

College of Southern Nevada

Recommendation for an Institutional Study

March 28, 2016

Summary: Due to regional growth and the unique economic diversification needs of Southern Nevada's many diverse communities, the College of Southern Nevada (CSN) requests the Board of Regents consider a feasibility study to examine college structure and manageability models associated with a multi-campus institution, informed through an evaluation of institutional peers.

Background I: CSN and Clark County. CSN operates as a single college, multi-campus community college in Southern Nevada, a region that continues to grow in all directions with a population of 2,114,800 and an annual growth rate of approximately 3.5 percent.

The three major municipalities in the Las Vegas valley -- Henderson, Las Vegas and North Las Vegas -- are each pursuing unique economic development plans that require customized support to grow the necessary workforce. For example, the City of Henderson has a health care concentration, North Las Vegas, a growing manufacturing concentration, and Las Vegas, a continuing need for hospitality, culinary, IT, and service sector needs. A more rural community in the county, Mesquite, has growing logistics and healthcare needs.

Within the past four years, CSN adopted an admissions standard generally limiting admission to high school graduates or the equivalent, and to students who demonstrate through assessment their readiness for college-level work. CSN must maintain its role as a comprehensive community college that: 1) provides access to underrepresented, underprepared students seeking upward mobility, 2) provides general education for students desiring to transfer, 3) provides workforce/career and technical training and competency-based training, 4) provides enrichment education, and 5) a limited number of niche baccalaureate degrees complementing the mission of the institution and the needs of the community.

CSN operates multiple points of excellence, including its library services, technology, health sciences and more and provides services with an operating emphasis on affordability and access.

In its current structure, CSN is one institution with:

- One regional accreditation
- One curriculum
- Six schools that house 20 academic departments operating with geographic unity
- One student services operation with multiple operating locations
- One Division of Workforce and Economic Development

- One eLearning office, drawing on all departmental faculty
- One budget
- One administration

CSN's President is the CEO of all campuses, functions and initiatives and oversees an executive team that assists with those responsibilities.

Table 1. CSN Enrollment for the Fall 2015 Semester

Cheyenne Campus Mesquite Center Moapa Center Nellis Center	This campus and these centers serve northern Clark County and have relative proximity to the main campus in the area. Total enrollment is approximately 10,000.
Henderson Campus Green Valley Hi-Tech Center	This campus and center serve southeastern Clark County. Total enrollment is approximately 5,100.
West Charleston Campus Western Hi-Tech Center Palo Verde Hi-Tech Center	This campus and these centers serve the central and west central valley. Total enrollment is approximately 15,800.
Division of Workforce and Economic Development West Sahara Center Las Vegas City Hall Site Community instructional sites (56) OTHER: Apprenticeships Competency-based education Non-credit programs	This division is headquartered at the CSN West Sahara Center and also operates out of the Las Vegas City Hall site. In addition, it provides courses and programs throughout the valley at businesses, K-12 schools, non-profit organizations, etc. Total annual enrollment is about 13,000.
Online Programs	CSN's E-Learning Office is headquartered on the West Charleston campus with curriculum, offerings, and scheduling accommodated from all 20 academic departments. Total annual enrollment is about 14,000.

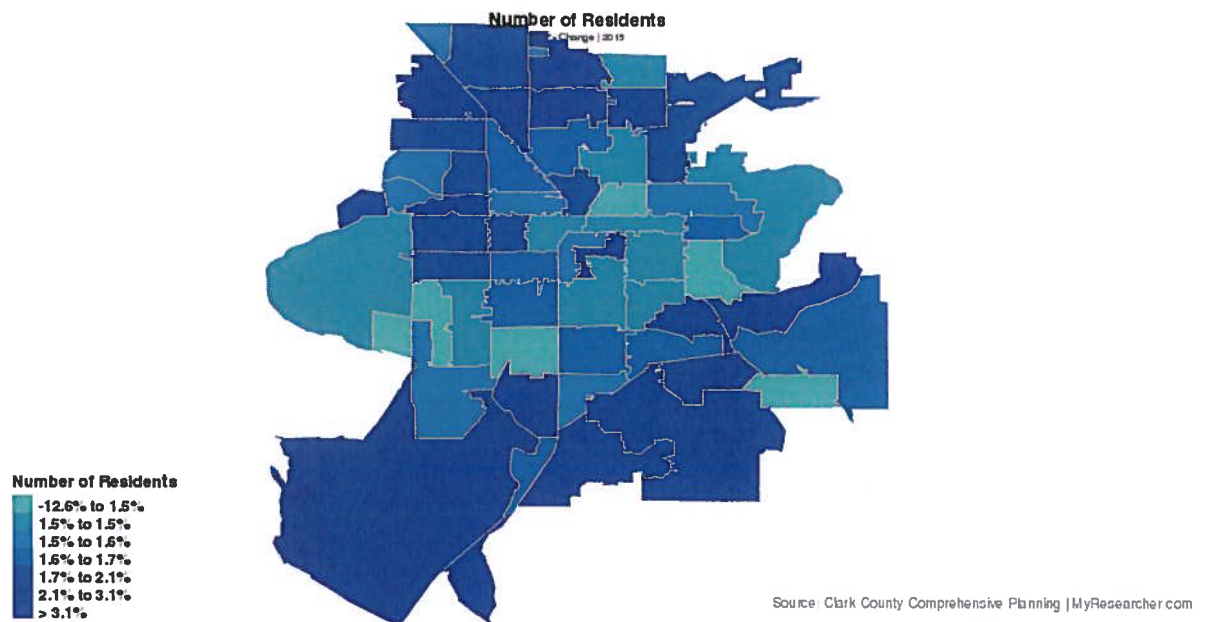
Additionally, CSN is planning a new STEM (or STEAM) campus in the northwest part of the valley, with partnership on the first building with the Clark County School District. A CSN presence in the southwest part of the valley is embryonic at this time, centered on the Southwest Applied Technical Academy, yet that quadrant of the valley continues to be a top growth area that is unserved by any CSN facilities and higher education opportunities.

Figure 1, below, shows year-over-year percentage population growth, in the valley (2014-2015). Very few zip codes have negative growth and the areas with the most expansion (above 3 percent), are located in the North and South.

CSN, via its Henderson campus, is looking to expand its operations in the South, in partnership with Nevada State College through a proposed new facility at that campus.

As a community college with an interest in providing local postsecondary access, CSN may need to be physically present in each quadrant of the metropolitan area in addition to a full array of online opportunities. Workforce training is also critical and calls for an expanding response.

Figure 1 Year over Year Percentage Growth



Background II: National Peers. Scholars have generally classified community colleges into two generalized forms: 1.) Single and multi-campus institutions, each led by a single president who reports to a governing board and 2.) Community college districts, comprised of many campuses or colleges, each with its own chief executive officer, who reports to a president or chancellor, who then reports to a governing board¹. It is important to

¹ Levinson, D.L. (2005). *Community colleges: A reference handbook*. ABC-CLIO, Inc.: Santa Barbara, CA

emphasize that this proposal recommends the study of a multi-campus district model and not a multi-college district model.

The largest community colleges in the nation, such as, Houston Community College and Northern Virginia Community College, employ multi-campus, district models as do many of CSN's peer institutions. The Lone Star College System, the Dallas County Community College District, nearly all California Community College Districts, and the Community College of Spokane, employ multi-college district models that are again not recommended for study, whereas each college within the district has a separate administration, accreditation, budget and curriculum.

A cohort of other urban community colleges that serve as a comparison group includes the following institutions:

Table 2: CSN and Multi-Campus District Examples

College	Location	Semester Headcount	District CEO Campus executive officer Number of campuses
Austin Community College District	Austin, TX	40,949	President Campus Manager 11 campuses
Broward College	Fort Lauderdale, FL	44,119	President President Four campuses
Cuyahoga Community College District	Cleveland, OH	27,084	President President Five campuses
Montgomery College	Rockville, MD	25,517	President VP/Provost Three campuses
Northern Virginia Community College	Annandale, VA	51,500	President Provost Six campuses
Oakland Community College	Bloomfield Hills, MI	20,585	Chancellor President Four campuses
Pima Community College	Tucson, AZ	24,937	Chancellor Presidents Six Campuses

Portland Community College	Portland, OR	30,929	President President Four campuses
San Jacinto College	Pasadena, TX	32,400	Chancellor Provost Three Campuses
South Texas College	McAllen, TX	30,180	President Campus Administrator Two campuses
Tidewater Community College	Norfolk, VA	27,646	President Provost Four campuses
Valencia College	Orlando, FL	43,219	President President Four campuses +1 planned
College of Southern Nevada	Las Vegas, NV	38,000	President Three campuses +1 planned

Enrollments based on fall 2014 semester, Higher Education Directory

In general, there is little research on community college district models compared to the single college, multiple campus unit. Presumed benefits of a district model, include the following:

- Smaller and more intimate experience
- Relationship orientated/collaborative leadership styles flourish
- Increased local connectivity
- Improved communication
- Horizontal communication and decision-making
- Increased community partnerships

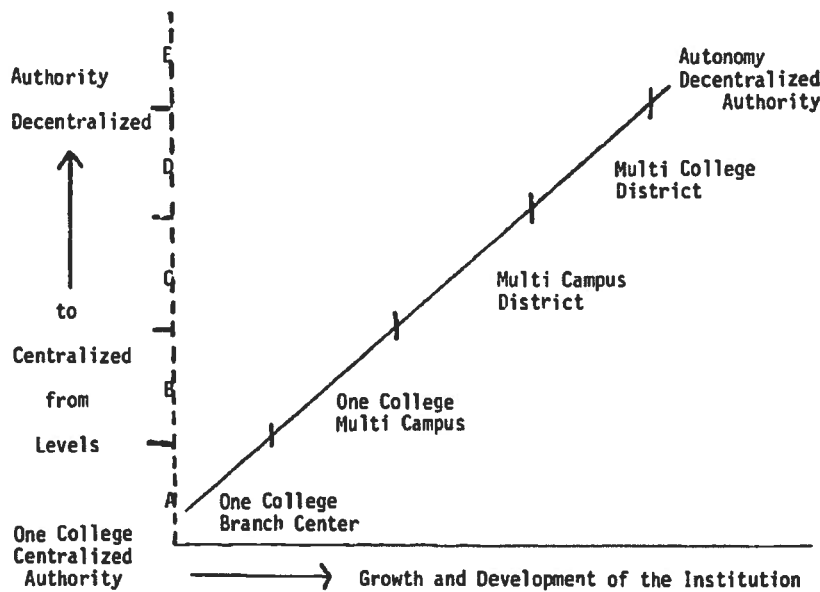
Presumed benefits of a single college, multi-campus model:

- Streamlined operations with no duplication of administrators, academic programs, facilities and equipment
- Task orientated leadership flourishes
- Clear hierarchy
- Economy of scale

As community colleges have grown in size and complexity, many have transitioned to district models under their respective governing boards, as have the majority of CSN's peer

institutions. Figure 2 below demonstrates this general progression. The decentralization is often realized in more localized programming tailored to specific communities. As CSN enters its 45th year with more than 34,000 students in a far more mature and economically diversified region than at the time of the college's founding, it is time for a study of the costs and benefits of such a transition.

Figure 2 Continuum of Multi-Unit Community Colleges



Source: Wattenbarger, J., Holcombe, W.N. (1975). Central administration in multi-unit community colleges, Kellogg Foundation, Battle Creek, MI.

Rationale: CSN provides the following reasons as the primary justification for the study:

1. The service area's population continues to grow. Economic development unique to specific communities is expanding, diversifying and becoming more complex. A study is needed to assess whether a multi-campus district model might better address this growth and workforce specialization occurring in different areas of the valley.
2. A study provides an opportunity to assess whether CSN can better serve students' educational needs through a multi-campus district model.
3. A study is needed to ensure any transition complies with the requirements and standards for accreditation from the Northwest Commission on Colleges and Universities.

4. A study is necessary to examine how CSN's physical spaces, including its campuses, sites and centers could support a modified organizational structure.
5. A study is necessary to ensure any structural transition does not inhibit the access a student enrolled at a single location within a multi-campus district has to all CSN programs, courses, sections, etc. at alternative locations.
6. A study should include provisions to explore the prevention of unnecessary duplication of services, costs, etc. and with general concerns for efficiency and quality within CSN and among NSHE institutions.

Conclusion: The general recommendation is that a study committee of the Board of Regents, comprised of representatives from CSN's faculty and staff and its Institutional Advisory Council, consider a multi-campus, district model with:

- Central services at the district level
- Reporting to the Nevada System of Higher Education Board of Regents through the chancellor.
- Semi-autonomous campuses and appropriate administration

It is further recommended that this study include an examination of a phased transition.

The recommendation also reflects the recommendations and observations from Dr. Carol Harter in the December 2014 periodic presidential evaluation of CSN's president. Dr. Harter suggested an assessment of CSN's size and complexity related to its future direction and expansion of the college's leadership team to more effectively manage and communicate among CSN's many diverse stakeholders.

The following appendices provide various levels of detail regarding the recommendation.

Appendix A: Compiles organizational charts from multi-campus districts to describe campus relationships to their respective administrations.

Appendix B and Appendix C: Describe the scope and dynamics of two multi-campus districts, including their central services

Appendix D: Differentiates the general descriptions of college president and campus president

Appendix E: Provides a list of common questions regarding management models