College of Southern Nevada
Strategic Plan, 2010-2017

CSN - Past, Present and Future

The College of Southern Nevada opened its doors in 1971, and it is timely that this new strategic plan will be implemented in our 40th year. The College is embarking on a new decade of unprecedented growth, even while facing tough economic times in Nevada. Historically, CSN has been the most resource-challenged institution in Nevada, but has achieved a huge measure of success in the fields assigned to it by the Nevada System of Higher Education (NSHE) Board of Regents.

The CSN Strategic Plan is built around three core themes, derived from the mission statement. From those core themes of QUALITY, ACCESS and DIVERSITY, goals and objectives were written, based on input from faculty, staff, full- and part-time employees, students and their parents, community partners, employers and those motivated to complete the survey on CSN's website.

Approval was received by the NSHE Board of Regents for the first phase of this new plan in April of 2009. That phase included the new mission, vision and values statements found in the executive summary.

Creating Opportunities

CSN is proud to state that it is the largest and most diverse public institution of higher education in Nevada. The 44,000+ students at CSN account for nearly 40% of all students enrolled in Nevada public colleges and universities. Approximately 56% of CSN students are first-generation college students, and we recognize and embrace the challenges that brings. When they leave CSN, 89% of our students stay in the region, while 92% stay in Nevada. The bottom line is that the College of Southern Nevada is the educational institution of choice for more students than any other college or university in Nevada, they realize the value CSN provides and most end up staying here contributing to our economy and the economic diversification of southern Nevada.

An outgrowth of a recent landmark partnership between CSN and the City of Las Vegas was a joint fire station and classroom facility built on the Charleston Campus. This building provides exciting opportunities for our students to study Fire Science and Emergency Medical Services in a fully functioning fire station.

CSN is the best value for higher education in Nevada. Our classes are small, our faculty are highly skilled (over 86% of teaching faculty have a masters or doctoral/terminal degrees), and the fees to attend are lower than at the universities and private institutions. This low-fee, small-class learning-centered environment is the best for creating opportunities for the largest number of those seeking higher education.

Access is probably the most well-known characteristic of any community college, and CSN provides access in many ways. We have three main campuses in three separate cities in southern Nevada, along with learning centers reaching all the way to Mesquite, Moapa, and Lincoln County. We also offer classes in places such as hospitals, Clark County School District buildings, fire training centers, golf courses and 30+ other locations around the valley. All this creates wide-ranging access to classes and opportunities for those with limited travel options.

Changing Lives

The most rewarding part of being in education is seeing the impact it has on students' lives. It is well proven that achieving a college education greatly increases earning potential, and our students are living proof of it.

"I was a homemaker displaced by domestic violence and am proud to be a first generation college student…It is my goal to be a positive role model for my children and to encourage them to become future college graduates… It has been my childhood dream to have a profession as a registered nurse. As a nurse I will be able to support my two children independently and provide comprehensive medical insurance to care for their medical needs. Being unable to support my children has given me an unparalleled motivation to exceed expectations in school. My educational career path will lead me first to an associate's degree so that I may begin to support my family as quickly as possible. Upon completing my associate's degree I will continue on to earn my bachelor's degree in nursing so that I may pursue further opportunities and positions." Mika Martin in Nursing

"Coming from a family of 10, including my parents, a dream of a higher education was not always in my mind. With seven older brothers that never made it to their high school graduation, only fears that I would never make it would run through my mind. However, with determination to becoming the first to graduate, I became the first in my family to receive a high school diploma. At that point in my life, I had decided that education was a must and a higher education, regardless of its costs, was my next step in life. Business has always fascinated me and the reason why I decided to take the business management path here at CSN. I look to one day run a business of my own." Aaron Macias in Business Management

"As a current CSN student, I would like you to know how much I privilege of being taught by some of the most knowledgeable and their students well being and education and it is a blessing to be enjoy this school, admire my professors, and enjoy working with them. I have the experienced people in the fields of EMS and Fire. The staff at CSN cares deeply for part of this experience."   Matthew Schock in the Department of Public Safety

To highlight another example of how CSN changes lives, in 2008, CSN's Health Science students provided 1.5 million hours of uncompensated healthcare to Southern Nevada, worth $24.6 million dollars.

Strategic Planning Process

Hundreds of people who believe in CSN spent thousands of hours on this plan. It began two years ago, and culminated with this inclusive plan, which will lead CSN toward its future of continuing to be the educational institution of choice in Nevada.

Highlights:

★2008-2009 Committee developed the new mission, vision and values statements, and the three core themes through forums, meetings, input, feedback and hard work over the entire year.

★2009-2010 Committee designed the accompanying goals and objectives following a very inclusive plan of action, while simultaneously dealing with unprecedented budget cuts throughout the institution.

The methods of inclusiveness were:

- Open forums at all main campuses on goals, objectives and the process
- Email address created to send input and opinions; all opinions considered
- A survey was created and sent to all faculty, staff, students, identified community leaders, Chambers of Commerce, Economic Development leaders, School District partners, other higher education institutions and many more. Over 650 responses were submitted, with more students responding than any other group, showing the passion and dedication CSN students have to their own educational goals.

Evidence of Institutional Effectiveness and Accountability

Goals and Objectives of Core Themes

Core Themes:

Mission: creates opportunities and changes lives through access to quality teaching services, and experiences that enrich our diverse community.

Diversity

Access

Quality

General Education
Transfer Preparation
Vocational Education
Remedial Education
Adult Education
Community Service
per BoR

College of Southern Nevada Strategic Plan Overview

Strategic Plan

| OTS Plan | Academic Plans | Student Affairs Plans | Administrative Operations Plans |
| Unit Reports and Assessment Data | Unit Reports and Assessment Data | Unit Reports and Assessment Data | Unit Reports and Assessment Data |

FINANCIAL PLAN TO SUPPORT THE ENTIRE COLLEGE

Executive Summary

Entering its 40th year, The College of Southern Nevada (CSN) has become a significant public resource in southern Nevada. Its economic impact, market- and student-responsiveness, and commitment to quality educational opportunities strengthen the community and the State of Nevada.

Pursuant to policies of the Nevada Board of Regents, this long-range plan ensures that CSN continues to meet its mission with effectiveness and efficiency. The plan blends new standards of the Northwest Commission on Colleges and Universities (NWCCU), with internal assessment, public accountability, and principles of continuous improvement. In addition to goals and objectives, the plan includes strategies, indicators of success, offices of accountability and timelines that will require management action and updating.

The newly approved mission, vision and values statements underlie the plan and are reinforced through the planning and implementation processes:

Mission Statement

The College of Southern Nevada creates opportunities and changes lives through access to quality teaching, services, and experiences that enrich our diverse community.

Vision Statement

The College of Southern Nevada is a premier learning institution:

- Promoting student success through excellence in teaching and learning,
- Providing a highly educated, civically engaged, and skilled workforce,
- Using innovative technology and available resources effectively,
- Increasing alternative funding sources,
- Acting environmentally responsibly, and
- Emphasizing fact-based decision-making and accountability to all stakeholders.

Values Statement

The College of Southern Nevada strives for high quality in all endeavors. We value:

- Learning – quality teaching, flexible scheduling, and total access allowing opportunities for all ages and backgrounds for student success;
- Shared Governance – communication across multiple campus sites among our faculty, staff, and students, and with local partnerships and state communities;
- Students – a student focused environment where academic freedom is utilized to broaden student knowledge beyond the classroom; and
- Community – a diverse community, fostering integrity and honesty, professional development, and innovative learning for our students, faculty, and staff.

In spring 2010, NWCCU adopted new standards for regional accreditation that comprise an added dimension to this plan. From CSN's mission statement, three themes—Quality, Access, and Diversity—form the basis for developing goals and objectives, indicators of success, and assessments. CSN has aligned its planning with these themes. Goals supporting each theme are underlined; objectives are denoted with a star:

Core Theme #1 Quality

Definition: Shape the CSN culture by making quality a chief value and design principle in every College policy, procedure, plan, and initiative.

Enhance the reputation of CSN

★ Improve the quality and innovation of CSN's academic programs
★ Increase levels of CSN internal and external stakeholder satisfaction
★ Improve the quality of facilities and equipment
★ Improve the quality of instruction
★ Build a transparent culture of accountability and evidence in all areas of the College

Maintain a quality workforce within the institution

★ Attain the desired ratio of full-time to part-time faculty
★ Hire employees who meet or exceed minimum qualifications
★ Improve the faculty, administration, and staff evaluation processes
★ Enhance the part-time faculty support system
★ Expand and enhance professional development for faculty, administration and staff

Core Theme #2 Access

Definition: Create guided pathways for students via access to quality educational opportunities and services that inspire and encourage goal achievement.

Every person seeking an education from CSN will have access to a wide variety of educational opportunities

★ Offer classes on days and times most desired by students while maximizing classroom utilization
★ Provide a variety of courses and programs online
★ Provide classes in a wide variety of locations
★ Offer classes in a sequence that would allow timely completion of goals
★ Manage enrollments for improved alignment of student demand and CSN resources
★ Provide effective developmental education to students

Every person seeking an education from CSN will have access to services that support their educational endeavors

★ Provide support services to foster academic goal achievement
★ Provide as much financial aid to as many students as possible
★ Enhance support services to students facing barriers to access and success (e.g., online students, underrepresented minorities, non-traditional students)
★ Provide hard copy and online library resources to support learning

★ Provide clean, safe and secure facilities

Enhance partnerships with the community and with businesses

★ Raise awareness of CSN with external stakeholders
★ Improve overall educational outreach and community relations
★ Expand and enhance programs in the Division of Workforce and Economic Development for customized training, grant-funded education, and community relationships
★ Increase total funding to CSN through grants and contracts
★ Increase total funding to CSN through comprehensive fundraising efforts

Core Theme #3 Diversity

Definition: Shape the CSN culture by making diversity a chief value and design principle in every College policy, procedure, plan, and initiative.

CSN is a model of diversity and inclusion for our students, our service area, and all individuals within our sphere of influence

★ Make diversity and inclusion a priority in planning and establishing CSN's institutional identity
★ Demonstrate a commitment to identify and resolve internal issues and concerns regarding diversity and inclusion
★ Provide opportunities to educate CSN stakeholders on the importance of diversity and inclusion
★ Build a student body reflective of the ethnic diversity of CSN's service area
★ Build a faculty, administration, and staff reflective of the ethnic diversity of CSN's service area

CSN is a supportive and open community predicated on mutual trust, respect, and support

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

CSN provides underrepresented students the skill sets necessary to be successful

★ Enhance support services to students from underrepresented groups facing barriers to access and success
★ Provide effective advising and support services that are responsive to a diverse student body to improve student persistence, completion, and transfer

DEPLOYMENT PLAN: ACTION STEPS, ACCOUNTABILITY and TIMELINES

The following segment of the strategic plan describes how the plan will be implemented. Specifically, the chart lists:

- The strategies for achieving each objective

- The key indicators of success

- Who is responsible for completion of each objective

- The initial timeline for completion

- The primary assessment sources

The deployment plan lists the themes, goals, and objectives directly from the Strategic Plan's Executive Summary, and fills it out with the strategies, indicators, assessment sources, accountability area and timelines necessary to implement the strategic plan.

Assessment sources for data are salient sources that may be augmented with department or unit information. The assessment sources may also change as the new system-wide administrative computing system becomes operational. Annual updates to the strategic plan may include changes in assessment sources.

The plan is also designed for school, department, and unit plans to complement institutional themes, goals, and objectives. In turn, the plan also complements the master plan for the Nevada System of Higher Education. This planning model, integrated from unit to system levels, defines expectations and outcomes that will lead to annual review and revision of CSN's strategic direction.

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
THEME: Quality					
Core Theme Definition: Shape the CSN culture by making quality a chief value and design principle in every College policy, procedure, plan, and initiative.					
Goal 1: Enhance the reputation of CSN					
Q1.1 Improve the quality and innovation of CSN's academic programs	Obtain/maintain external program accreditation where possible	Academic Affairs	Document that 100% of eligible programs achieve programmatic accreditation	Division report showing list of programs eligible for specialized accreditation and which programs have achieved it; Assessment tracking matrix; Annual assessment reports indicating use and impact of assessment results; Divisional report documenting submission of program review; National Benchmarks (NCCBP); Program specialized accreditation reports; Lists of advisory groups; Departmental lists documenting partnerships & collaborations	Ongoing
	Implement strategies to publish and utilize annual outcomes assessment data	Office of Resource Development and Assessment	Document that 100% of assessment reports and plans are submitted every year Demonstrate evidence of use of outcomes assessment data in continuous program improvement		Fall 2011/ Ongoing
	Implement strategies to evaluate and improve the academic program review model and process	Faculty Senate	Collaborate with Faculty Senate to evaluate and improve the academic program review model and process Document that 100% of programs submit program review as requested		
	Implement strategies to ensure that academic program quality is commensurate with national standards	Academic Affairs	Demonstrate evidence of program quality being commensurate with national standards		
	Implement strategies to collaborate more effectively with local entities to ensure academic programs are innovative and responsive to the changing needs of local business and industry		Document that career and technical education programs have industry advisory groups Demonstrate that CSN collaborates with local Chambers of Commerce, local development authorities, and others concerned with workforce development		
Q1.2 Increase levels of	Implement strategies to	College	Demonstrate evidence of strategies to	Satisfaction data: Homegrown	Fall 2011/

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
CSN internal and external stakeholder satisfaction	identify and remediate, where feasible, known issues and concerns of internal CSN stakeholders Implement strategies to identify and remediate, where feasible, known issues and concerns of external CSN stakeholders	Administration	identify and remediate, where feasible, known issues and concerns of internal CSN stakeholders (e.g., students, employees) Demonstrate evidence of strategies to identify and remediate, where feasible, known issues and concerns of external CSN stakeholders (e.g., NSHE, Board of Regents, local entities, community members)	surveys; CCSSE, Noel Levitz	Ongoing
Q1.3 Improve the quality of facilities and equipment	Implement strategies to ensure that facilities and equipment are meeting or exceeding appropriate standards	Academic Affairs; Finance & Facilities	Demonstrate evidence that facilities and equipment meet appropriate quality standards Demonstrate a plan to periodically review whether facilities and equipment are effectively utilized and adequate for current needs	Facilities reports; departmental reports documenting existing equipment and equipment needs related to providing education, equipment utilization, and reports documenting equipment benchmarks	Fall 2011/ Ongoing
Q1.4 Improve the quality of instruction	Implement strategies to enhance faculty professional development opportunities that encourage quality teaching Provide faculty access to, and utilization of, student success and satisfaction data Expand and enhance the College's efforts to recognize faculty accomplishments in the area of teaching	Academic Affairs	Demonstrate evidence of enhanced faculty professional development opportunities that encourage quality teaching Demonstrate that faculty have been encouraged to access and utilize student success and satisfaction data Demonstrate expansion and enhancement of the College's efforts to recognize faculty accomplishments in the area of teaching	Homegrown participant evaluations; Departmental reports of strategies; Institutional reports of strategies; IR reports of student success data; Student satisfaction data: Homegrown surveys; CCSSE, Noel Levitz	Fall 2011/ Ongoing
Q1.4 Improve the quality	Encourage Faculty	Academic Affairs	Collaborate with Faculty Senate to	Faculty evaluation policy and	Fall 2011/

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
of instruction	Senate to maintain and support a faculty evaluation policy that encourages quality teaching		maintain and support a faculty evaluation policy that encourages quality teaching	procedures	Ongoing
Q1.5 Build a transparent culture of accountability and evidence in all areas of the College	Design and implement a comprehensive institutional effectiveness data management and reporting model	Office of President; Academic Affairs	Demonstrate evidence of a comprehensive institutional effectiveness data management and reporting model Document evidence of an expanded college-wide assessment program	IR reports on website; NSHE reports on website; data reports Programmatic assessment plans and reports; Assessment tracking matrix	Fall 2012
	Expand the college-wide outcomes assessment program	Office of Resource Development and Assessment	Demonstrate evidence that an increasing number of non-academic programs are developing and following outcomes assessment plans Demonstrate evidence that annual college-wide outcomes assessment data is published and utilized	Departmental reports of strategies; Program Review reports; Faculty Senate and CSN policies Institutional report of strategies; IR reports on website	Fall 2012/ Ongoing
	Implement strategies to strengthen the organizational culture for: • meaningful program reviews • policy development, revision, and communication • transparent resource management, and • institutional assessment	Academic Affairs; Finance & Facilities	Demonstrate evidence of strategies to strengthen the organizational culture for: • meaningful program reviews • policy development, revision, and communication • transparent resource management, and • institutional assessment		
Q1.5 Build a transparent	Implement strategies to	Office of the	Demonstrate evidence of strategies to		

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
culture of accountability and evidence in all areas of the College	build a culture of accountability and evidence	President; Academic Affairs	build a culture of accountability and evidence		
	Enhance and expand the compilation and publication of accurate data for operational use and for institutional stakeholders	Institutional Research	Document evidence of enhancements and expansions of available data for operational use and for institutional stakeholders		
	Expand processes that strengthen fiscal accountability and resource stewardship	Finance & Facilities	Demonstrate evidence of expanded processes that strengthen fiscal accountability and resource stewardship	Fiscal accountability and stewardship reports	Fall 2012/ Ongoing
	Implement strategies to institutionalize transparent processes for: • budget development and resource management • effectiveness and efficiency initiatives and • performance account-ability to internal and external stakeholders	College Administration	Demonstrate evidence of strategies to institutionalize transparent processes for: • budget development and resource management • effectiveness and efficiency initiatives and • performance accountability to internal and external stakeholders	Institutional report of strategies	
GOAL 2: Maintain a quality workforce within the institution					
Q2.1 Attain the desired ratio of full-time to part-time faculty	Implement strategies to increase the number of full time faculty members relative to the number of part-time faculty members	Academic Affairs	Demonstrate evidence of strategies to increase the number of full- time faculty members relative to the number of part-time faculty members Document ratio of full-time to part-time faculty	Faculty ratio report	Fall 2012/ Ongoing Fall 2011/ Ongoing
Q2.2 Hire employees who	Implement strategies to	Academic Affairs;	Document evidence that newly hired	New hire qualifications report	Fall 2011/

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
meet or exceed minimum qualifications	ensure new hires meet or exceed CSN quality standards	Human Resources	employees meet or exceed CSN quality standards		Ongoing
Q2.3 Improve the faculty, administration, and staff evaluation processes	Implement strategies to monitor compliance with faculty, administration, and staff evaluation policies	Academic Affairs; Faculty Senate; Classified Council, Administrative Assembly and Human Resources	Demonstrate evidence of collaboration with Faculty Senate, Administrative Assembly, Classified Council and Human Resources to implement strategies to monitor compliance	Evaluation compliance report	Fall 2011/ Ongoing
Q2.4 Enhance the part-time faculty support system	Implement strategies to: • identify part-time faculty professional development needs • improve lines of communication to and from part-time faculty • enhance part-time faculty's access to facilities and support services	Academic Affairs; CAPE	Documented evidence of strategies to: • identify part-time faculty professional development needs • improve lines of communication to and from part-time faculty • enhance part-time faculty's access to facilities and support services	CAPE assessment reports and Annual Report	Fall 2011/ Ongoing
Q2.5 Expand and enhance professional development for faculty, administration, and staff	Implement strategies to expand and enhance college-wide professional development efforts (e.g., CAPE, professional travel, off-site training)	Academic Affairs; CAPE	Document demand for, and resource capacity to provide, support for college-wide professional development Documented evidence of expansion and enhancement of college-wide professional development efforts	Departmental tracking data	Fall 2012/ Ongoing

THEME: ACCESS

Core Theme Definition: Create guided pathways for students via access to quality educational opportunities and services that inspire and encourage goal achievement.

GOAL 1: Every person seeking an education from CSN will have access to a wide variety of educational opportunities

A1.1 Offer classes on days	Implement strategies to	Academic Affairs	Demonstrate evidence of strategies to	NSHE reports: Space Utilization	Fall 2013

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
and times most desired by students while maximizing classroom utilization	optimize classroom utilization using PeopleSoft or other space-utilization systems		optimize classroom utilization	reports (biennial); IR/PeopleSoft(PS) reports, including Class schedule reports; Enrollment reports; Space utilization reports	
	Set room capacity levels at fire marshal limits	Scheduling Office	Document that capacities of all instructional space are defined at fire marshal limits		
	Design schedule that is desirable to students to encourage students to enroll at maximum levels	Academic Affairs	Document maximal enrollment levels Demonstrate improved student satisfaction with class scheduling	Student satisfaction data: Community College Student Satisfaction & Engagement (CCSSE), Noel-Levitz, Homegrown surveys	
A1.2 Provide a variety of courses and programs online	Increase the number of courses and programs offered online	Academic Affairs	Document an increase in the number of online offerings	IR/PS reports: Class schedules; Enrollment data; Program data; Grade distributions	Fall 2011
	Increase the variety of courses and programs offered online	Academic Affairs	Document an increase in variety of online offerings		
	Implement quality assurance for online courses and programs	Faculty Senate	Collaborate with Faculty Senate in implementing consistent quality assurance & evaluation of online classes	Faculty Senate: Policies	
A1.3 Provide classes in a wide variety of locations	Operate a CSN campus in each quadrant of Las Vegas as resources and student demand allow	Academic Affairs; Finance & Facilities	For campuses: • Document location of campuses • Demonstrate student demand for adding or removing campuses • Document sufficient resources to operate campuses For access sites: • Document location of access sites	IR/PS reports: Class schedules; Enrollment data; List of CSN sites & locations NV DETR reports: Occupational demand	Fall 2010 Fall 2011
	Operate an access site in each community in	Academic Affairs; Finance &	• Demonstrate student demand for adding or removing access sites	Student demand/ interest surveys: CCSSE, Noel-Levitz, Homegrown	Fall 2010

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
	CSN's service region, as resources and student demand allow	Facilities	• Document sufficient resources to operate access sites	survey; Finance reports: budgetary & planning data	Fall 2011
A1.4 Offer classes in a sequence that would allow timely completion of goals	Implement strategies to encourage students to complete their academic goals, including: • complete degrees or certificates • complete meaningful course sequences • complete successful transfer • complete degrees before transferring to four-year institutions • complete developmental coursework early in college career • declare a major early in college career	Academic Affairs; Student Affairs	Demonstrate evidence of strategies to encourage students to complete their academic goals Document an increase in the number of students who: • complete degrees or certificates • complete meaningful course sequences • complete successful transfer • complete degrees before transferring to four-year institutions • complete developmental coursework early in college career • declare a major early in college career Document an increase in the six-year graduation and transfer rate	Departmental report of strategies IR reports: completion, graduation, persistence; completion of developmental work prior to completing "x" number of college-level courses; declaration of major; transfer-out data; enrollment data IR reports: six-year graduation and transfer rate; graduates Departmental report of strategies	Fall 2011 Fall 2014 Fall 2014
	Implement strategies to encourage departments to offer and schedule courses in a sequence that facilitate timely completion	Academic Affairs; Student Affairs	Demonstrate departmental and school strategies to schedule course offerings to facilitate timely completion Demonstrate an increase of student satisfaction with indicators related to timely goal completion	Student satisfaction data: CCSSE, Noel-Levitz, Homegrown surveys	Fall 2010 Fall 2014
	Implement strategies to encourage students to: • complete degrees in three years from declaration of major • complete certificates in two years from		Demonstrate evidence of strategies to encourage students to: • complete degrees in three years from declaration of major • complete certificates in two years from declaration of major Document an increase in the number of	Departmental report of strategies; IR reports: completion; graduation; persistence IR reports: completion; graduation;	Fall 2013 Fall 2014

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
	declaration of major		timely degree/certificate completions	persistence	
			Document an increase in the IPEDS graduation and the IPEDS transfer rate	IPEDS data	Fall 2014
A1.5 Manage enrollments for improved alignment of student demand and CSN resources	Encourage academic departments to offer and schedule courses at budgeted enrollment levels	Academic Affairs	Demonstrate evidence that course offerings align with budgeted enrollment levels	Departmental reports showing alignment of budgeted levels and plan to offer and schedule courses and strategies to evaluate student demand	Fall 2011
	Implement strategies to evaluate student demand and enrollment patterns		Demonstrate evidence of strategies to evaluate student demand and enrollment patterns	IR reports: enrollment; attempts to enroll Student satisfaction data: CCSSE; Noel Levitz	Fall 2011
			Demonstrate an increase of student satisfaction with course offerings and schedules		Fall 2013
A1.6 Provide effective developmental education to students	Encourage students to enroll and complete developmental courses within first 30 credits	Academic Affairs	Demonstrate evidence of strategies to encourage students to enroll and complete developmental courses within first 30 credits	Departmental and Student Affairs' reports of strategies	Fall 2011/ Ongoing
	Expand and enhance advising and support services that encourage student success in developmental courses		Demonstrate expansion and enhancement of advising and support services that encourage student success in developmental courses	Student affairs reports of offered support services and utilization (longitudinal tracking data); reports on strategies to increase student utilization	
	Encourage academic departments to develop strategies to increase student success in developmental courses		Demonstrate increased utilization of services that encourage student success in developmental courses		
			Demonstrate evidence of departmental strategies to increase student success in developmental courses	Departmental reports of strategies; IR reports: retention and success in developmental courses; enrollment data	

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
GOAL 2: Every person seeking an education from CSN will have access to services that support their educational endeavors					
A2.1 Provide support services to foster academic goal achievement	Enhance support services that encourage student persistence, completion, and transfer Implement strategies to increase student utilization of services that encourage persistence, completion, and transfer	Student Affairs	Document enhancements to student support services that encourage student persistence, completion, and transfer Demonstrate increased utilization of services that encourage student persistence, completion, and transfer Demonstrate increased student satisfaction with available support services that encourage student persistence, completion, and transfer	Departmental report of strategies IR reports: completion, persistence, graduation, transfer Student affairs reports of utilization of support services (longitudinal tracking data); reports on strategies to increase utilization by students Student satisfaction data: CCSSE, Noel-Levitz; Homegrown Surveys conducted by individual offices in student affairs	Fall 2011/ Ongoing Fall 2012/ Ongoing
A2.2 Provide as much financial aid to as many students as possible	Work to ensure adequate resources are available to effectively serve students Implement strategies to increase student awareness and understanding of financial aid opportunities Implement strategies to increase timely and accurate completion of financial aid application(s) Implement strategies to increase student utilization of available financial aid	Student Affairs	Document demand for, and resource capacity to provide, student financial aid services Document increased outreach and marketing activities regarding financial aid opportunities Demonstrate an increase in student awareness and understanding of financial aid opportunities Document an increase in number of students receiving financial aid and total amount of financial aid disbursed Document an increase in student utilization of financial aid Demonstrate increased student satisfaction with financial aid support services	Financial aid report showing demand for aid; tracking data (e.g. users of financial aid office services; numbers of applications; numbers of applications completed accurately and submitted on-time); report documenting demand for services and available persons and other means (e.g. online/software support) to assist students; report showing strategies to increase awareness, increase timely and accurate completion and utilization IR Reports: financial aid received by students and numbers of students served Student satisfaction data: CCSSE, Noel Levitz, Homegrown surveys conducted by department	Fall 2011/ Ongoing Fall 2011 **Fall 2011/** Ongoing Fall 2011/ Ongoing Fall 2012/ Ongoing Fall 2011/ Ongoing

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
A2.3 Enhance support services to students facing barriers to access and success (e.g., online students, underrepresented minorities, non-traditional students)	Enhance the support services, as dictated by need, that reduce barriers to access and success	Student Affairs	Document enhancements to student support services that reduce barriers to access and success Document increased outreach and marketing activities regarding support services that reduce barriers to access and success	Report documenting need for specific enhancements; completion of enhancements; increased outreach efforts and increased utilization (using longitudinal tracking data)	Fall 2011/ Ongoing Fall 2011
	Increase student utilization of services and activities that reduce barriers to access and success		Demonstrate increased utilization of support services that reduce barriers to access and success Demonstrate increased student satisfaction with available support services to reduce barriers to access and success	Student satisfaction data: CCSSE; Noel Levitz	Fall 2011/ Ongoing Fall 2012/ Ongoing
A2.4 Provide hard copy and online library resources to support learning	Expand availability of books, journals, and other supportive materials	Library Services	Document expansion of library resource availability based on need and utilization	Library report of electronic and hard copy holdings; report documenting need for expansion of holdings	Fall 2011/ Ongoing
	Expand online options for books, journals and other materials		Demonstrate increased student satisfaction with library resources	Student satisfaction data: CCSSE, Noel Levitz, Homegrown surveys conducted by department	Fall 2011/ Ongoing
A2.5 Provide clean, safe and secure facilities	Implement strategies to ensure facilities and CSN sites are consistently clean and adequately maintained	Facilities	Demonstrate a plan to ensure periodic and ongoing facility cleaning and maintenance Document resource capacity for facility cleanliness and maintenance	Schedules for facility cleaning and maintenance/ maintenance plan; Report by department documenting facility cleaning and maintenance demands and human and financial capacity to meet that need	Fall 2011/ Ongoing Fall 2011/ Ongoing
	Implement strategies to ensure facilities and CSN sites are consistently safe and secure	Campus Police	Document evidence of decrease in number and severity of reported security incidents (e.g., Jeanne Clery Disclosure of Campus Crime statistics)	Clery Act reports ; Campus police security incident count report	Fall 2012/ Ongoing

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
A2.5 Provide clean, safe and secure facilities		Campus Police	Document existence and readiness of security and emergency response plans (e.g., emergency event plan, IT disaster recovery plan, emergency notification systems) Demonstrate periodic review of security and emergency response plans	Security and Emergency Response Plans; schedule to review plan	Fall 2011/ Ongoing
		Facilities	Demonstrate faculty, staff and student satisfaction with campus cleanliness, safety and security	Satisfaction data: CCSSE; Noel Levitz; homegrown surveys	Fall 2012/ Ongoing
A3.1 Raise awareness of CSN with external stakeholders	Implement strategies to increase awareness of CSN's services and activities	Public Relations; Marketing	Document an increase in marketing and outreach activities Demonstrate an increase in external stakeholder awareness of CSN's services and activities	Departmental report documenting increased marketing and outreach activities, use of standards, outreach and training activities, web content and usability; reports documenting increased traffic to CSN website	Fall 2011/ Ongoing Fall 2012/ Ongoing
	Maintain and enhance the unified CSN communication and marketing campaign		Demonstrate the use of the unified CSN communication and marketing standards Demonstrate continued outreach and training activities to CSN employees regarding the unified communication and marketing standards		Fall 2011/ Ongoing Fall 2011/ Ongoing
	Implement strategies to expand and enhance content and improve usability of CSN website(s)		Demonstrate evidence of expanded and enhanced content on CSN website(s) Demonstrate improved usability of CSN website(s)		Fall 2011/ Ongoing Fall 2011

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

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

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

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

Goals/Objectives	Action(s)	Responsibility	Achievement Indicators	Data/Resources	Timeline
indicated by the review			Demonstrate indicated changes from review have been initiated		Fall 2011/ Ongoing
GOAL 2: CSN is a supportive and open community predicated on mutual trust, respect, and support					
D2.1 Encourage a College environment in which all its members treat each other with courtesy and respect	Implement strategies to encourage a College environment in which all its members treat each other with courtesy and respect	Administration	Demonstrate evidence of strategies to encourage a College environment in which all its members treat each other with courtesy and respect	Incident reports (campus police, Dean of Students, Human Resources)	Fall 2012/ Ongoing
	Implement strategies to reduce the number of reported interpersonal incidents on College property		Demonstrate evidence of strategies to reduce the number of reported interpersonal incidents (e.g., security incidents, grievances) on College property		
GOAL 3: CSN provides underrepresented students the skill sets necessary to be successful					
D3.1 Enhance support services to students from underrepresented groups facing barriers to access and success	Enhance support services, as dictated by need, that reduce barriers to access and success faced by students from underrepresented groups	Student Affairs	Document need for enhanced support services that reduce barriers to access and success faced by students from underrepresented groups

Document enhancements to student support services that reduce barriers to access and success faced by students from underrepresented groups | Homegrown surveys documenting needs of students; Longitudinal departmental tracking data (showing service utilization); Departmental reports on strategies; Marketing materials; Student satisfaction data: CCSSE, Noel Levitz, Homegrown surveys | Fall 2011/ Ongoing

Fall 2012/ Ongoing |
| D3.1 Enhance support services to students from underrepresented groups facing barriers to access and success | Increase utilization by students from underrepresented groups of services that reduce barriers to access and success | Student Affairs | Document increased outreach and marketing activities to students from underrepresented groups regarding support services that reduce barriers to access and success

Demonstrate increased utilization by students from underrepresented groups of services that reduce barriers to access and success | | Fall 2012/ Ongoing

Fall 2013/ Ongoing |

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

PLAN FOR INSTITUTIONAL RETRENCHMENT

General

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

Policy

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

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

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

General Principles

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

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

Structure

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

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

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

Planning Process

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

10. Balance between academic programs and other services

Criteria

The Committee will use the following criteria to make its recommendations:

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

Authority of the President

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

BASELINE DATA

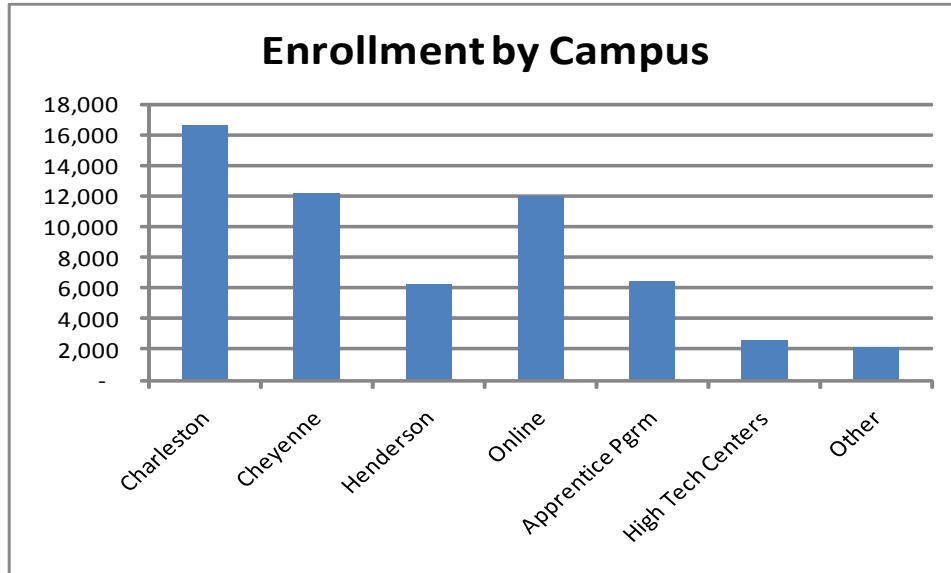**FALL 2009**

Data as of: 1/11/2010

Total Headcount (unduplicated)	43,561

Enrollment by Campus*
Duplicated (once per campus)*

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

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

Enrollment by Campus

(Bar chart showing enrollment values: Charleston ~16,640; Cheyenne ~12,166; Henderson ~6,246; Online ~12,000; Apprentice Pgrm ~6,458; High Tech Centers ~2,500; Other ~2,000)

Headcount by Gender

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

Headcount by Gender

(Pie chart: Male 21,415; Female 22,146)

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Data as of: 1/11/2010

Total Headcount (unduplicated)	43,091
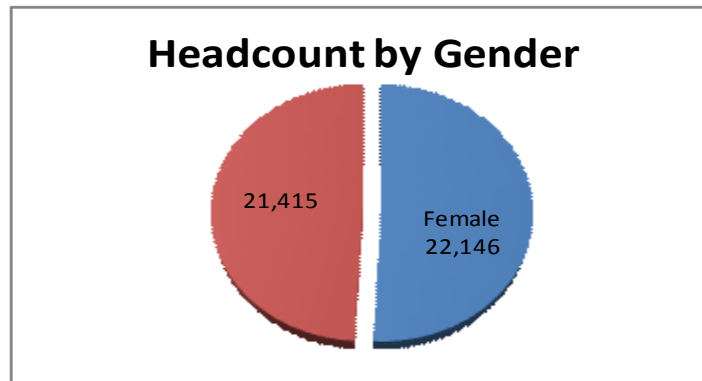
Headcount by Age

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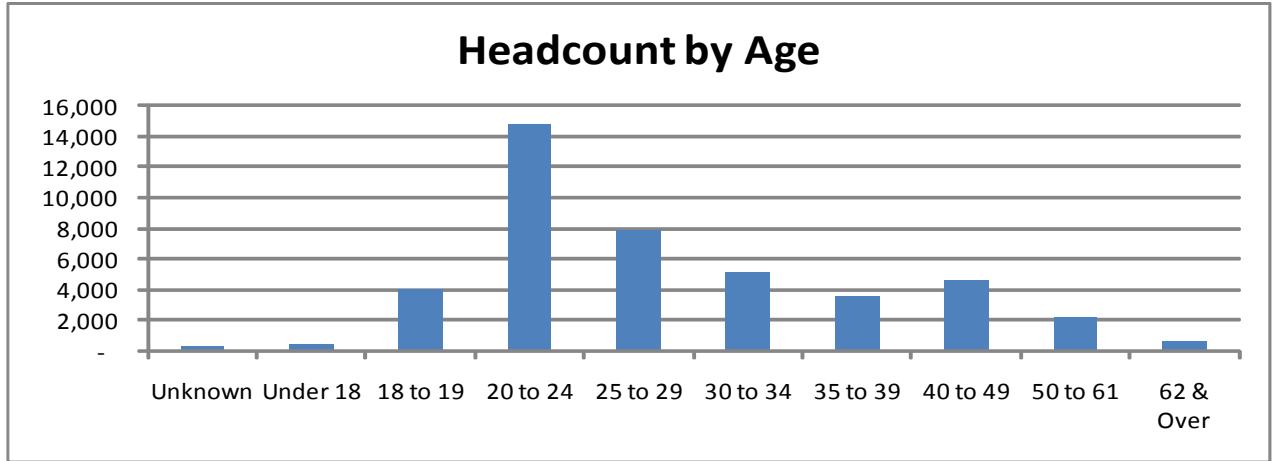
Headcount by Age

Headcount by Unit Load

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

Headcount by Unit Load

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

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

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Data as of: 1/11/2010

| Total Headcount (unduplicated) | 43,091 |
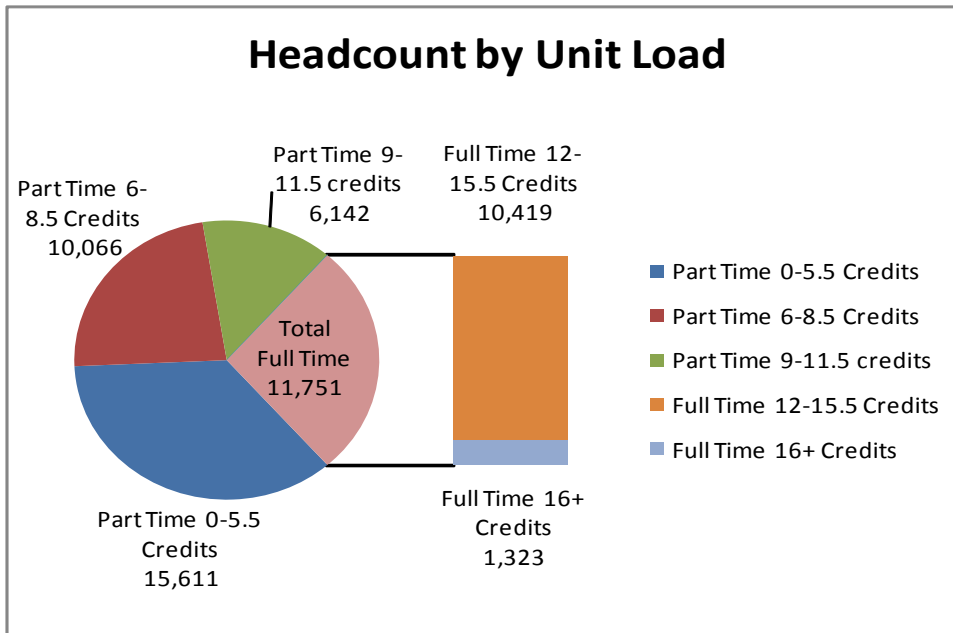
Headcount by Residency

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

Headcount by Residency
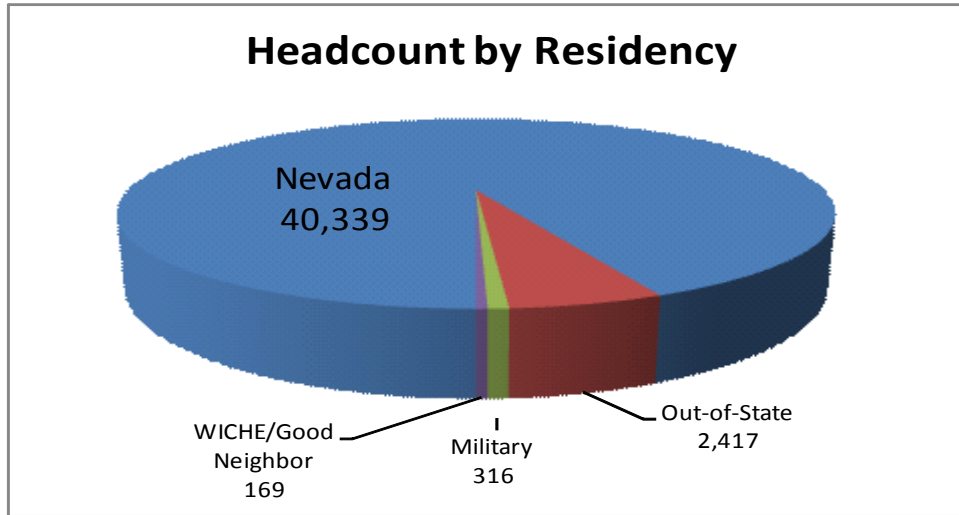
Headcount by Time (unduplicated*)

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

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

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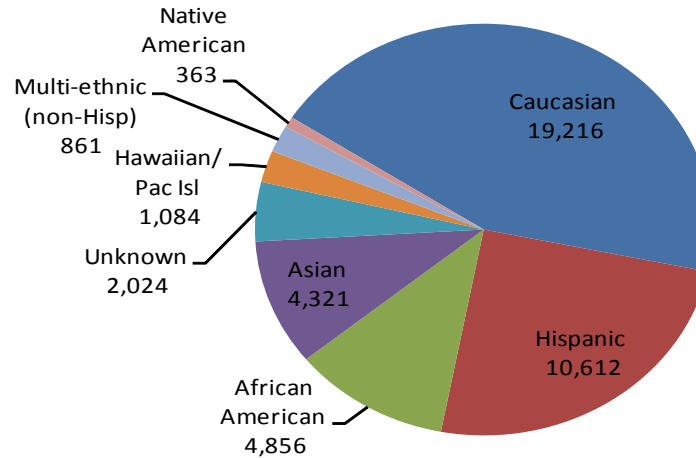
Headcount by Time

Data as of: 1/11/2010

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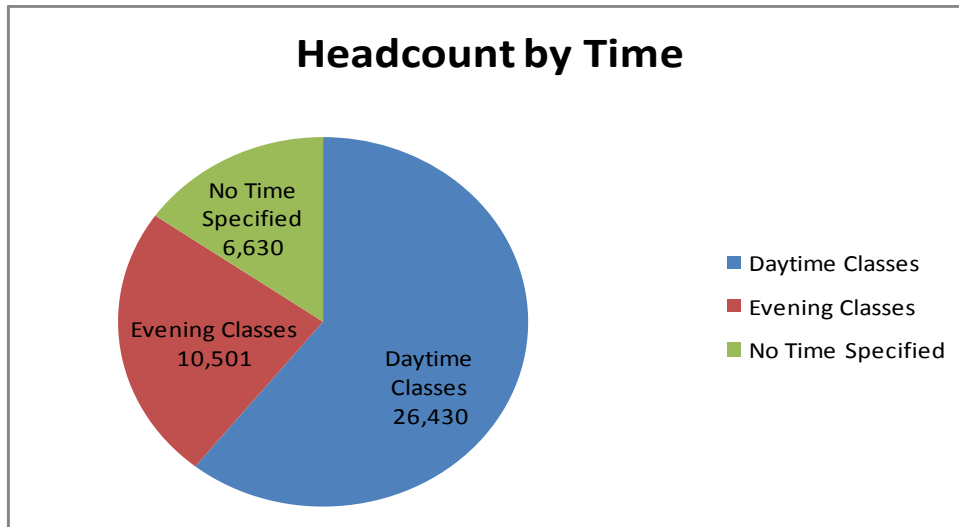
Headcount by IPEDS Ethnic Category
Unduplicated (once per student)

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

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

who select Hispanic.

IPEDS category "Nonresident Alien" is not included.

Percentage = single category / unduplicated total.
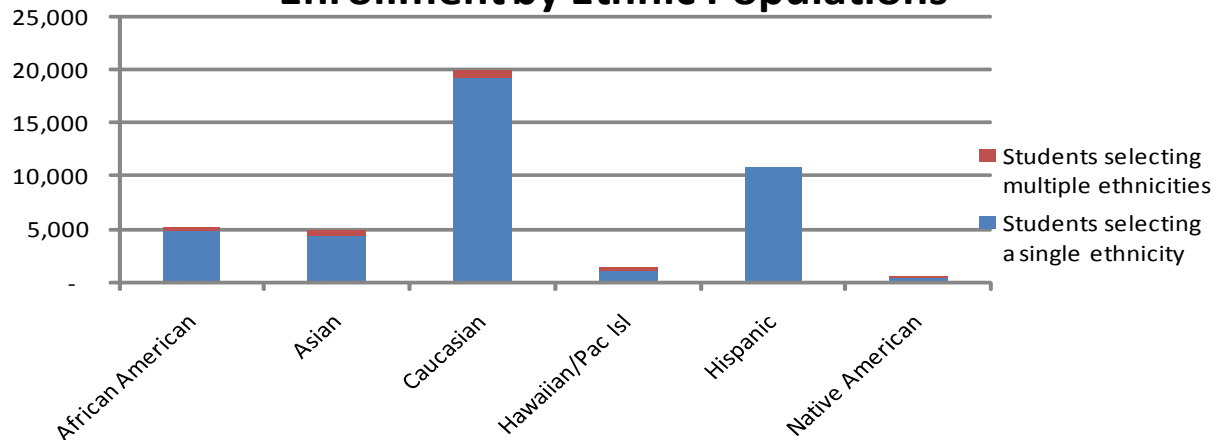

Headcount by IPEDS Ethnic Category

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

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

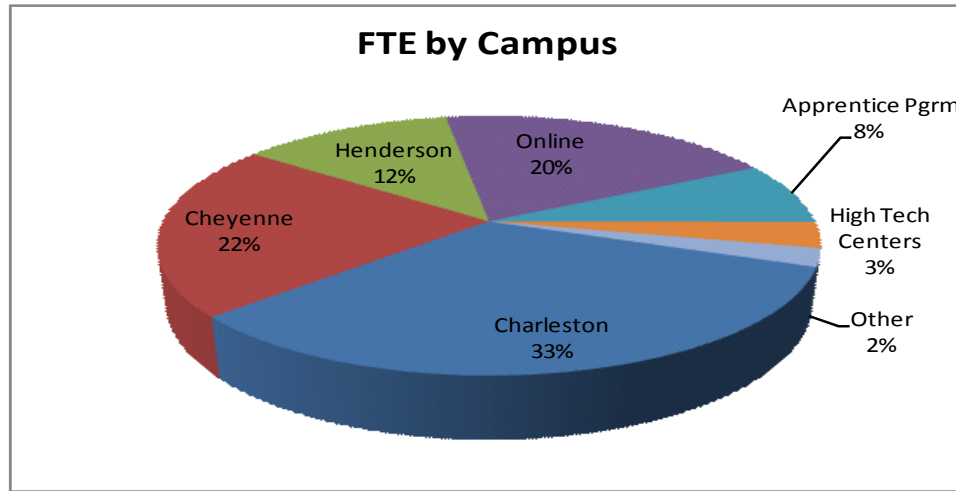| Ethnic Category	Count	Pop %
African American	5,148	11.8%
Asian	4,811	11.0%
Caucasian	19,850	45.6%
Hawaiian/Pac Isl	1,422	3.3%
Hispanic	10,770	24.7%
Native American	580	1.3%
Unknown	2,024	4.6%

*Students counted once in each category they select

Percentage = population total / unduplicated total

Do not compare to unduplicated totals.

**Enrollment by Ethnic Populations**

Legend:
- Students selecting multiple ethnicities
- Students selecting a single ethnicity

Data as of: 1/11/2010

Total Full-Time Equivalent (FTE)	21,850.4

FTE by Campus

Unduplicated

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

FTE by Campus

Henderson 12%
Online 20%
Apprentice Pgrm 8%
Cheyenne 22%
High Tech Centers 3%
Charleston 33%
Other 2%

FTE by Gender

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

FTE by Gender

Female 10,070.2
Male 11,780.1
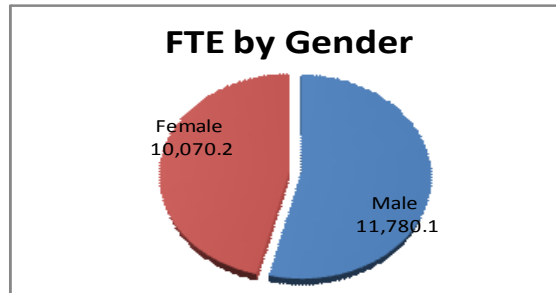
FTE by Age

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

FTE by Age

Unknown, Under 18, 18 to 19, 20 to 24, 25 to 29, 30 to 34, 35 to 39, 40 to 49, 50 to 61, 62 & Over

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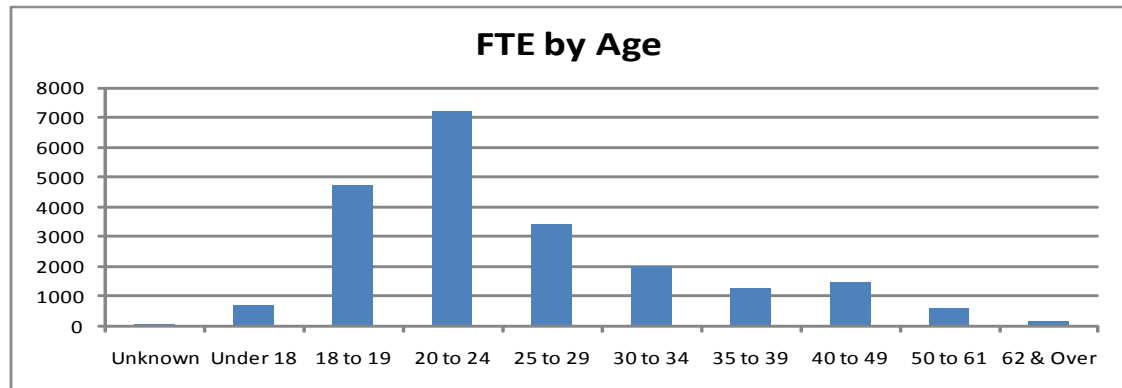
Data as of: 1/11/2010

Total Full-Time Equivalent (FTE)	21,750.5

FTE by Unit Load

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

FTE by Unit Load

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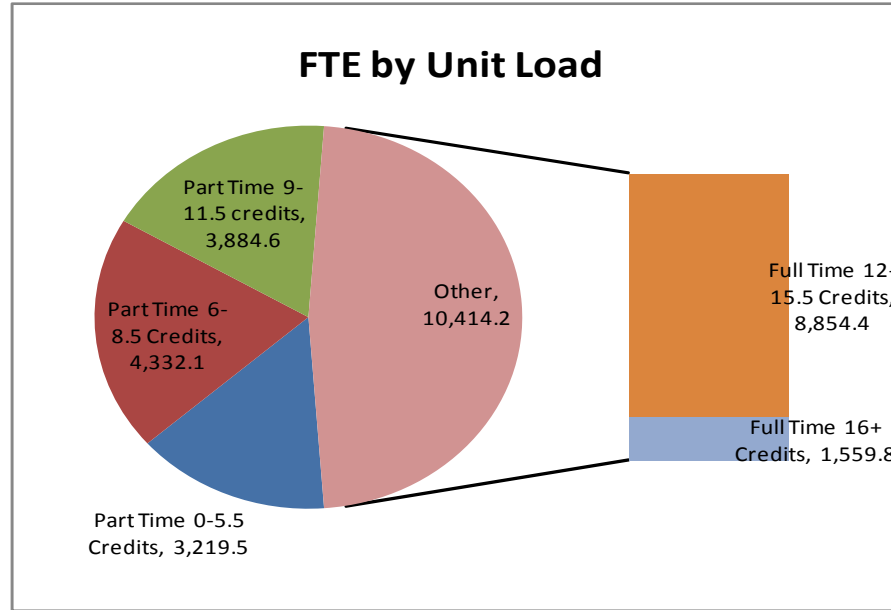
FTE by Residency

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

FTE by Residency

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

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Data as of: 1/11/2010

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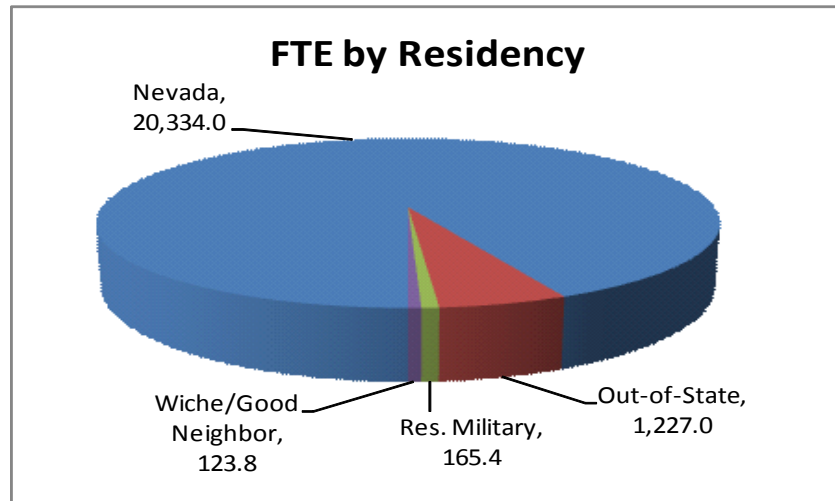
FTE by Time

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

* Students taking both day and evening classes are counted

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

the day classes get the count.

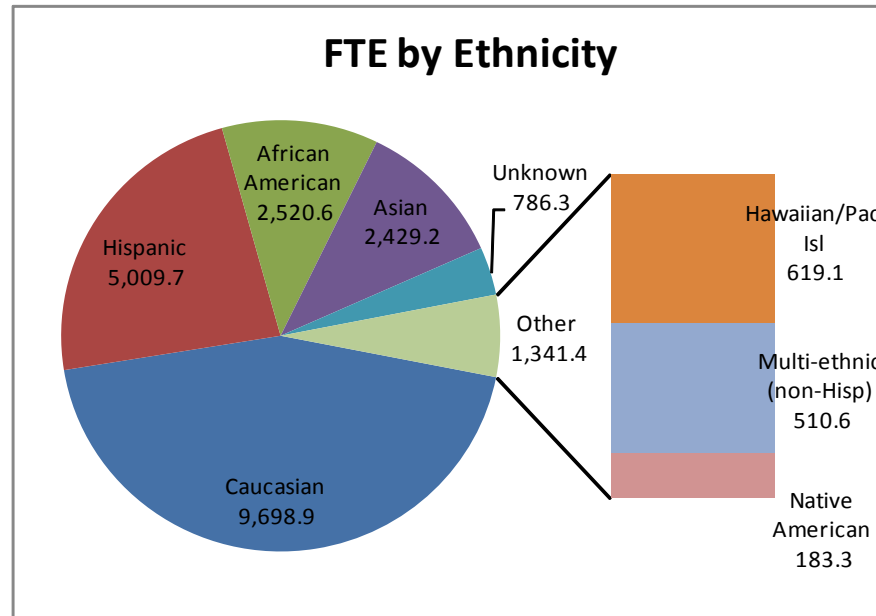**Evening Classes beginning 5:00 PM or later. No Time = Mostly online.

FTE by Time pie chart: No Time Specified 4,428.3; Daytime Classes 11,954.3; Evening Classes 5,467.9
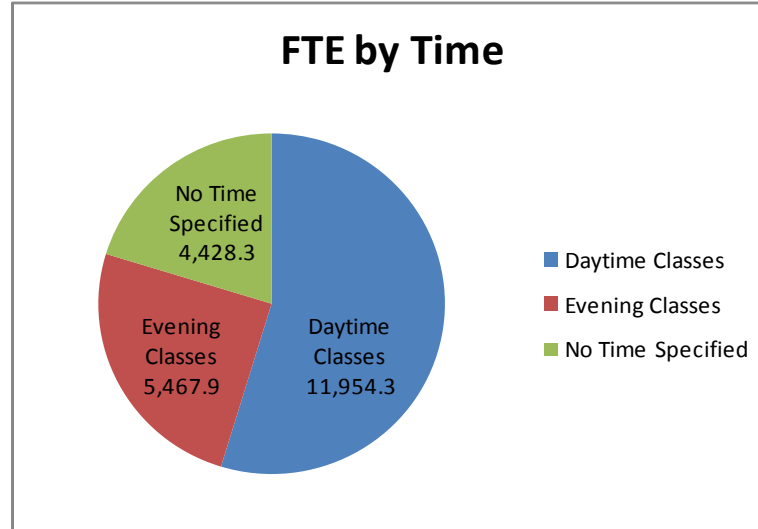
FTE by IPEDS Ethnic Category
Unduplicated (once per student)

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

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

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

Percentage = single category / unduplicated total

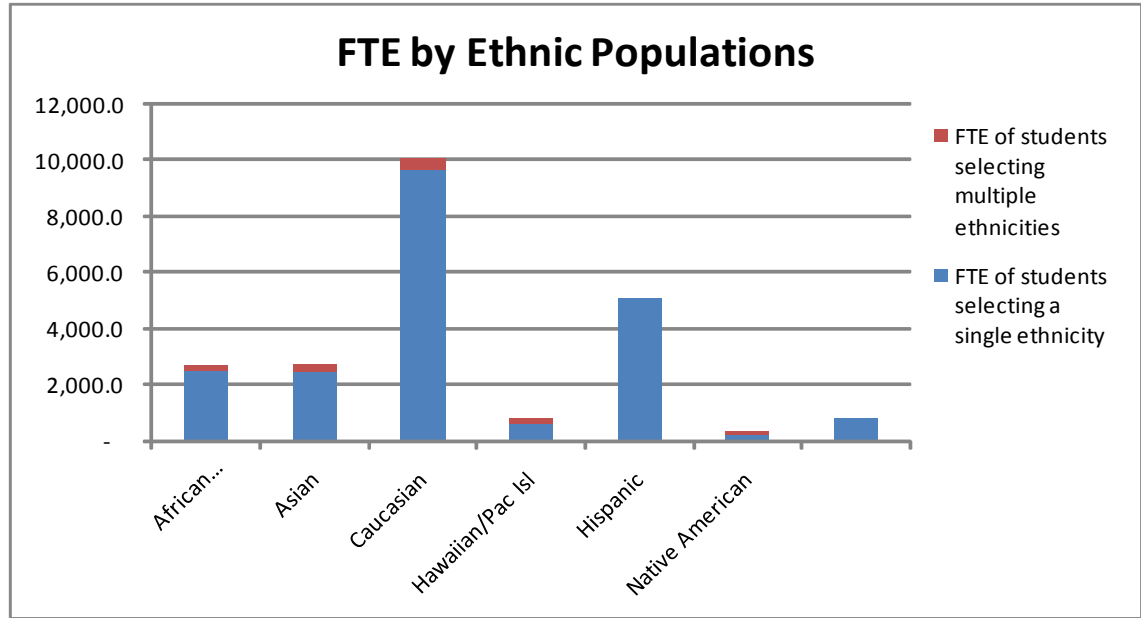FTE by Ethnicity pie chart: African American 2,520.6; Asian 2,429.2; Hispanic 5,009.7; Caucasian 9,698.9; Unknown 786.3; Other 1,341.4; Hawaiian/Pac Isl 619.1; Multi-ethnic (non-Hisp) 510.6; Native American 183.3

Data as of: 1/11/2010

Total Full-Time Equivalent (FTE)	21,750.5

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

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

*Students counted once in each category they select

Percentage = population total / unduplicated total

Do not compare to unduplicated totals.

FTE by Ethnic Populations

Legend: FTE of students selecting multiple ethnicities; FTE of students selecting a single ethnicity

ANNUAL PROGRESS REPORT OF CSN'S STRATEGIC PLAN

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

- update the status of those objectives,

- determine if the objectives were completed, and

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

This template will be used:

FY 2010 Objectives	Status