and English placement via a placement test, ACT/SAT scores, or other college credit (multiple measures). Placement testing provides evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success commensurate with CSN expectations and the CSN Testing Policy (see Exhibit 2.C.3.c.2). CSN currently uses a self-assessment tool for ENG placement, and ALEKS PPL math assessment software is an option for students who want to enter a class beyond our math gateway courses. CSN has identified the placement process as a potential bottle neck in our onboarding of students, thus potentially affecting access. In response, CSN is planning on doing an evaluation of our placement process, including analysis of the instruments, modalities, and testing timeline, to hone our process. Changes will be made in alignment with the evaluation.

CSN has established policy regarding student continuation in and termination from educational programs, including appeal (see Exhibit 2.C.3.d.1) and re-admission to programs (see Exhibit 2.C.3.f.1). Students are placed on academic warning if after attempting 15 credits, they do not

achieve a grade point average (GPA) of 2.0 or higher. If the student achieves a 2.0 or higher the next semester, they will be removed from warning. If they do not achieve a minimum GPA of 2.0, students are placed on academic probation. If the student achieves a 2.0 the next semester, they will be removed from probation. If they do not, they will be placed on academic suspension. Students are not to be able to register for classes during academic suspension but may petition to register for the following semester.

Exhibits:

Policies and procedures for the following:
Recruiting (Exhibit 2.C.3.a):
- Exhibit 2.C.3.a.1- Student Recruitment Webpage and Policy
- Admissions Policies (Exhibit 2.C.3.b)
- Exhibit 2.C.3.b.1- CSN Catalog: General Admission Information and Policies
- Exhibit 2.C.3.b.2- CSN Catalog: Limited Entry & Health Science Programs Admission Policy

Placement Policies (Exhibit 2.C.3.c):
- Exhibit 2.C.3.c.1- CSN Catalog: NSHE Placement policy
- Exhibit 2.C.3.c.2- CSN Catalog: Testing Center policy

Policies/procedures related to the following:
Continuation and termination from educational programs and appeal process (Exhibit 2.C.3.d & e):
- Exhibit 2.C.3.d.1- CSN Catalog: Academic Probation and Suspension (includes appeal process)
- Readmission Policies/Procedures (Exhibit 2.C.3.f)
- Exhibit 2.C.3.f.1- CSN Catalog: Academic Renewal Process

SECTION 2.C.4: Student Records

NWCCU Standard 2.C.4
The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Narrative:

CSN complies with the Nevada System of Higher Education (NSHE) Records Retention and Disposition Policy as a system-wide resource which establishes responsibility for the secure

retention of student records belonging to all NSHE employees. The policy is in the NSHE Board of Regents Procedures and Guidelines Manual Chapter 8 (see Exhibit 2.C.4.a) and Chapter 14 (see Exhibit 2.C.4.b) that include provisions related to confidentiality, release, and the reliable backup and retrievability of such records. In addition, CSN assures compliance with federal HIPAA and FERPA policy and protection of PPI (see Exhibit 3.C.4.c-e) by requiring employee training and knowledge assessment, best practice utilization, and multi-site backup to disk (see Exhibit 2.C.4.f).

Staff and/or employee personal identifying information is protected by these methods:

1. Every CSN employee requesting access to student records to complete their daily responsibilities must complete Family Educational Rights and Privacy Act (FERPA) online training provided by our technology department identified as Digital Experience Services (DxS), the marketing, communications, and technology division of CSN, and submit a MyCSN Security Access form (see Exhibit 2.C.4.g.). An employee signature acknowledges they understand their responsibility to safeguard all confidential and restricted information and be approved by the Registrar and MyCSN Project Lead. Violation of the agreement may result in disciplinary action, including termination of access to the student information system (MyCSN).
2. Employees identified to retain and dispose of student records must complete a Security Access Form for OnBase Imaging System (see Exhibit 2.C.4.h.) and be approved by the DxS OnBase Certified Systems Administrator with assigned access (i.e. view only, scan only, scan and print only, scan, print, and delete) according to their job responsibilities.
3. Students wanting account information released to a third party must complete "Manage Third Party Releases" procedures in their MyCSN student account. The third party must know the student's NSHE ID and pass phrase established by the student. The third party presenting in-person must show a valid, government-issued photo identification.
4. Student must complete "Releasable FERPA Directory Information" procedures in MyCSN to restrict the release of directory information. Restrictions are permanent on the student's record until changed by the student.
5. Students requesting copies of their student record must submit a written request outlining specific documents from the record along with valid, government-issued photo identification. CSN has up to 45 days to submit requested documents to the student.
6. For legal purposes (i.e., subpoena, attorney, employer, death), an Educational Records Release Form (see Exhibit 2.C.4.d.) must be completed before personal student information can be released to a third-party.

Currently, the Office of the Registrar serves as the acting records retention unit for CSN and maintains student records in locked, fire-proof cabinets and on an OnBase server maintained in partnership with Digital Experience Services (DxS). OnBase is an electronic document imaging and content management system that holds images of CSN official records. The documents are encrypted at rest and over the wire to ensure safety from unauthorized access. DxS uses a best-practices-based back up to protect documents from corruption or accidental deletion (see Exhibit 2.C.4.f). In addition, records are identified visually for disposal by manually pulling paper-based records from fire-proof cabinets and shredding. The OnBase server provides the

ability to copy documents directly onto a student's record as well as identify records that have met the retention period and should be destroyed. CSN is adding additional functionality to OnBase that will identify specific documents stored in the system, and then migrate those documents into a student's official record in PeopleSoft. Rapid retrieval of a student record is the responsibility of the Office of the Registrar and DxS. CSN has procured an OnBase add-on to expand document retention automation capabilities. DxS protects and maintains the integrity of CSN servers.

Last, CSN has Institutional Review Board (IRB) policy and procedures (see Exhibit 2.C.4.i & j) to assure employee compliance with protected populations, student, and employee information. CSN encourages and supports the scholarly endeavors of students, faculty, and staff of CSN. Pursuit of scholarly work and research will often involve the use of human subjects for data collection and analysis. CSN's IRB reviews human subjects research proposals to ensure that the rights and welfare of human subjects used in research studies by CSN personnel are protected; that risks have been considered and minimized; that the potential for benefit has been identified and maximized; that all human subjects only volunteer to participate in research after being provided with legally effective informed consent; that any research is conducted in an ethical manner and in compliance with established standards.

Given FERPA rules, a strict approval system for access to the Document Imaging and Content Management system is required to ensure only "need to access" permissions are granted. OnBase contains thousands of digital documents with PII that must have access controlled strictly to comply with FERPA. The institution is looking to implement document retention rules across the data stores (this is captured in the document, but if it comes up you are aware). COVID-19 has created other projects with Document Imaging such as bulk digitizing documents that were used for in person counseling (particularly in Veteran's Affairs) that have pushed automatic document purging efforts. Some manual work was done, but that has proven difficult and problematic (folks over purging as an example)

Exhibits:

Policies/procedures regarding secure retention of student records i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies (Exhibit 2.C.4):
- Exhibit 2.C.4.a- NSHE Handbook Chapter 8 Records Retention and Disposition Schedule (Student Records Retention Policy)
- Exhibit 2.C.4.b- NSHE Handbook Chapter 14 Data and Information Security (HIPAA, FERPA and PPI)
- Exhibit 2.C.4.c- CSN and General Data Protection Regulations
- Exhibit 2.C.4.d- CSN FERPA Educational Records Release Form
- Exhibit 2.C.4.e- CSN Information Systems and Electronic Resources Acceptable Use Policy
- Exhibit 2.C.4.f- Procedures for the Reliable Backup and Retrievability of Records

- Exhibit 2.C.4.g- <u>MyCSN Security Access Form</u>
- Exhibit 2.C.4.h- <u>Security Access Form for OnBase Imaging</u>
- Exhibit 2.C.4.i- <u>Institutional Review Board (IRB) Policy</u>
- Exhibit 2.C.4.j- <u>IRB Exempt from Full Board Review Guide</u>

2.D INSTITUTIONAL INTEGRITY

SECTION 2.D.1: Truthful Representation

NWCCU Standard 2.D.1
The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Narrative:

CSN represents itself clearly, accurately, and consistently through marketing and communication policies that address protocols for announcements, statements, and publications. The Marketing and Communications Department currently hosts requests for public records requests, publicity, and advertising releases through their webpage. Public Relations Postings and Press Releases are centrally proctored through the Marketing and Communications Department with final approval of the CSN President before release.

CSN has established standards and guidelines for graphics, publications, logo usage, social media postings and web site content (see Exhibits 2.D.1a - e). The college is currently in the process of rolling out a new centralized system that will allow the college community to request in-person and virtual events, publicity, graphic design assistance, communication editing, video projects, and publications through a single platform.

CSN communicates its academic intentions, programs, and services to students and public through a regularly maintained policies and procedures webpage (see Exhibit 2.D.1.f) and annual CSN Catalog (see Exhibit 2.D.1.g). These policies and publications assure students that academic programs can be completed in a timely fashion. CSN Marketing and Communications Department conducts annual and ongoing reviews of our publications and webpages, using Site Improve Technology to ensure accuracy and integrity in all representations about our mission,

programs, and services (*Continued compliance with Eligibility Requirement 8. INSTITUTIONAL INTEGRITY and 18. PUBLIC INFORMATION*). Site Improve is a comprehensive website tool that detects broken links, 508, WCAG and GDPR compliance, and content inventory as a means of ensuring all web content is accessible, accurate, and compliant for visitors to the website.

During COVID, changes in Marketing and Communications leadership has us reviewing and reconfiguring many of these areas to improve efficiencies and reduce confusion across departments. Implementing a new CRM with Event, Publicity, Design, and Web request workflows that are being implemented in the coming year. New Digital Experience Platform refactoring our current Web Presence for improved overall student experience and consistent image presentation. The new systems and leadership developed business processes to utilize are in the works, but current processes and procedures are sufficient, however, will be further refined and improved through this process. COVIC-19 impact – Distributed team, changing landscape and need to communicate those changes, virtual meetings, etc. has delayed some of the strategic work, but with the new systems being put in place we are prioritizing the finalization of these refinements in the coming months

Exhibits:

Policies/procedures/ for reviewing published materials (print or websites) that assures institutional integrity (Exhibit 2.D.1):

- Exhibit 2.D.1.a - CSN Style Guide
- Exhibit 2.D.1.b - CSN Athletics Style Guide
- Exhibit 2.D.1.c - CSN Logo Usage Policy
- Exhibit 2.D.1.d - CSN Web Guidelines
- Exhibit 2.D.1.e - Social Media Guidelines
- Exhibit 2.D.1.f- CSN Policies and Procedures Webpage
- Exhibit 2.D.1.g- CSN Catalog
- Exhibit 2.D.1.h- Publicity Request
- Exhibit 2.D.1.i- Public Relations and Advertising Release
- Exhibit 2.D.1.j- Public Records Release

NWCCU Standard 2.D.2
The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Narrative:

CSN advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including dealings with the public, NWCCU, and external organizations (***Continued compliance with Eligibility Requirement 21. DISCLOSURE and 22. RELATIONSHIP WITH NWCCU***). CSN has established and complies with policy and procedures addressing the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. CSN ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

As an institution of higher education, CSN is committed to performing all the college's mission-related roles with integrity and in accordance with high ethical standards pursuant to the CSN mission, values, and vision statements (see Exhibit 2.D.2.a.1). To ensure fair, equitable treatment of and among employees and students, CSN has a publicly accessible webpage dedicated to all CSN Policies and Procedures (see Exhibit 2.D.2.a.2) as well as an Employee Relations webpage (see Exhibit 2.D.2.a.3) with information about college grievance and discipline processes, including how to file external and internal grievances, classified grievances, professional grievances, and whistle blower complaints. CSN has general counsel and affirmative action officers, including a Title IX/Institutional Equity Officer, who manages employee conflicts, grievance processes, complaints of discrimination/harassment and termination decisions (see Exhibit 2.D.2.a.4). Additionally, CSN Faculty Senate has established a Faculty Grievance Process flow chart to clarify steps in the grievance process for their faculty (see Exhibit 2.D.2.a.5). If any faculty member feels aggrieved by a decision that they believe to be in violation of the Faculty Senate Academic Freedom Policy (see Exhibit 2.D.2.a.6) or the CSN-NFA Collective Bargaining agreement (see Exhibit 2.D.2.a.7), they may file a grievance pursuant to the CSN-NFA Grievance Procedures (Article 18, pg. 30).

CSN also has appointed two faculty members who serve as Ombudspersons. They are available to full-time and part-time faculty and staff to assist in resolving minor disputes that can arise among faculty, staff, or administration. The Ombudspersons serve to provide employees with an efficient method for resolving concerns that might not rise to the level of an official, formal grievance procedure (see Exhibit 2.D.2.a.8).

The CSN Faculty Senate has established a Faculty Ethics Committee that is guided by the NSHE Board of Regents policy on faculty discipline (see Exhibit 2.D.2.a.9). Although the committee meets on an ad-hoc basis as needed to examine ethical issues or violations, the committee has been tasked with revising the CSN Textbook policy (see Exhibit 2.D.2.a.10) to ensure Department Chairs, Lead Faculty and Program Directors who have authored textbooks do not pressure other faculty into adopting textbooks from their own book's publisher.

Student ethics and conduct are clarified specifically on the CSN Policies and Procedures webpage (see Exhibit 2.D.2.a.2) under Student Policies and in the CSN Catalog. CSN maintains campus and collegewide switchboard operations to handle and appropriately route calls to the correct departments to handle requests, comments, and complaints as well as a Call Center to assist students with general questions and student services system navigation. CSN also contracts with a 24 x 7 Technical Support helpdesk that fields technology-related service calls. If calling students have a complaint about their professor or an incident they have encountered, the Call Center informs them of the proper steps to address their complaints. If a student has a complaint about a particular CSN department (or a particular staff member), the Call Center representative sends the student's information (name, NSHE ID, contact number and description of complaint) to the CSNCallCenter@csn.edu email, and their complaint is forwarded to the appropriate department for formal correction or resolution.

Exhibits:

Policies/procedures for reviewing internal and external complaints and grievances (Exhibit 2.D.2.a):
- Exhibit 2.D.2.a.1- CSN Strategic Plan
- Exhibit 2.D.2.a.2- CSN Policies and Procedures Webpage
- Exhibit 2.D.2.a.3- Employee Relations Policy Webpage
- Exhibit 2.D.2.a.4- Institutional Equity and Title IX Webpage
- Exhibit 2.D.2.a.5- CSN Grievance Process Flow Chart
- Exhibit 2.D.2.a.6- Faculty Senate Policy on Academic Freedom
- Exhibit 2.D.2.a.7- CSN-NFA Collective Bargaining Agreement
- Exhibit 2.D.2.a.8- Office of the CSN Ombudsperson Webpage
- Exhibit 2.D.2.a.9- NSHE Board of Regents Policy on Faculty Discipline Title 2, Chapter 6
- Exhibit 2.D.2.a.10- CSN Textbook Policy
- Exhibit 2.D.2.a.11- CSN Catalog

SECTION 2.D.3: Conflicts of Interest

NWCCU Standard 2.D.3
The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Narrative:

Statutory and Policy Prohibitions for Members of the Board of Regents. CSN adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff (see Exhibit 2.D.3.a.1). The Nevada System of Higher Education (NSHE) Board of Regents (BOR) are subject to the code of ethical standards of the Nevada Revised Statutes (NRS) 281A Ethics in Government (see Exhibit 2.D.3.a.2). promulgated to govern the conduct of public officers and employees. These sections of the NRS include, but are not limited to, provisions related to acceptance of gifts and services (NRS 281A.400), voting (NRS 281A.420), bidding on contracts (NRS 281A.430), and honorariums (NRS 281A.510). Regents are also subject to certain additional conflict-of-interest provisions contained in other sections of the NRS and BOR Handbook as follows:

   a. NRS 396.122 prohibits a member of the BOR from being interested, directly or indirectly, as principal, partner, agent or otherwise, in any contact or expenditure created by the BOR, or in the profits or results thereof.
   b. BOR policy related to Regents' conflict-of-interest concerning the purchase of supplies, equipment, services, and construction under any contract or purchase order is stated in Title 4, Chapter 10, Section 1(7).
   c. BOR policy related to Regents' conflict-of-interest concerning management of investment accounts is stated in Title 4, Chapter 10, Section 5 and 6.
   d. BOR policy related to Regents' conflict-of-interest concerning nepotism is stated in Title 4, Chapter 3, and Section 7.

To demonstrate compliance with statutory provisions contained in the NRS and with BOR policies, Regents shall complete an annual disclosure statement regarding contractual, employment, family financial, and outside activities that might create a conflict of interest. The annual disclosure statements are filed with the Secretary to the Board and are subject to State records retention policies.

In accordance with the provisions of NRS 281A.400(10), a Regent shall not seek other employment or contracts through the use of his or her official position within the NSHE. In light of the provisions of the Ethical Code of Conduct for Pubic Officers set forth NRS, and in particular, to enhance public trust in the Office of Regents, a Regent may not apply for or accept a new or different position, contract or business relationship with an institution, unit or foundation of the NSHE for a period of one year after the termination of the Regent's service on the Board (Title 4, Chapter 1, Section 3)

Nepotism. It is the policy of the NSHE that none of its employees or officers shall engage in any activities that place them in a conflict of interest between their official activities and any other interest of obligation. Conflict of interest requires all employees and officers to disqualify themselves from participating in a decision when a financial or personal interest is present. The NRS 281.210 and the Nevada Administrative Code (NAC) 284.375 and 284.377 prohibit the employment of relatives under certain circumstances. Except for relationships allowed pursuant to those documents, no employing authority of the NSHE may appoint a person to an employment position if, upon the appointment, the person will be the immediate supervisor or will be in the direct line of authority of any relative of a NSHE employee within the third degree of consanguinity or affinity. Exception to this policy must have the prior written approval of the employing authority (defined as the President or Chancellor as the case may be), along with a written agreement detailing the manner that conflicts of interest will be ameliorated. The source of funding to pay a newly hired employee may not serve as a basis to waive the restrictions of this policy. A contractual relationship between a Regent and a NSHE institution is subject to the limitations contained in NRS 396.122 and BOR Handbook Title 4, Chapter 3, Section 7.

Chancellor and Presidents *Conflicts of Interest.* The Chancellor and Presidents shall not have any interest, financial or otherwise, direct, or indirect, or engage in any business, employment transaction, or professional activity, or incur any obligation of any nature, which conflicts with the proper discharge of their duties or employment in the interest of the institution they serve. Whether an outside interest or activity results in a conflict of interest will be determined in accordance with the provisions of the Nevada Code of Ethical Standards (NRS 281A.400 - NRS 281A.660).

Outside Professional or Scholarly Service. The Chancellor and Presidents are prohibited from undertaking any outside professional or scholarly service that would result in a conflict of interest or interfere with the performance of their assigned duties. Outside service subject to this policy may include, but is not limited to, service on corporate boards. Before undertaking any outside professional or scholarly service for compensation:
   a. The Chancellor shall provide advanced written notification to and obtain the written approval of the Chair of the BOR, and
   b. The Presidents shall provide advanced written notification to and obtain the written approval of the chancellor. When participating in outside professional or scholarly activities during regular work hours, appropriate leave shall be taken (Title 4, Chapter 3, Section 8)

Faculty Conflicts of Interest. No faculty member may undertake outside professional or scholarly service that would result in a conflict of interest with his or her assigned duties. Conflict of interest means any outside activity or interest that may adversely affect, comprise, or be incompatible with the obligations of an employee to the institution. Faculty members performing compensated outside professional or scholarly service are subject to the code of ethical standards of the State of Nevada (NRS 281A.400 - 281A.660), which governs the

conduct of public officers and employees. A faculty member may not perform an official act on behalf of the institution that directly benefits a business or other undertaking in which he or she either has a substantial financial interest or is engaged as counsel, consultant, representative, agent, director, or officer. This prohibition is not intended to limit a faculty member's ability to enter into a contact between a governmental entity, the institution, and a private entity to the extent authorized by and in conformity with NRS 281.221(3), NRS 281.230(3), NRS 281A.430(3), the BOR Intellectual Property Policy (Title 4, Chapter 12, Section 1-8), and the BOR Conflict of Interest Policy (Title 4, Chapter 10, Section 1.7).

For the purpose of this section, potential conflicts of interest include a faculty member's involvement in transactions or decisions on behalf of an institution, in which the faculty member knows that benefits accrue to individuals in the faculty member's household, persons to whom the faculty member is related by blood, adoption or marriage within the third degree of consanguinity, or persons with whom the faculty member has substantial and continuing outside business relationships (Title 4, Chapter 3, Section 9).

Exhibits:

Policies/procedures prohibiting conflict of interests among employees and board members (Exhibit 2.D.3.a):
- Exhibit 2.D.3.a.1- NSHE BOR Handbook Title 4, Chapter 3, Section 8- Conflict of Interest Policy
- Exhibit 2.D.3.a.2- NRS 281A Ethics in Government

2.E FINANCIAL RESOURCES

SECTION 2.E.1: Audits, Oversight

NWCCU Standard 2.E.1.
The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Narrative:

CSN utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission (***Continued compliance with Eligibility Requirement 19. FINANCIAL RESOURCES AND PLANNING and 20. FINANCIAL ACCOUNTABILITY***). Policies that govern CSN financial processes are outlined in the NSHE Board of Regents (BOR) Handbook Title 4, Chapter 9 and 10 (see Exhibit 2.E.1.a.1-3). The handbook defines the roles, responsibilities, and authorities related to financial matters of NSHE (system) and its colleges and universities. This policy provides the NSHE Chief Financial Officer with the authority and responsibility for system financial planning and budgets. The policy also outlines the system Budget Director's responsibility to promote and coordinate integrated financial planning and budget development among the institutions and the NSHE, and ultimately to effectively communicate with, and report to, the State of Nevada. Board policy mandates that the Budget Director develop and maintain system-wide budget control policies and procedures to assure that budget revisions and other actions are enacted in accordance with Board of Regents and state policies.

CSN brings its budgets and budget-to-actual reports to the NSHE Board of Regents on an annual basis for approval. Other examples include CSN's reporting to the Board of Regents of fiscal exceptions on a quarterly basis, student fee revenue balances on an annual basis, differential fees on an annual basis, and athletics including actual and projected budgets, on an annual basis.

Implementation of Board policies on the institution's roles and expectations are led by the College's Vice President for Finance and Administration, the finance staff and through internal policies that distributes line responsibilities to all areas on the campus. Each vice president or equivalent supervisor is empowered to authorize budgets, expenditures, and budget transfers within their respective areas and is responsible to ensure adherence to institutional financial policies. CSN publishes internal Finance and Administration policies and procedures on the CSN Policies and Procedures webpage under the Finance Policies heading (see Exhibit 2.E.1.a.4).

CSN is audited annually as part of the consolidated NSHE audit. CSN's unaudited financial statements, which include the cash flow statement and balance sheet are provided in Exhibit 2.E.1.b & c. and are posted on CSN's web page. CSN's statements support sufficient cash flow and reserves to achieve and fulfill its mission. Exhibit 2.E.1.b & c include the NSHE single audit

report with the management letter and latest NSHE consolidated cash flow statement and balance sheet. The NSHE single audit report is presented to the Audit Committee of the NSHE Board of Regents on an annual basis.

Exhibits:

Policies/procedures that articulate the oversight and management of financial resources (Exhibit 2.E.1.a):
- Exhibit 2.E.1.a.1- NSHE Board of Regents (BOR) Handbook Title 4, Chapter 9 NSHE Internal Audit Finance and Administration Policies
     A. Internal Audit Department Charter
     B. Finance and Administration Charter
     C. Financial Policies: Operating Budgets
     D. Fiscal Impact Policy
     E. Compliance Department Charter

- Exhibit 2.E.1.a.2- NSHE Board of Regents (BOR) Handbook Title 4, Chapter 10 General Business Management
     - Section 1. Purchasing Policy
     - Section 2. Supplier Diversity Spending and Inclusion Policy
     - Section 3. Payment of Commissions to Third Parties
     - Section 4. Loan Policy
     - Section 5. Statement of Investment Objectives and Policies for the Endowment Fund
     - Section 6. Statement of Investment Objectives and Policies for the Operating Funds
     - Section 7. Board and System Administration Accounts
     - Section 8. Personal Checks
     - Section 9. Approval, Acknowledgment, and Administration of Gifts, Contracts, and Sponsored Programs
     - Section 10. NSHE and Member Institution Foundations' and Affiliated Groups Administrative and Accounting Policies
     - Section 11. Salary or Annuity Option Agreements
     - Section 12. Use of the Capital Improvement Fee
     - Section 13. Use of the General Improvement Fee
     - Section 14. Use of the Activities and Programs Fee
     - Section 15. Use of the Student Association Fee
     - Section 16. Use of the Technology Fee – Regular
     - Section 17. Use of the Technology Fee – iNtegrate
     - Section 18. Use of Differential Program Fee
     - Section 19. Distribution of the Registration Fees
     - Section 24. Host Expenditures
     - Section 26. Establishment of Checking Accounts
     - Section 27. The NSHE Estate Tax Fund

- Section 32. Use of Electronic Approvals
- Section 33. Institutional Trade-Out Policy

- Exhibit 2.E.1.a.3- NSHE BOR Procedures and Guidelines Manual Chapter 5 Fiscal Procedures
    - Section 1. Management of Host Accounts/Expenditures (formerly CM 01-02)
    - Section 2. Purchasing and Related Procedures
    - Section 3. Preparation and Approval of Contracts (formerly CM 02-04)
    - Section 4. General Guidelines for Physical Master Plans to be Incorporated into the NSHE Master Plan
    - Section 5. Capital Improvements and Facilities Management
    - Section 6. Codification of Fair Labor Practices in Contracts for Products that Bear any NSHE Logo (formerly CM 98-3)
    - Section 7. Accounting Procedures for State Supported Summer Session Nursing and Nursing Prerequisite Courses
    - Section 8. Operating Cost-Savings Measure
    - Section 9. Purchasing Card Program Best Practices
    - Section 10. Payment Card Industry (PCI) Compliance Procedures
    - Section 11. Travel
    - Section 12. Intangible Asset Policy
    - Section 13. Capital Improvement Policy
    - Section 14. Athletic Coach and Director Agreements, Checklist and Guidelines
    - Section 15. Audit Related Procedures
    - Section 16. Electronic Payment Instruction Verification Policy
    - Section 17. NSHE Payroll Services

- Exhibit 2.E.1.a.4- CSN Policies and Procedure webpage (Finance Policies section)

Latest external financial audit including management letter (Exhibit 2.E.1.b):
- Exhibit 2.E.1.b.1- NSHE Financial Statement
- Exhibit 2.E.1.b.2- NSHE Single Audit 2020
- Exhibit 2.E.1.b.3- CSN FY20 Financial Statement

Cash flow balance sheets (Exhibit 2.E.1.c):
- Exhibit 2.E.1.b & c- NSHE CSN Financial Statements Webpage

SECTION 2.E.2: Planning

Narrative:

CSN financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short-term financial health and long-term financial stability and sustainability (***Continued compliance with Eligibility Requirement 23. INSTITUTIONAL CAPACITY***). CSN has a well-established financial plan linked to its mission and goals. CSN budget services has a process to solicit budgets from all CSN departments' State-funded accounts in the spring of the odd calendar year, which also coincides with the legislative session, and those budgets are then effective for the next two fiscal years. Non-State budgets are solicited from the affected departments every spring. The work on the budgets includes the department program manager as well as review by their supervisor/department head. Final reviews are performed by the AVP Budget Services and VP for Finance and Administration. Finance ensures that the budgets are adequate and appropriate to the ongoing sustainability of programs.

In Fall 2018, CSN launched an assessment management software Taskstream, to assist in the tracking of assessment efforts at the college. Simultaneously, President Zaragoza instituted a Unit Planning process that required all departments across the college to develop annual Unit Plans that aligned with the NSHE Goals, the CSN Strategic Plan, and most recently, the President's Imperatives. Any new budget items are required to be included as part of the department's Unit Plan. The Unit Plans are reviewed and approved by the appropriate Vice President and the President and tie to the College's strategic plan. When opportunities for new funds become available, the institution looks to the budget requests in the Unit Plans and the appropriate Vice President for their recommendations. Annually, there is a process through the Faculty Senate Budget Committee and the Academic Technology Advisory Committee, by which departments can request budget items. These items could be one-time expenses that would be funded from either State or non-State funding sources. If there are recurring items, those items would be part of the evaluation that would occur with new sources of ongoing funds. But again, all requests are required to be tied to the department's Unit Plan.

The goal of this unit-planning process is tying strategic planning and assessment to resource allocation. Last year, CSN completed its first cycle of Unit Plans that are tied to budget requests; as a starting point, the college has focused on incorporating budget requests for one-time purchases. In addition to using Taskstream, NSHE adopted the software Anaplan to organize

institutional budgets. Next steps involve integrating two software solutions – Taskstream and Anaplan – to create a stronger coordinated interface. One additional area for further improvement is to evaluate the interaction among the Faculty Senate Budget Committee, the Academic Technology Advisory Committee, and the Institutional Effectiveness Council as we respond to recurring budget needs.

While CSN enjoys adequate autonomy in establishing realistic objectives, it also recognizes its responsibility and accountability to the citizens of the State. Being a state-supported institution, it must be responsive to limitations of State resources and to statewide initiatives. Both State government and the State's economy heavily influence financial planning and budgeting processes. In the last year, with the State budget cuts and enrollment shortfalls, the President enacted a Budget Reduction Task Force (BTRF), which is comprised of the College President, College VPs, representatives from academic faculty, administrative faculty, classified council, and the Shared Governance Liaisons. This task force has been responsible for determining and recommending expenditures that could be reduced, eliminated, or realigned to meet the State-mandated budget cuts and reductions due to enrollment shortfalls. The Vice President for Finance and Administration has also provided budget updates to this task force on the budget, including base budget and subsequent cuts, budget priorities for the State legislature, future budget and funding prospects, investment income distributions, reserves, etc. With the introduction of Higher Education Emergency Relief Funds (HEERF) institutional and their flexibility (under HEERF II and HEERF III), the College VPs, after working with their constituents, put forward recommendations (again tying to Unit Plans) for use of the HEERF funds. Those recommendations have been reviewed by the BTRF.   The BTRF members report back to their constituents.

As we reflect on the work that was completed by the BTRF, we recognize that engaging a helpful group of key stakeholders resulted in an opportunity to generate and ponder timely questions, use data to develop understanding, extrapolate future needs, and improve longer-range planning. The goal was to employ shared governance in decision-making as the college faced a dire fiscal situation affected by COVID-19 and driven by the economic state of Nevada. The college looked at opportunities, such as freezing positions, developing a process for evaluating frozen positions, abandoning the plan to decentralize facilities, examining existing expenditures, and investing in long-term revenue solutions, such as the consolidation of classes in fewer buildings and weekend classes. Most recently, the BRTF has moved into HEERF efforts – one BRTF recommendation has resulted in building ten hy-flex classrooms, utilizing HEERF funding. Ultimately the outcomes of the BRTF were effective; the process was successful; collegewide stakeholders were engaged; and we experienced no layoffs.

All significant financial issues (including approval of budgets, capital requests, bond issuance, updates on athletic department activities, internal audit reports, account balances, changes in applicable policies and procedures, and updates regarding the State legislative process and mandated financial reports forwarded to NSHE) are presented to the full Board of Regents or one of its specified committees according to Board policies. Regular financial reports provide a comprehensive perspective of all accounts. Regent policies outline the need to establish a

reserve fund at a level governed by sound financial management. Cash management, debt management, investment policies, and transfers are managed and governed by the Board of Regents' policies and procedures.

Moving forward, the Unit Planning process mentioned earlier provides greater structure, but planning for the uncertainties of ongoing funding continues to be a challenge. Because of budget cuts, past and potential enrollment dips, and other fiscal factors, CSN faces a $6 million potential loss that will impact Fiscal Year 2024-25. We are still refining our planning and budget allocation process, but we will always be impacted by external forces such as the State's economy and COVID-19 – however, the president, senior leaders, and stakeholder group leaders are committed to the process.

Exhibits:

Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds (Exhibit 2.E.2.a):

- Exhibit 2.E.2.a.1- Board of Regents Handbook Title 4, Chapter 9 C. Financial Policies: Operating Budgets Section 2. Financial Policies
    - 2. Reporting
    - 3. Self-Supporting Budget Review
    - 4. Budget Revisions
    - 5. Transfers
    - 6. Use of Instructional Funds
    - 7. Scholarship Function
    - 8. Overrides
    - 9. Reconciliation of Bank Accounts
    - 11. Budget to Actual Report
- Exhibit 2.E.2.a.2- Board of Regents Handbook Title 4, Chapter 10
    - Section 25. Property, Capital Improvement Planning, and Facilities Management
    - Section 31. Electronic Payment of Employee Payroll
- Exhibit 2.E.2.a.3- CSN Integrated Strategic Planning Policy
- Exhibit 2.E.2.a.4- CSN Bylaws 6.8.6 Committee on College Budget webpage

SECTION 2.E.3: Management

NWCCU Standard *2.E.3*
Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Narrative:

CSN financial resources are managed transparently in accordance with policies approved by the Nevada Legislature and Nevada System of Higher Education (NSHE). The various policies in the exhibits included required procedures, reporting and approvals that ensure transparency. This oversight is also described in 2.E.1. Also, as noted in 2.E.1, CSN ensures transparency by reporting annual budget requests, budget-to-actual information, fiscal exceptions, student fee revenue balances, differential fees, and athletics reports to the NSHE Board of Regents. CSN also submits required reports to the NSHE that go to committees of the Legislature on a periodic basis to ensure transparency. Examples of that reporting include a report of tuition and fee revenue including excess fees, our consulting reports on both State and non-State accounts, and our reports on Capacity Enhancement appropriations.

Exhibits:

Description of internal financial controls (Exhibit 2.E.3.a):

- Exhibit 2.E.3.a.1- Board of Regents/NSHE Procedures and Guidelines Manual- Chapter 5 - Fiscal Procedures
  See the following sections for specific content:
  - Section 1. Management of Host Accounts/Expenditures
  - Section 2. Purchasing and Related Procedures
  - Section 3. Preparation and Approval of Contracts
  - Section 4. General Guidelines for Physical Master Plans to be Incorporated into the NSHE Master Plan
  - Section 5. Capital Improvements and Facilities Management
  - Section 7. Accounting Procedures for State Supported Summer Session Nursing and Nursing Prerequisite Courses
  - Section 9. Purchasing Card Program Best Practices
  - Section 10. Payment Card Industry (PCI) Compliance Procedures
  - Section 11. Travel
  - Section 12. Intangible Asset Policy
  - Section 13. Capital Improvement Policy
  - Section 14. Athletic Coach and Director Agreements, Checklist and Guidelines
  - Section 15. Audit Related Procedures
  - Section 16. Electronic Payment Instruction Verification Policy
  - Section 17. NSHE Payroll Services

- Exhibit 2.E.3.a.2- <u>CSN Policy and Procedure Webpage: Finance Policies</u>
  Click to view each individual policy:
  > <u>Account Control Policy</u>
  > <u>Cash and Payment Handling Operations Policy & Procedure</u>
  > <u>Contract Approval Procedure</u>
  > <u>Equipment Checkout Policy</u>
  > <u>Equipment Disposal Policy</u>
  > <u>Equipment Inventory Policy</u>
  > <u>Grants and Contracts Accounting Policy</u>
- Exhibit 2.E.3.a.2.8 - <u>Hosting Policy</u>
- Exhibit 2.E.3.a.2.9 - <u>Independent Contractor Agreement Policy</u>
- Exhibit 2.E.3.a.2.10 - <u>Memberships, Dues, Licenses & Association Fees Policy</u>
- Exhibit 2.E.3.a.2.11 - <u>Receiving Policy</u>

Board approved financial policies, state financial policies, or system financial policies (Exhibit 2.E.3.b):
- Exhibit 2.E.3.b.1- <u>Board of Regents Handbook Title 4, Chapter 9</u>
  See the following sections for specific content:
  > A. Internal Audit Department Charter
  > B. Finance and Administration Charter
  > C. Financial Policies: Operating Budgets
  > D. Fiscal Impact Policy
  > E. Compliance Department Charter

2.F HUMAN RESOURCES

SECTION 2.F.1: Employee Information

NWCCU Standard 2.F.1
Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Narrative:

CSN Human Resources hosts and regularly maintains a webpage that is publicly available (see Exhibit 2.F.1.a.1). In addition, CSN provides a regularly maintained webpage of all CSN Policies and Procedures (see Exhibit 2.F.1.a.2), including policies and procedures relative to faculty, staff, and administration employment.

CSN employee groups are classified into three distinct employee groups: Classified Staff, Academic Faculty, and Administrative Faculty. Upon accepting employment, new employees are required to attend a comprehensive New Employee Orientation Session (NEO) that outlines all conditions of employment, review of work assignments, and their rights and responsibilities as a CSN employee.

For Classified Staff, the Nevada Administrative Code (NAC) defines how employees are evaluated for their performance (see Exhibit 2.F.1.a.3, section 284.0915). The performance cycle for Classified Staff is on an annual basis based on their date of hire. Specific sections of the referenced NAC outline additional employee information (Probationary and Trial Periods, Reports on Performance, and Letters of Instruction). Promotion of employees is covered under the NAC section on Classification. Termination of employment and the processes involved are covered in the NAC sections titled Disciplinary Procedures. All protocols and process for Classified Staff – to include evaluation and termination – are established and governed by the State of Nevada via the NAC, and CSN is committed to fulfilling NAC compliance.

Academic Faculty and Administrative Faculty conditions of employment are described in the NSHE BOR Handbook, Chapter 5 (see Exhibit 2.F.1.c.1). Chapter 5 includes details on conditions of employment, appointment to positions, layoff, and non-renewal procedures. Chapter 6 of the NSHE Board of Regents Handbook describes termination of employment and the rights of Academic and Administrative Faculty in the disciplinary process. Tenure for Academic Faculty is contained in Title 2 Chapter 4.

Academic Faculty Evaluation procedures are further outlined in the CSN Faculty Evaluation policies. All forms required to be completed are contained within the policy. The Administrative Faculty performance evaluation is an electronic process that involves a self-evaluation that is required of all employees, who then have a collaborative annual performance

evaluation conversation with their supervisor. Upon completion of the process all evaluations are housed in Human Resources.

What we have learned is that we did not have a consistent evaluation system in place. After learning this, we are addressing the overarching tenets of performance management – moved it from employee relations and under CAPE – the goal is to tie employee perf appraisals with employee development and growth. New approach – self-reflection, collaborative setting of goals. Meaningful completion – went from 48% completion rate to a 92% completion rate last year to 98% this year. Going forward we are going to intro a pilot program that aligns performance with job functions, mission, and vision of the institution, employee goals, and employee competencies that are defined for all employees. Also wanting to incorporate 360 assessment and coaching tool for exec leadership with possibility of percolating down to manager level. Faculty evaluation review is also on the horizon as it aligns with our new collective bargaining agreement, which was ratified just over one year ago.

CSN maintains continued compliance with Eligibility Requirement 7. NON-DISCRIMINATION (see Exhibit 2.F.1.a.6).

Exhibits:

Human resource policies / procedures (Exhibit 2.F.1.a):
- Exhibit 2.F.1.a.1- Human Resources Policies and Procedures Webpage
- Exhibit 2.F.1.a.2- CSN Policies and Procedures Webpage
- Exhibit 2.F.1.a.3- Nevada Administrative Code for State Classified Personnel
- Exhibit 2.F.1.a.4- Classified Employee Handbook
- Exhibit 2.F.1.a.5- Part-time Instructor Handbook
- Exhibit 2.F.1.a.6- Non-Discrimination Policy

Policies/procedures related to teaching, scholarship, service, and artistic creation (Exhibit 2.F.1.b):
- Exhibit 2.F.1.b.1- NSHE Board of Regents Academic Freedom and Responsibility Policy
- Exhibit 2.F.1.b.2- CSN Academic Freedom Policy
- Exhibit 2.F.1.b.3- Personnel Policy for Faculty

Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination (Exhibit 2.F.1.c):
- Exhibit 2.F.1.c.1- NSHE Board of Regents Policies Handbook
- Exhibit 2.F.1.c.2- NSHE Board of Regents Procedures and Guidelines Manual
- Exhibit 2.F.1.c.3- NSHE Board of Regents Policy on Professional Staff
- Exhibit 2.F.1.c.4- NSHE Board of Regents Policy on Tenure for Community College Faculty
- Exhibit 2.F.a.c.5- CSN Faculty Tenure Policy
- Exhibit 2.F.a.c.6- Academic Assessment Policy

SECTION 2.F.2: Professional Development

NWCCU Standard *2.F.2*
The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Narrative:

Professional Development for all faculty and staff is offered through the Human Resources' Office of CAPE - the Center for Academic and Professional Excellence. CAPE has a staff of four administrative professionals who manage the Learning Management System (LMS) system and the administration and facilitation of performance management, new employee onboarding, and professional learning and development training events. In addition to hosting several workshops and professional development opportunities for all employees throughout the calendar year, CAPE collaborates well with other departments and utilizes the wealth of knowledge and talent found in the faculty and staff to facilitate additional and complimentary sessions.

In early March 2020, CSN onboarded a new Chief Human Resources Officer, who, along with COVID-19 pandemic challenges, began to look at our performance management system challenges, which was the impetus for taking a closer look at our professional development approach. The CHRO worked with our stakeholder groups, garnering feedback from Classified Staff and the Administrative Faculty Alliance, believing that there were inconsistencies in professional development and growth opportunities across the college. As a result, CSN is in the nascent stages of a three-phased approach to revamping CSN's performance management system to create a more engaging, accountable, and productive system that allows for peak performance from all employees. The new system encourages more frequent intentional and natural coaching and feedback for employees. Phase One is expected to be complete by August 31, 2022 and includes institutionalizing the changes the State of Nevada made to the Classified staff work performance standards and evaluation process. Phase Two includes revamping the Administrative Faculty evaluation process, which requires shared governance input and is expected to be complete by December 2021, with a subsequent launch of the pilot to commence in the spring of 2022. Phase Three includes redesigning and digitizing the Academic Faculty evaluation process, which requires shared governance input and is expected to be complete by summer of 2024.

In 2017, a LMS was purchased to replace the antiquated, homegrown training calendar and tracking database. The new LMS offers the ability to create online courses, assign training to any employee, and run detailed reports. Training topics include leadership and supervision, diversity and inclusion, communication, change management, conflict management, technology, safety, compliance, and a variety of other topics. Classes are offered online, synchronously, and asynchronously, and in person. Since 2018, CAPE has hosted more than 250 workshops and 14 training events, like Convocations, Diversity Summits, Classified Professional

Development Days, and Service Excellence Week. With the move to a remote work environment, CAPE has increased its online offerings and has realized increased event attendance by up to 250%. A draft of the new Professional Development Policy has been drafted and is undergoing review and all steps required to approve CNS policy.

For over a decade CSN has offered New Employee and New Faculty Orientations. Recently we began drafting a New Employee Onboarding First-Year Experience Program, which includes quarterly activities for the employee to complete and quarterly feedback for the employee and supervisor. This program will go through the shared governance process in 2021 to launch as a pilot program by fourth quarter of 2021. In response to COVID-19, all these trainings were moved to the online environment. Workshops on mental health, tips for working remotely, return-to-campus protocols, and even performance appraisals were conducted virtually.

We have learned CSN has opportunities for improvement and growth in the areas mentioned above. We will spend the next several years through 2024 improving these areas. Our goal is to mature the culture of performance at CSN to become an organization that exhibits the traits of continuous learning, skill development, and knowledge sharing to improve employee performance and deliver exceptional service to students. CAPE believes the pinnacles of student success are achieved when faculty and staff receive the onboarding, support, development, coaching, evaluation, resources, and guidance they need to perform at their best.

Exhibits:
Employee professional development policies/procedures (Exhibit 2.F.2.a):
- Exhibit 2.F.2.a.1- Center for Academic and Professional Excellence Webpage
- Exhibit 2.F.2.a.2- CSN Professional Development Policy DRAFT
- Exhibit 2.F.2.a.3- NV State Required Supervisor Trainings Information
- Exhibit 2.F.2.a.4- CSN Educational Benefits - Grant-in-Aid Information
- Exhibit 2.F.2.a.5- CAPE Resources - Training and Development- Service Excellence Information
- Exhibit 2.F.2.a.6- CAPE Resources - Training and Development Programs, Events, and Resources Information
- Exhibit 2.F.2.a.7- CSN Employee Required Trainings

SECTION 2.F.3: Sufficiency

NWCCU Standard 2.F.3
Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Narrative:

The College of Southern Nevada (CSN) systematically and strategically aligns its employment practices to ensure that it employs the essential and qualified faculty, staff, and administrators to achieve its mission while aligning organizational work and workflows in alignment with its approved strategic plan.

In the area of Academic Affairs, the full-time-to-part-time ratios for Academic Faculty are maintained to achieve student retention and achievement, ensuring the continuity and integrity of academic programs. Supporting this objective, Human Resources works in conjunction with Academic Affairs to monitor both filled and vacant administrative faculty and staff personnel positions in the college's staffing pattern, ensuring congruence with the academic plan.

Per the CSN Administrative Faculty Hiring Policy (see Exhibit 2.F.3.b.3), when a position becomes vacant, the hiring supervisor must ensure adequate funding exists to refill the position. The request to fill the position is then reviewed and approved by the affected Executive Council Member and Vice President of Finance prior to being advertised. Once approved, the hiring supervisor collaborates with CSN Human Resources to review the position classification and establish minimum and preferred qualifications. All applicants must submit a resume and other required information through the online application platform of CSN. Minimum qualifications are reviewed by the search committee to ensure applicants meet each required qualification. Through the talent acquisition process, when a finalist accepts a position into an administrative faculty role, credentials are reviewed, and official transcripts and other corresponding documentation are placed in the employee's personnel file.

Academic Faculty hiring is outlined in the approved Nevada Faculty Association (NFA) Collective Bargaining Agreement (CBA), Article 9 (see Exhibit 2.F.3.b.6).   Per Article 9, the Department Chair and Dean, who serve as the hiring supervisors, must work with the Vice President of Academic Affairs and Vice President of Finance to verify funding exists to fill a position. The Vice President of Academic Affairs reviews all requests, aligning the request with Departmental Program review and enrollment trends and then moves forward the request to CSN Human Resources. At that time, the Department Chair initiates the hiring requisition process and

identifies the nomination for Screening Committee Chair. Prior to posting, Human Resources personnel, including the Affirmative Action Officer, will review the requisition for appropriateness of content. Human Resources ensures that minimum qualifications for the academic faculty position are correct in all job postings. Job applicants are required to provide an updated resume or CV during the application process as well as provide all other salient information in the CSN HR online job application portal. Minimum qualifications are reviewed by the search committee to ensure applicants meet each required qualification. Through the talent acquisition process, when a finalist accepts a position into an academic faculty role, credentials are reviewed, and official transcripts and other corresponding documentation are placed in the employee's personnel file.

The filling of Classified Staff at CSN is governed by the Nevada Administrative Code (NAC) Section 284. Specifically, these hiring, and talent acquisition processes are found under the Sections titled "Recruitment", "Examinations and Lists of Eligible Employees", and "Appointments".   CSN, as a member institution of NSHE, has been granted authority under a delegation agreement between Nevada Department of Administration, Division of Human Resources and NSHE that was signed in September 2016.

Working in congruence and alignment with the policies and procedures, CSN is fully able to execute strategic talent acquisition processes to ensure qualified personnel are employed to carry out the College's strategic plan and mission.

Exhibits:

Documentation about engagement and responsibilities specified for faculty and staff, as appropriate (Exhibit 2.F.3.a):
- Exhibit 2.F.3.a.1- Nevada System of Higher Education Board of Regents Policy on Professional Staff
- Exhibit 2.F.3.a.2- Faculty Workload Policy
- Exhibit 2.F.3.a.3- Emeriti Faculty Policy
- Exhibit 2.F.3.a.4- Interim Appointments/Internal Promotions Policy

Personnel hiring policy/procedures (Exhibit 2.F.3.b):
- Exhibit 2.F.3.b.1- Full-time Faculty Hiring Policy
- Exhibit 2.F.3.b.2- Qualifications for Faculty Policy
- Exhibit 2.F.3.b.3- Administrative Faculty Hiring Policy
- Exhibit 2.F.3.b.4- State Personnel System (Classified Staff Hiring Policy)
- Exhibit 2.F.3.b.5- Temporary Full-time and Part-time Faculty Hiring Policy
- Exhibit 2.F.3.b.6- CSN/NFA Collective Bargaining Agreement
- Exhibit 2.F.3.b.7- NSHE/DHRM Master Delegation Agreement

Academic organizational chart (Exhibit 2.F.3.c):
- Exhibit 2.F.3.c- Academic Affairs Organizational Chart

SECTION 2.F.4: Evaluation

NWCCU Standard 2.F.4
Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Narrative:

All Academic Faculty, Administrative Faculty, and Classified Staff are evaluated on their job performance as aligned individual, departmental, and institutional goals and standards. Extant policies and procedures guide both supervisors and employees in the completion of the annual performance evaluation to ensure that consistency, transparency, and equity are applied throughout the process.

Academic Faculty performance evaluations are administered in compliance with the NSHE Handbook Title 2 Chapter 5 and the CSN Faculty Evaluation Policy. Every year full-time academic faculty members are required to perform a comprehensive self-evaluation of their performance for the prior year. Also included in the evaluation of academic faculty are student evaluations and classroom observations.   Every year the Academic Faculty member and their supervisor hold an evaluation meeting and the academic faculty member is provided a summative Final Evaluation Summary which rates the faculty member on a 0-4 scale, based on eight (8) standards in the evaluation document template.

Classified Staff at CSN are evaluated by supervisory personnel as prescribed by the Nevada Administrative Code (NAC) 284-337 and 284-470. These subsections require that supervisors provide written reports of performance for their employees on a regular basis. For probationary employees this includes a report at the end of the 2nd and 5th month if the probationary period is for 6 months and 3rd, 7th, and 11th months if the probationary period is for 12 months. For employees who have attained permanent status, the report on performance is to occur every 12 months on the employee's placement to permanent status.   The employee and supervisor are required to meet to discuss the performance report, and, within 10 days the employee is to sign and return the report to the supervisor, who in turn submits to the appointing authority. The review is to have the employee's overall performance rating reflected. If a Classified Employee's performance rating is substandard, the supervisor is to meet with them every 90 days until the employee's performance is deemed acceptable. If the employee disagrees with the overall rating, there are prescribed mechanisms to appeal the rating.

The performance management system for Administrative Faculty is in the process of revision and improvement. Currently, there is no defined policy at CSN for Administrative Faculty reviews, however, the institutional expectation is that evaluations be conducted on an annual basis. The evaluation form for Administrative Faculty includes an employee's self-evaluation of professional performance as well as the objectives of management and professional growth plan. The Management Objectives portion of the evaluation involves collaborative goal setting for the upcoming performance year, which includes professional/individual goals as well as departmental/unit goals. Finally, there is a summative evaluation provided by the supervisor to the employee at the end of the performance year cycle.

As mentioned earlier, in March 2020, just before the COVID-19 pandemic shutdown, CSN onboarded a new Chief Human Resources Officer. Along with all his efforts to help our staff to adapt to the remote work environment, he has also been assessing many elements in HR. With Dr. Dial's guidance, we have recognized that CSN has not had a consistent evaluation system in place. The HR Leadership team has addressed the overarching tenets of performance management, moving it out of Employee Relations and under CAPE, the professional development arm of the college. The goal of this structural move is to tie employee performance appraisals with employee development and growth. This new approach includes self-reflection and the collaborative setting of goals between the supervisor and employee. This year, CSN experienced more meaningful completion of performance appraisals, increasing from a 48% completion rate in 2019 to a 92% completion rate in 2020 to 98% completion this year.

Going forward, HR plans to introduce a pilot program that aligns performance with job functions, mission and vision of the institution, employee goals, and employee competencies that are defined for all employees. The CSN HR Leadership team also plans to incorporate a 360-degree assessment and coaching tool for executive leadership, which will then cascade across the organization. Faculty evaluation review is also on the horizon as it aligns with our new collective bargaining agreement, which was ratified just over one year ago in June 2020.

Exhibits:

Administrator/staff /faculty evaluation policies/procedures (Exhibit 2.F.4.a):
- Exhibit 2.F.4.a.1- Employee Evaluation Webpage
- Exhibit 2.F.4.a.2- Faculty Evaluation Policy and Faculty Evaluation Worksheet
- Exhibit 2.F.4.a.3- Administrative Faculty Evaluation Form
- Exhibit 2.F.4.a.4- Classified Employee Evaluation Process and Employee Appraisal and Development Report

2.G STUDENT SUPPORT RESOURCES

SECTION 2.G.1: Effective Learning and Student Support Environment

NWCCU Standard 2.G.1
Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Narrative:

CSN creates and maintains effective learning environments with appropriate programs and services to support student learning and success (***Continued compliance with Eligibility Requirement 5. STUDENT LEARNING and 6. STUDENT ACHIEVEMENT***). These programs and services focus on equity and closure of equity gaps in achievement and are consistent with the nature of our educational programs and delivery of those programs (***Continued compliance with Eligibility Requirement 2. OPERATIONAL FOCUS AND INDEPENDENCE and 13. EDUCATIONAL PROGRAMS***).

To gauge and evaluate ongoing needs, CSN has deployed the Survey of Entering Student Engagement (SENSE), (see Exhibit 2.G.1.a.1) and Community College Survey of Student Engagement (CCSSE), (see Exhibit 2.G.1.a.2). These feedback tools largely tell us what our students need, and where there are gaps between their needs and our services. During our student success work, we have also engaged in student focus groups. We are gearing up for another Achieving the Dream cycle in the 2021-2022 academic year, in which we will do the same, focusing on the needs of students with opportunity gaps.

Individual support units also conduct regular annual or biannual surveys, such as the Libraries and Centers for Academic Success, in which they receive feedback from students and close the loop by adjusting as needed. Examples of CSN's response to student survey feedback includes scaling up of embedded tutoring services or changing the libraries' virtual reference hours to include Sunday evenings, when many students are completing their homework.

CSN publishes an accountability page (see Exhibit 2.G.1.a.1) with information on CCSSE findings and comparison reports, Integrated Postsecondary Education Data System (IPEDS) reports, CSN Student Profiles by year, CSN Facts-in-Brief, NSHE Institutional Research data, and Complete College America data. CSN has participated in the CCSSE and SENSE administrations as assessment mechanisms to determine the effectiveness of our learning environments, programs, and services. A summary of CCSSE and SENSE trends is provided in Exhibit 2.G.1.a.2.

All our student support areas have employed various assessment mechanisms to determine their unit effectiveness, identify equity gaps, and address changes for improvement.

Office of e-Learning. The Office of eLearning has been helping with equity and trying to close the equity gap with accessibility and OER (Open Education Resources)/open textbooks.   Since 2018, the Office of eLearning (eLearning) has been helping the accessibility committee lead the way for accessibility with the academic side of CSN. The Office of eLearning helped with the RFP to deploy Blackboard Ally program in the Canvas LMS. This program assists faculty on finding accessibility problems with uploaded documents, PDFs, PowerPoints, and images. During the trainings about Ally, eLearning introduced the concept of Universal Design for Learning (UDL). Besides having accessible material ready for all students, it also encourages faculty to utilize multiple ways to show content and provide access to all students. After the State of Nevada Board of Education completes the Perkins CSN accessibility audit, we will continue to help faculty create accessible and student-ready courses while implementing Perkins' suggestions.

Since 2018, eLearning has been collaborating with CSN libraries and faculty to make faculty more aware of open textbooks as well as open and low-cost resources for students. eLearning has assisted with OER awareness workshops, faculty, and student panel discussions, and an OER STEM State grant. In Spring 2018, approximately 3% of CSN's class sections used OER. In Fall 2020, CSN saw an increase to 9% of total sections using OER.

OER helps with equity because all students have access to their book and course resources on the first day of class. National research shows that students enrolled in classes that use OER are more likely to stay in the course and pass with the same or better grade than students enrolled in classes that use a costly textbook. The Office of eLearning, CSN Libraries, and faculty are applying for a partnership with OpenStax to promote increased adoption of OER in General Education courses at CSN.
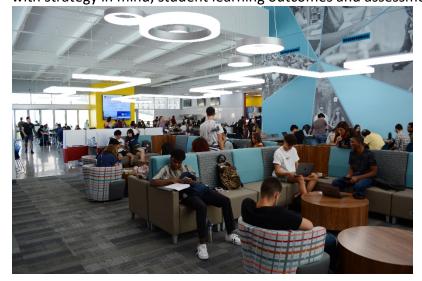
The Office of eLearning has been helping faculty and departments design and develop quality online courses through trainings and workshops in Quality Matters, Canvas, and other instructional technology tools. In the eLearning policy of 2016 and 2021, departments were required to choose Quality Matters or another rubric as a guideline for online/hybrid course design, development, and review. The Office of eLearning provides Quality Matters (QM) rubric training as well as QM course reviews, one-on-one design consultations, and workshops at convocation. eLearning not only trains faculty to use a technology tool, but also provides the ways that the tool connects to course outcomes and objectives.

COVID-19 required all faculty to pivot to the online learning environment. After this past year, eLearning is focused on creating more opportunities to help faculty improve their online courses, which includes an online teaching course, participation in the STEM Faculty Innovations Course Re-Design grant, and workshops on designing for hybrid and online classes. In addition to helping faculty and departments design and develop online courses and offering workshops and trainings about CSN technologies and online teaching best practices, the Office of eLearning has been focused on improving the online learning experience

for students: eLearning designed a Student Online Readiness course, has been researching device usage of CSN students, and offers free 24/7 online tutoring through Pearson's Smarthinking. A student online readiness course was implemented in Fall 2017, and 5,172 students have completed the course. It is currently being considered as mandatory for students before they take an online course. Data are being reviewed to identify devices students use to access online courses (Laptops/desktops, smart devices, Canvas Student app). The pandemic caused device usage to increase. This research will help with the design of online/hybrid courses as well as student support of these devices.

CSN licenses 12,000 hours of online tutoring through Pearson's Smarthinking, which is free to all students at CSN. Smarthinking gives students anytime, anywhere access to academic help from experts, even when CSN cannot. It extends our resources with just-in-time online tutoring, helping students arrive prepared, succeed in class, and work toward career goals. Recent studies show that students who use Smarthinking get higher grades and are more likely to complete courses. With Smarthinking, CSN can provide 24/7 live, personalized tutoring in core subjects, and expert guidance for improving students' writing from essays to resumes.

Centers for Academic Success (CAS). The CAS Team consolidated services to create a comprehensive learning support program using a learning commons model on each campus. Services are aimed at creating independent learners. The team also expanded programs to deliver to online and on-ground populations; these programs were designed to alleviate stigma and attract a diverse group of students. Programs are developed to encourage peer-to-peer and faculty-to-student relationships; faculty spend time in Centers and work closely with tutors within courses and in Centers. Tutoring and supplemental instruction is embedded in first-term math, English, science, and communication courses. Student learning support services operate with strategy in mind; student learning outcomes and assessment practices are in place. Staff

engage in ongoing professional development. The CAS team collaborates with the First Year Experience and orientation programs and all student services to support a college-wide wrap around services approach.

CAS is designed based on evidence-based retention and student learning and development practices to intentionally assist students in learning and development and prepare them for successful academic performance. We designed our programs to engage students in the learning process through peer-to-peer and faculty engagement. We met the strategic goal to create consistent practices and outcomes of academic support services across all support centers as it relates to the Centers' Model for

Student Success and realigned programs to identify ways to engage faculty and students in learning support services. We knew faculty were most influential in the student experience and developed relationships and a reputation for quality services to earn their trust. Supplemental instruction and embedded services were instrumental in improving student success rates in challenging gateway courses and learning excellent learning strategies and habits in first term. We collaborated with other student services and intentionally built those relationships to partner in supporting our diverse populations. We earned credibility with our colleagues in Student Affairs and Academic Affairs to encourage promotion of our services.

One of our biggest lessons involves upscaling services and designing an organizational structure to support the system. For example, supplemental instruction is designed in such a way that we could not upscale services without revising to fit our faculty and student needs along with meeting the large number of courses. We learned through application, assessment, and continuous improvement. We managed fixed financial resources while expanding our services. It can be done to a large degree with organizational structure and efficiency, and we accomplished phenomenal goals. Lack of or decreased funding and positions are potential barriers to further expansion of learning support, which would benefit our large population, especially in corequisite support for math and English.

Stigma is a huge concern, so identifying ways to engage our entire college population in our services was a goal. We have found this to be a successful effort but not without challenges. We worked to develop quality and trust of our colleagues and leaders and built our programs to be integrated into course curriculum to address stigma.

CSN Libraries. Through applying the findings from student, faculty, and staff surveys (see Exhibits 2.G.1.b.1-3), walkthrough space usage assessments (see Exhibits 2.G.1.b.4-6), and website assessments including usage statistics, heat maps, and usability testing, CSN Libraries foster effective physical and virtual learning environments through continuous assessment and improvement. Survey responses indicated that students' study experience would improve with convenient, accessible connectivity, dedicated quiet study environments, and increased computer availability. Applying the walkthrough reports' findings that library spaces repurposed by reducing book shelving could address students' preferences, new collaborative furniture units were deployed at the Charleston Campus. These findings also informed North Las Vegas Campus Library's redesigned study spaces and computer lab and the new Henderson Campus Library's configuration. In the virtual environment, usage statistics indicated that efficient allocation of limited resources required removal of infrequently used learning objects and a focus on high-usage curriculum-integrated tutorials and guides (see Exhibit 2.G.1.b.7).

With the necessary rapid shift to online instruction, instigated by the pandemic, CSN Libraries quickly deployed professional development and content development resources to meet the heightened need for course-integrated online instructional content. Previous assessments, having not addressed achievement gaps, an Equity, Diversity, and Inclusion (EDI) work group first convened in 2020, which then laid the groundwork for the newly formed EDI Library Team (see Exhibit 2.G.1.b.8). CSN Libraries-developed EDI frameworks have been used in the virtual

environment for a review of Libraries policies and will be used in the Fall 2021 survey of students, staff, and faculty on their perceptions of Libraries' physical and virtual spaces and, pending grant funding, an investigation of the experiences of and potentially restructuring the service practices to better connect to Black male community college students through participating in CSN's Black Male Initiative (BMI) program.

Disability Resource Center. Servicing more than 400+ students on average per term, the purpose of the Disability Resource Center (DRC) at CSN is to ensure equal access for students with disabilities and protect them against discrimination. The office provides accommodations to enrolled students eligible and protected under the Americans with Disabilities Act (ADA) of 1990 and the Federal Rehabilitation Act of 1973/Section 504. These two key directives help assess a student for disability services and determine whether the student has the following:

1. Have a physical or mental impairment that substantially limits one or more major life activities.
2. Have a record of such an impairment.
3. Be regarded as having such an impairment.

DRC offers class/course accommodations, such as note-takers, extended testing, interpreters for the Deaf and Hard of Hearing, alternative media, and assistive technology. The DRC has remained open and operational since the pandemic declaration in March 2020. In a key partnership with e-Learning, DRC staff are now embedded in CANVAS LMS to help with closed-captioning, note-taking, scribing, interpreting course content, language interpreting for students who are deaf, implementing computer text-to-speech computer-based systems for students with visual impairments or dyslexia, and providing extended time for students with fine motor limitations, visual impairments, or learning disabilities.

The DRC ensures equal access for students with disabilities and protects them against discrimination. The College/DRC provides accommodations to students who are eligible under ADA. CSN needs to accommodate students with learning disabilities to ensure compliance.

The DRC seeks to foster an environment that encourages all students to reach their highest level of academic achievement. Through various student services and programs, the College emphasizes the importance of recognizing and embracing individual differences. In keeping with this philosophy, the DRC is committed to helping students with disabilities obtain equal access to academic and programmatic services. The DRC assists students with disabilities in need of academic and programmatic accommodations as required by ADA and Section 504 of the Rehab Act.

The DRC has learned that the biggest hurdles for students with disabilities since migrating to remote operations is access to technology, i.e., bandwidth, Wi-Fi/Internet connection, navigating CANVAS, lack of financial resources (loss of employment/reduction in work hours), and childcare. The DRC has been approved to receive Perkins Grant monies to purchase laptops, and assistive technology (software for notetaking and closed captioning) to help meet student needs. The intent is to close the technology gap among some of our most vulnerable students with unique accessibility challenges at home due to the current pandemic environment.

The COVID-19 pandemic necessitated a rapid shift to remote instruction. Moving forward, the DRC will increase its collaboration with faculty and academic departments on the importance of making course content accessible to meet the needs of students with cognitive and learning disabilities, thus minimizing liability. Students with a documented disability will continue to receive accommodations during the COVID-19 pandemic and after that. These accommodations and other services will need to be modified to fit the remote instruction format of classes. The DRC will continue to provide timely information on accessibility issues through its webpage and student newsletters, which help address accessibility concerns about courses online, provide self-guided instruction on accessing Canvas, stress the importance of having frequent meetings with one's academic advisor throughout the semester, and promote the timely referral and use of supportive services: Counseling and Psychological Services, Centers for Academic Success (tutoring), CSN Libraries, and the Office of Equity and Diversity, which are key to students persistence and program completion. These efforts are to ensure that students with documented disabilities continue to receive equal and full access to education, teaching, and learning resources while maintaining confidentiality and privacy while attending CSN. We will increase our collaboration with academic departments to make materials accessible and address all aspects of disability and disability laws through continuous staff professional development and training and posting of training videos as a resource on the Faculty Senate website.

First Year Experience. The CSN First Year Experience (FYE) and Student Success Initiatives Office provide an intentional, seamless, and comprehensive first-year experience, engaging students in holistic transitional success for academic and personal growth. FYE creates academic and cocurricular pathways by which students can connect, engage, persist, and reach educational goals through graduation and beyond. The FYE umbrella of experiences includes but is not limited to New Student Orientation, Parent and Family Outreach, CSN First Steps and Student Outreach Support, Peer Leader Program, Coyote Concierge Programs, Students First Stations 1:1 support and presence, FYE Programming, FYE Tradition Events, GEAR UP, and

campus partnerships supporting success initiatives. Research suggests that first-year students succeed when they make progress toward developing academic and intellectual competence, establishing, and maintaining interpersonal relationships, exploring identity development, deciding on a career and lifestyle, maintaining personal health and wellness, developing civic responsibility, and engaging in a diverse community (Upcraft, Barefoot and Gardner, 2005).

Nationally, colleges and students who achieve excellence in the first year engage in a wide variety of initiatives within an integrated and comprehensive curricular and cocurricular experience. Students who use the FYE as a catalyst to map a plan of success are more likely to achieve success. The FYE at CSN strives to provide intentional pathways, utilizing components within the FYE structure by which students can make academic and social connections thus providing a platform by which they can develop sense of belonging and community-supported success and completion.

The FYE Office has offered programming at CSN for almost two years. During that time FYE has demonstrated that, aligning with the research, students gravitate to experiences in which they can feel as if they "belong" and are able to create a sense of community with others. As the FYE has grown at CSN, students have chosen to engage with the "tradition" events and 1:1 support via our Students First Stations (in person and now also virtual since the pandemic), establishing the ongoing need for relationship development in the first year. FYE, in its launch period, has focused on opening pathways to both social and academic growth, carefully establishing relationships and partnerships across the college for career exploration, student leadership development, and academic growth in examples such as One Book One College and the Meaningful Writing Experience Scholarship. FYE has pursued grant opportunities to offer additional support for the growth of opportunities aligning with the goals of the FYE (Spirit of CSN Award, CSN STEM Impact & Innovation Fund, and GEAR UP). With the start of a new office, challenges exist related to staffing, resources, and assimilation into the campus culture and community as a new concept, focusing on transformational experiences, and idea within the first-year culture of CSN. We continue to build awareness of the FYE (via partnerships. Collaborative efforts, professional development, etc.) and its role in student success at the college. Through ongoing assessment, we continue to identify gaps and develop strategies to address areas of staffing, the achievement gap, and success of first year Black and African American students, a more intentional focus on peer leader efforts, the transition from first to second year, and continuing pursuit of an academic core FYE course within the FYE at CSN from

which the program can strengthen and build from for academic and personal development and growth for students.

As the FYE at CSN continues its growth and movement forward, a primary focus will be to build deeper, multi-layer partnerships with key players in holistic student success in the first year. This will include Academic Advising, Career and Transfer Services, GEAR UP, the Multicultural Center, Student Life and Leadership Development, and key academic department (Academic Life Skills, STEM, etc.) partnerships. FYE will further develop assessment strategies focused on the needs of multiple populations within the first year and the effectiveness of current practices for the varied populations. The goal is to work more closely with the college's Institutional Research and Assessment teams to collect and analyze data in a more cyclical, consistent way.

Multicultural Centers (MC) and Empowerment Network Initiative (ENI). The MC works collaboratively to affirm, educate, and empower our diverse CSN community. With a student-centered focus, we offer impactful programs and initiatives that provide opportunities for identity development, community engagement, and leadership cultivation to improve campus climate and increase retention. The MC launched the ENI which has been the primary focus of the office over the last year. ENI is an identity-based cohort program that assists and empowers students during their journey at CSN. The program promotes mutual support in personal growth, professional development, and academic success. Spring 2021 features the Black Male Movement (B2M) which is a cohort-based program for students who identify as Black and/or African American men. The goal of ENI is to increase the black male graduation rate by 5% within 5 years. The B2M focuses on three phases, college readiness, continued support, and capstone experience. Each phase includes multiple activities, resources, and collaborations focused on student success, leadership, and community service. We developed this program based on male-of-color programs best practices at other institutions that had great success. We added the Academic Life Success/English Learning Community to build greater accountability among our students.

Some of our challenges include enrollment management such as clear communication for first-generation students to understand the college transition and enrollment first steps. Also, collaboration has been difficult among the college departments and community partners, given the multi-campus model and COVID environment. Funding is also a barrier making it challenging to sustain this program. Lastly, student engagement has been low, which has proven that the classroom learning community model is important. Parental/third-party involvement is something we are exploring to assist with increasing student engagement/involvement. New recruitment strategies are being implemented, such as connecting with high school counselors.

Counseling and Psychological Services. Counseling and Psychological Services (CAPS) significant responsibility is to counsel students with mental health needs and help them improve their overall academic success. CAPS works with the student until the appropriate solution or resource is found. Although the focus is primarily on students, we also respond to other

College of Southern Nevada (CSN) community members, faculty, staff, parents, and community people.

The College recognizes its responsibility to help all students make the system, resources, and services work for them. The CAPS Office believes that students can best be served by continuing assessment of counseling and support services at the College and encouraging the expansion of virtual counseling services. Working directly with students seeking help has reinforced our assertion about the College's environmental influence upon student life and students' ability to connect to 24/7 preventative services. This observation led the Office to increasingly focus its energies on altering the College environment to enhance the quality of student life/wellbeing to support students' academic performance that ultimately will result in retaining and graduating students.

CAPS's responsibility is to see that students with mental health concerns get the appropriate assistance they need in a timely fashion. This support involves direct services, referral to outside counseling agencies, and in-service training of faculty, staff, and student leaders. In the role of personalizing College resources, CAPS provides information on student mental health across the campuses. CAPS is available on a walk-in basis on all three campuses (once physically back on campus), to which a student or staff may bring any problem or concern. During the COVID-19 pandemic, in-person services were suspended, and services were moved to an online/remote platform. CAPS services are from 8 a.m. to 5 p.m., Monday through Friday, with extended hours on Thursdays from 8 a.m. to 7 p.m. Anyone who wishes to see a clinician may do so immediately through virtual conferencing.

Our professional clinicians come to us through the contractual agreement with UNLV Medicine-Mojave Counseling Center -- we are in our fifth year of our contractual agreement. Clinicians conduct depression screenings for all clients. Questions or problems ranging from "I'm depressed and don't know what to do," to, "Who do I see about dropping a course?" to, "I can't find anybody at the College who will listen to me or help me," are considered equally deserving of immediate attention. The referral service through CSN's student portal, MyCoyotePLAN, acts as a clearinghouse for information about CAPS and helps acquire information about campus and community activities. CAPS service is not long-term; instead, we function as an immediately available, short-term counseling, consulting, and referral agency.   In summary, CAPS provides free, short-term counseling for currently enrolled CSN students, functioning as a sensor, retriever, and dispersal agent in response to student interests and their mental health needs. This is achieved through direct service to students, consulting activity, and available training programs.

CAPS has learned that CSN students' mental wellbeing has long been a front-burner issue, with increasing numbers of students reporting depression, anxiety, and thoughts of suicide. And that was before the pandemic. It has now been a year since CAPS migrated to online services. One of the most frightening statistics recently released by the Centers for Disease Control and Prevention was that one in four young adults, age 18 through 24, seriously considered suicide in spring 2020. CAPS struggles to get students of color to participate in services. Nonetheless,

CAPS has adapted and learned from the crisis the importance of having a diverse clinical staff. We quickly found new and innovative ways to continue our mission of improving students' overall success with mental health needs while offering essential programs to promote mental health and wellbeing through telemedicine visits, Mental Health First Aid Training, KOGNITO (real-life virtual simulations), and partnership with other departments to facilitate wellness workshops. When COVID-19 arrived, CAPS launched KOGNITO (virtual simulations), a campus-wide initiative that promotes mental health awareness and prevention. The result of the KOGNITO training has provided 150 faculty, staff, and student leaders throughout the pandemic to have a better understanding of how to help students with mental health needs (180 faculty, staff and student leaders trained through Mental Health First Aid).

CAPS avoided financial strain by sharing resources with other departments and using grant monies to purchase necessary materials. The office updated its website to include information on COVID-19, mental awareness, and prevention training, and to help students with housing/food insecurities. Our office was one of the first to offer activities to alleviate stress and promote wellness in partnerships with First Year Experience (FYE), Student Life, and the Diversity/Inclusion/Multi-cultural Center. These are just a few of the ways CSN/CAPS has tried to advance mental health and wellness during the challenges of a global pandemic. We have the opportunity and the obligation to help our students, faculty, and staff succeed while also finding ways to give them a greater sense of satisfaction and well-being during the difficult days of the moment and brighter days in the future.

Some downsides during this pandemic have certainly been with those students who did not have the technology or privacy for online therapy and others who needed in-person help. Moving forward, CAPS plans to have more flexibility in scheduling appointments, and for a generation raised on communicating primarily through their phones and laptop is to continue to offer counseling sessions remotely. We are also looking at offering group therapy options. We will continue to update our website and provide information and strategies to cope with anxiety or depression. CAPS will continue to communicate and reinforce the connection between physical and mental health—how a lack of sleep and poor eating habits can contribute to a downward psychological spiral.

Student Life and Leadership. Student Life and Leadership administers quality programs and services that are designed to enhance the cocurricular experience here at CSN. Guided by sound research and theorists, our goals include being intentional about increasing cocurricular involvement via student organizations, equipping student leaders to successfully lead their student organizations, supporting our cultural minority students via leadership summits and workshops, and facilitating a successful and active Student Government. We have researched best practices around the country and field and are guided by Council for the Advancement of Standards in Higher Education. We have found a high level of success with students who go through our programs. We have learned that we must be more strategic about recruiting and marketing. We see that many students do not check their CSN email, thus preventing us from reaching as many students as we would like. Our social media numbers are up, and we do

receive a fair amount of traffic, but we are still missing a larger part of our students. Also, as we get a chance to meet and engage with our students, we find that it is harder to retain them due to circumstances of life. We will use additional institutional avenues to reach students, utilizing the Canvas shell, being more present during orientations, and using text services.

Exhibits

Listing of programs and services supporting student learning needs (Exhibit 2.G.1.a):
Websites

       Office of eLearning
       Centers for Academic Success
       Disability Resource Center
       First Year Experience Program
       Multicultural Centers and Empowerment Network Initiative
       Counseling & Psychological Services
       Student Life & Leadership

- Exhibit 2.G.1.a.1- CSN Accountability Webpage
- Exhibit 2.G.1.a.2- CSN CSSEE and SENSE Executive Summary Report
- Exhibit 2.G.1.b.1- 2018 Faculty Library User Survey Results
- Exhibit 2.G.1.b.2- 2018 Student Library Survey Results
- Exhibit 2.G.1.b.3- 2018 Computer Access Survey Results Presentation
- Exhibit 2.G.1.b.4- Henderson Campus Library Report 2018
- Exhibit 2.G.1.b.5- North Las Vegas Campus Library Report 2018
- Exhibit 2.G.1.b.6- West Charleston Campus Library Report 2018
- Exhibit 2.G.1.b.7- Library Guides Maintenance Plan
- Exhibit 2.G.1.b.8- Libraries Equity, Diversity, and Inclusion Team Charge

SECTION 2.G.2: Publication of Information

NWCCU Standard 2.G.2
The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Narrative:

CSN uses our catalog for primary publication of information and policies. (***Continued compliance with Eligibility Requirement 1. OPERATIONAL STATUS***). CSN programs are appropriate for the mission of the college (see Exhibit 2.G.2.a) to reflect student and community needs. CSN has an open-door admission policy, accepting all high school graduates or non-graduates with a General Equivalency Diploma (GED) or its equivalent (see Exhibit 2.G.2.b). The International Center follows the Board of Regents policy and department requirements for admissions to comply with federal visa and Student and Exchange Visitor Information Center (SEVIS) requirements. Admission requirements to health science limited-entry programs are published in the college catalog, the Health Programs Advising Office, on the college website, and on the website for the Ralph and Betty Engelstad School of Health Sciences. CSN grading policy and academic progress information are introduced to students at our mandatory orientation, reinforced during advising, and clarified in course syllabi as well as the CSN catalog and relevant webpages (see Exhibit 2.G.2.b).

The CSN catalog and program webpages are the primary mechanism for disseminating information on academic programs and courses (see Exhibit 2.G.2.d-m). The CSN catalog is updated annually in June, and CSN webpages are maintained and updates as curriculum changes occur. All curriculum at CSN is developed, written, and implemented by CSN faculty who are content experts in each of their areas of study. All new and modified curriculum must be approved at the department level before review by the Faculty Senate Curriculum Committee. Once approved, curriculum must be approved by the Vice-president of Academic Affairs, NSHE Academic, Research, and Student Affairs Committee, and NSHE Board of Regents before submission to the NWCCU for notification or substantive change approval. This thorough approval process assures that all degrees and certificates offered contain the depth and breadth expected in higher education.

Exhibits:

Catalog weblinks (and/or other publications) that provides information regarding the following:
- Exhibit 2.G.2.a- Institutional Mission
- Exhibit 2.G.2.b- Admission Requirements and Procedures
- Exhibit 2.G.2.c- Grading Policy and Academic Progress

Information on academic programs and courses:
- Exhibit 2.G.2.d- Degree and Program Completion Requirements including Program Learning Outcomes
- Exhibit 2.G.2.e.1- Expected General Education Learning Outcomes
- Exhibit 2.G.2.e.2- Course Descriptions with Student Learning Outcomes
- Exhibit 2.G.2.f & g- Sample Required Course Sequences and Timeline to Completion
- Exhibit 2.G.2.h- Names, Titles, Degrees Held, and Conferring Institutions for Administrators

and Full-time Faculty
- Exhibit 2.G.2.i- Rules and Regulations for Conduct, Rights, and Responsibilities
- Exhibit 2.G.2.j- Tuition, Fees, and Other Program Costs
- Exhibit 2.G.2.k- Refund Policies and Procedures for Students who Withdraw from Enrollment
- Exhibit 2.G.2.l- Opportunities and Requirements for Financial Aid
- Exhibit 2.G.2.m- Academic Calendars

SECTION 2.G.3: Licensure; Employment Requirements

NWCCU Standard 2.G.3
Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Narrative:

CSN publishes and communicates information about our academic programs primarily in our CSN catalog, individual program webpages, and advising sheets for our limited-entry programs that lead to licensure or certification. Several of our limited-entry health science programs offer degrees and certificates of achievement that meet workforce needs and lead to licensure or certification within the industry. These programs communicate this information using Career Guides (see Exhibit 2.G.3.a.1) and webpages (see Exhibit 2.G.3.a.2-8). Webpage information is updated annually and include portability of their educational program, national board, licensure or certification rates, and graduate employment rates. In addition, some programs with specialized programmatic accreditation list information on those agencies with their contact information. CSN is compliant with National Council for State Authorization Reciprocity Agreements (NC-SARA) requirements. CSN has created eleven entry-level Areas of Study (AoS) for initial student enrollment (see Exhibit 2.G.3.b). Each AoS Page has a section on career information that provides a link to the O*NET program for employment requirements including accurate national and/or state legal eligibility requirements for licensure or entry into an occupation or profession. Every CSN Certificate of Achievement listed in the CSN catalog provides a link to the CSN Gainful Employment web page.

The O*NET Program is the nation's primary source of occupational information. Valid data are essential to understanding the rapidly changing nature of work and the way it impacts the workforce and U.S. economy. From this information, applications and advising sheets are developed, describing the unique requirements for employment and advancement in the occupation or profession. The use of O*Net helps us address the needs of our community for a skilled workforce.

Exhibits:

Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession (Exhibit 2.G.3.a):
- Exhibit 2.G.3.a.1- Sample Career Guides
- Exhibit 2.G.3.a.2- Nursing Webpage
- Exhibit 2.G.3.a.3- Practical Nursing Webpage
- Exhibit 2.G.3.a.4- Cardiorespiratory Science Webpage
- Exhibit 2.G.3.a.5- Diagnostic Medical Sonography Webpage
- Exhibit 2.G.3.a.6- Health Information Technology Webpage
- Exhibit 2.G.3.a.7- Medical Laboratory Science Webpage
- Exhibit 2.G.3.a.8- Physical Therapy Assistant Webpage

Descriptions of unique requirements for employment and advancement in the occupation or profession (Exhibit 2.G.3.b):
- Exhibit 2.G.3.b.1- Art and Design Area of Study (AoS)
- Exhibit 2.G.3.b.2- Behavioral and Social Science AoS
- Exhibit 2.G.3.b.3- Biology and Physical Science AoS
- Exhibit 2.G.3.b.4- Business AoS
- Exhibit 2.G.3.b.5- Education AoS
- Exhibit 2.G.3.b.6- Health Sciences AoS
- Exhibit 2.G.3.b.7- Hospitality and Culinary Arts AoS
- Exhibit 2.G.3.b.8- Humanities and Communication AoS
- Exhibit 2.G.3.b.9- Industry, Manufacturing, Construction, and Transportation AoS
- Exhibit 2.G.3.b.10- Public Safety AoS
- Exhibit 2.G.3.b.11- Computing and Engineering AoS

SECTION 2.G.4: Financial Aid

NWCCU Standard
2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Narrative:

The mission of the Office of Financial Aid is "to champion student success through the delivery of evidence-based programs and services that promote access, progress, and completion." Our office works toward removing or reducing the financial barriers that prevent admission to CSN.

We provide prospective students and current students and their families with financial aid information, which is published on the financial aid webpage. The financial aid website provides a comprehensive and detailed listing of financial aid information and related helpful resources, including funding assistance information about grants, scholarships, loans, and work study programs.

To ensure the Financial Aid Office is compliant with institutional, State, and federal regulations and policies, the office performs quality control checks on student files. A sample size of the students selected for verification is reviewed by financial aid staff for accuracy. In addition, the quality check process is also performed on a percentage of students who withdrew from CSN and on whom a Return to Title IV action was completed. The Financial Aid Office also monitors the grant program through reconciliation processes that take place twice a month and the loan program through quality assurance processes, which occur on a daily, weekly, and or monthly basis. Additionally, the institutional scholarship program and the State-funded programs are reconciled at the end of the year for accuracy. Furthermore, on an annual basis, the Financial Aid Office goes through the Single Audit (formerly A-133) conducted by a third-party auditing firm, which reviews the Office for regulatory compliance.

Exhibits:

Published financial aid policies/procedures including information about categories of financial assistance (Exhibit 2.G.4.a):
- Exhibit 2.G.4.a.1- CSN Catalog Financial Aid Section
- Exhibit 2.G.4.a.2- CSN Grants Webpage
- Exhibit 2.G.4.a.3- CSN Scholarships Webpage
- Exhibit 2.G.4.a.4- CSN Academic Scholarship Webpage
- Exhibit 2.G.4.a.5- CSN Loan Information Webpage
- Exhibit 2.G.4.a.6- CSN Work Study Webpage

SECTION 2.G.5: Loan Repayment Monitoring

NWCCU Standard 2.G.5
Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Narrative:

Students who accept a federal student loan, specifically, first-time borrowers, are required to complete the Entrance Loan Counseling (see Exhibit 2.G.5.a). In addition, students must also complete and sign the Master Promissory Note (MPN). Both provide loan and repayment information and must be completed by the student for the loan to be disbursed. When a

student graduates from CSN or falls under less than halftime enrollment, the Financial Aid Office also sends the student a communication regarding their loan repayment obligations and directs them to complete the Loan Exit Counseling. The Financial Aid Office also publishes loan information, which includes but is not limited to loan repayment and default prevention on the website.

The cohort default rate (CDR) for CSN was higher than the College desired; therefore, CSN contracted with Inceptia (third-party vendor) in 2018 to help lower CSN's CDR. As a result of this action, the CDR for CSN was significantly reduced and saw an almost 10% drop in the rate from the FY 2016 CDR to the FY 2017 CDR. CSN will continue working with Inceptia toward further lowering of the CDR.

The Financial Aid Office has quality assurance procedures in place to monitor the loan program to meets federal compliance requirements (see Exhibit 2.G.5.b). The procedures detail the steps the Financial Aid Office must follow when processing, awarding, and disbursing loans. It also details monthly reconciliation with the US Department of Education (USDOE) to ensure accuracy of the student loans. The procedure in place occurs on a daily, weekly, and/or monthly basis. The quality assurance process has helped to identify and reduce potential errors.

Loans can play an integral part of a student's resources to fund their education. CSN provides information pertaining to the cohort default rate for students and families (see Exhibit 2.G.5.c). The information is published on the Financial Aid website under the Consumer Information webpage.

Exhibits:

Information to students regarding repayment obligations (Exhibit 2.G.5.a):
- Exhibit 2.G.5.a.1- CSN Financial Aid Website: Consumer Information Disclosures
- Exhibit 2.G.5.a.2- Entrance Loan Counseling Federal Student Aid Website
- Exhibit 2.G.5.a.3a- Master Promissory Note Federal Student Aid Website
- Exhibit 2.G.5.a.3b- Master Promissory Note Sample
- Exhibit 2.G.5.a.4- CSN Financial Aid Website: Grace Counseling and Default Prevention
- Exhibit 2.G.5.a.5a- Exit Loan Counseling Federal Student Aid Website
- Exhibit 2.G.5.a.5b- Exit Loan Counseling Student Communication

Policies/procedures for monitoring student loan programs (Exhibit 2.G.5.b):
- Exhibit 2.G.5.b.1- Loan Quality Assurance Procedures

Publication of institution's loan default rate on its website (Exhibit 2.G.5.c):
- Exhibit 2.G.5.c.1- Cohort Default Rate Information webpage; under the Student Loan Information section, under the Cohort Default Rate link

SECTION 2.G.6: Advising

Narrative:

CSN designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success (see Exhibit 2.G.6.a). In 2018, CSN redesigned its advising model to support the Complete College America Momentum Pathways approach. This model implements mandatory advising sessions for CSN students at the 0, 15, 30, and 45 credit hour mark of their academic journey. This model was adopted based on the research shared from Complete College America that suggests mandatory advising at certain milestones not only ensures that students remain on track to degree/certificate completion, but also provides greater opportunity for Academic Advisors to engage and support students on their journey. Currently, we survey students when they complete an appointment with an Academic Advisor to assess not only their satisfaction with their advising appointment but also to gauge their understanding of their academic plans and degree plans.

Personnel responsible for advising students are knowledgeable of the curriculum, program, and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities (see Exhibit 2.G.6.b). CSN provides a robust, six-week onboarding training program for all new Academic Advisors, providing them with base knowledge on CSN academic policies and procedures (see Exhibit 2.G.6.c). Additionally, we have infused NACADA Core Competencies for Academic Advisors in our onboarding training curriculum sessions.   Academic Advisors also are required to participate in at least two professional development sessions each semester, which are designed to provide updates on curriculum changes, operational process changes, and review of best practices in the advising profession.

Advising requirements and responsibilities of advisors are defined, published, and made available to students. CSN Advising requirements and responsibilities are published in our annual Academic Advising Syllabus and Advising Handbook. These documents are revised annually to reflect any changes in the department process or academic degree plans. Students are provided these documents electronically on their first visit with an Academic Advisor, and they can find these documents on our Advising Department Webpage.

Exhibits:

Description of advising program, staffing, and advising publications (Exhibit 2.G.6.a):

- Exhibit 2.G.6.a.1- Academic Advising Webpage
- Exhibit 2.G.6.a.2- Advising Handbook
- Exhibit 2.G.6.a.3- Advising Syllabus
- Exhibit 2.G.6.a.4- Health Sciences/Limited Entry Program Advising Webpage
- Exhibit 2.G.6.a.5- CSN Catalog: International Students

Systematic evaluation of advising:

- Exhibit 2.G.6.b- National Academic Advising Association (NACADA) Evaluation

Professional development policies/procedures for advisors:

- Exhibit 2.G.6.c- New Advisor Training and Continuing Education

SECTION 2.G.7: Identity Verification (Distance Education)

NWCCU Standard 2.G.7
The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Narrative:

CSN established an e-Learning policy (see Exhibit 2.G.7.a.1) that outlines procedures for creation of online/distance learning courses and evaluation of online/distance learning modalities. CSN maintains an identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. Currently, CSN issues students a unique student identification number, and the student is then able to select a unique password. Students use these unique passwords to log onto the learning management system (Canvas) and are thus identified by their NSHE ID number. CSN ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

CSN students are notified prior to and at the time of enrollment of a distance education fee associated with online and hybrid courses. The distance education student fee is a $10 fee charged per online course taken at CSN. It assists with paying for the following software:

- Canvas
- Smarthinking – 24/7 Online Tutoring
- Turnitin
- TechSmith Knowmia – lecture capture software
- Proctor U
- Respondus LockDown Browser and Monitor
- Blindside Networks – Big Blue Button web-conferencing tool
- Quality Matters membership and faculty trainings
- EvaluationKit – course evaluation software
- Ally – online content accessibility software in Canvas

CSN's approach to validate student identity is currently under internal review to assure student identity authentication (see Exhibit 2.G.7.a.1). For example, in spring 2021 all 9,000 of CSN's biology students were required to use Respondus live proctoring to complete their exams. CSN recognizes that this effort needs to be scaled. To further address student identity verification for all CSN students, we have tasked the CSN Institutional Technology Committee (ITC) to investigate and recommend a student identity verification process that ensures compliance, student privacy, and can be effectively adopted for all CSN students. CSN's goal is to create an institutional policy on student identity verification for distance learners to be implemented during the 2021-2022 academic year.

Exhibits:

Policies/procedures for ensuring identity verification for students enrolling in distance education courses (Exhibit 2.G.7.a):
- Exhibit 2.G.7.a.1- e-Learning Policy
- Exhibit 2.G.7.a.2- Evaluation of Distance Learning Sample
- Exhibit 2.G.7.a.3- Tuition and Fees Webpage

2.H LIBRARY AND INFORMATION RESOURCES

SECTION 2.H.1: Library and Information Resources

NWCCU Standard
2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Narrative:

CSN Libraries has addressed Standard 2.H.1 through collection maintenance, an increasing emphasis on online instruction, integration of information literacy instruction and student learning outcomes assessment in the General Education curriculum, and an emphasis on responsiveness to student needs in library spaces and in equity-focused initiatives.

A priority over the last five years has been improving collection maintenance policies and procedures to transition physical collection storage space to collaborative study areas and reduce outdated print and electronic content. CSN Libraries has developed procedures to integrate collection development and maintenance into selectors' workflow, including monthly reports and accountability through emphasizing collection development in a revised faculty evaluation policy (see Exhibits 2.H.1.a.1-2). In addition, procedures have been created to ensure that the textbook reserves are regularly maintained, saving space and improving efficiency in providing these materials (see 2.H.1.a.2). While we have learned that integrating collection maintenance in workflows has helped to improve the recency and curricular focus of collections, we recognize that structural changes, especially in textbook collections, are needed to catalyze improved student success outcomes. Supporting low-cost or no-cost accessible alternatives to traditional textbooks, especially open educational resources (OER), has become an area of emphasis for CSN Libraries. A leader in developing the infrastructure to support increased use of OER, CSN Libraries intends to continue to partner with other stakeholders to provide accessible, lower-cost alternatives to textbooks for students and to assess OER's impact on student success outcomes.

For several years, the proportion of students taking courses online increased while CSN Libraries' instruction program focused primarily on in-person instruction. While two eLearning librarians had been hired, with plans to hire more, the needs of online students have not been fully addressed. Necessitated by the COVID-19 crisis, all in-person instruction librarians have been cross trained and are engaging in online teaching. Through this crisis, we have learned that librarians can nimbly adjust to the need to increase online teaching capacity. Instead of reverting back to a primary in-person instructional orientation, the skills developed over this last year will become a new baseline as the shift toward an increasing emphasis on online instruction continues. Over the next several years, the staffing priority will continue to be eLearning to better meet this need (see Exhibit 2.H.1.e.2).

Recognizing that information literacy student learning outcomes achievement needs to be measurable, CSN Libraries has employed and refined a standalone instruction session survey that measures information literacy skills and self-efficacy; developed and achieved goals to increase percentage of gateway English courses with a library instruction component (see Exhibit 2.H.1.c.1); developed a multitiered online embedded librarian program, with outreach to faculty to communicate instructional options; and worked with Faculty Senate and the Office of Assessment to include and assess information literacy as a General Education Student Learning Outcome. CSN Libraries will continue to partner with faculty and administration, using the focus on General Education assessment as an opportunity to integrate information literacy instruction and assessment more fully in the curriculum. We have learned that scalable content delivered through high-enrollment courses and partnerships connected to the General Education curriculum allows us to contribute to improvements broadly and measurably in information literacy outcomes. Therefore, integration into the General Education curriculum and assessment will be an increasing area of emphasis.

Responding to student, faculty, and staff survey results, which have indicated that students want quiet study areas and improved connectivity in the libraries (see Exhibits 2.H.1.d.3 & 2.H.1.d.7), we developed sound zones in the Charleston Campus Library, a busy campus library with the most sound-focused complaints; installed new furniture in two campus libraries with improved connectivity; and developed a new library facility at the Henderson Campus, to be opened Fall 2021, with a quiet study room and vastly improved connectivity. We have learned that though these efforts have been responsive to students' needs as we have understood them through survey data, the Sawgrass Report (equity, diversity, and inclusion institutional audit) and institutional persistence and completion data suggest that we must do more to address inequities in student academic achievement. Therefore, we have begun a systematic review of policies, spaces, and resources, applying an equity, diversity, and inclusion focus (see Exhibit 2.H.1.d.1). This institutional, mission-aligned work is becoming an increasing area of focus with the creation of an EDI Library Team, benchmarking of EDI resources to peer institutions, and outreach to stakeholders on how to augment CSN Libraries' antiracism work to improve student success outcomes. During the preparation of this report, we found that although the previously convened Library Advisory Council successfully gathered feedback from stakeholders about the strategic direction of the library (see Council Minutes, Exhibit 2.H.1.g.1), it has been underutilized compared to other methods of gathering campus community feedback, such as surveys. Moving forward, the Board will be restructured to optimize its impact.

Exhibits:

Procedures for assessing adequacy of library collections (Exhibit 2.H.1.a)
- Exhibit 2.H.1.a.1- Collection Age and Usage Reports
- Exhibit 2.H.1.a.2- Procedures for Assessing and Developing Textbook Collections

Library planning committee and procedures for planning and collection development (Exhibit 2.H.1.b)
- Exhibit 2.H.1.b.2- Library Faculty Evaluation-Collection Selection

Library instruction plan (Exhibit 2.H.1.c)
- Exhibit 2.H.1.c.1- Integration of Information Literacy Instruction into Gateway English Courses

Policies/procedures related to the use of library and information resources (Exhibit 2.H.1.d)
- Exhibit 2.H.1.d.1- Applying an Equity Lens to Policy Development
- Exhibit 2.H.1.d.2- Procedures for Evaluating Campus Library Usage
- Exhibit 2.H.1.d.3- Results of 2018 Student Survey
- Exhibit 2.H.1.d.4- Results of 2018 Faculty-Staff Survey
- Exhibit 2.H.1.d.5- Draft of 2020 Student Survey
- Exhibit 2.H.1.d.6- Draft of 2020 Faculty-Staff Survey
- Exhibit 2.H.1.d.7- Results of Computer Use Survey

Library staffing information (Exhibit 2.H.1.e)
- Exhibit 2.H.1.e.2- CSN Libraries Proposed Org Chart

Information resources are integrated into the learning process (Exhibit 2.H.1.f)
- Exhibit 2.H.1.f.1- Standalone Instruction Session Assessment Instrument and Results-Fall 2019
- Exhibit 2.H.1.f.2- Library Guides Maintenance Plan

Library Advisory Council Information (Exhibit 2.H.1.g)
- Exhibit 2.H.1.g.1- Library Advisory Council Minutes - November 2018

2.I PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

SECTION 2.I.1: Master Plans Policies and Procedures

NWCCU Standard 2.I.1
Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Narrative:

CSN creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain our mission, academic programs, and services (***Continued compliance with Eligibility Requirement 15. PHYSICAL AND TECHNOLOGY INFRASTRUCTURE***).

Facilities Master Plan
The CSN Facilities Management Department manages the college's property and facilities in concert with the college's business, operations, and academic needs. CSN manages approximately 222 acres of land and 1,600,000 square feet of facilities (see Exhibit 2.I.1.a). Maintenance of the facilities and grounds is accomplished with an in-house staff of custodians, grounds workers, maintenance workers, and HVAC and electrical workers. The department also hires outside vendors to supplement the existing staff during shortages due to vacancies.

Sufficient in Quantity. CSN endeavors to provide the space necessary to adequately service its staff and students (see Exhibit 2.I.1.c), which is accomplished through space inventory and space utilization reports. These reports are generated every two years as required by the Nevada System of Higher Education (NSHE). The Space Inventory Report quantifies the physical inventories of assignable square footage for classrooms, class labs, offices, libraries, general-use space, and physical-plant space. The most current space inventory report uses a snapshot of the fall semester of odd-numbered years as its reporting basis. The report compares actual space with space standards, calculating the surpluses and deficits for the current year as well as projected for a period of ten years. The information is intended to be used by the Board

of Regents and institutional leadership as a tool for evaluating the relative need for new capital improvement projects and the potential impact to NSHE's institutions should the new space not be recommended by the governor or funded by the Legislature. The space utilization report quantifies the extent to which effective scheduling of classroom space maximizes the availability of instructional space for an institution. Utilization data is reported in both narrative and statistical formats for each of the NSHE institutions. The most current utilization report uses a snapshot of the fall semester in odd-numbered years as its basis.

Quality & Accessibility. To ensure quality and accessibility in facilities, all new buildings and renovations are designed using the most current adopted building codes as well as the American with Disabilities Act Accessibility Guidelines see (Exhibit 2.I.1.c). All construction documents are developed by registered architects and engineers, submitted for plan check through both the state Public Works Division and the State Fire Marshall to ensure compliance. Construction is then overseen and inspected by the state building official. In addition, the College is continuously correcting accessibility issues within the older facilities to achieve compliance with the Americans with Disabilities Act (ADA). For example, the North Las Vegas Campus is currently changing out stairway handrails and drinking fountains within the older Main Building. Renovations have also been scheduled to bring the restrooms within this structure into compliance. In addition, the College has recently completed a site accessibility survey for each main campus identifying any ADA accessibility issues that need to be addressed. Quality is controlled using architectural building standards. All buildings built under the State Public Works Division have followed the State Public Works Division's Adopted Building Standards. These standards set minimum quality control standards for all site work, architectural features, structural systems, and mechanical and electrical infrastructure. Should faculty and staff encounter problems or identify needed repairs, CSN employees may make a facilities service request through the iService website.

Environmental Health and Safety. CSN is committed to the personal safety, health, and well-being of all members of the College community. It is the intention of CSN that all employees, students, and visitors work and learn in an environment devoid, to the fullest extent feasible, of safety and health hazards. The Office of Environmental Health and Safety (EH&S) works with the college community to create and maintain a safe environment through activities such has hazard analysis

and control, accident/incident reporting and investigation, safety and health education and training, property and life safety, and compliance and enforcement. EH&S also collaborates

with University Police Services in the areas of emergency management and personal safety and security.

CSN Safety compliance and operations are under the auspice of the Environmental, Health & Safety Department (EH&S).   Functioning within the Facilities Management operations compliance with all established parameters of State of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), State Public Works Board (SPWB), Nevada Occupational Health & Safety Administration (NV-OSHA), Southern Nevada Health District (SNHD), local, state, and national requirements concerning health and safety for campus faculty, staff, students, visitors, and environmental concerns.

Health and safety of faculty, staff, students, and visitors is CSN's priority. In March 2020 as COVID-19 impacted the State of Nevada, the United States, and countries across the world, CSN campuses were closed. CSN created the COVID Incident Management Team to coordinate college response and preparedness activities to mitigate the transmission of COVID, manage student, faculty, or staff cases, and to address health and safety. Health and safety protocols have been implemented in accordance with state and local government directives, CDC best practices, and local health organization requirements.

Safe and Secure
The safety and security of the college's inhabitants is assured through a variety of methods including in-house police force, a security force, emergency management procedures, and mass notification (see Exhibit 2.I.1.d).   Campus safety is performed through the CSN Department of Environment, Health & Safety.

University Police Services. In 1965, Nevada Revised Statute 396.325 became law, giving our Board of Regents the authority to create a police department for the Nevada university system. On June 11, 1965, the Board of Regents created the University of Nevada Police. Since that time, university police officers have served the campus community. In 2019, the Board of Regents consolidated the southern Nevada campus police departments giving University Police Services, Southern Command jurisdiction across College of Southern Nevada (CSN), Desert Research Institute (DRI), Nevada State College (NSC), and the University of Nevada, Las Vegas (UNLV).

University police officers are Category I peace officers and are required to complete a 22-week, 750-hour state Peace Officers' Standards and Training (P.O.S.T.) academy program as well as pass 560 hours of field training to qualify as a University Police Officer I. After completing a one-year probationary period, the officer is promoted to a University Police Officer II.

University Police Services maintains a cooperative relationship with the Las Vegas Metropolitan Police Department; enforces federal, state, and county laws and ordinances as well as university regulations; and has the same law enforcement power as all other Southern Nevada police agencies. All criminal incidents are investigated and prosecuted.

University Police Services is a member of the [International Association of Campus Law Enforcement Administrators (I.A.C.L.E.A.)](#) and the [International Association of Chiefs of Police (I.A.C.P.).](#)

- CSN also currently has over 250 active CCTV cameras throughout its main campuses which are monitored by public safety personnel 24 hours a day, seven days a week.
- CSN has a Safety and Security Committee to address issues and concerns in these areas.

CSN utilizes consolidated University Police Services that regularly report institutional integrity regarding [Clery Act and Violence Against Women Incidents](#). The most recent assessment of compliance is provided in Exhibit 2.I.1.d.2, and we are actively working to address these issues.

- CSN also contracts with an outside security firm to supplement its police department.
- Security personnel are present on the main campuses 24 hours a day, seven days a week.
- Security personnel are trained in first aid and the use of AED units.
- Security personnel conduct active patrols by foot and electric carts.
- Security personnel also monitor the hundreds of CCTV cameras located throughout the CSN properties.
- Security personnel also monitor the numerous panic buttons located in key areas throughout the campuses.
- Security personnel also monitor the numerous electronic access doors, burglar alarms, and fire alarms throughout the campuses' Emergency Management and Mass Notification Systems.

Emergency Management Program. CSN has engaged in a robust effort to include emergency preparedness into college life for administrators, faculty, staff, and students. Having successfully completed an Emergency Management for Higher Education (EMHE) grant program that provided resources for both infrastructure and planning/training efforts, CSN continues to incorporate emergency preparedness and response into the orientation for new students, faculty, and staff and ongoing training opportunities throughout the year. The planning team led by the Vice-president/Provost Henderson Campus, Associate Vice-president Facilities Management, Director Environment Health and Safety, and Vice President Public Safety Services University of Nevada Las Vegas and Director University Police Services Southern Command CSN Police Department. The team developed a comprehensive Emergency Action Plan, training of the core leadership team, and campus wide training initiatives. The Emergency Response Plan was published on the CSN website and is revised, as necessary.

Highlights of our Emergency Management program:
- CSN has a full-time, City of Las Vegas, active-duty fire station located right on the property of the Charleston Campus. This station resulted from a collaboration between the College and the City of Las Vegas and will provide immediate medical and fire services in an emergency.
- CSN has implemented its first voice-capable fire alarm system at the North Las Vegas Campus. This feature allows the police department to send

emergency notifications over the fire system to instantly notify our college community in an emergency on what action they should take to ensure their safety.

- Through the grant award, CSN has installed a new emergency call box system throughout the three main campuses.
- CSN currently utilizes a text-based electronic notification system to alert all registered participants of a college emergency.
- Emergency phones have been placed in all CSN classrooms to enable immediate notification to security in the case of a classroom emergency.
- Shelter-in-place kits have been installed throughout CSN facilities.
- CSN also utilizes other systems to notify its community during an emergency, which include a campus-wide television system, a new voice-over internet protocol (VoIP) telephone system, broadcast ability over all networked computers, and the CSN Facebook and Twitter pages.
- CSN has also installed EAccess to enhance the security of all buildings. EAccess is an electronic access device that is programmable and auditable. Currently, all exterior doors have been converted over to EAccess (with exception of the modular buildings).
- Burglar alarms have been installed at all bursars' office locations and have been contracted through Alarmco for monitoring.
- The University Police Department has begun offering self-defense classes to the college community, such as the Rape Aggression Defense (RAD) system, and numerous safety awareness classes. Also, the department will promote programs such as "See Something, Say Something" to get the college community more involved in the safety of their surroundings by reporting any suspicious activities to law enforcement.

Hazardous Communication. In compliance with the Occupational Safety and Health Administration's (OSHA) Hazard Communication Standard (29 CFR 1910.1200), CSN has developed a Hazard Communication Plan (see Exhibit 2.I.1.e.1) and procedures (see Exhibit 2.I.1.e.2). The purpose of the written Hazard Communication Plan is to ensure that all persons who handle, use, or store chemicals in the workplace are familiar with the hazards associated with such chemicals. They will also be advised of methods that may be used to reduce the risk of accidents or illness resulting from the use of hazardous materials. This information is communicated to all personnel by various means, including (but not limited to) the following:

- Maintenance of accurate chemical inventories in each work area and centrally in the Department of Environmental Health and Safety (EHS), ensuring utilization of proper chemical labeling.
- Material Safety Data Sheets (MSDSs), which contain detailed hazard information on each chemical product. MSDSs are available for all chemicals used or stored at CSN. The MSDS sheets are available on a searchable webpage (Exhibit 2.I.1.e.3).
- Employee training includes the general hazard communication plan, department- and program-specific hazard communication plans, chemical hazards, protective measures, and emergency procedures.

CSN contracts with a licensed vendor to properly dispose of all hazardous waste generated at the College. The disposal is overseen by the Director of Environmental Health and Safety.

Hazardous Waste Management. Hazardous and regulated waste generated by the College of Southern Nevada (CSN) is properly managed and disposed of in accordance with all applicable federal, state, and local regulations to protect the health and safety of the CSN community and the environment.

Technology Master Plan
CSN Aligned Marketing, Communications, Events, ERP Management, and Call Center functionalities under the Chief Information Officer (CIO) due to digital transformation, alignment of technical resources and the technical nature of these functions under the current model (Web Tools, Mass Communication Tools, ADA Compliance for digital assets, etc.). This resulted in a new umbrella department – Digital Experience Services (DxS) that incorporates the prior Office of Technology Services with these other functions. Additionally, technology support isn't as narrow as it once was, things are more centered on the faculty, staff, and student experience rather than just operational. The new name is representative of this bigger set of services as well as that user experience focus.

DxS has a Technology Master Plan (see Exhibit 2.I.1.f) that addresses key technology initiatives, the investment, risk and mitigation actions, governance, and metrics employed. DxS endeavors to reimagine the student experience, further college outreach, and enable "one CSN" by driving efficiency and continually optimizing foundational architecture. The Technology Master Plan is new but serves as the driver of the College's IT vision and strategies. The plan is in an iterative refinement process and will be updated quarterly in response to changing business and other community needs. To ensure accountability and transparency, we will measure ourselves using strategic metrics such as user satisfaction, strategic alignment rank, and security posture score to iterate and continually improve.

With marketing, communication, and events utilizing more technology tools with corresponding regulatory items and the need for more technical persons operationally, as well as the previous lack of alignment with ERPs to central IT, this was an organic migration. On the first of these, the need for alignment between web services and marketing, mass communication tool utilization and communications, virtual meeting platforms and events. For the latter, it is obvious that the team building integrations and the team interfacing with the statewide IT for ERP systems would be aligned along with CRM and other enterprise systems to give a holistic approach to systems management. We contracted with a new firm to better deliver on Digital Transformation and Student Experience, thus moving from a more operation to a more transformational operation.

We recently moved all Enterprise Systems (ERP, CRM, department specific systems, Document Imaging, web development, etc.) under a single division leader for example. Continued refinement with communications, training, marketing, digital signage, A/V support, etc. will continue over the coming year. We are iteratively refining our plans and continuously working with the entire college community on our Unit Plan which feeds our Technology Master plan.

As a result of the Covid-19 pandemic, we pivoted to an entirely remote working, teaching, and learning, the marketing, communications, and events team had very heavy lifts with regards to supporting virtual events, communicating protocol changes, implementing and producing Town Halls for information dissemination, accommodating more requests to get the word out via web, social media, and mass communications, as well as Strategic Enrollment Management efforts needed to mitigate for reduced enrollment has put additional responsibilities on these team which has slowed some of the alignment efforts. Pivoting created a great deal of remote support that created a changed workload for the on-ground team. Additionally, with the current return to campus roll out, some refinements are continuing into the coming year as the team ensures that all current business can continue to run, and students be served regardless of future developments.

DxS supports the technology used for business and academic services on three main campuses and seven learning centers in addition to supporting over 65,000 faculty, staff, and students. DxS has recently successfully upgraded the CSN network end to end, implemented a robust vulnerability and patch management program, and has fully enabled security solutions, including endpoint monitoring and intrusion detection and prevention, with 24/7/365 real-time network monitoring and alerts. The core of the institution's network infrastructure is a state-of-the-art data center that houses nearly 250 physical and virtual application, web, and file servers. The physical network includes 30,000 network drops and 450 wireless access points located throughout CSN campuses. Access to networked resources is bolstered by a high-coverage wireless network available at all campuses. High availability is engineered into the infrastructure via redundant network topology architecture that supports over 40,000 unique wireless devices per month. Employee remote access to the institution's networked resources is provided by virtual private network (VPN) technology. DxS also supports 3,000 VoIP phones with a centralized unified communications platform.

The institution also maintains over 12,500 computers utilizing mostly Windows and Apple platforms. Nearly 2,200 computers are deployed in business operations centers, (e.g., Business Services, Bursar, Student Registration) as well as staff and faculty offices. Another 5,300 computers are distributed among computerized classrooms, libraries, and centrally located computer labs, or are loaned to students in need. Another 5,000 devices go to support CSN's initiative to provide first year, first time students with a laptop for their academic needs. Additionally, smart classroom technology is made available in over 345 classrooms that provide instructors with a desktop computer, projector, document camera, DVD player, and a high-quality sound system.

The institution's online campus is supported by a cloud-based multi-tenant Learning Management System (Canvas). To ensure high availability, the vendor provides automatic, demand-based scaling so that more resources are provisioned when demand is highest. Additionally, the service-level agreement features a 99.9 percent guaranteed "up time." Because of the native cloud model, all upgrades and patches are performed, ensuring the most up-to-date, robust, and secure environment possible.

CSN's website, which is also supported by DxS, receives more than 1.25 million unique visits a month and provides information on campus life, degrees and programs, and available services. CSN's text messaging software enables students to opt-in to receive academic updates and reminders. In addition, CSN employees and students receive updates and alerts through the email system. DxS is deploying a student-focused Web and mobile experience platform that will allow students to search for classes, access Canvas, and view important announcements, calendar, and contact information.-A single sign-on platform has also been implemented that assists users with a self-service password reset function as well as SSO functionality for a multitude of CSN applications. The institution's Enterprise Resource Planning System (ERP) and Student Information System (SIS) PeopleSoft is hosted and maintained by the

Facilities-Technology Equipment Procedures and Replacement. Both Facilities and DxS have a schedule and procedures to regularly acquire and replace resources across CSN (see Exhibits 2.I.1.b and 2.I.1.g). To meet the continuing needs of its academic and administrative areas, CSN provides the College community with an opportunity to request equipment through an annual Integrated Budget Request (IBR) process that is tied to unit planning and improvement. This process is led by the Vice-president of Finance and Administration through Budget Services. At the start of the fall semester, Budget Services invites instructional and non-instructional department requests for new and replacement equipment as well as special one-time project funding. Requests must be drawn from and tied to the department Unit Plan, directly enhance CSN programs and operations, and provide an explanation as to the overall value and benefit that the expenditure will provide to the College, students, and/or community. Department chairs and managers must obtain approval from their Dean, Associate Vice President or Vice President prior to submitting their request(s). Budget Services reviews the requests, determines an appropriate funding source, and collaborates with the Academic Technology Advisory Committee (ATAC) and Faculty Senate Budget Committee to obtain rankings/ratings of the funding requests. ATAC reviews funding requests related to restricted allocations from student fees; therefore, equipment purchased from these funds must directly support instruction. ATAC is comprised of faculty representation from each department, DxS Department directors and the Chief Information Officer. Major technology initiatives are vetted through the Faculty Senate and Student Government with final approval from the Executive Cabinet. All other funding requests are reviewed by the Faculty Senate Budget Committee. The recommendations from both committees are forwarded to the Vice-president for Finance and Administration to assist in developing a final budget prospectus presented to the College President for approval. Requestors are notified of the approved allocation by Budget Services in the Spring.

In addition to the IBR process, resources are also available through external grant opportunities. Department are encouraged to request funds that will ultimately improve, expand, and modernize quality career and technical education programs, preparing students for high-wage, high-skill, or high-demand occupations (e.g., Perkins, National Institutes of Health). On an annual basis, applications are submitted to the Office of Sponsored Projects through the appropriate Dean or Associate Vice-president. The Deans and AVPs are tasked with developing funding recommendations and reviewing those recommendations with

administration. Completed grant applications are submitted to the Nevada Department of Education. Programs that are awarded grant funds are expected to submit an annual summary, documenting evaluation methods and outcomes as well as an interim accountability report during the year.

Exhibits:

Facilities master plans (Exhibit 2.I.1.a):
- Exhibit 2.I.1.a.1- North Las Vegas (Cheyenne) Campus Master Plan
- Exhibit 2.I.1.a.2- Henderson Campus Master Plan
- Exhibit 2.I.1.a.3- West Charleston Campus Master Plan Part A
- Exhibit 2.I.1.a.4- West Charleston Campus Master Plan Part B
- Exhibit 2.I.1.a.5- Physical Master Plan Procedure
- Exhibit 2.I.1.a.6- Facilities and Maintenance Organizational Chart
- Exhibit 2.I.1.a.7- Facilities Webpages

Facilities equipment replacement policies/procedures (Exhibit 2.I.1.b):
- Exhibit 2.I.1.b- Facilities Equipment-Technology Replacement and Upgrades

Procedures for assessing sufficiency of physical facilities (Exhibit 2.I.1.c):
- Exhibit 2.I.1.c- Assessing Sufficiency of Physical Facilities

Policies and procedures for ensuring accessible, safe, and secure facilities (Exhibit 2.I.1.d):
- Exhibit 2.I.1.d.1- Ensuring Accessible Safe and Secure Facilities
- Exhibit 2.I.1.d.2- Evaluation of Clery and Violence Against Women Act Reporting Protocols

Policies/procedures for the use, storage, and disposal of hazardous waste (Exhibit 2.I.1.e):
- Exhibit 2.I.1.e.1- Hazard Communication Plan
- Exhibit 2.I.1.e.2- Hazardous Waste Management Procedures
- Exhibit 2.I.1.e.3- Chemical Safety Website: MSDS Search

Technology master plan (Exhibit 2.I.1.f):
- Exhibit 2.I.1.f- Technology Master Plan

Technology equipment replacement (Exhibit 2.I.1.g):
- Exhibit 2.I.1.g- Technology Equipment Replacement Plan

MOVING FORWARD

CSN is proud to be the largest and most diverse public institution of higher education in Nevada. CSN is fortunate to have been in the optimal position of adding a new Division of Institutional Effectiveness to address our new Mission and Strategic Plan with enhanced accountability reporting from our Institutional Research, Accreditation, and Assessment team. This new Division has pulled together accreditation, assessment, and IRB functions under one umbrella, and the College has added a Chief Accreditation and Institutional Effectiveness Officer CAIEO) to oversee this Division. The CAIEO serves as a member of the President's Cabinet and as a contact point for student success initiatives and data collection with such esteemed organizations as Achieving the Dream, Complete College America, the National Student Clearinghouse, and the Lumina Foundation. Through this new organizational structure, CSN has placed continuous improvement at the forefront of the institution; thus, CSN is in a pivotal position to refine our institutional effectiveness indicators to tell us whether we have achieved mission fulfillment.

Additionally, CSN has made notable strides in its migration to a single college multicampus organizational structure, maintaining one college, but decentralizing day-to-day operations to the campuses under the leadership of a Campus Vice President/Provost at each main campus. The overarching goals of this transition are to ensure a consistent student experience at all three campuses and responsiveness to service region stakeholders, including area schools, business and industry partners, and municipal government leaders. During this incremental organizational transition, the campuses have been able to demonstrate responsiveness through growth in dual and concurrent enrollment, development of public/private partnerships with business and industry, and synergy among local and state governments to support the surrounding community 's workforce and training needs. These are all examples of mission fulfillment.

This self-study process of examining the institution's compliance with Standard 2 has benefited the institution in the following ways:
- Continued process improvement of the strategic plan objectives, metrics, and indicators with regular accountability reporting.
- Identification of resources to sustain our infrastructure and focus on student success.
- Development of unit evaluation processes with transparent communication across all CSN units to enhance a culture of accountability and continuous improvement.
- Continued monitoring of compliance with faculty assessment systems of reporting.

Even though this self-study is a snapshot of CSN, the process has provided direction for improvements that will enhance the overall efficiency and effectiveness of units to meet the needs of students.

ADDENDA (PREVIOUS RECOMMENDATIONS)

The College of Southern Nevada (CSN) completed a self-study report on Mission Fulfillment and hosted the NWCCU Year Seven Peer Evaluation team on October 6-9, 2015. This process included an overall review with recommendations designed to help improve and enhance institutional efforts related to student assessment, programs, and services, and to strengthen informed decision-making through recommendations for greater integration of comprehensive planning tools that include our Strategic Plan, Academic Master Plan, Strategic Enrollment Management Plan, Campus Master Plan, and resource allocation. CSN received the following five recommendations:

1. The evaluation committee recommends that the College of Southern Nevada consistently use and document assessments to improve achievement of its identified student learning outcomes across its entire general education core and across all its courses, programs, and degrees, wherever offered and however delivered (Standard 4.A.3 and 4.B.2).

2. The evaluation committee recommends that the College implement an effective, regular system to evaluate all its programs and services to ensure that they are achieving their intended goals or outcomes and to use the results of these evaluations for informing planning. decision-making, and allocation of resources and capacity (Standard 4.A.2 and 4.B. l).

3. The evaluation committee recommends that the College connect its Strategic Plan, Academic Master Plan, Strategic· Enrollment Management Plan, Campus Master Plan, and budgeting process to document that its mission, core themes, and objectives are the demonstrable basis for institutional decision-making, resource allocation, and assessment activities (Standard 3.A.1).

4. The evaluation committee recommends that the College's governing board, the Board of Regents of the Nevada System of Higher Education, establish a process to regularly evaluate its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner (Standard 2.A.8).

5. The evaluation committee recommends that the College clearly define and articulate the relationship between the College and the Foundation in a written agreement (Standard 2.F.8).

In a follow-up Ad-hoc report, the NWCCU deemed CSN compliant with recommendations 4 and 5 with additional follow-up and evidence needed to satisfy recommendations 1, 2, and 3. CSN prepared a Mid-cycle Report in 2018 and hosted the NWCCU Mid-cycle Peer Evaluation Team on October 8-9, 2018. The Commission found that Recommendations 1, 2, and 3 were substantially in compliance but in need of improvement. Therefore, the Commission required an addendum to our Fall 2022 Evaluation of Institutional Effectiveness Report to again address Recommendations 1, 2, and 3 from the Fall 2015 Year Seven Peer-Evaluation Report. The following provides a brief update on progress toward full compliance with the previous recommendations related to the NWCCU 2010 standards

RESPONSE TO PRIOR RECOMMENDATION 1:

The evaluation committee recommends that the College of Southern Nevada consistently use and document assessments to improve achievement of its identified student learning outcomes across its entire general education core and across all of its courses, programs, and degrees, wherever offered and however delivered (NWCCU 2010 Standard 4.A.3 and 4.B.2).

CSN has established a regular system of reporting student learning outcome achievement annually on November 1 (see Exhibit R1.1). Faculty have the primary role to plan and implement assessment activities, collect, and analyze assessment data, and determine actions for improvement of program curricula and student success. Planning and reporting have been streamlined through an online Assessment Management System. Assessment activities occur over a six-year cycle with data collection occurring in years one through five and culminating in year six with academic program review (see Exhibit R1.2). Programs report annually on student achievement of program learning outcomes (PLOs) and course student learning outcomes (SLOs) for those courses planned for review within the academic year of reporting (see Exhibit R1.3). Exhibit R1.4 provides an aggregate report of findings across all academic programs for 2019-2020 academic year.

Department faculty work collaboratively to organize and collect data on General Education Learning Outcomes (GELOs) across 10 distribution categories (English Composition, Communication, Mathematics, Natural Science, Analytical Reasoning, Nevada Constitutions, Social Science, Humanities/Fine Arts, Literature, and Values and Diversity). In addition, data is collected and reported on student achievement of General Education Related Instruction Course Student Learning Outcomes (SLOs) for human relations, computation/natural science, and communication. CSN publishes and communicates each of our General Education Learning Outcomes on the Office of Assessment webpage (see Exhibit R1.5). The CSN General Education System aligns our distribution categories with our Institutional Learning Outcome (ILO) abilities and the General Education Core Competencies indicated in NWCCU 2010 Standard 1.C.6: effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and information literacy (see Exhibit R1.6). Aggregate Student Learning Outcome Achievement is utilized as an institutional effectiveness indicator within our CSN Strategic Plan.

RESPONSE TO PRIOR RECOMMENDATION 2:

The evaluation committee recommends that the College implement an effective, regular system to evaluate all of its programs and services to ensure that they are achieving their intended goals or outcomes and to use the results of these evaluations for informing planning. decision-making, and allocation of resources and capacity (NWCCU 2010 Standard 4.A.2 and 4.B. l).

CSN has a regular and effective system to evaluate all its academic programs identified as a course of study that leads to a degree or certificate of achievement. The focus of academic program review is to improve the student learning experience and effectiveness of program offerings. Academic program review is conducted using a six-year cycle (see Exhibit R2.1). The Faculty Senate Academic Program Review Policy is the guiding document that outlines the expectations of the review process and timeline for accomplishing tasks (see Exhibit R2.2). CSN publishes academic program review reports by school, which includes the comprehensive program review, Dean's Executive Summary for all programs, Faculty Senate Academic Standards Committee Recommendations, and Vice-president of Academic Affairs final summary (see Exhibit R2.3 and 4). All academic program reviews are submitted electronically to the NSHE Board of Regents (BOR) annually by September 1. The BOR reviews the summary process annually during their fall meeting (see Exhibit R2.5).

In 2018, CSN instituted Unit Plans across all academic, academic support, student affairs, and institutional support divisions and departments to clarify unit mission, goals, strategies, assessment measures, and action plans. The focus of annual unit review is to provide evidence of division and department effectiveness that contributes to student success. CSN took a collaborative, formative approach, using president-led show-and-tell forums to facilitate cross-institution feedback, synergistic problem-solving, and resource sharing (see Exhibit R2.6). Division unit leaders shared assessment plans, findings, and action plans with integrated funding requests. The College President and VPs personally addressed barriers and encouraged wholistic improvement solutions for greater assessment transparence. Our student affairs division has dedicated a day to showcase unit plan effectiveness findings that allow other College divisions an opportunity to see how assessment has been designed and implemented (see Exhibit R2.7). In addition to collaborative formative evaluation, all units report assessment measure findings annually by November 1 (see Exhibit R2.8). Annually in late spring, CSN budget services provides notification to units of the Integrated Budget Request rankings and approvals with a timeline for disbursement of funds (see Exhibit R2.9). The outcomes of academic and unit reviews are utilized as an institutional effectiveness indicator in our CSN Strategic Plan.

RESPONSE TO PRIOR RECOMMENDATION 3:

The evaluation committee recommends that the College connect its Strategic Plan, Academic Master Plan, Strategic· Enrollment Management Plan, Campus Master Plan, and budgeting process to document that its mission, core themes, and objectives are the demonstrable basis for institutional decision-making, resource allocation, and assessment activities (Standard 3.A.1).

All CSN Unit Plans, Academic Master Plan (see Exhibit R3.1), Strategic Enrollment Management Plan (see Exhibit R3.2), and Campus Master Plans (see Exhibit R3.3 - 6) require alignment of goals and strategies with our CSN Strategic Plan Goals and Objectives (see Exhibit R3.7). This alignment process facilitates and supports our budget request and allocation process. Within each Unit Plan, budget and resource requests are attached to specific actions that support unit goals. CSN has implemented a mandate that all new budget requests must be embedded within Unit Plans and must align with the CSN Strategic Plan as well as NSHE Strategic Goals. Items that are funded are required to report utilization effectiveness measures in the subsequent reporting cycle. Institutional decision-making as well as unit decision-making is guided by findings from assessment activities. These decisions are reflected and evaluated in our newly established unit review process. CSN is currently working on an Institutional Effectiveness reporting process to highlight executive and unit decision accountability.

Exhibits

Recommendation 1- Assessment of Student Learning:
- Exhibit R1.1- CSN Assessment Cycle and Timeline
- Exhibit R1.2- Assessment and Academic Program Review Schedule
- Exhibit R1.3- Institutional Assessment Webpage: CSN Assessment of Student Learning Reports
- Exhibit R1.4- 2019-2020 Annual Assessment Report Analysis
- Exhibit R1.5- CSN Student Learning Outcomes
- Exhibit R1.6- General Education Crosswalk

Recommendation 2- Evaluation of CSN Programs/Units, Strategic Plan Alignment and Resource Allocation
- Exhibit R2.1- Institutional Assessment Webpage: CSN Unit and Academic Program Reviews Timeline (Click on tab)
- Exhibit R2.2- Faculty Senate Academic Program Review Policy
- Exhibit R2.3- 2020-2021 School of Business, Hospitality, and Public Service Academic Program Reviews Webpage
- Exhibit R2.4- 2020-2021 School of Education, Behavioral, and Social Science Academic Program Reviews Webpage
- Exhibit R2.5- NSHE Board of Regents Summary Review of Institution Academic Program Reviews

- Exhibit R2.6- <u>Video: Student Affairs Show-N-Tell Forum (short clip)</u>
- Exhibit R2.7- <u>Student Affairs Assessment Showcase</u>
- Exhibit R2.8- <u>CSN Unit Plans and Reports</u>
- Exhibit R2.9- <u>2021 Integrated Budget Request Rankings and Approvals</u>

Recommendation 3- Master Plan Alignment with Strategic Plan and Resource Allocation
- Exhibit R3.1- <u>CSN Academic Master Plan</u>
- Exhibit R3.2- <u>Strategic Enrollment Management Plan</u>
- Exhibit R3.3- <u>North Las Vegas (Cheyenne) Campus Master Plan</u>
- Exhibit R3.4- <u>Henderson Campus Master Plan</u>
- Exhibit R3.5- <u>West Charleston Campus Master Plan Part A</u>
- Exhibit R3.6- <u>West Charleston Campus Master Plan Part B</u>
- Exhibit R3.7- <u>CSN Strategic Plan</u>

Nevada System of Higher Education Board of Regents

www.csn.edu