CSN Student Success

• **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 responsible, and
    • Emphasizing fact-based decision-making and accountability to all stakeholders.
Enrollment: Ethnicity, F 09 compared to F 04

- **Eth 09**:
  - N Amer: 1%
  - Multi: 2%
  - Unk: 5%
  - Haw/PI: 2%
  - Af. Amer: 11%
  - Asian: 10%
  - White: 44%

- **Ethnicity**:
  - N Amer: 1%
  - Multi/nr: 8%
  - Unk: 8%
  - Af. Amer: 10%
  - Asian: 11%
  - White: 52%

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Ethnicity: Student Population

2009

- Hispanic: 10612
- African American: 4748
- Asian: 4292
- Haw/PI: 1084
- Multi: 2234
- Unk: 861
- Native American: 368
- White: 18892

2004

- Hispanic: 6024
- African American: 3532
- Asian: 3585
- Haw/PI: 2895
- Native American: 308
- Unk: 10
- White: 17880

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Financial Aid Recipients by Ethnicity

- **Asian**: $4,353,279.38 (17%)
- **Black**: $5,483,458.96 (21%)
- **Hispanic**: $3,854,696.53 (15%)
- **Native American/Hawaiian**: $841,036.00 (3%)
- **Unknown**: $1,566,627.61 (6%)
- **White**: $9,695,407.97 (38%)

Total: $15,666,279.38
Success Starts with Access

• Recruitment Program

Objective: increase the number of underrepresented students

• Target high schools with large populations of underrepresented student
• Bi-lingual recruiters
• Early outreach to middle schools
• 400 presentations in schools, 2500 on-site appointments, 20 college and career fairs, 10-12 high school financial aid nights, over 100 community events, 50 business and industry events, 160 campus tours, 30,000 e-mails, 12 welcome back CSN events, and other orientation and recruitment activities as needed.
CSN High School

- College of Southern Nevada High School
  This unique program gives high school juniors and seniors the opportunity to attend high school on a college campus. Students also take college classes for which they receive dual credit. This is a limited enrollment program.

A total of 432 students are enrolled in programs on three campuses: Charleston 205; Cheyenne 107; and Henderson 120
JumpStart

- **JumpStart**

This is a Clark County School District (CCSD) and College of Southern Nevada (CSN) partnership offering high school students an opportunity to enroll in college level classes at a minimal fee ($25 plus $4 per credit tech fee) and get a head start on their college careers. Classes are offered at selected high school campuses by CCSD high school instructors who are “certified” by CSN departments. 11 high schools participate in this program.
Jumpstart

Ethnicity

- White: 59%
- Hispanic: 23%
- Asian: 6%
- Black: 7%
- Aml: 1%
- Unk: 4%
Tech Prep

• Tech Prep
This program allows students to earn college credit for career and technical education (CTE) course work completed in high school. High school juniors and seniors who earn an “A” or “B” in an articulated Tech Prep class can receive College of Southern Nevada (CSN) credit upon completion of the course. Students must complete a special CSN Tech Prep registration form and pay a fee of $10.00 per course. 1,745 students from 40 high schools are in the program.
Gender Distribution

Gender

- Males: 39%
- Females: 61%
- Other: 0%
- Other: 0%
Learning and Earning Program

This program is a direct service dropout prevention and intervention program. Students are referred by their high school counselors during 11th or 12th grade and participate in counseling, mentoring, job skills development, job placement, tutoring sessions and community referrals. The goal of the program is to give Clark County School District students, who are in jeopardy of not graduating with their peers, the opportunity to improve their academic status. The program has served 320 students over the past four years; 100 seniors; and over 1000 students since 1996.
Learning and Earning Program

Ethnicity

- Hispanic: 39%
- Black: 29%
- White: 22%
- Asian: 10%
TRIO Program

- **Purpose of the program**
  The TRIO Student Support Services program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their postsecondary education.

  **Program Goal**
  The program’s goal is to assist low income, first generation, and disabled CSN students in overcoming barriers that affect academic success in order to increase the retention, persistence, academic achievement, and graduation/transfer rates of participants while facilitating the process of transition from one level of higher education to the next.

- The program serves 203 students annually; 85% persistence rate; and 12.5% graduation and transfer rate. Success rates exceed goals & objectives.
TRIO Program

Ethnicity

- Amer. I: 0%
- Asian: 4%
- Blk: 3%
- His: 45%
- White: 48%

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ReEntry Program

- **ReEntry Program**
- The ReEntry Program assists students in career and technical programs facing significant barriers to education and/or employment including individuals pursuing non-traditional occupations, single parents, displaced homemakers, educationally or economically disadvantaged, students with disabilities, unemployed and dislocated workers. ReEntry works closely with all academic schools, other campus services and maintains a strong community referral system. Services include: Non-traditional career exploration, interest and aptitude assessments, academic advising, textbook loans (TAP), resources for financial assistance and scholarships, workshops and seminars, employment & internship assistance, and Apprenticeship Preparation Training. The ReEntry serves a total of 403 students annually.
Reentry Program

ReEntry Students by Ethnicity PY 08

- Black or African American: 34%
- Hispanic or Latino: 28%
- White: 30%
- Asian: 4%
- Native Hawaiian or other Pacific Islander: 1%
- American Indian or Alaskan Native: 1%
- Multi Ethnicity: 2%
Male Reentry Program Students

Male ReEntry Students by Ethnicity 08

- Hispanic or Latino: 38%
- Black or African American: 27%
- White: 25%
- Asian: 8%
- Native Hawaiian or other Pacific Islander: 2%
- American Indian or Alaskan Native: 0%
- Multi Ethnicity: 0%
Female Reentry Program Students

Female ReEntry Students by Ethnicity 08

- Black or African American: 36%
- Hispanic or Latino: 26%
- White: 30%
- Asian: 4%
- Native Hawaiian or other Pacific Islander: 1%
- American Indian or Alaskan Native: 1%
- Multi Ethnicity: 2%

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E-Alert for Students

• **Faculty E-Alert System**

  The Faculty E-Alert warning system allows faculty to identify students early in the term that may benefit from contact by Retention Services. By using the system you could alert Retention Services of a student who has not been attending class, has demonstrated a need for skills development, or is showing other signs of failure.

  **Test Taking Strategies/Test Anxiety**

  **Science Study Skills & Math Study Skills**

  **Learning Styles & Time Management/Work Life Balance**

  **Note Taking Strategies & Study Strategies for Nursing/Health Programs & College Success Factors**

  **Assessment**
Retention Services E-Alert: 08-09

• Processed 2,254 faculty referrals
• 38% of students accepted services; 62% did not utilize retention services
• The 38% of students experienced a 10% higher success rate versus non accepting students: 27% and 17%, respectively
Tutoring & Resource labs

• Tutoring
  – Nationally certified tutoring program
  – On-line tutoring

• Math and Science Resource Labs

• Writing Centers

• Supplemental Instruction

• In class tutor initiative
Tutor Ethnicity, Origin, Age and Gender

Tutor Ethnicity

- 41 Caucasian
- 9 Black*
- 9 Hispanic
- 6 Other Pacific Islander
- 16 Asian

Tutor Country of Origin

- USA, Romania, Syria, Persia, Italy
- USA, Turks and Caicos, West Africa, Jamaica
- Mexico, Honduras, El Salvador
- Philippines, Indonesia, India
- Japan, Korea, China, Mongolia, Vietnam

Tutor Age: Ranges from 18-77.
Gender: Male Tutors at 41, Females at 40. Disabled: 4 Deaf tutors.

* Not all Black tutors are African American
Tutoring is Gender and Race Neutral

Training and Outreach

- Awareness of gender bias and stereotypes particularly with Math and Science.
- Concerted effort to place non-Caucasian female and more female tutors in all Math and Science labs.
- Helping the CSN Disadvantaged Student training includes first generation, minority, economic disadvantaged and disabled awareness.
- Helping the Non Native Student training provides awareness of language issues for all ELL and ESL students.
- In class Spanish Speaking Lab tutors for 2 sections each semester of Basic Computer (CIT 095) and IS 101.

Staff and Student Workers

- 3 African American
- 4 Hispanic
- 4 Caucasian
- 4 Other Pacific Islanders
- 1 Asian

Volume 2008 -2009

- 5,661 One on One Lab Visits Math, Science and Communications
- 11,134 Bilingual (Spanish) Tutors and Staff

Gender Usage Fall 2009

- Male 28%
- Female 72%
Academic Year, DRC provided the following Academic Accommodations to the 317 (non-duplicated headcount) students we served:

Registered Students

- ADA Computer Technology
- Books on Tape
- Calculator
- Enlarged Text
- Extended Test Time (1.5x)
- Extended Test Time (2.0x)
- Lab Assistant
- Notetaker
- Quiet Testing Room
- Reader
- Scribe
- Special Letter
- Table & Chair substitution

Active Students
Office of Diversity and Cultural Affairs

Mission

• Established through campus and community based advocacy, the Office of Diversity and Cultural Affairs is responsible for the oversight of campus-wide diversity efforts for students, faculty, and staff at all levels of education and employment. These efforts extend off-campus into the greater Las Vegas Area for the broad array of community-based college stakeholders.
GOALS

1.) To encourage the involvement of minority students, parents, faculty, administrators and community leaders to improve retention and graduation rates of minority students.

2.) To provide a structured forum where minority students, parents, faculty, administrators and community leaders may participate in decisions regarding the education of minority students, and provide advice and recommendations on educational issues and policies to the President and Vice President for Diversity and Cultural Affairs.

3.) To obtain consensus regarding the improvements of education and to address the unique needs of minority students.

4.) To work in a collaborative and cooperative effort with minority students, parents, faculty, administrators and community leaders.
CSN Office of Diversity and Cultural Affairs
Advisory Boards

• African –American Advisory Board
• Asian/Pacific Islander Advisory Board
• Faculty Diversity Advisory Board
• Hispanic Advisory Board
• Native American Advisory Board

• To help provide the best education possible for minority students attending the College of Southern Nevada by advising the President and Vice President for Diversity and Cultural Affairs on matters relating to their educational needs.
CSN Heritage Month Recognitions

• Asian/Pacific Islander Heritage Month - April

• Black History Month - February

• Hispanic Heritage Month - October

• International Education Week – 2\textsuperscript{nd} Week of September

• Native American Heritage Month - November

• Women’s History Month - March
Student Success:
Next Term Persistence

Student Persistence Rate - Fall to Spring

<table>
<thead>
<tr>
<th>Terms</th>
<th>Persistence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>F04-S05</td>
<td>62.3%</td>
</tr>
<tr>
<td>F05-S06</td>
<td>62.2%</td>
</tr>
<tr>
<td>F06-S07</td>
<td>62.3%</td>
</tr>
<tr>
<td>F07-S08</td>
<td>64.2%</td>
</tr>
<tr>
<td>F08-S09</td>
<td>64.5%</td>
</tr>
</tbody>
</table>

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Student Success:
Next Term Persistence by Ethnicity

**Student Persistence Rate by Ethnicity**
Fall 08-Spring 09

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall-Spring Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Amer.</td>
<td>64.2%</td>
</tr>
<tr>
<td>Asian Amer.</td>
<td>68.0%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>65.2%</td>
</tr>
<tr>
<td>Hawaii/Pacific Isl.</td>
<td>66.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>61.9%</td>
</tr>
<tr>
<td>Native Amer.</td>
<td>61.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>63.3%</td>
</tr>
</tbody>
</table>

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Student Success:
Next Term Persistence by Gender

Student Persistence Rate by Gender
Fall 08-Spring 09

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolling Next Term (Spring)</td>
<td>65.2%</td>
<td>63.7%</td>
</tr>
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</table>
Student Success:
Next Year Persistence by Gender

Student Persistence Rate by Gender
Fall 07-Fall 08

<table>
<thead>
<tr>
<th>Gender</th>
<th>Enrolling Next Year (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>46.1%</td>
</tr>
<tr>
<td>Male</td>
<td>47.2%</td>
</tr>
</tbody>
</table>
Student Course Retention by Ethnicity

**Course Retention Rate by Ethnicity - Fall 08**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Course Retention Rate (Grades A-F,P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Amer.</td>
<td>76%</td>
</tr>
<tr>
<td>Asian Amer.</td>
<td>82%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>80%</td>
</tr>
<tr>
<td>Hawaii/Pacific Isl.</td>
<td>78%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>80%</td>
</tr>
<tr>
<td>Native Amer.</td>
<td>80%</td>
</tr>
<tr>
<td>Unknown</td>
<td>78%</td>
</tr>
</tbody>
</table>

Enrolled Entire Term

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Student Course Retention by Gender

Course Retention Rate by Gender - Fall 08

<table>
<thead>
<tr>
<th>Course Retention Rate (Grades A-F, P)</th>
<th>Female</th>
<th>Male</th>
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</thead>
<tbody>
<tr>
<td>Enrolled Entire Term</td>
<td>80%</td>
<td>79%</td>
</tr>
</tbody>
</table>

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Student Course Success by Ethnicity

Course Success Rate by Ethnicity - Fall 08

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Course Success Rate (Grades A-C,P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Amer.</td>
<td>60%</td>
</tr>
<tr>
<td>Asian Amer.</td>
<td>71%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>71%</td>
</tr>
<tr>
<td>Hawaii/Pacific Isl.</td>
<td>62%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>66%</td>
</tr>
<tr>
<td>Native Amer.</td>
<td>69%</td>
</tr>
<tr>
<td>Unknown</td>
<td>68%</td>
</tr>
</tbody>
</table>

Enrolled Entire Term: 60% 71% 71% 62% 66% 69% 68%

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Student Course Success by Gender

Course Success Rate by Gender - Fall 08

<table>
<thead>
<tr>
<th>Course Success Rate (Grades A-C,P)</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled Entire Term</td>
<td>68%</td>
<td>68%</td>
</tr>
</tbody>
</table>

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Graduation Rates: Ethnicity

**GY 04-05**

- White: 54%
- H/PI: 1%
- Asian: 14%
- His: 13%
- N-Amer: 1%
- Unk: 7%
- Af-Amer: 10%

**GY 08-09**

- White: 53%
- H/PI: 1%
- Asian: 16%
- His: 8%
- N-Amer: 0%
- Unk: 8%
- Af-Amer: 8%
Graduation Rates: Ethnicity

**GY 04-05**
- N-Amer: 21
- His: 204
- Af-Amer: 160
- Asian: 227
- H/PI: 9
- White: 861

**GY 08-09**
- N-Amer: 11
- His: 238
- Af-Amer: 133
- Asian: 280
- H/PI: 7
- White: 921
## Outcomes: Transfer

### Transfer Rates - Fall 2006 IPEDS Entering Students*

<table>
<thead>
<tr>
<th></th>
<th>Transfer Rates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18%</td>
<td></td>
</tr>
</tbody>
</table>

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* IPEDS cohorts contain first-time first-year degree-seeking students. As such, cohorts are a limited subset of entering students.

- Transfer rates are calculated manually from data reported by the Student Clearinghouse. A transfer-out is anyone who is not a CSN graduate who enrolled in another school after the first semester at CSN.
Future Possibilities

• Move toward becoming a Hispanic Serving Institution (HSI)
  – Faculty and staff will develop programs with specialized emphasis on course completion, program completion, graduation, transfer, and enhancing diversity

• Work toward development of learning communities

• Other innovative programs developed by faculty and staff