



2005 INSTITUTIONAL PORTFOLIO
Western Nevada Community College

Office of Institutional Research

PREFACE

What is an Institutional Portfolio?

Dear Colleagues:

Institutional Research is proud to present the second edition of Western Nevada Community College's Institutional Portfolio—a collection of essential information about our students, our programs, our faculty and staff, and our facilities and resources. Initially published as a part of the College's accreditation efforts, The Institutional Portfolio has proven to be a valuable planning resource and reference tool for members of the college community during its first year of existence.

It is quite a challenge to compile the information included each year in the Institutional Portfolio and takes the work of many dedicated people from various units within the college including: Human Resources, the Finance Office, Facilities, the President's Office, Library & Media Services, and Institutional Advancement and Foundation. Institutional Research would like to thank all of those individuals involved in helping us complete this year's edition for their considerable time and effort. We could not publish the Institutional Portfolio without their assistance.

We hope that the Institutional Portfolio becomes a valuable reference tool for you in the work you do. Institutional Research endeavors to bring as much information to your desktop as possible because we believe in the transformative value of knowledge. Perhaps Kurt Vonnegut states it best: "New knowledge is the most valuable commodity on earth. The more truth we have to work with, the richer we become."

Institutional Research

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Jose Martinez, Programmer/analyst
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Definition of Terms

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

Credit Course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Credit Hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Degree Seeking Student: Students enrolled in courses for credit that are recognized by the institution as seeking a degree or other formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

First-Time Student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in academic or occupational programs. Also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

Full-Time-Equivalent (FTE) Student: Is based on the number of credit hours generated by student enrollment during a term. It is calculated as fifteen (15) credit hours per semester for a student. The calculation is Student Credit Hours / 15.

Full-Time Instructional Faculty: Instruction/Research staff employed full-time (as defined by the institution) and whose major regular assignment is instruction, including those with released time for research.

Full-Time Student: A student enrolled for 12 or more semester credit hours in a term.

Headcount Enrollment: The number of individual students enrolled in credit courses, regardless of course load.

Noncredit Course: A course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.

Part-Time Student: A student enrolled for less than 12 semester credits.

Race/Ethnicity: Categories used to describe groups to which individuals belong or identify with in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible non-citizens are as follows: Black, non-Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic, White, non-Hispanic.

Scholarships: Grants-in-aid, trainee stipends, tuition and fee waivers, and prizes to undergraduate students.

Student Retention: The retention rate is calculated as the headcount enrollment of students who return for the second term, divided by the total headcount enrollment during the first term minus the number of graduates from the first term.

Course Retention: The course retention rate is the initial course enrollment that remains enrolled at the end of the course (end of term grade of A, B, C, D, F, P).

Unduplicated Headcount: An individual student is counted only once regardless of how many different classes the student takes during that time of period.

INTRODUCTION

Mission Statement & Goals

Our college is committed to providing students convenient access to its many educational offerings. In addition to two rural campuses and one urban campus, the college has outlying centers in several small communities and uses distance education to bring our educational programs to those unable to travel to a center or campus.

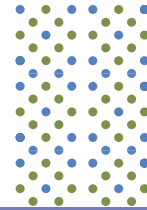
To achieve the educational goals of our college, we have hired faculty, both full-time and part-time, dedicated to the proposition that students come first. These teachers have committed their lives to the art of teaching and advising students. Our faculty are master teachers who are engaged in professional activities that allow them to bring practical experiences as well as the latest research in their disciplines to their instruction. Student learning, both in and out of the classroom, is enhanced by a variety of services provided by academic support services, student services, and administrative services.

The thrust of our curriculum is to meet the educational goals of as many of our students as possible. We offer certificates and degrees that prepare students to transfer to other institutions of higher education as well as allow them to enter into a range of occupations. Across all areas of the curriculum, courses and programs are designed to provide bridges of opportunity over which students can travel from where they have been educationally to where they are capable of going. But above all, the faculty strive to foster within all our students the desire to pursue knowledge as an end in itself and to continue this pursuit for a lifetime.

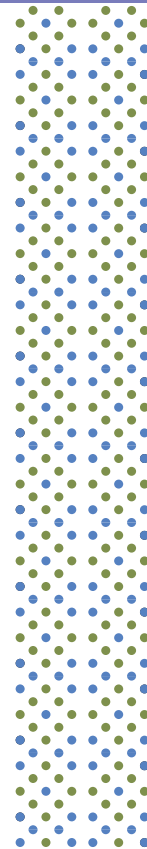
Our college is also firmly grounded in community involvement. As an institution, Western is an important resource for the community and strives to provide both culturally enriching and intellectually stimulating activities and events that are open to all members of our community. Our commitment to our mission is illustrated in our major goals:

1. Our primary goal is to prepare students to deal effectively with the challenges and situations that they will face in their lives, including personal growth and development, achieving their educational goals, advancing in their careers, and coping with the technical and social changes in our global society. To accomplish this goal, our college pledges to:
 - Offer an array of affordable and convenient learning opportunities, ranging from short courses to degrees, to the greatest number of people within our service area.
 - Strengthen the curriculum of the college so that students who complete degrees or specialized training will acquire the knowledge, attitudes, and skills they need to be successful in their personal and professional lives.
 - Work with individuals to help them identify their strengths and those areas where they need additional work and to provide them with the skills that will allow them to function effectively in college courses.
 - Provide instruction that contributes to a student's personal, social, and intellectual growth by fostering the abilities to speak and write effectively; to think critically and solve problems; to reason mathematically and apply computational skills; to locate and evaluate information resources; and to appreciate the arts and the humanities.
 - Promote the values of work and civic involvement by participating in the decision making and problem solving processes at the local, regional, state, national, and international levels.
2. We seek to be a positive force in the effort of both private and public enterprises to strengthen the economy in our service region. To meet this goal we plan to continue to provide a wide range of occupational courses, certificates, degrees, and support services tailored to meet the needs of students and employers in our service area.
3. We are committed to serving our community by:
 - Providing opportunities for thoughtful consideration of important social topics and complex issues.
 - Sponsoring and hosting events that support both the visual and performing arts.
 - Working with other groups to encourage the development of the arts.
4. We strive to create a comfortable environment conducive to learning at every college campus and center by continually updating and modernizing the physical facilities and the services offered at all locations.
5. We are committed to structuring all of the college's administrative and support services to effectively and efficiently support instruction.
6. We strive to offer a broad array of academic support services and student services crafted to aid students at each step of their progress through our institution, from college application through graduation and beyond.

2000-2006 Strategic Goals

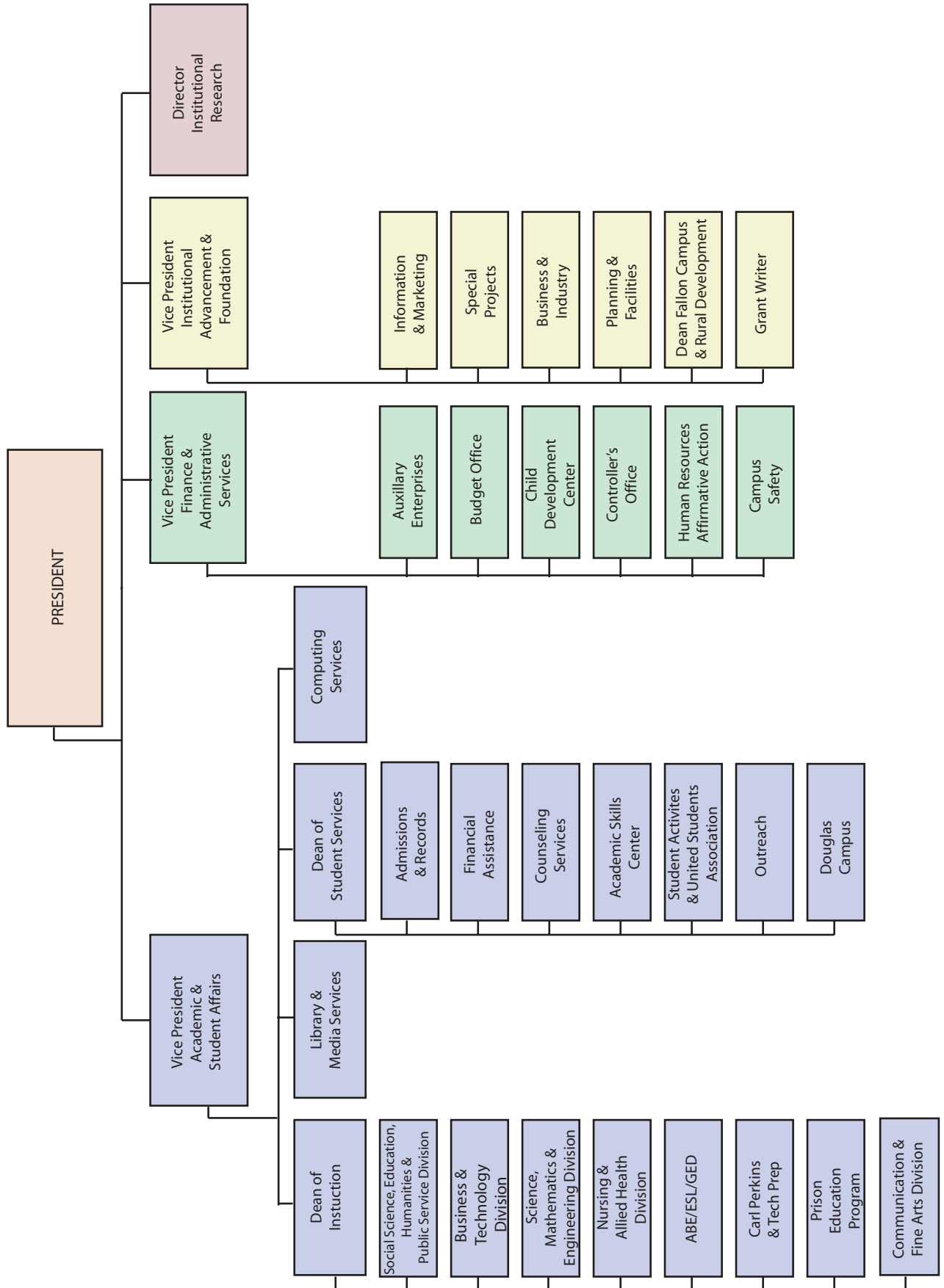


- Goal 1 Increase Number of Degree-seeking Students by 300 percent by 2006
- Goal 2 Improve Student Success
- Goal 3 Support Regional Economic Diversification
- Goal 4 Enhance the Cultural Life of the Community
- Goal 5 Implement Northwest Accreditation Commission Recommendations



Organizational Chart - Western Nevada Community College

Organizational Chart



Administration

WNCC Presidents

Jack Davis, Ph.D.	1971-1983
Anthony Calabro, Ph.D.	1983-1995
James Randolph, Ph.D.	1995-1998
Michelle Dondero (interim)	1998-1999
Carol A. Lucey, Ph.D.	1999-present

WNCC Administration

President	Carol A. Lucey, Ph.D.
Vice President of Academic & Student Affairs	Connie Capurro
Vice President of Finance & Administration	Arnel Pascua
Vice President of Institutional Advancement	Helaine Jesse
Dean of Fallon Campus & Rural Development	Bus Scharmann
Dean of Instruction	Carol Lange
Dean of Student Services	Dan Neverett
Director Institutional Research	Susan Riggs

Board of Regents, University and Community College System of Nevada

Bret Whipple, Chair, Ph.D.	
Dorothy S. Gallagher, Vice Chair	
Mark Alden	James Dean Leavitt
Stavros S. Anthony, Ph.D.	Howard Rosenberg
Dr. Jill Talbot Derby	Dr. Jack Lund Schofield
Thalia M. Dondero	Steve Sisolak
Douglas Roman Hill	Michael Wixom
Linda C. Howard	

WNCC Foundation Board of Trustees

Shelly Aldean	Steve Lewis
Michelle Bertocchi	Randall M. Long
Gayle Block	Thomas R. Metcalf
John E. (Jed) Block	Roger Moellendorf
James Consiglio	James Parker
Sean Davison	Dorothy Ramsdell
Rick Demar	Pam Robinson
John DiMambro	Fred Schmidt
David Friedrich	Bernice Sheldon
Virgil M. Getto	Carole Terry
Jerry Gregory	Nicole Wegener
Lillian Hack	Mike Wiley
Kathy Halbardier	Roger Williams
Donal Hummer, Jr.	Robin Williamson
Harold Jacobsen	Bradley E. Woodring

Accreditation & Historical Highlights

College Accreditation

Northwest Commission on Colleges and Universities, 2000 - 2010

Program Accreditation

Nursing

Surgical Technology

Accrediting Body

National League for Nursing Accrediting Commission, 2004 - 2012

Commission on Accreditation of Allied Health Programs, through 2004 - 2007

Historical Highlights

September 19, 1971 - Western Nevada Community College opens its doors in leased facilities, serving Carson City, Reno and most of western Nevada.

1974 - Bristlecone Building opens on the Carson City Campus.

1976 - WNCC is split with the north campus in Reno becoming Truckee Meadows Community College.

1981 - Fallon Campus opens – Sage Hall.

1985 - Fallon Campus bookstore opens. Fernley Center opens.

1987 - Local builders and manufacturers donate time and materials to construct a college building for machine tool technology instruction, making WNCC the only school in Nevada with such a state-of-the-art program.

1988 - Pinion Hall classroom building opens at the Fallon Campus.

1991 - Aspen Building opens at the Carson City Campus, bringing much needed science and art laboratories, expanding areas for counseling and admissions, and creating the college's first cafeteria, the (Marvin) Sedway Café.

1992 - Stillwater Hall opens at the Fallon Campus - houses new science and art labs, student services areas, and the first on-campus library and media services area. The Library and media services addition opens at the Carson City Campus, including the college's first interactive video classroom.

1993 - Child Development Center opens at the Carson City Campus, housing the Early Childhood Education program and a child care center/preschool.

1997 - Douglas Campus opens in Minden – Bently Hall. The John Sheldon Trade and Industry Complex opens on the Carson City Campus with new machine, automotive and welding laboratories. Central Receiving facility opens at WNCC Carson City.

1998 - Cedar Building opens on the Carson City Campus, housing nursing, physics and engineering, business, computer labs, criminal justice and more. New student services wing opens in the Bristlecone Building at WNCC Carson City, expanding Admissions and Records, Counseling Services, Financial Assistance, Business Office and Human Resources. Automotive Center at WNCC Carson City expands to include auto paint and body shop and auto collision repair area.

1999 - Donald W. Reynolds Center for Technology opens at Carson City Campus, housing drafting, electronics, construction technology and seminar rooms. WNCC High Tech Center opens at Carson High School, providing technology programs in a joint use college-high school facility.

2003 - Jack C. Davis Observatory opens at the Carson City Campus.

2004 - Joe Dini Jr. Library and Student Center opens at the Carson City Campus.

Degrees & Divisions

ASSOCIATE OF ARTS

Criminal Justice
Deaf Studies
Fine Arts
Musical Theatre

ACADEMIC DIVISIONS

Business & Technology
Communications & Fine Arts
Nursing & Allied Health
Science, Mathematics & Engineering
Social Science, Education, Humanities & Public Service

ASSOCIATE OF APPLIED SCIENCE

Automotive Mechanics
Business (Accounting; Applied Accounting; Management; Real Estate)
Computer Networking Technology
Construction Technology (Project Management; Craft Training)
Convergence Technology
Criminal Justice (Law Enforcement/Academy)
Drafting Technology (Architectural; Civil; Mechanical)
Early Childhood Education
Electronics Technology
Geographic Information Systems
Graphic Communications
Health Information Technology
Machine Tool Technology
Nursing
Office Technology
Paralegal Studies
Web Technology
Welding Technology

ASSOCIATE OF GENERAL STUDIES

ASSOCIATE OF SCIENCE

Biophysical Sciences
Chemistry
Computer Science
Engineering Science
Geosciences
Mathematics
Physics

CERTIFICATE OF ACHIEVEMENT

Accounting Technician
American Sign Language
Automotive Mechanics
Business
Computer Technology (Cisco Systems; Computer Programming; Microcomputer/Network Technician; Network Administration)
Criminal Justice (Law Enforcement/Academy; 9-1-1 Dispatch Communications)
Drafting Technology (Architectural; Mechanical)
Early Childhood Education
Electronics Technology
Geographic Information Systems
Graphic Communications
Health Information Technology (Medical Coding; Medical Transcription; Medical Unit Clerk)
Machine Tool Technology
Practical Nursing
Retail Management
Surgical Technology
Welding Technology

College Quick Facts

Service Area 18,000 square miles

Campus Size

Carson	156 acres
Douglas	10 acres
Fallon	12 acres

Enrollment

Fall 2005

Total Headcount Students	5524
Total FTE Students	2410
Total Ethnic Minorities	805 (does not include unknown)
Total Female Students	3273 (59%)

Tuition & Fees

2005-2006

Annual

Resident	\$1300.00
Non-resident	\$6000.00

*Per-credit

Resident	\$ 50.75
Non-resident	\$106.50

Source: 2005-2006 IPEDS

*Does not include \$4/credit technology fee. Non-resident tuition reflects fee per credit for students enrolled in six or less credits. Students enrolled in more than six credits in a semester must pay an additional \$2,457.50.

Financial Aid

AY 2004

Total Aid	\$3,851,191.00
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State Appropriated Revenues

2004-2005

General Fund	\$17,135,598
Other Revenue Sources	\$ 2,653,501
Total Revenue	\$19,789,099

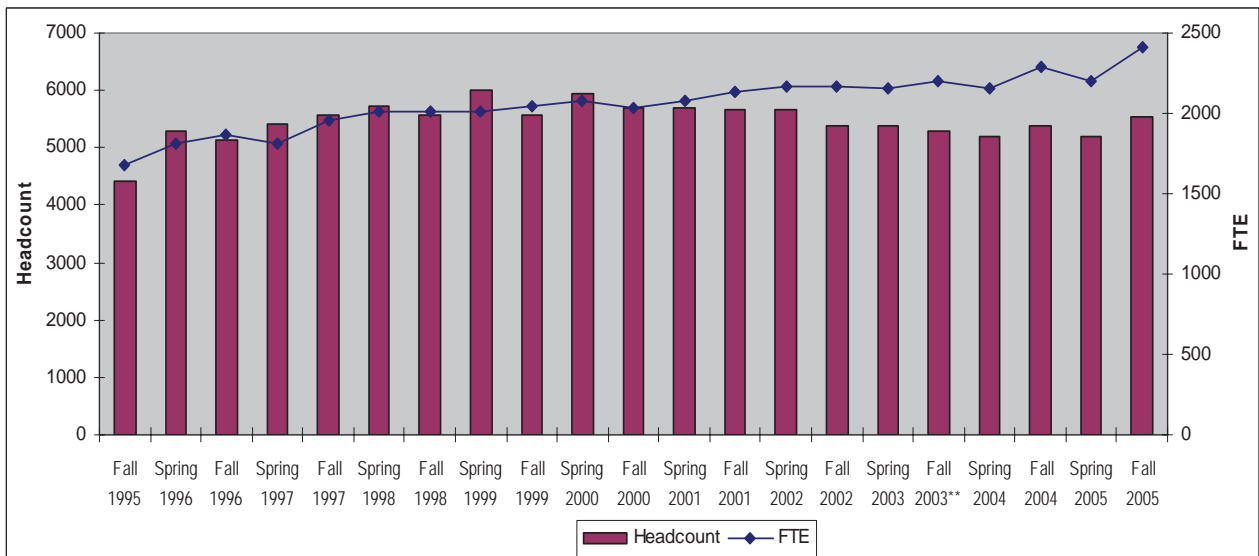
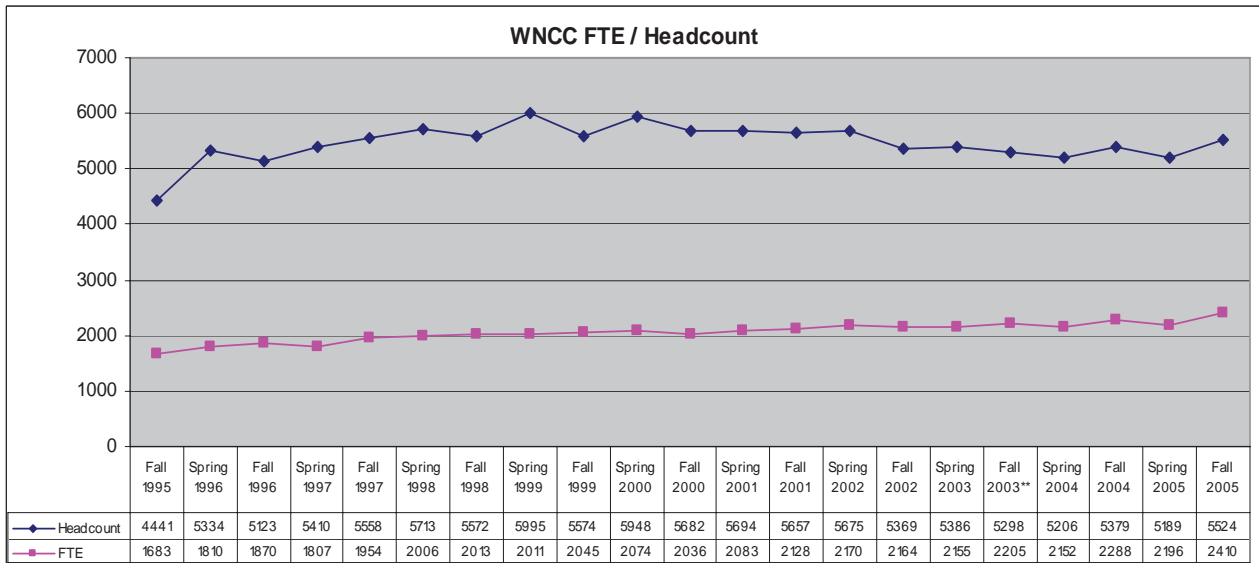
Endowments

2004-2005

Total Value	\$3,215,088
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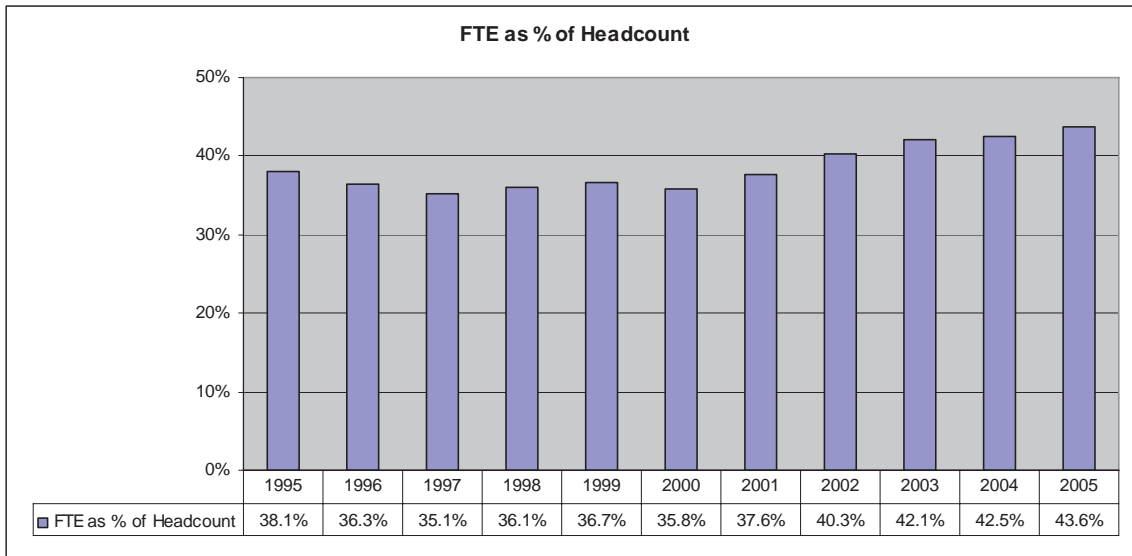
ENROLLMENT TRENDS

FTE and Headcount: 1995-2005



Source: Student Information System

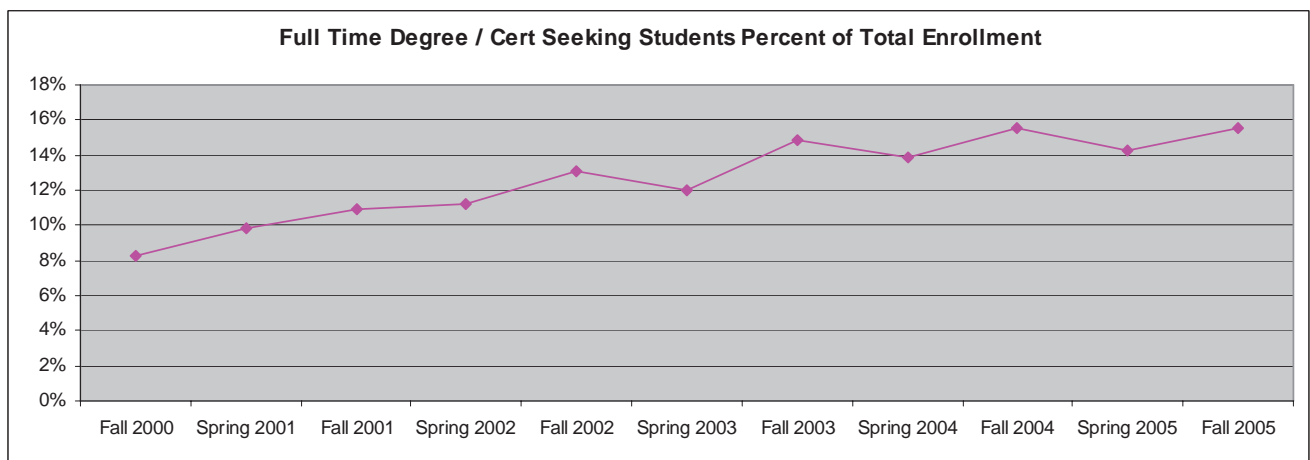
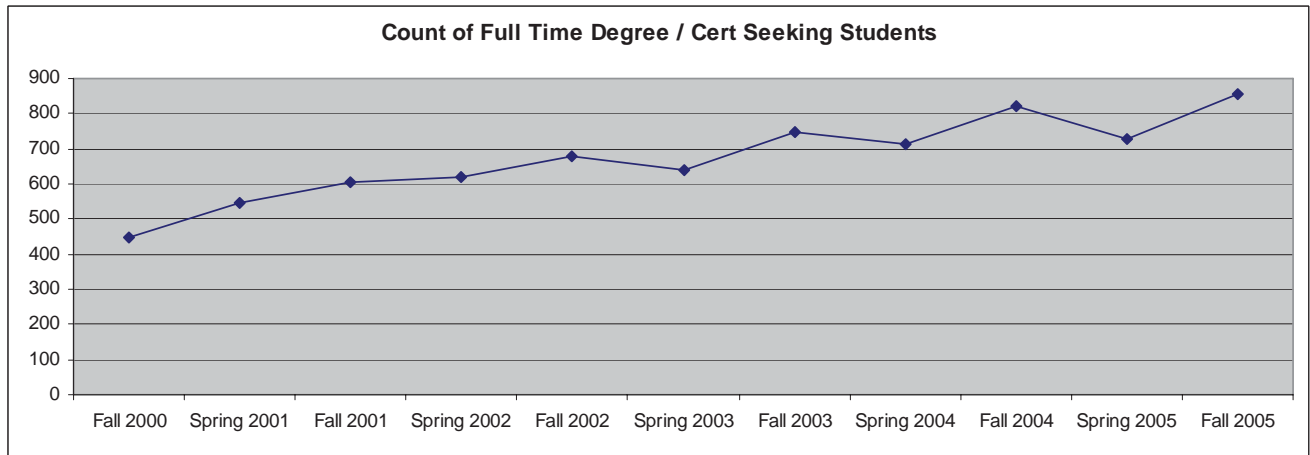
FTE as a Percentage of Headcount



Fall	Headcount	FTE	FTE as % of Headcount
1995	4410	1682	38.1%
1996	5143	1869	36.3%
1997	5563	1955	35.1%
1998	5572	2013	36.1%
1999	5574	2045	36.7%
2000	5682	2036	35.8%
2001	5657	2128	37.6%
2002	5369	2164	40.3%
2003	5174	2180	42.1%
2004	5379	2288	42.5%
2005	5524	2410	43.6%

Source: Student Information System

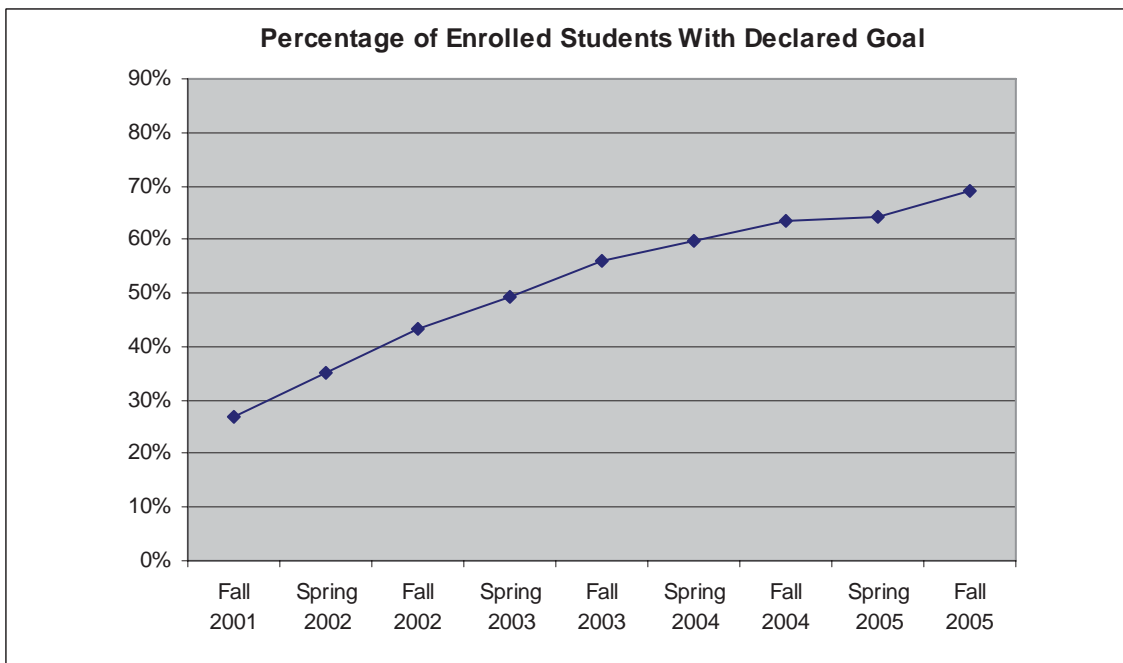
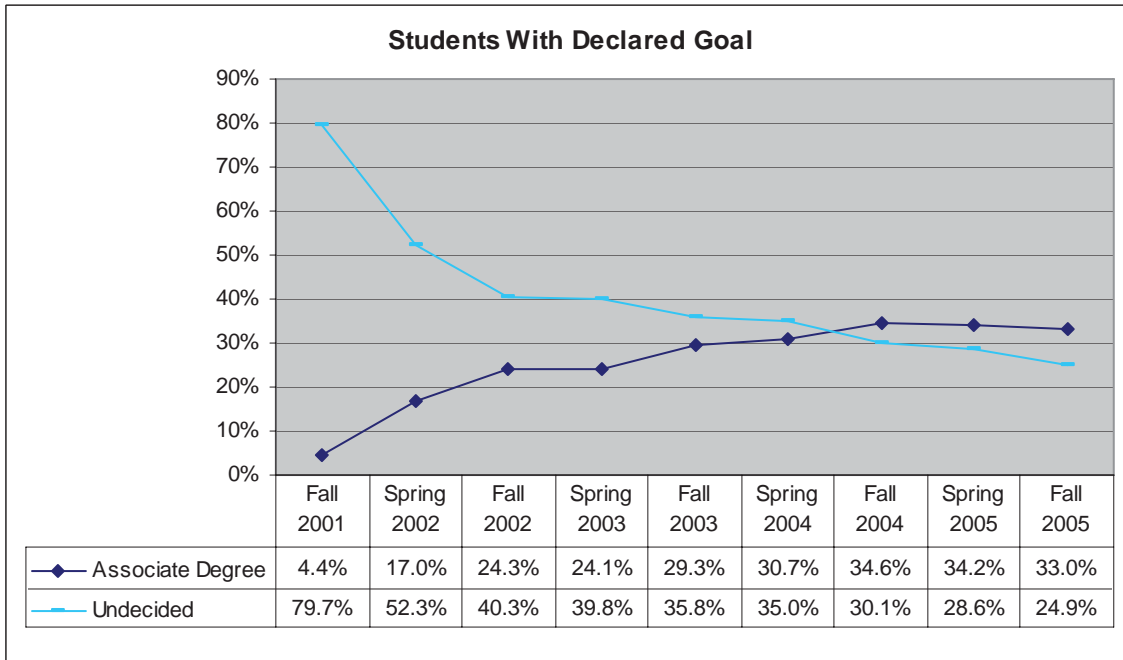
Full-Time Degree/Certificate Seeking Students



	Full Time - Degree/Cert Seeking	Total Enrollment	% of Total Enrollment
Fall 2000	449	5466	8.2%
Spring 2001	548	5555	9.9%
Fall 2001	603	5500	11.0%
Spring 2002	620	5540	11.2%
Fall 2002	678	5199	13.0%
Spring 2003	640	5329	12.0%
Fall 2003	750	5059	14.8%
Spring 2004	715	5144	13.9%
Fall 2004	822	5302	15.5%
Spring 2005	730	5104	14.3%
Fall 2005	855	5514	15.5%

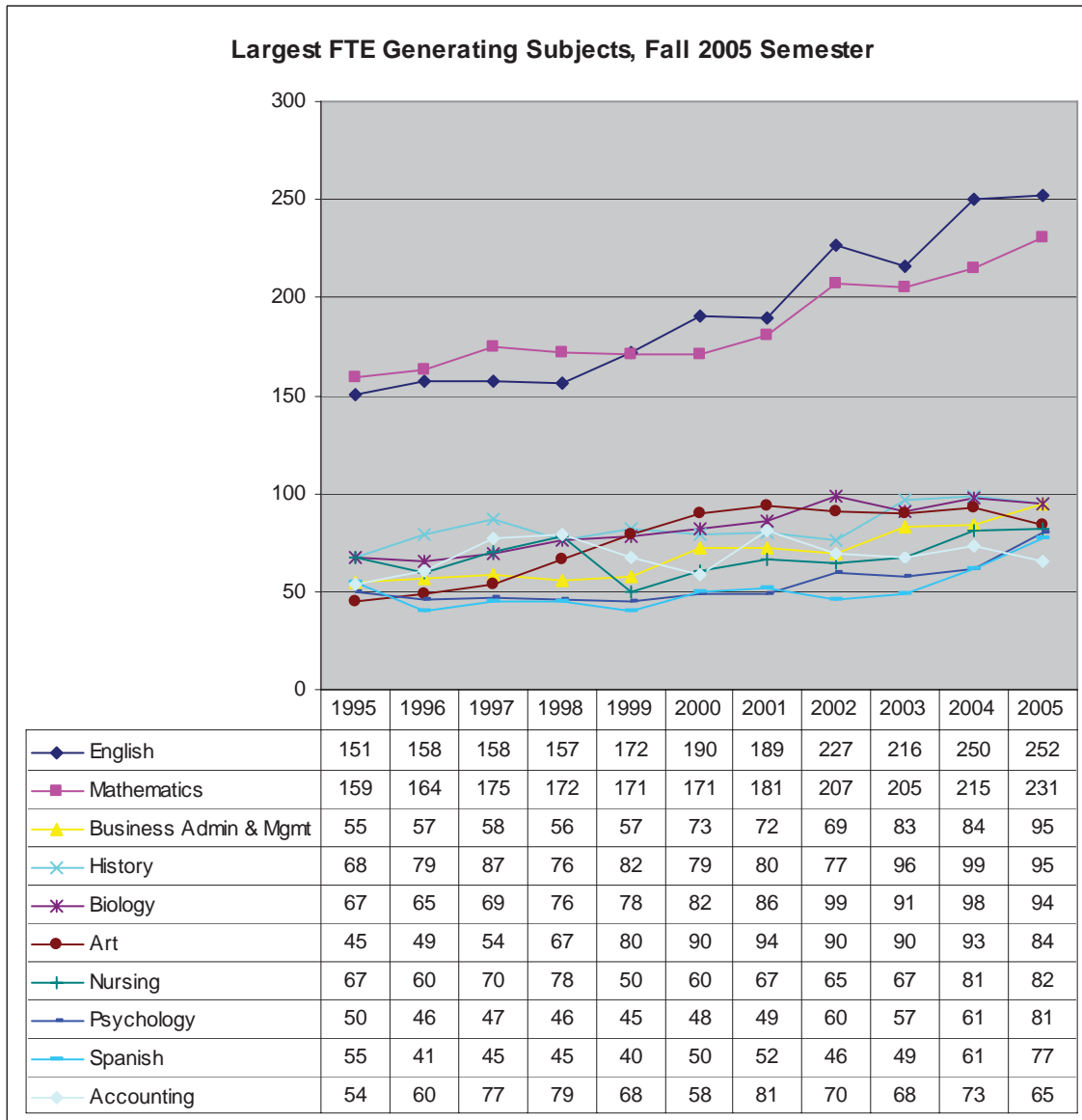
Source: Student Information System

Percentage of Students with Declared Goals



Source: Student Information System

Largest FTE Generating Subjects



Source: Student Information System

STUDENT ACCESS

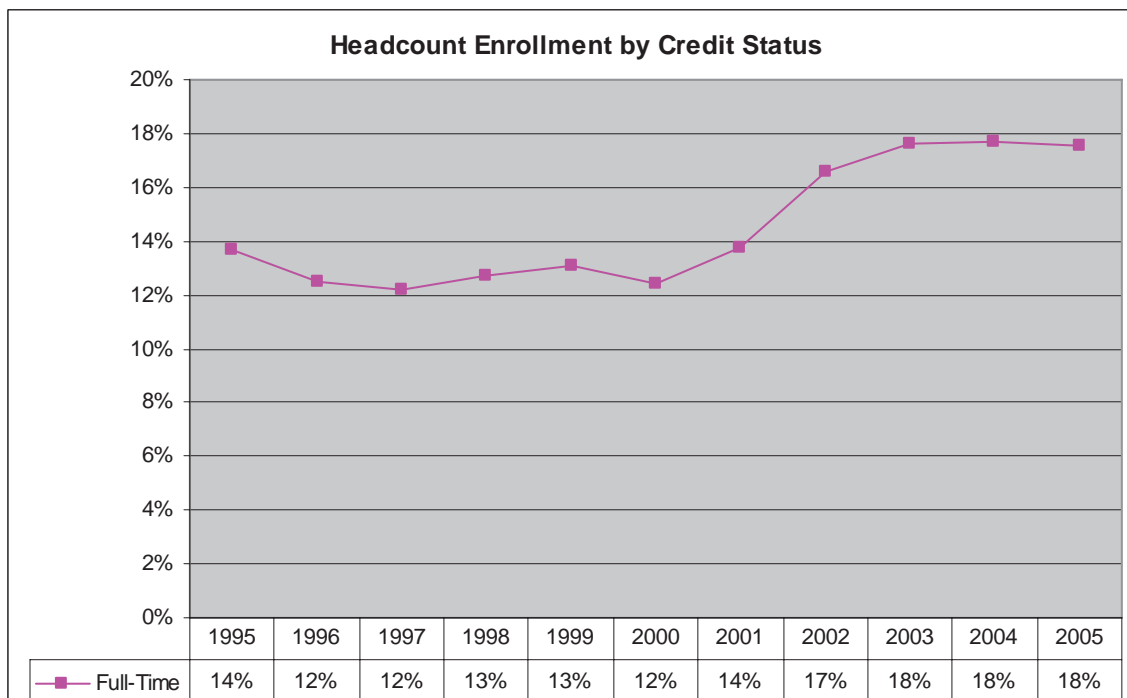
Headcount Enrollment by Credit Status

Definition of Measure: This measure shows unduplicated headcount enrollment as of the fall census date for full-time and part-time load categories. A student carrying 12 or more units is defined as full-time and less than 12 as part-time.

Uses of Measure: This measure shows the level of participation for different load status.

Analysis: The percentage of full-time and part-time students has remained at 18% and 82% respectively for the last three years. Overall, the percentage of full-time students has increased by 4%.

Source: Student Information System.



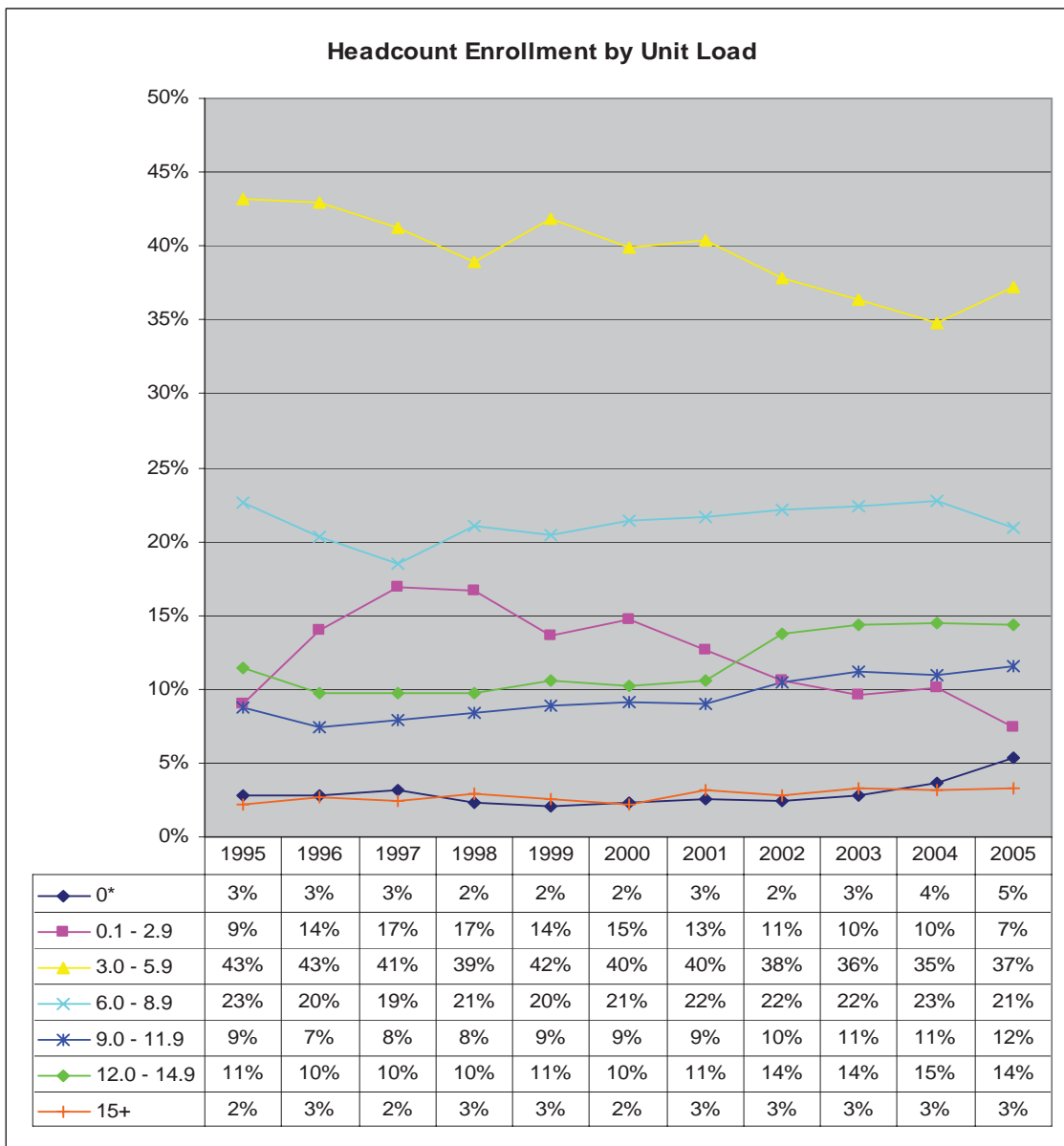
Headcount Enrollment by Unit Load

Definition of Measure: This measure shows unduplicated headcount enrollment by unit load carried.

Uses of Measure: This measure shows the level of student participation by unit load.

Analysis: The majority of students enroll in at least 3 but less than 6 credits. There has been a 6% increase in the percentage of students enrolled in at least 9 but less than 15 credits.

Source: Student Information System.



* Students who withdrew after 100% refund date

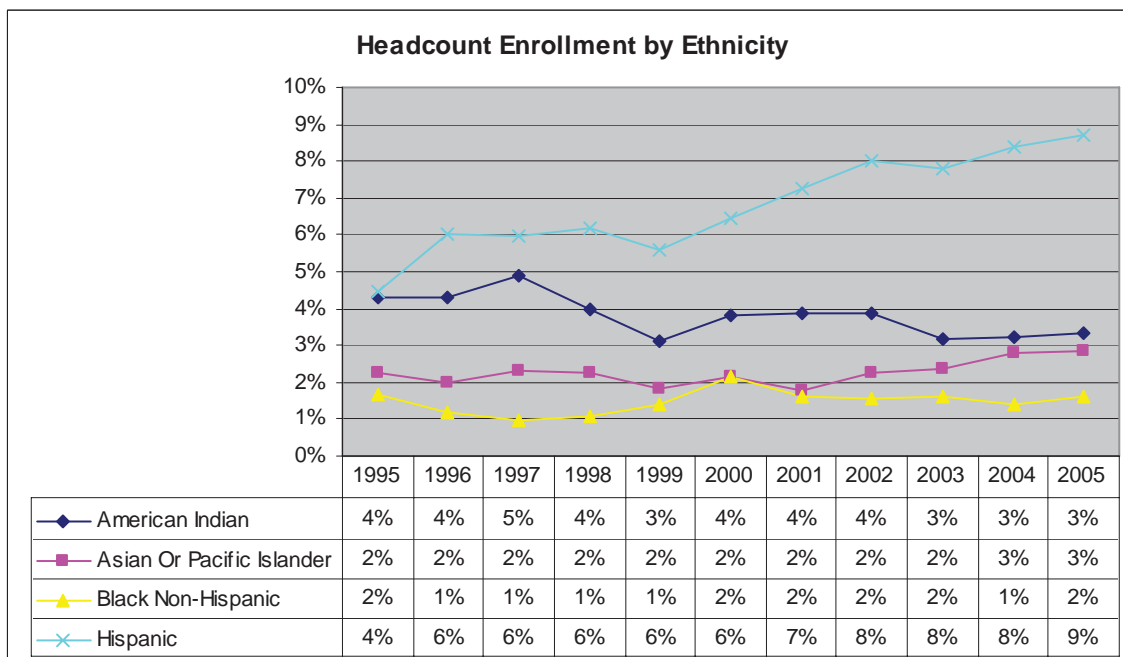
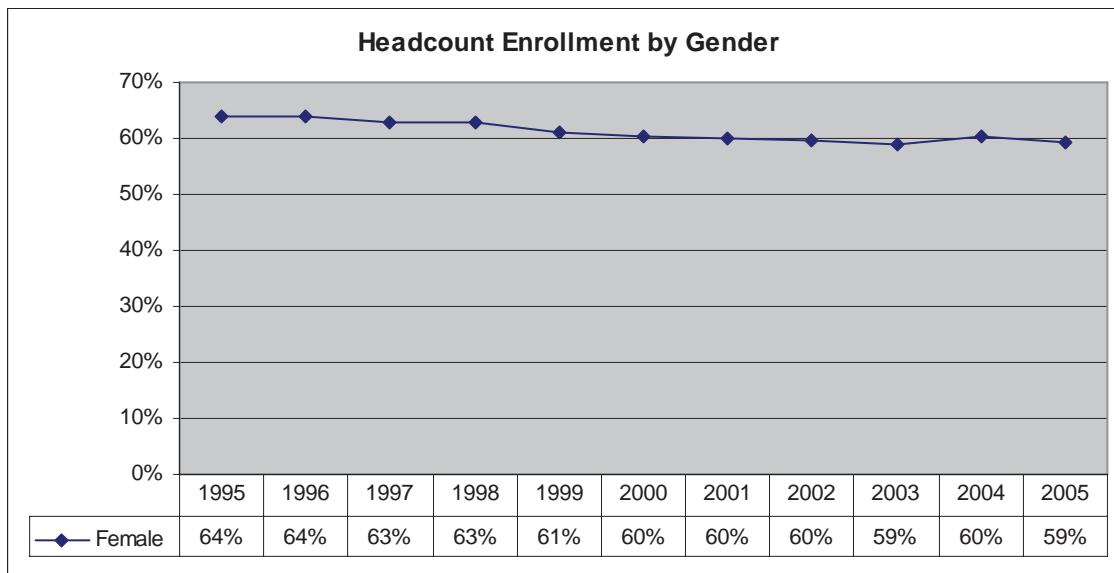
Headcount Enrollment by Gender and Ethnicity

Definition of Measure: This measure shows headcount enrollment by gender/ethnicity. Percent does not include unknowns.

Uses of Measure: This measure shows the level of student participation by gender and ethnicity.

Analysis: The male to female headcount ratio has remained relatively stable. Overall, the percentage of Hispanic students has increased 5% while the percentage of other ethnic minorities has remained stable.

Source: Student Information System.



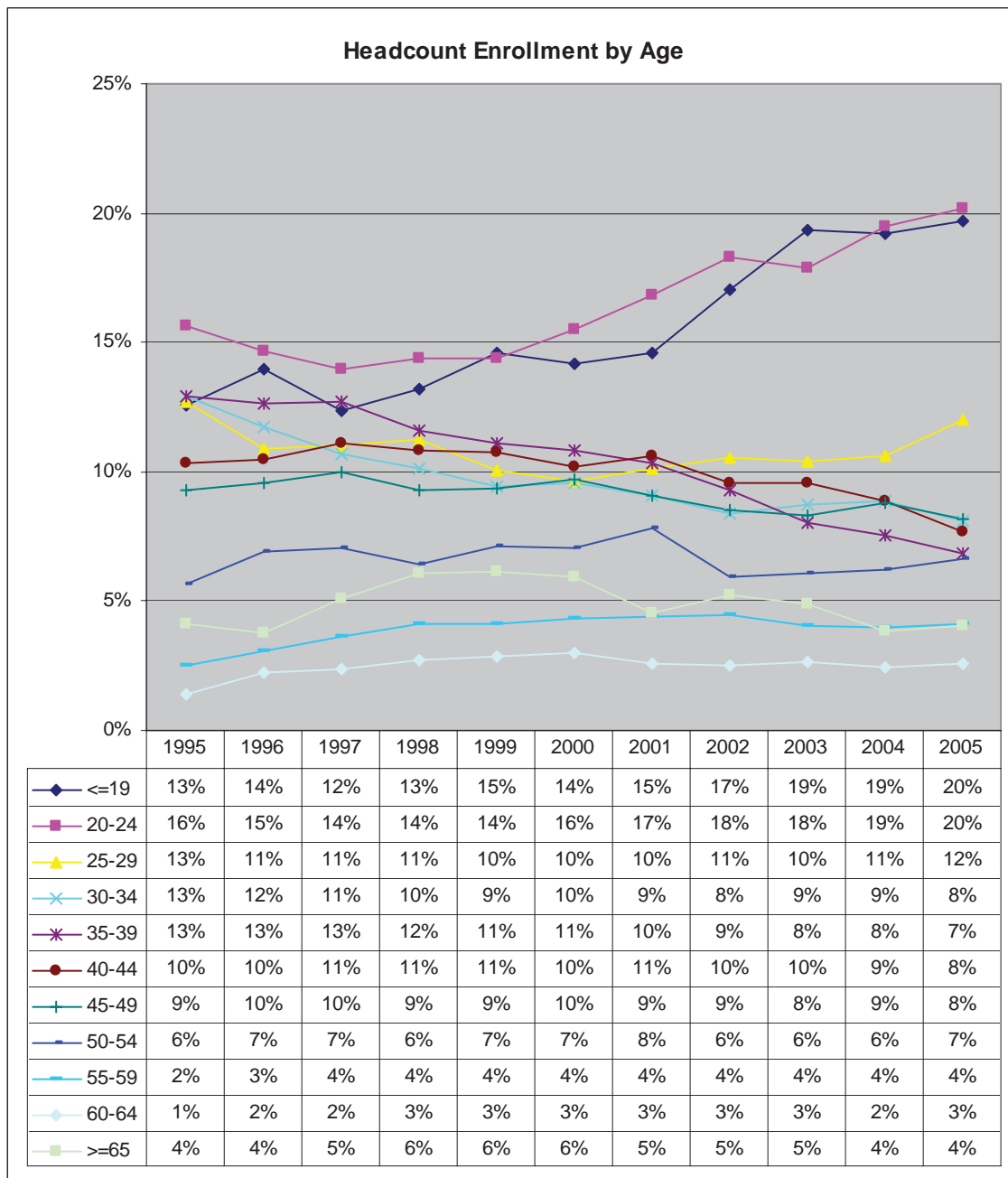
Headcount Enrollment by Age

Definition of Measure: This measure shows unduplicated headcount enrollment of all students by age categories. To be counted, a student was enrolled with at least .5 units on the Fall census date. Nineteen and under includes co-enrolled high school students. Percent does not include unknowns.

Uses of Measure: This measure shows the level of participation for different age categories.

Analysis: Overall, the percentage of students 24 and under has increased by 11%, while the percentage of students 30 to 44 has decreased by 13%.

Source: Student Information System.



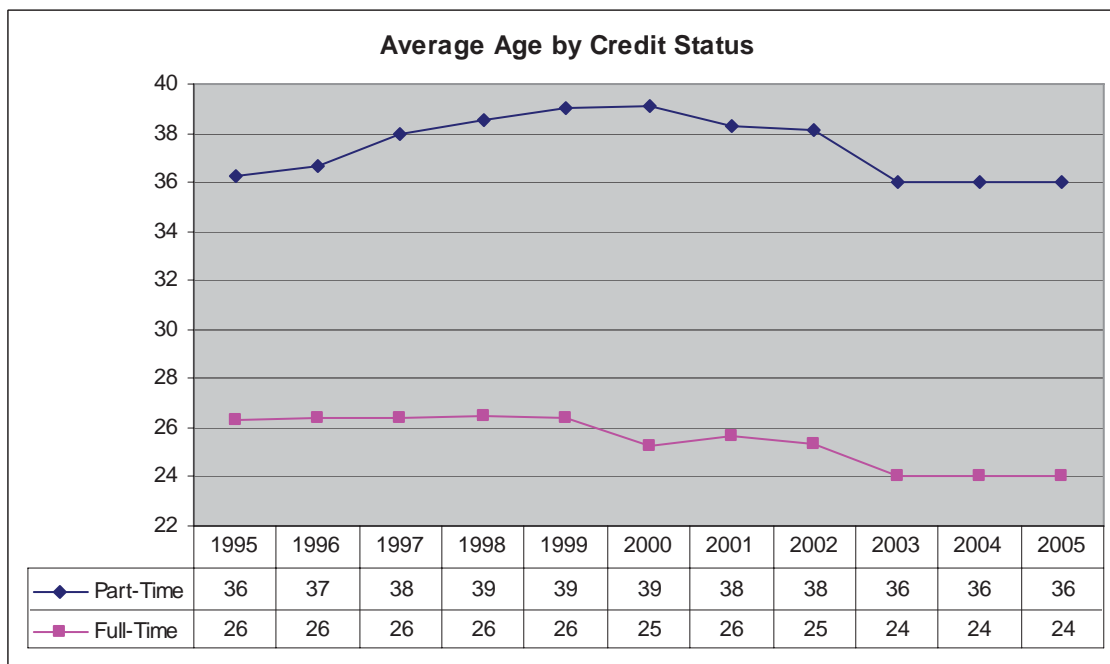
Average Age by Credit Status

Definition of Measure: This measure shows the average age for students in the full-time and part-time load categories.

Uses of Measure: This measure shows the average age for different load status.

Analysis: The average age of full-time students remains about 12 years younger than the average age of part-time students. There has been a two year drop in the average age of full-time students.

Source: Student Information System.



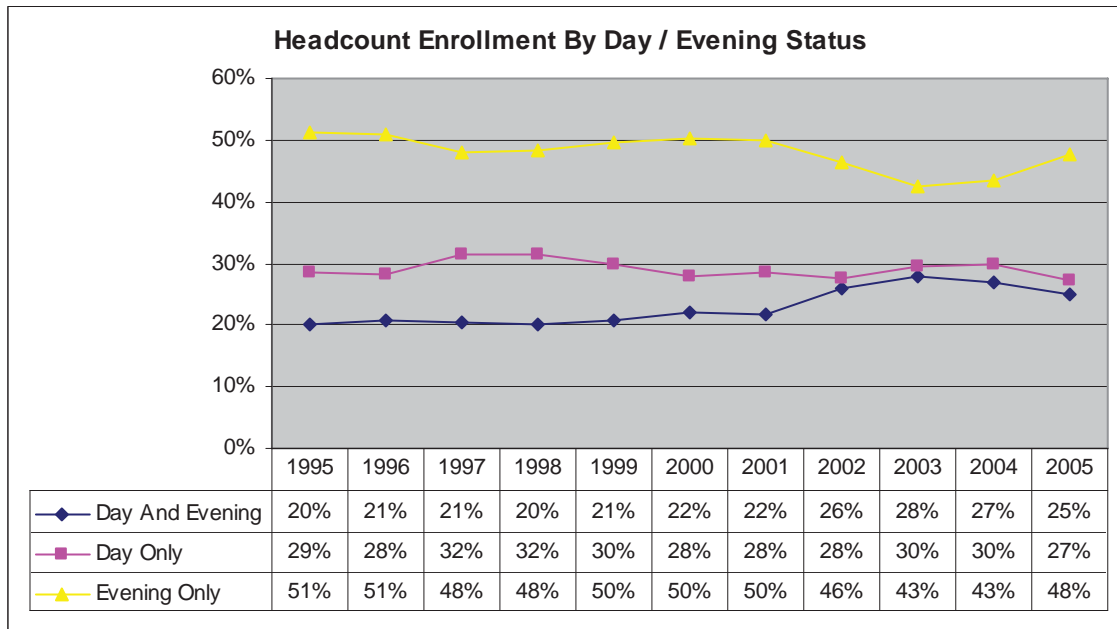
Headcount Enrollment by Day/Evening Status

Definition of Measure: Classes scheduled to begin after 4:30 p.m. are defined as evening classes. Headcount enrollment is an unduplicated count. Percent does not include unknowns.

Uses of Measure: This measure shows the level of student participation by the time of day classes are attended. It also illustrates the institutional effort to offer instruction to nontraditional students during evening hours.

Analysis: About half of our students attend classes during the evening only, one quarter attend classes during the day only, and one quarter attend day and evening classes. Overall, the percentage of students attending day and evening classes has increased by 5% while the percentage of students attending evening only classes has decreased by 3%.

Source: Student Information System.



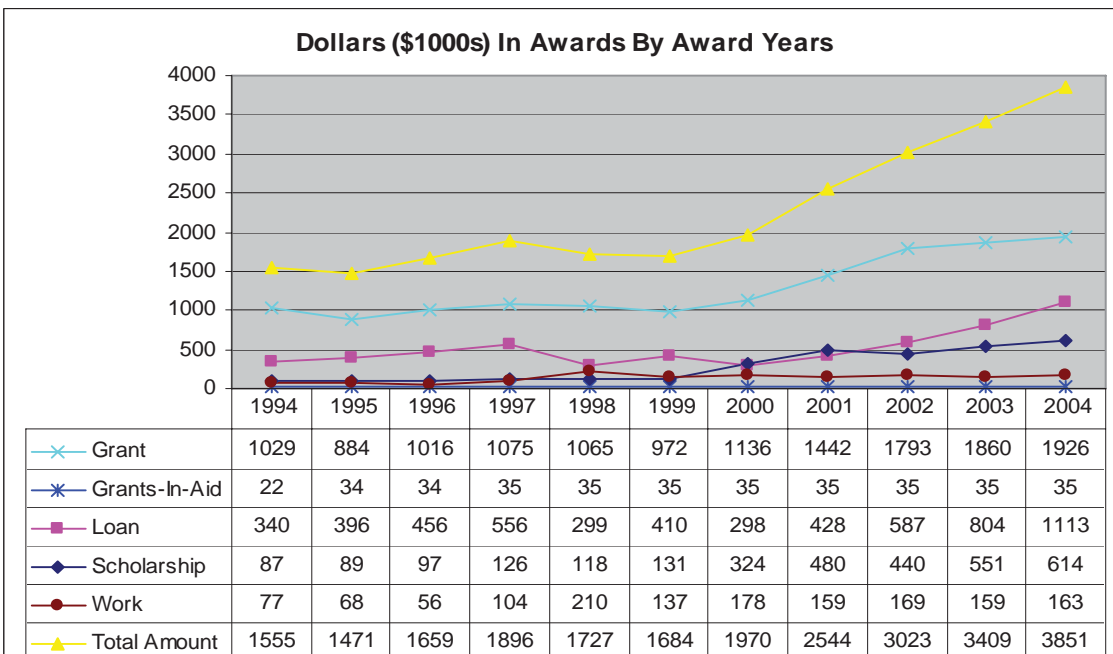
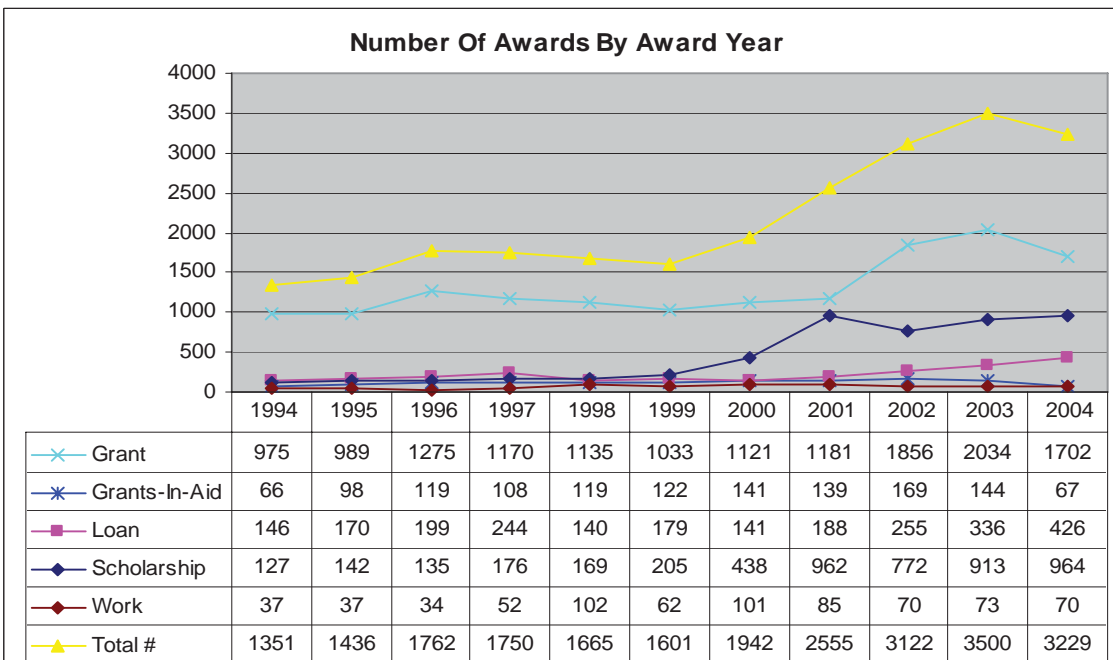
Number of Awards and Dollars Provided in Financial Aid

Definition of Measure: This measure shows the number of financial aid awards and the total dollar amount of aid provided, by type of aid. An award year is Jul 1 to Jun 30. A student often receives more than one award.

Use of Measure: This measure shows changes in the number of financial aid awards and aid dollars.

Analysis: The total dollar amount of financial aid awards has increased by \$2,296,000. A change to the college's financial aid policy was made in award year 2004 in order to provide students most in need with more aid dollars. Aid limits were raised on state grants so that students need fewer awards. This measure excludes aid provided by the Veterans Administration.

Source: Student Information System.



Percent of Recent Service Area High School Graduates

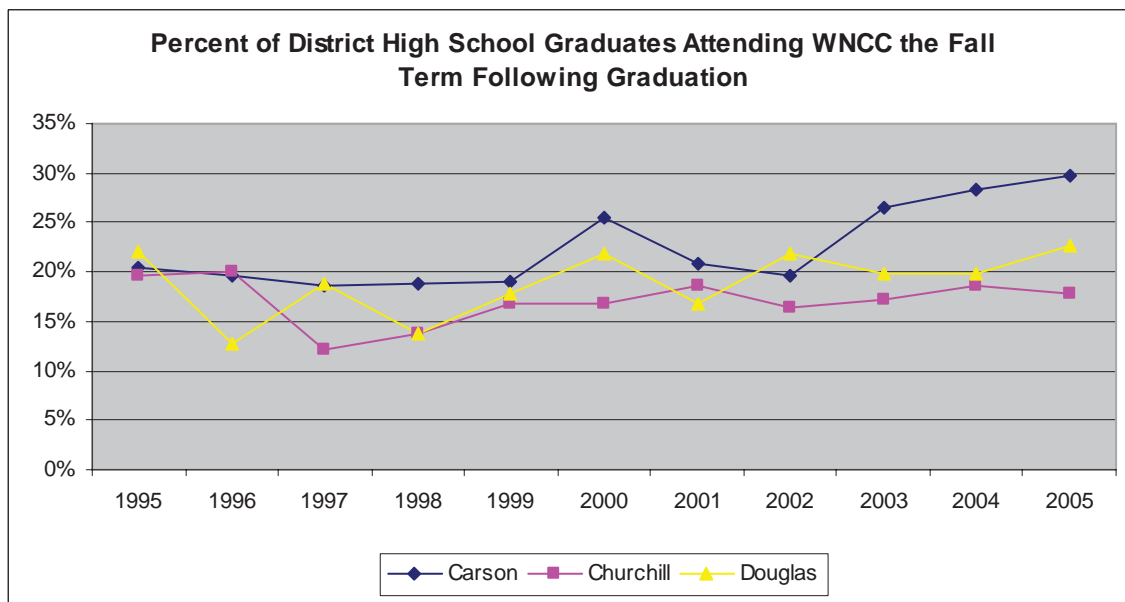
Definition of Measure: This measure shows the Fall term enrollment of recent high school graduates as a percentage of service area high school graduates.

Uses of Measure: Recent high school graduates are an important source of new students at WNCC. Changes in the participation rate reflect changes in access for the different service area high schools.

Analysis: Overall, the Carson high school transfer rate has increased by over 9% and the Douglas high school transfer rate has increased by 0.6%. The Churchill high school transfer rate has decreased by under 2%.

The number of students attending WNCC from Fernley, Mineral, Pershing, Smith Valley, Storey, Yerington and Whittell high schools is too small to create a reliable percentage.

Source: NV Department of Education, Student Information System.



NV Department of Education.
Graduate counts include standard and advanced high school diplomas only.

STUDENT SUCCESS

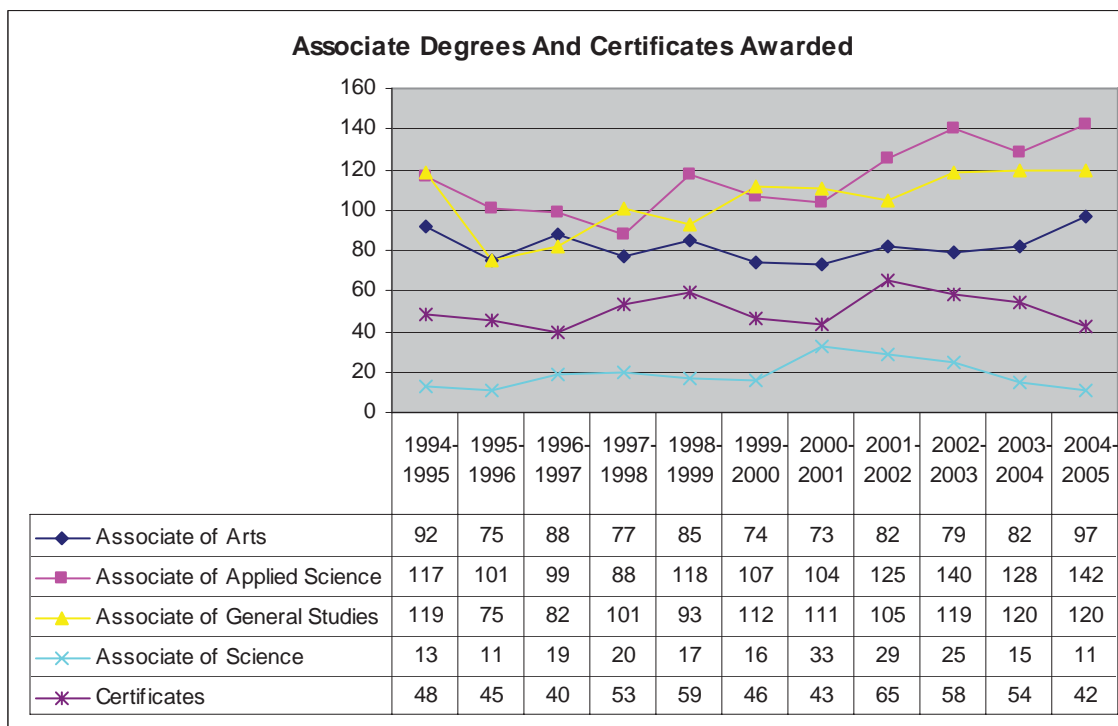
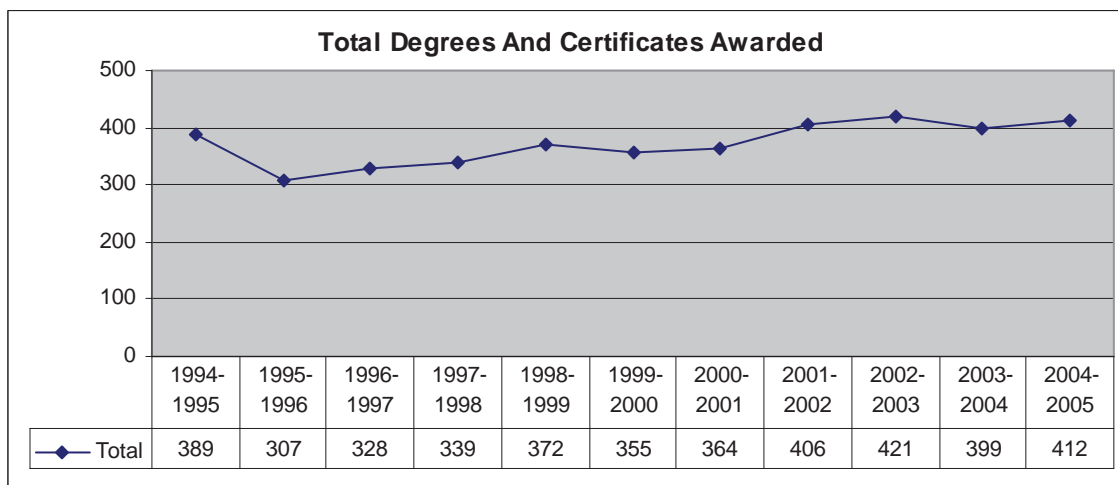
Number of Associate Degrees and Certificates Awarded

Definition of Measure: This measure shows the total degrees and certificates awarded in an academic year by type. An academic year was defined as fall, spring, and summer.

Use of Measure: An award represents a completed educational goal for students and an achieved product for the institution.

Analysis: There has been a gradual increase in the number of degrees granted overall with the greatest increases occurring in Associate of Applied Science (AAS) and Associate of Arts (AA) degrees.

Source: Student Information System.



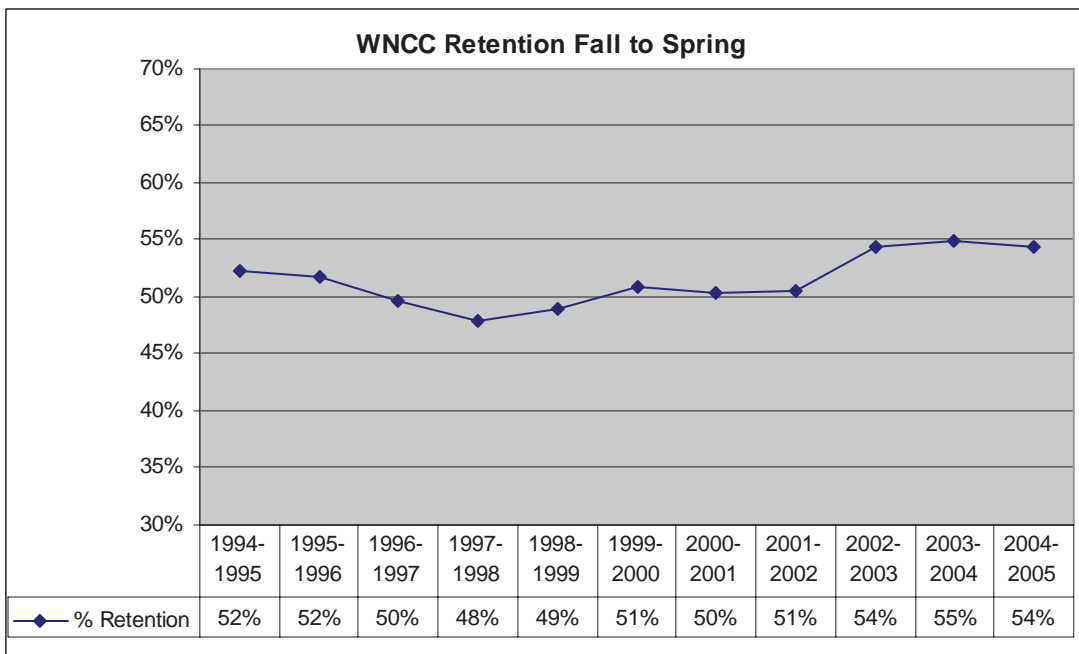
Retention Fall to Spring

Definition of Measure: Retention rate is calculated as the headcount enrollment of students who return for the second term, divided by the total headcount enrollment during the first term minus the number of graduates from the first term.

Use of Measure: Retention rate is a measure of endurance by students in their continued pursuit of studies (from term to term) towards the completion of an educational goal or training objective.

Analysis: There has been a gradual increase in fall to spring retention.

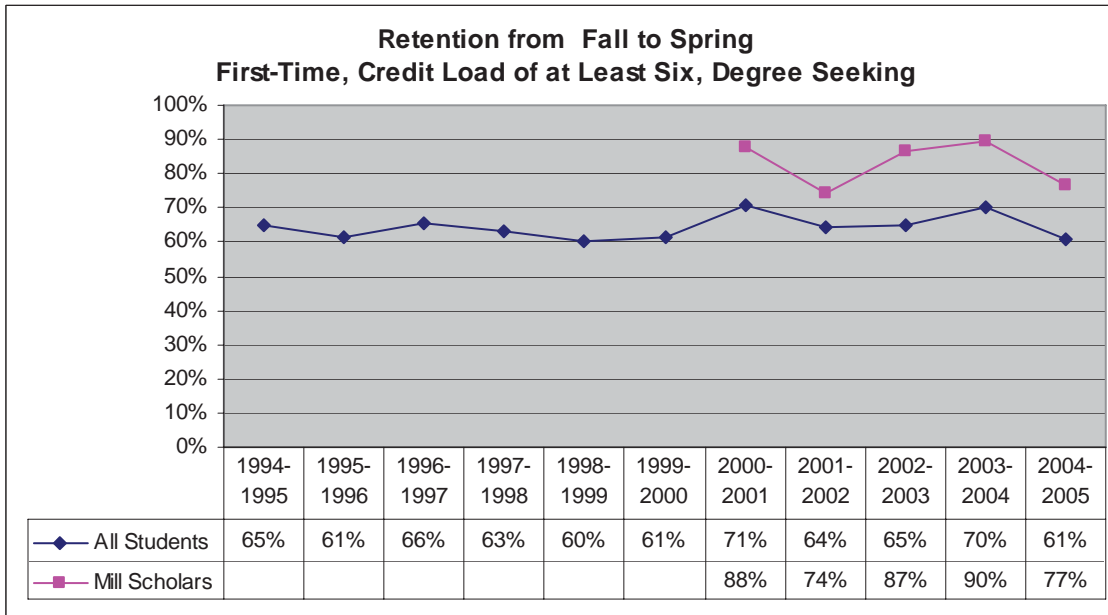
Source: Student Information System.



Retention Fall To Spring: First-time, Six+ Credits, Degree-seeking

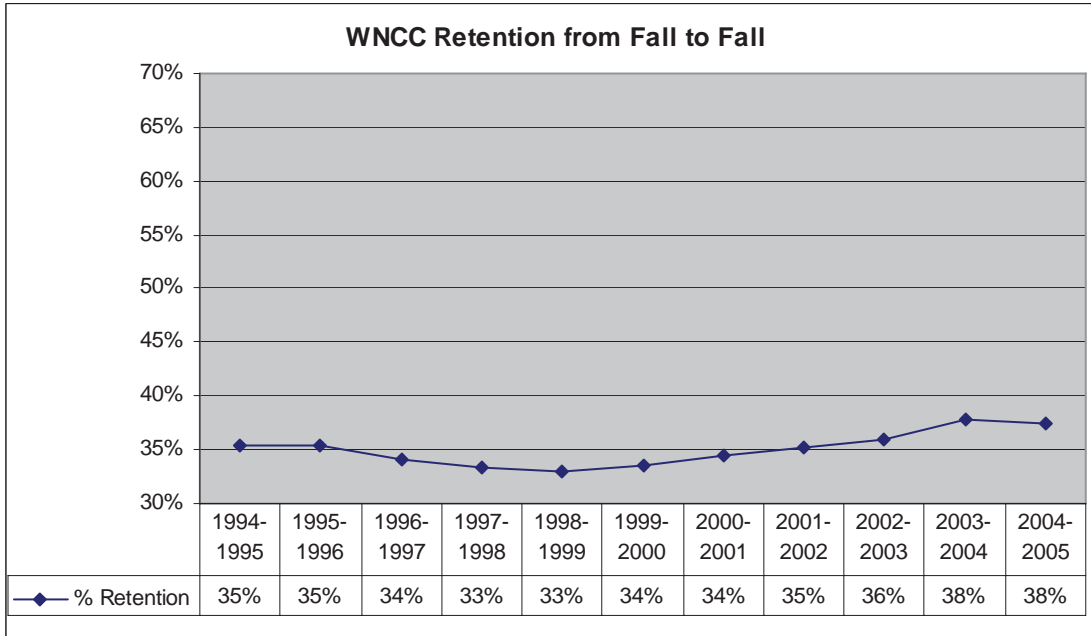
Analysis:

Millennium scholars have a significantly higher fall to spring retention rate than non-millennium scholars.

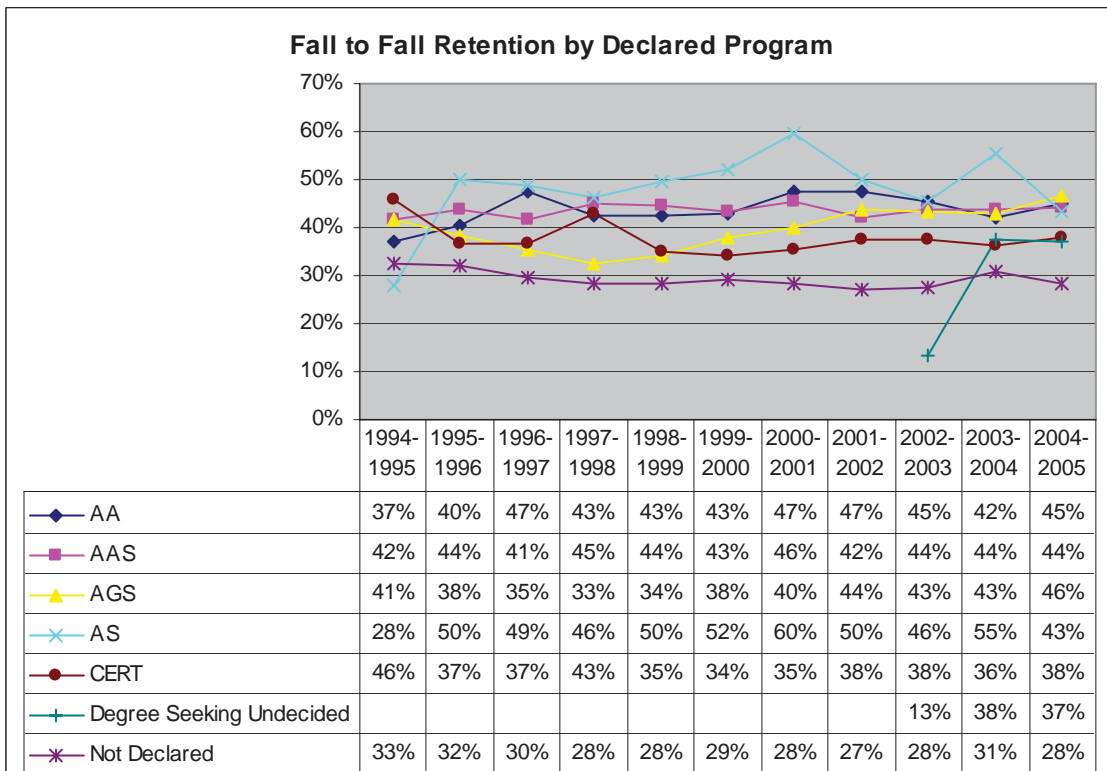


Retention Fall to Fall and Declared Program

Analysis: Fall to fall retention rates have increased by 3% since fall of 1994.



Analysis: Fall to fall retention of degree seeking students is improving in all programs while the overall retention rate for certificate seeking students has decreased by 8%.



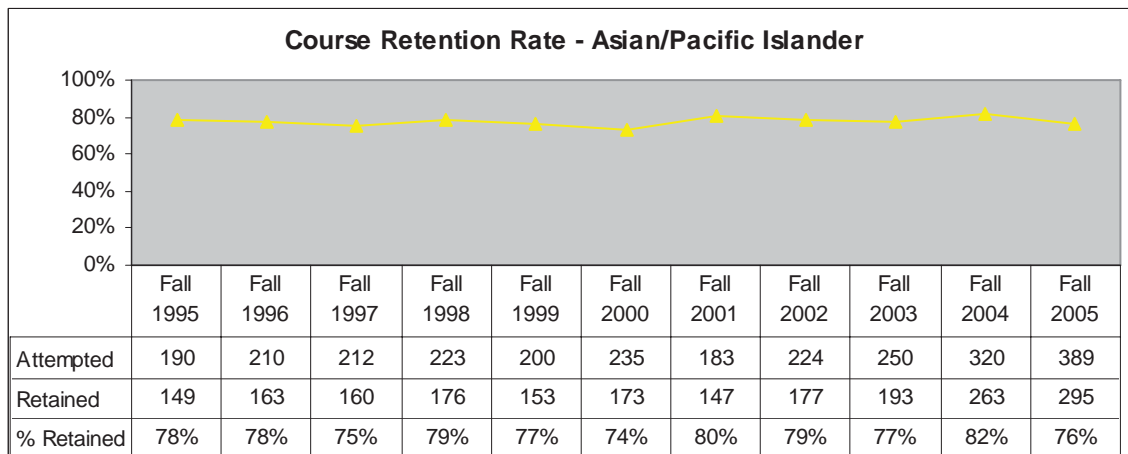
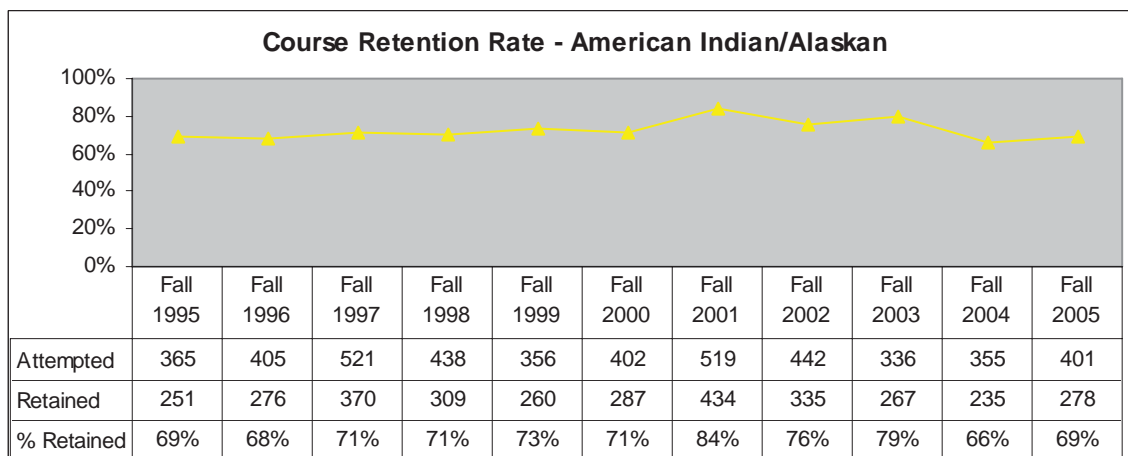
Retention by Ethnicity

Definition of Measure: The course retention rate is the initial course enrollment that remains enrolled at the end of the course (end of term grade of A, B, C, D, F, P).

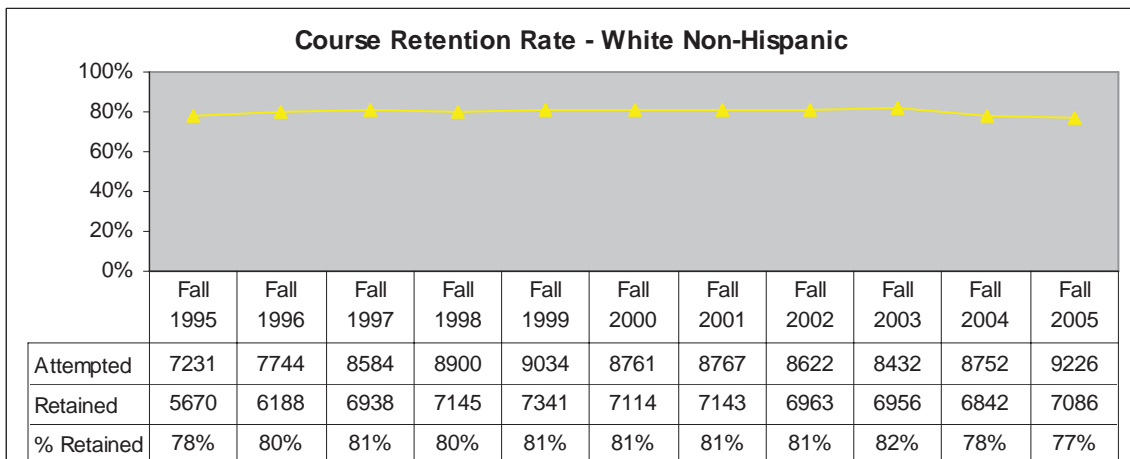
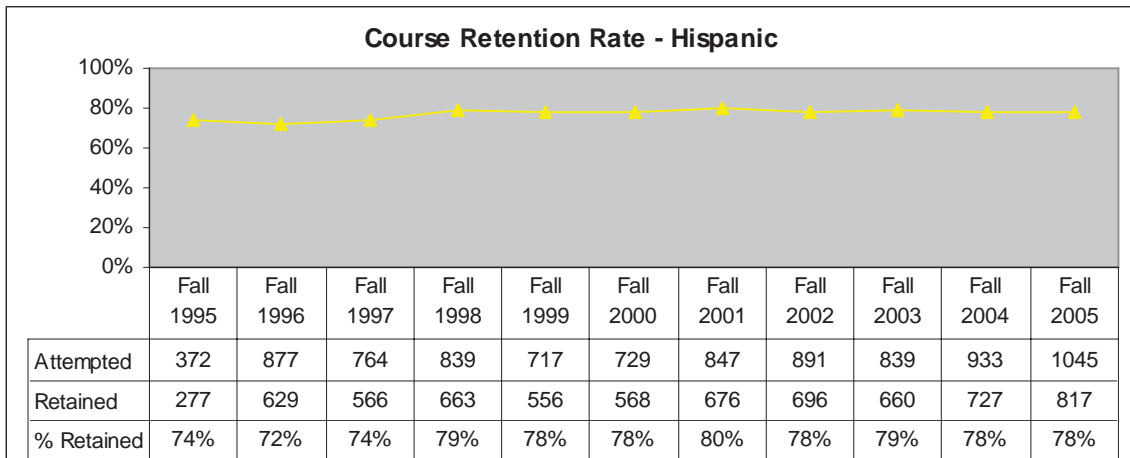
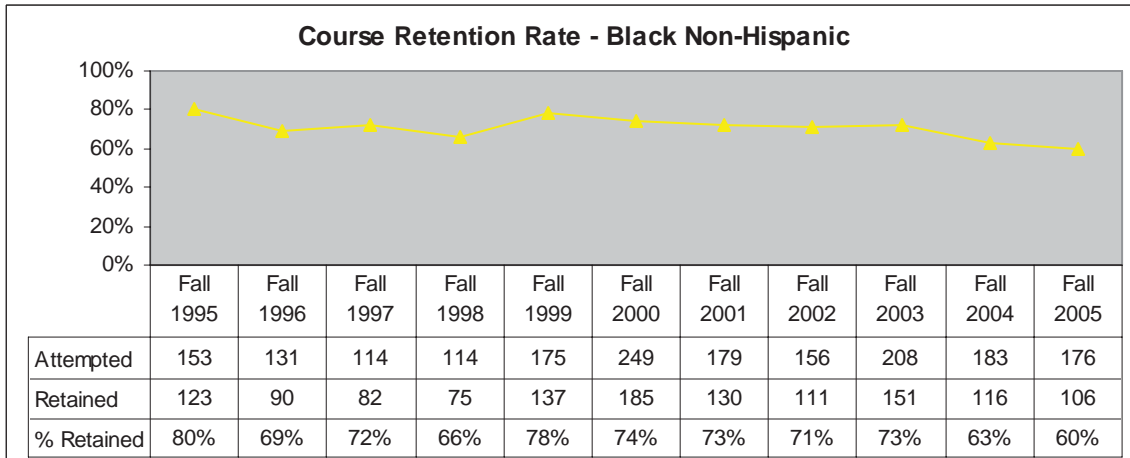
Uses of Measure: The retention rate measures how well an instructor or institution is performing in retaining students in the learning process through the completion of the course, regardless of the achievement level of students.

Analysis: Overall, the retention rate for Hispanic students has increased by 4%.

Source: Student Information System.

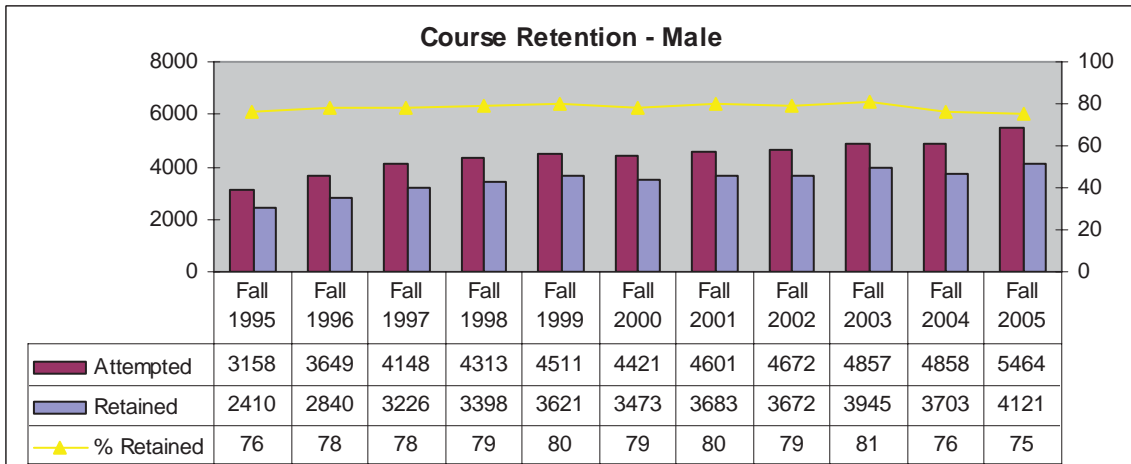
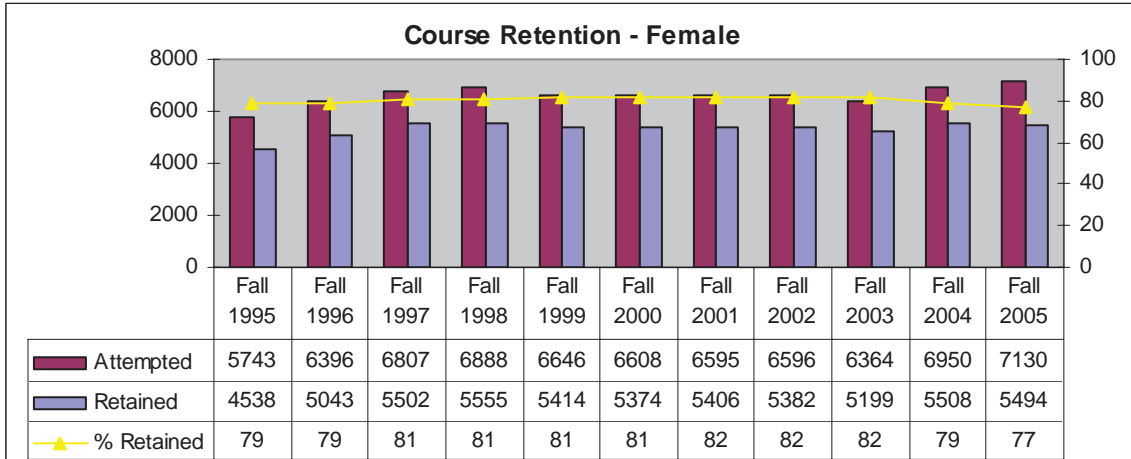


Retention by Ethnicity Cont.



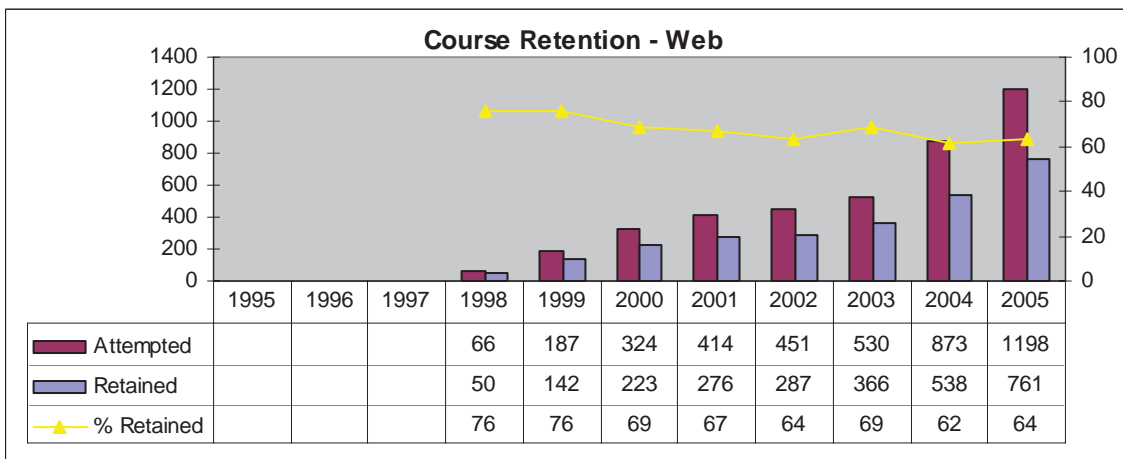
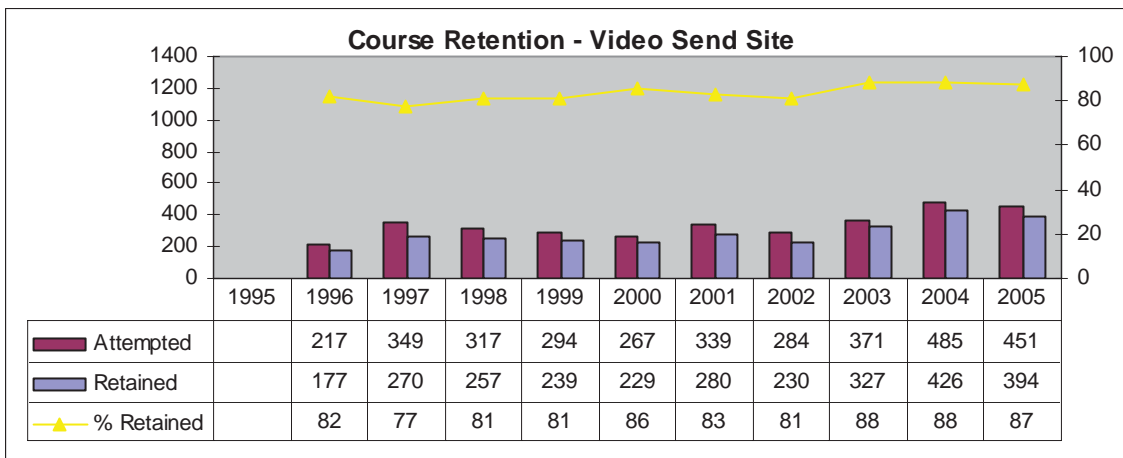
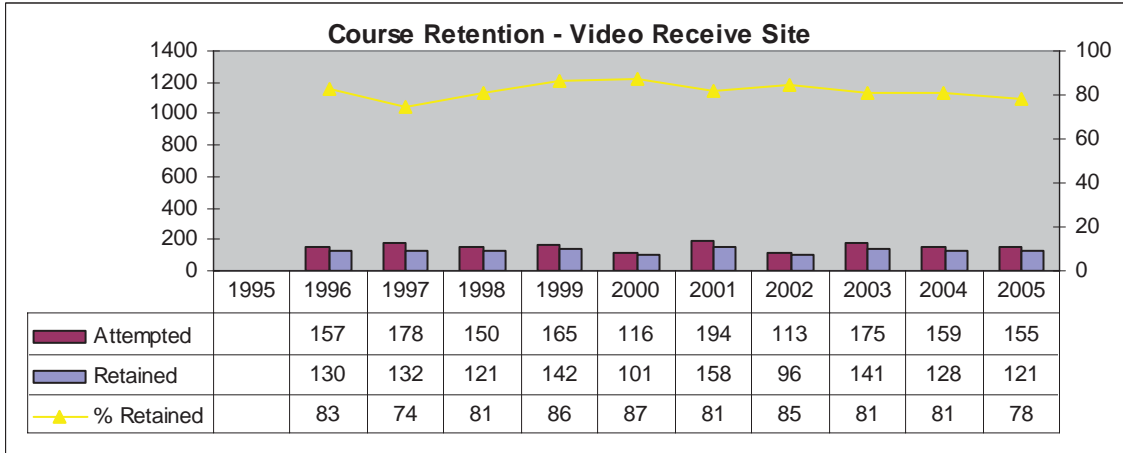
Retention by Gender

Analysis: The female course retention rate is consistently higher than the male retention rate.



Retention in Distance Education/Web Courses

Analysis: The course retention rate for web courses is lower than the retention rate for other distance education courses.



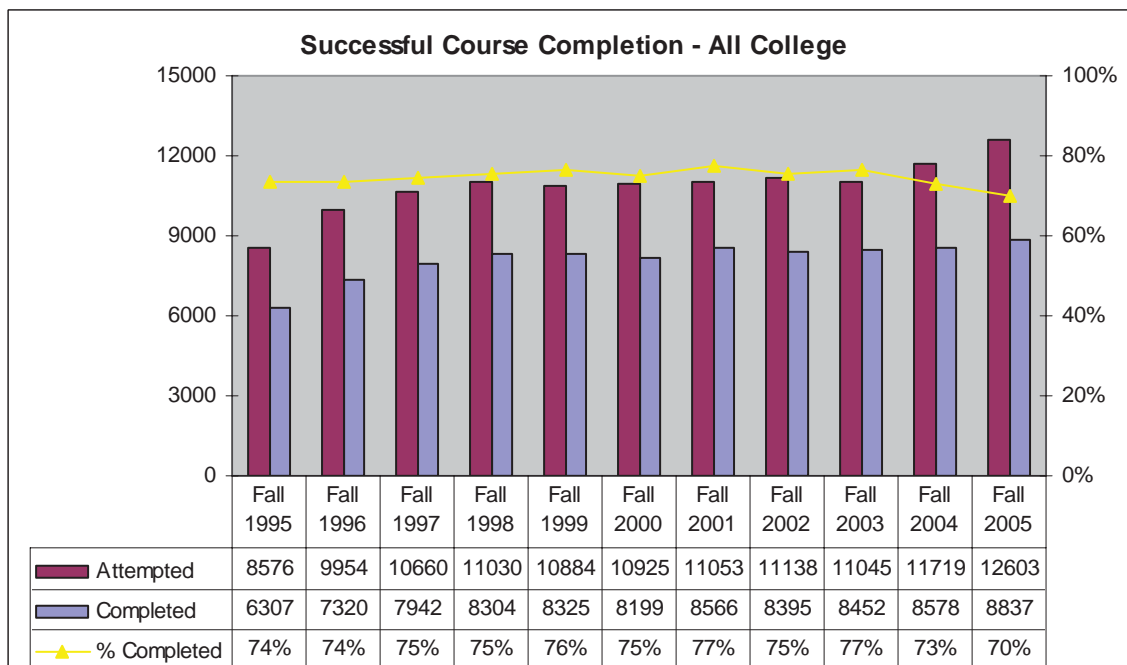
Successful Course Completion

Definition of Measure: Successful course completion rate is the sum of course enrollments receiving a grade of A, B, C, or P divided by attempted course enrollment.

Uses of Measure: Successful course completion is an indicator of student academic performance.

Analysis: There has been a small decline of 4% in the successful course completion rate.

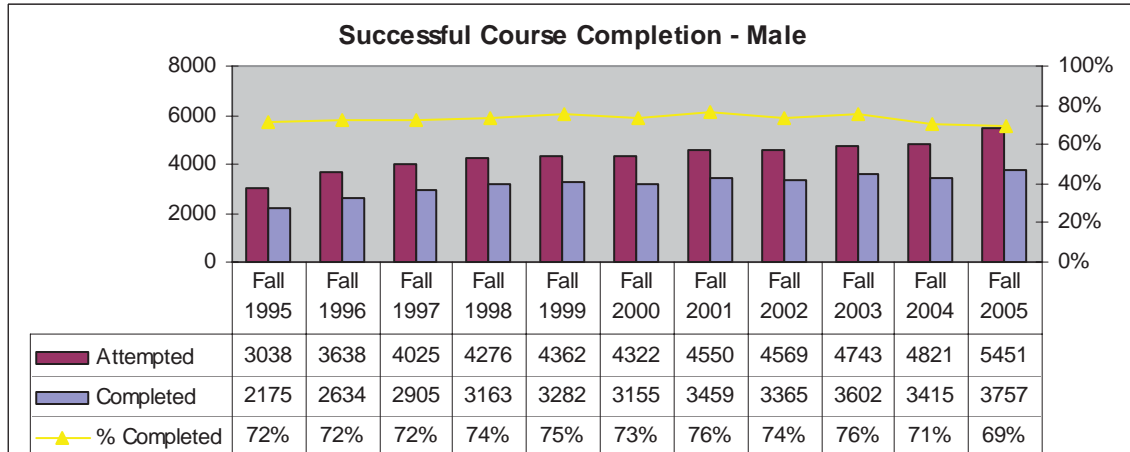
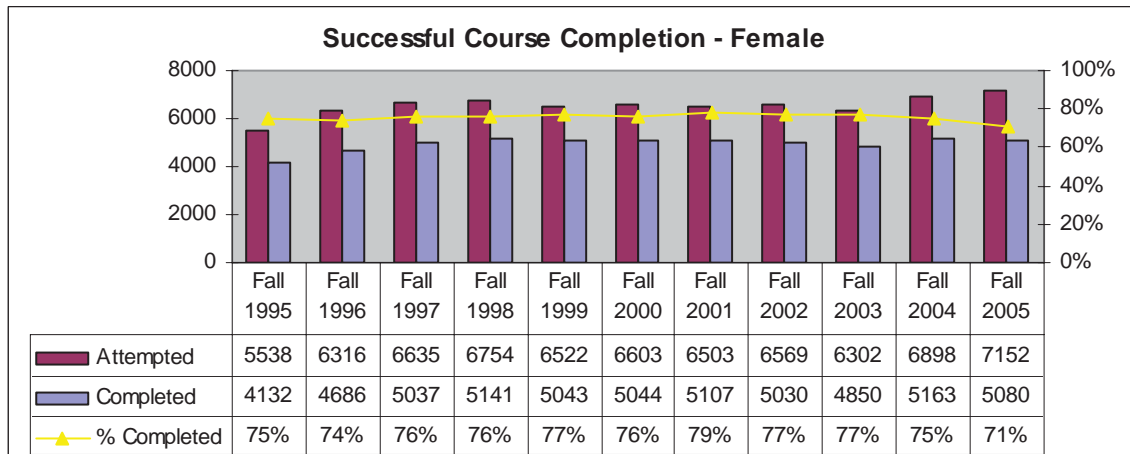
Source: Student Information System.



Successful Course Completion by Gender

Analysis: The female successful course completion rate has consistently been higher than the rate of males.

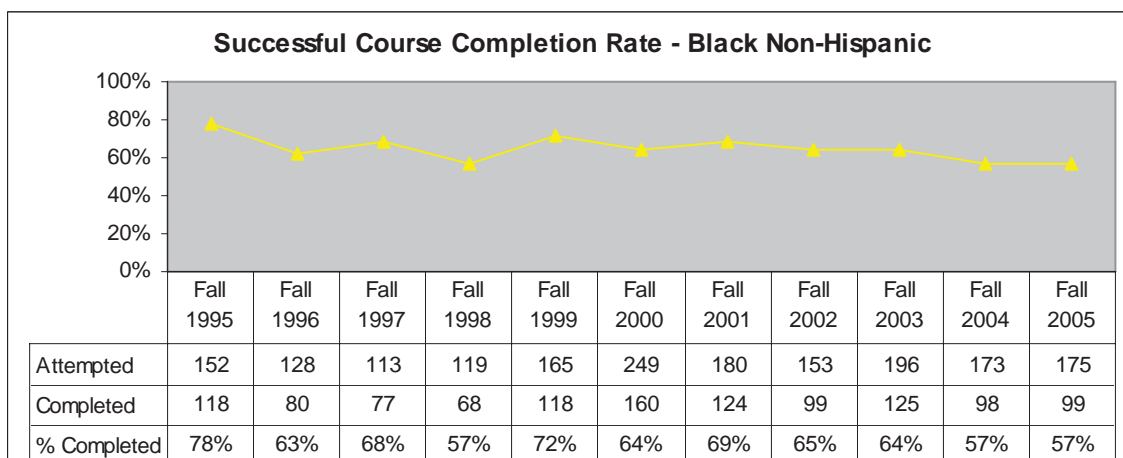
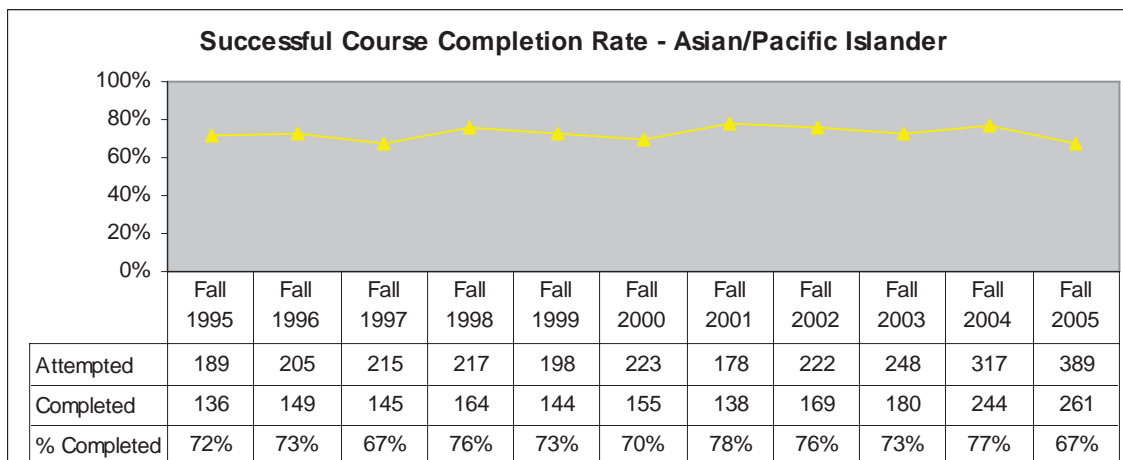
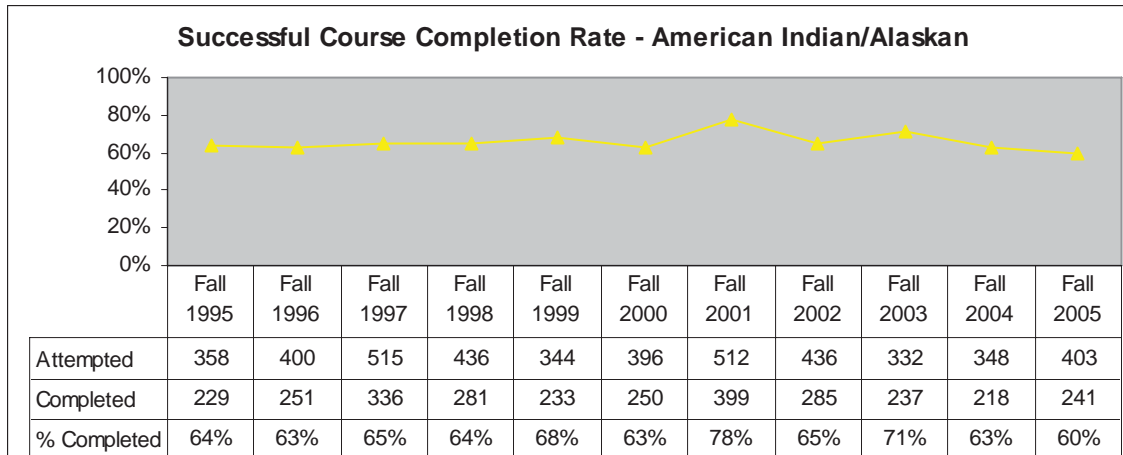
Source: Student Information System.



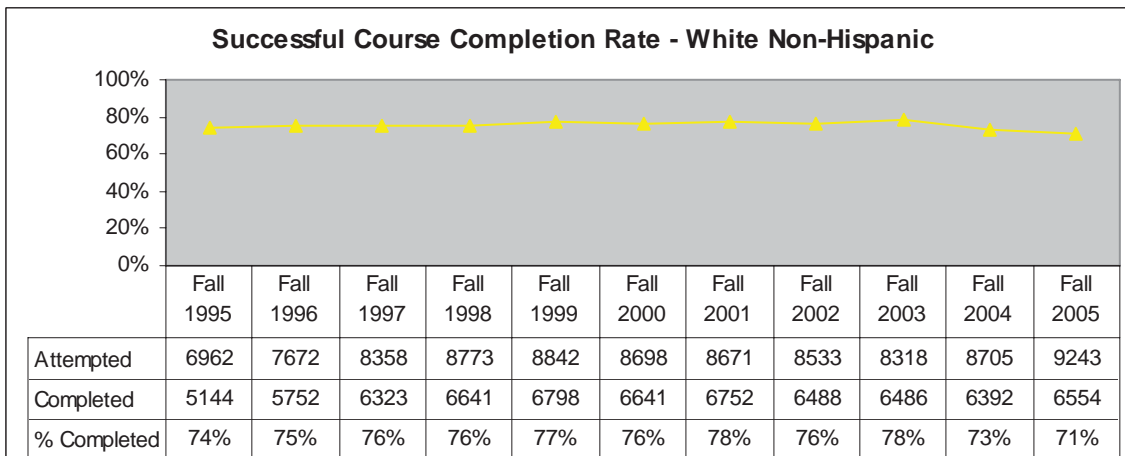
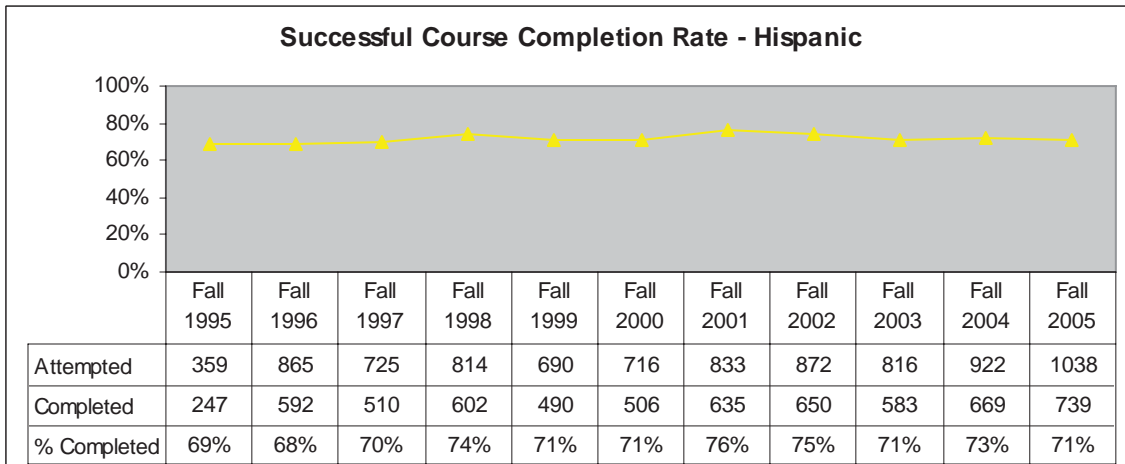
Successful Course Completion by Ethnicity

Analysis:

In 2005, White and Hispanic students had the highest course completion rates. Overall, the successful course completion rate for Hispanic students has increased by 3%.

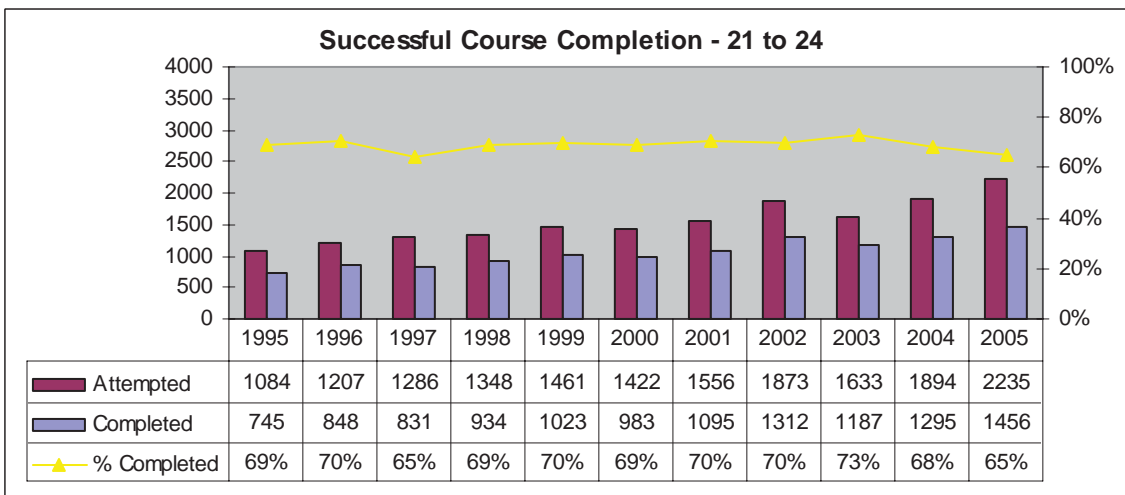
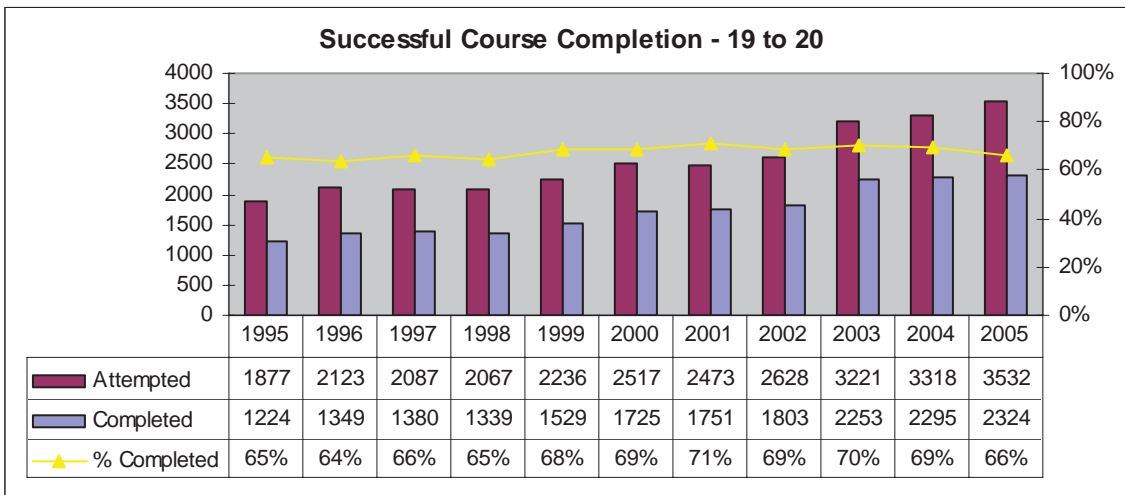
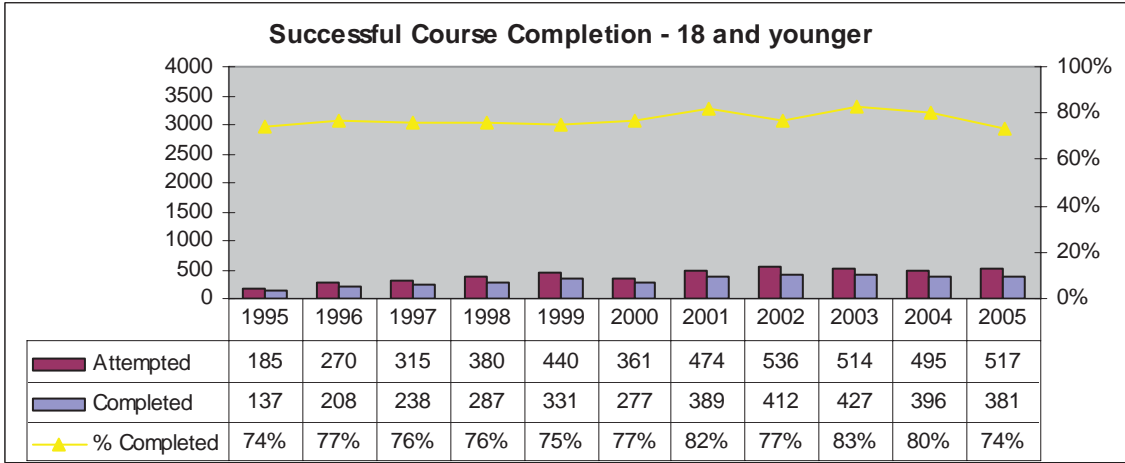


Successful Course Completion by Ethnicity Cont.

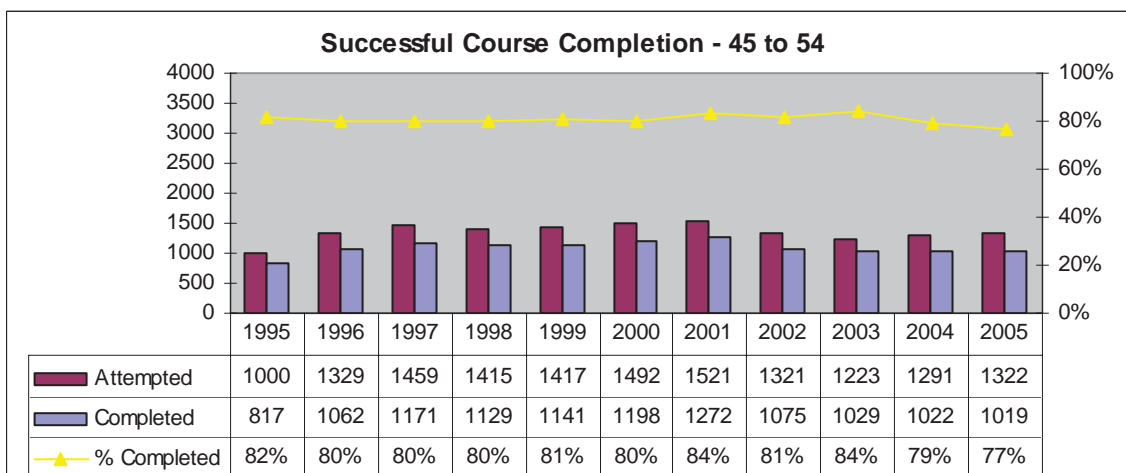
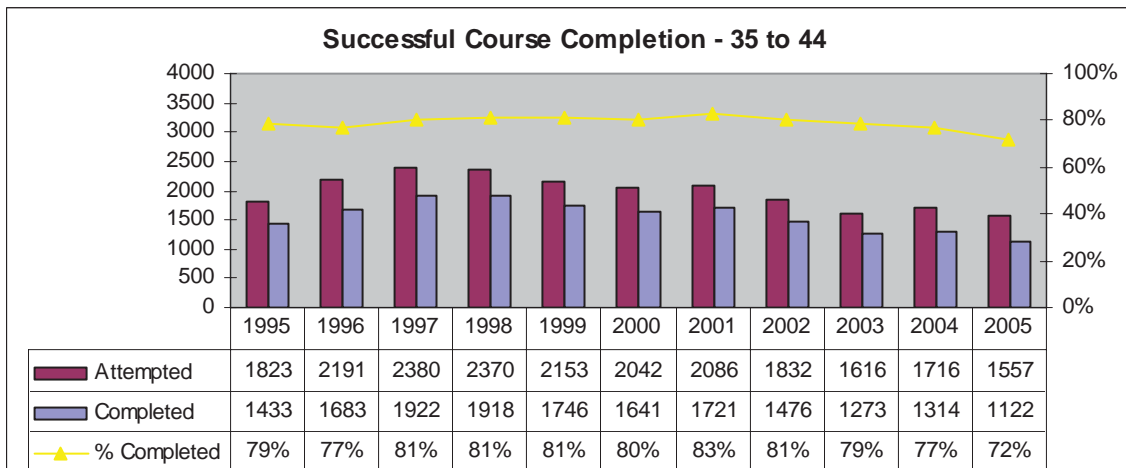
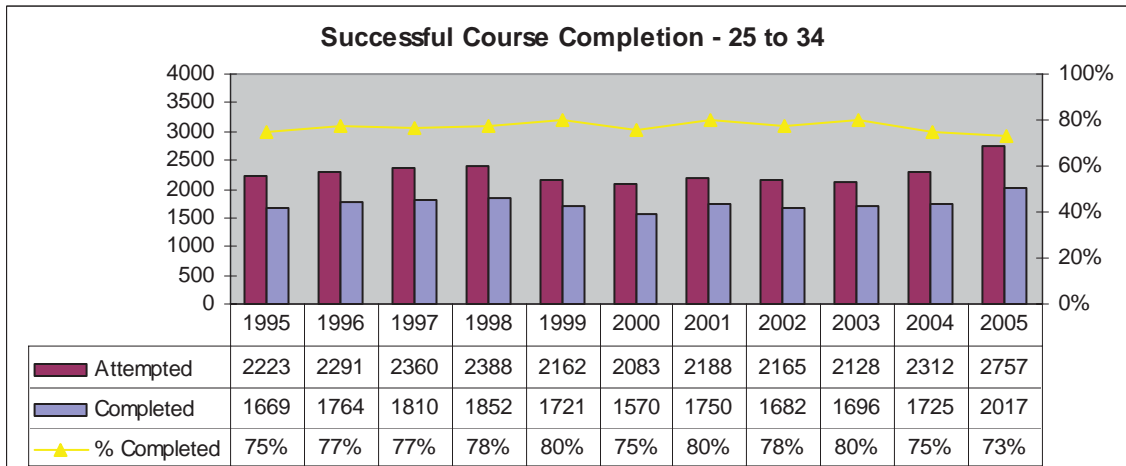


Successful Course Completion by Age

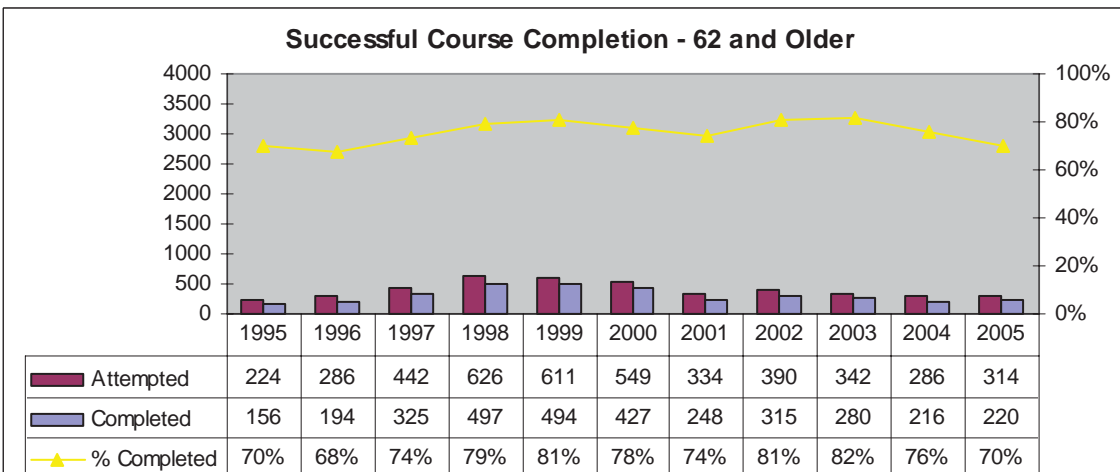
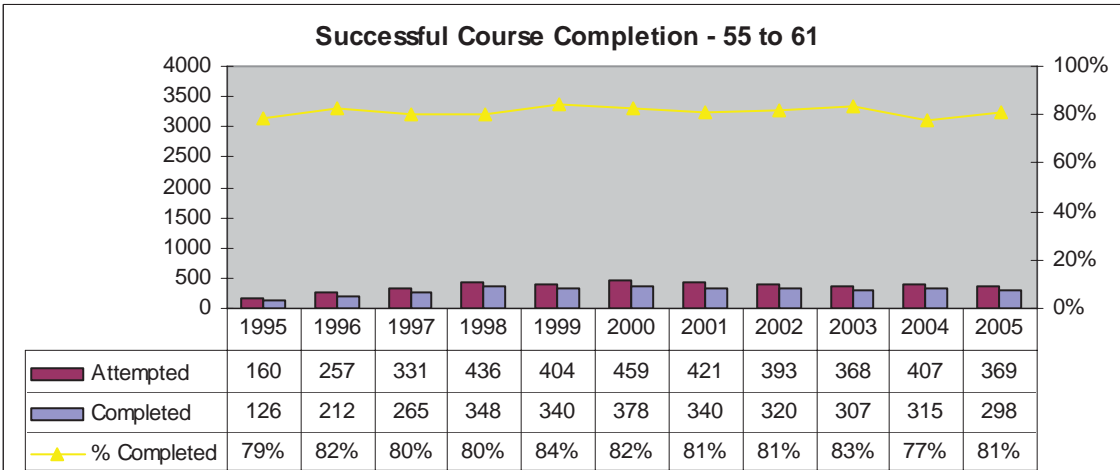
Analysis: Completion rate is lowest for students 19 to 24.



Successful Course Completion by Age Cont.

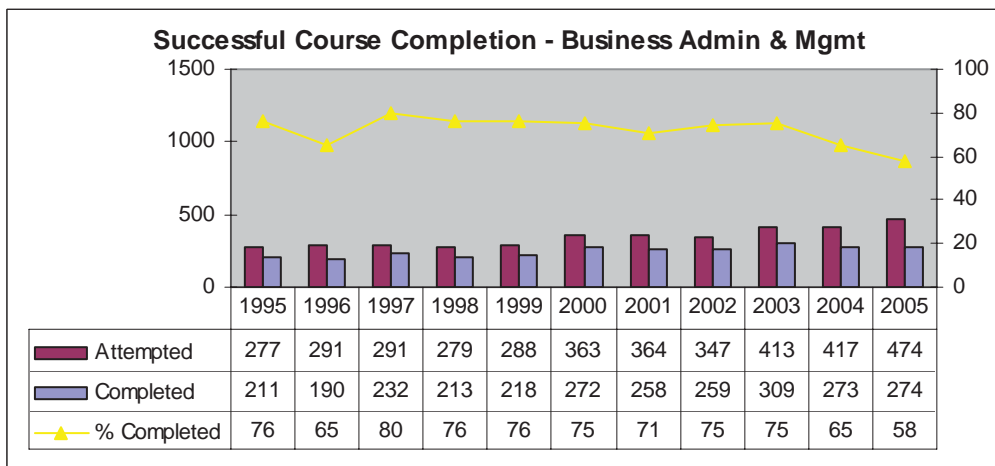
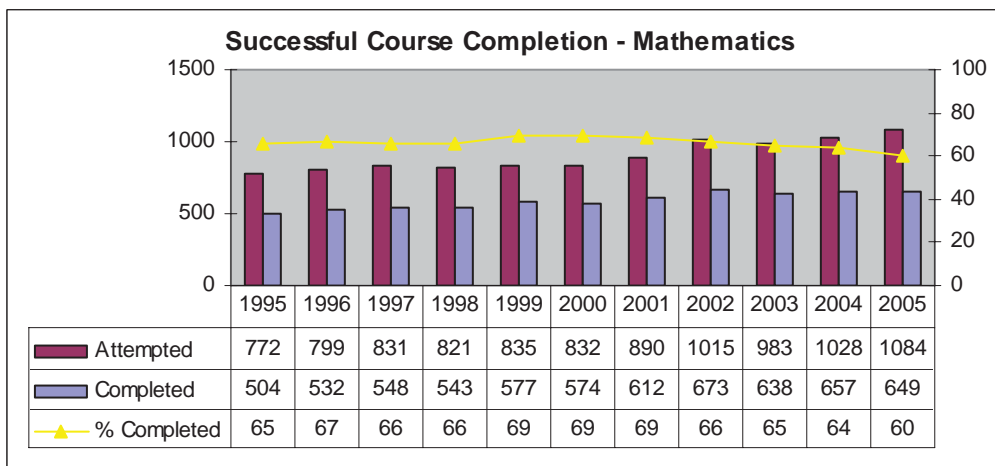
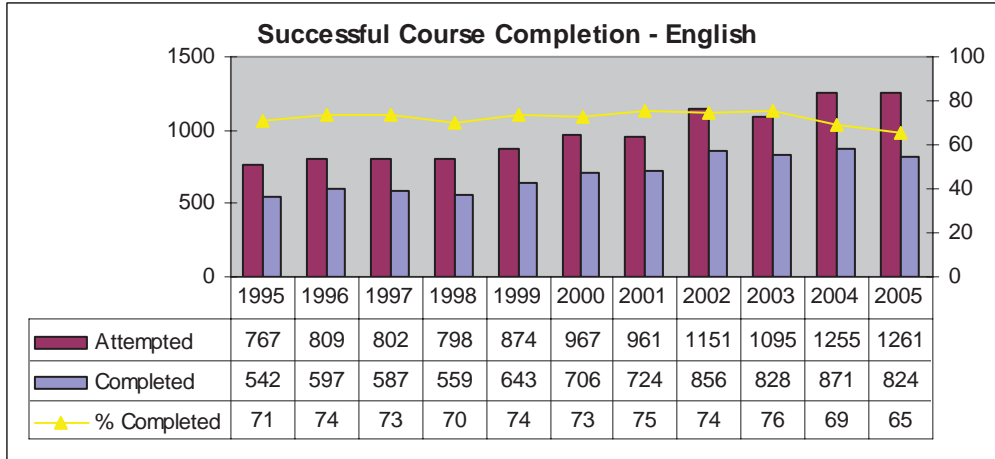


Successful Course Completion by Age Cont.

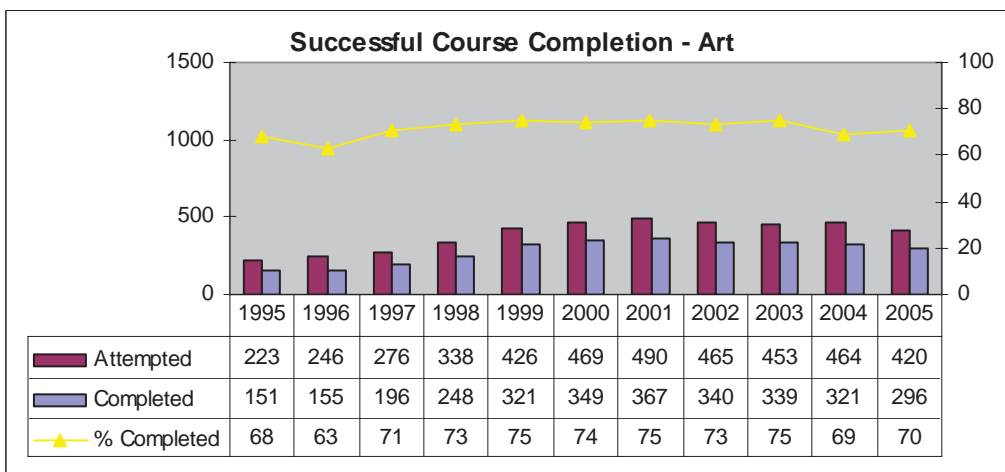
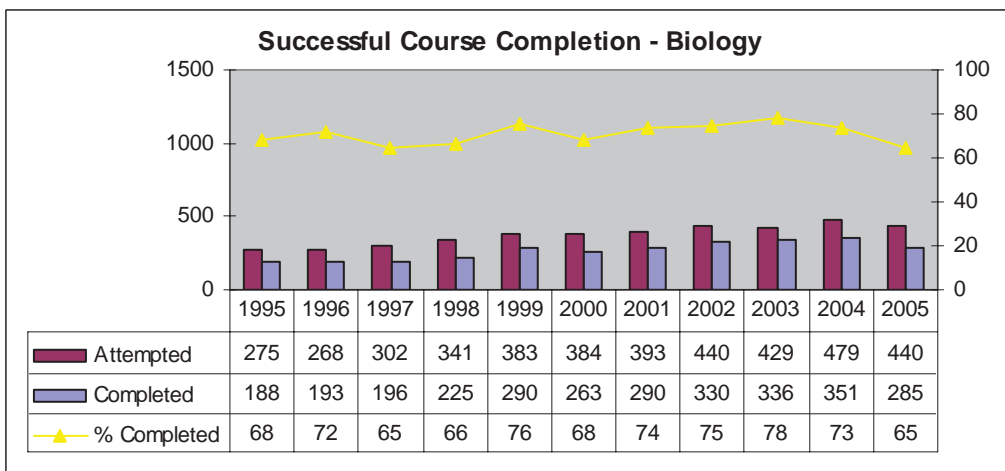
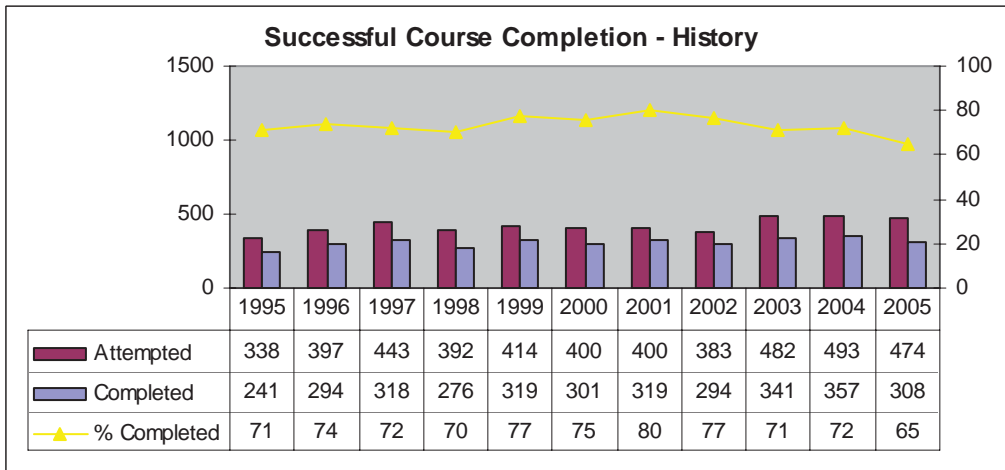


Successful Course Completion by Subject

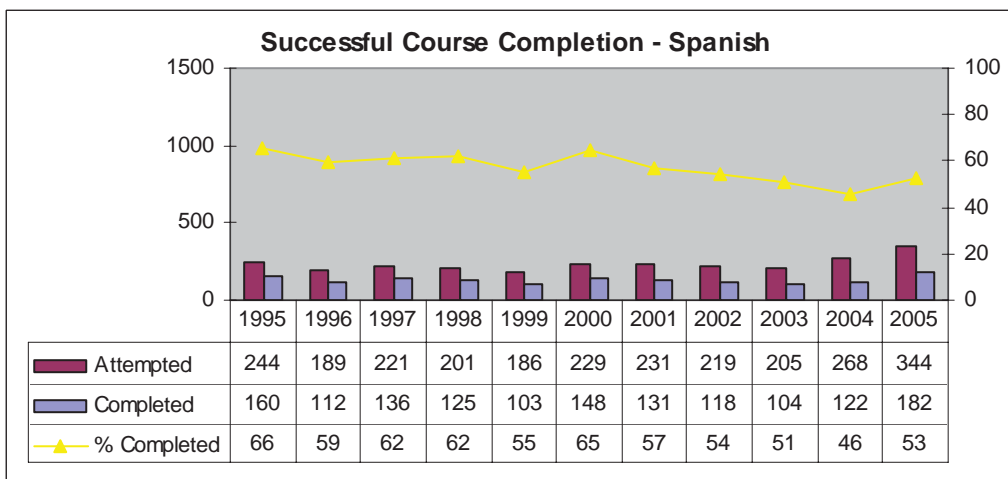
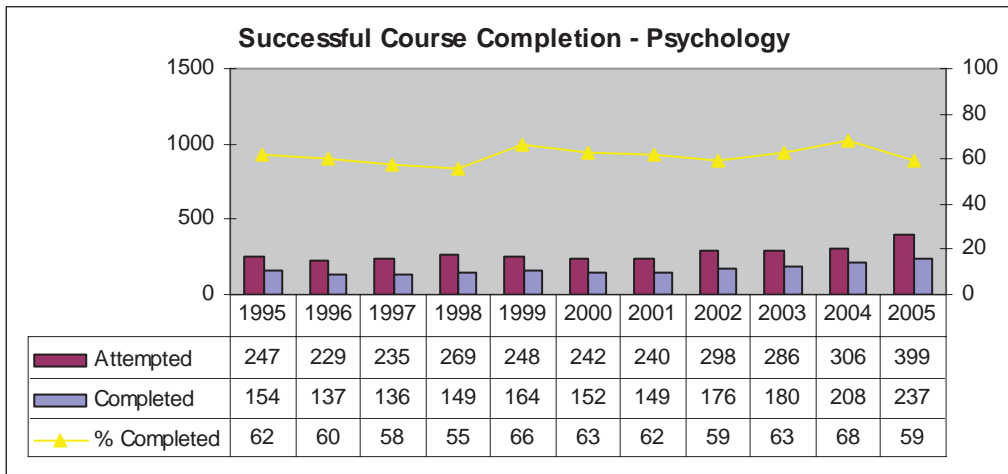
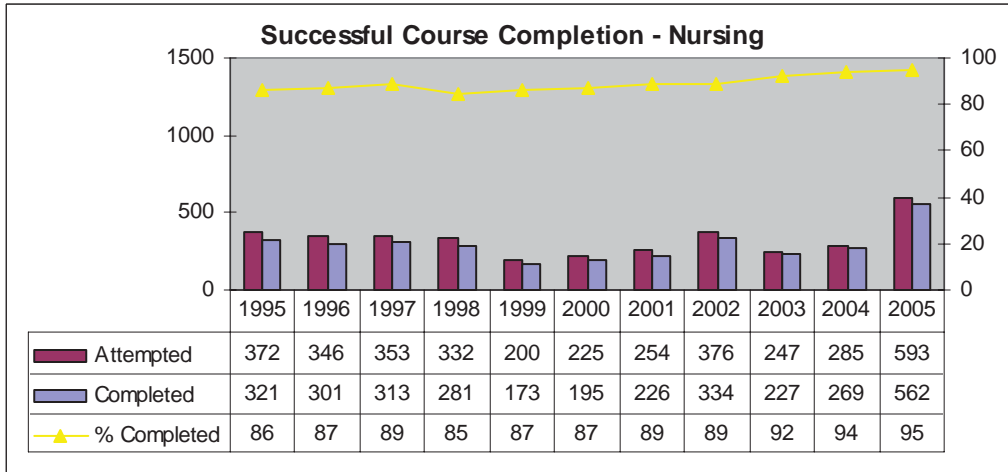
Analysis: Nursing has the highest successful course completion rate.



Successful Course Completion by Subject Cont.



Successful Course Completion by Subject Cont.



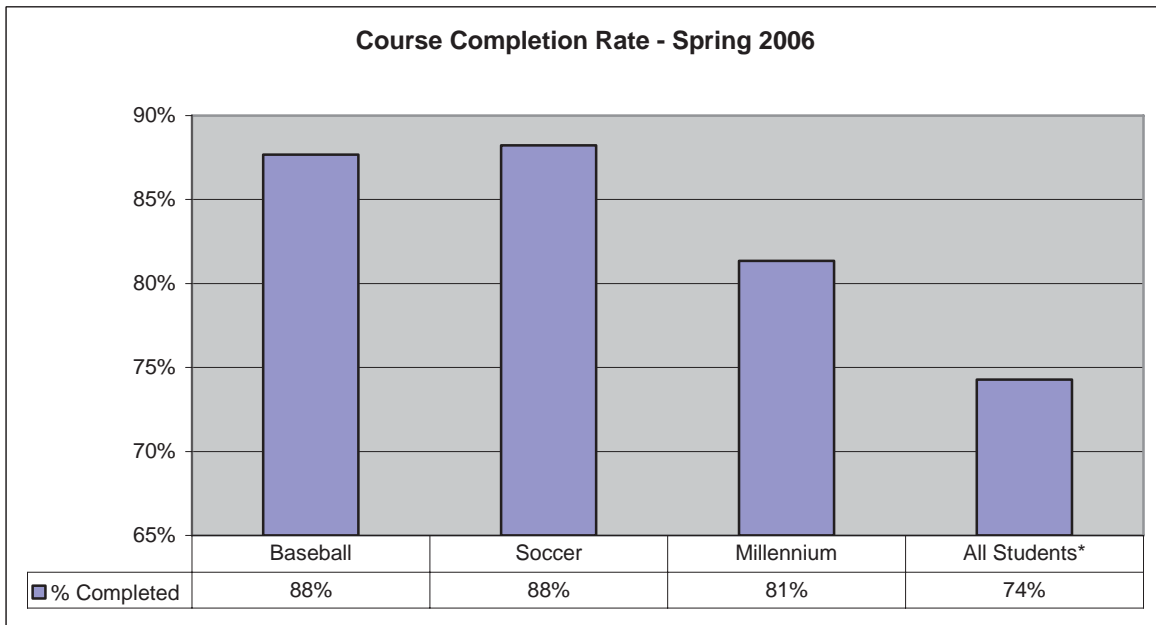
Comparative Course Completion

Definition of Measure: Course completion is the sum of units earned (with a grade of A, B, C, or D) divided by the number of units attempted.

Uses of Measure: This measure is an indicator of student performance.

Analysis: This is the first time this measure has been used. Student athletes in baseball and soccer had a higher course completion rate than other students for the spring 2006 semester.

Source: Student Information System



* Students enrolled in at least 6 credits

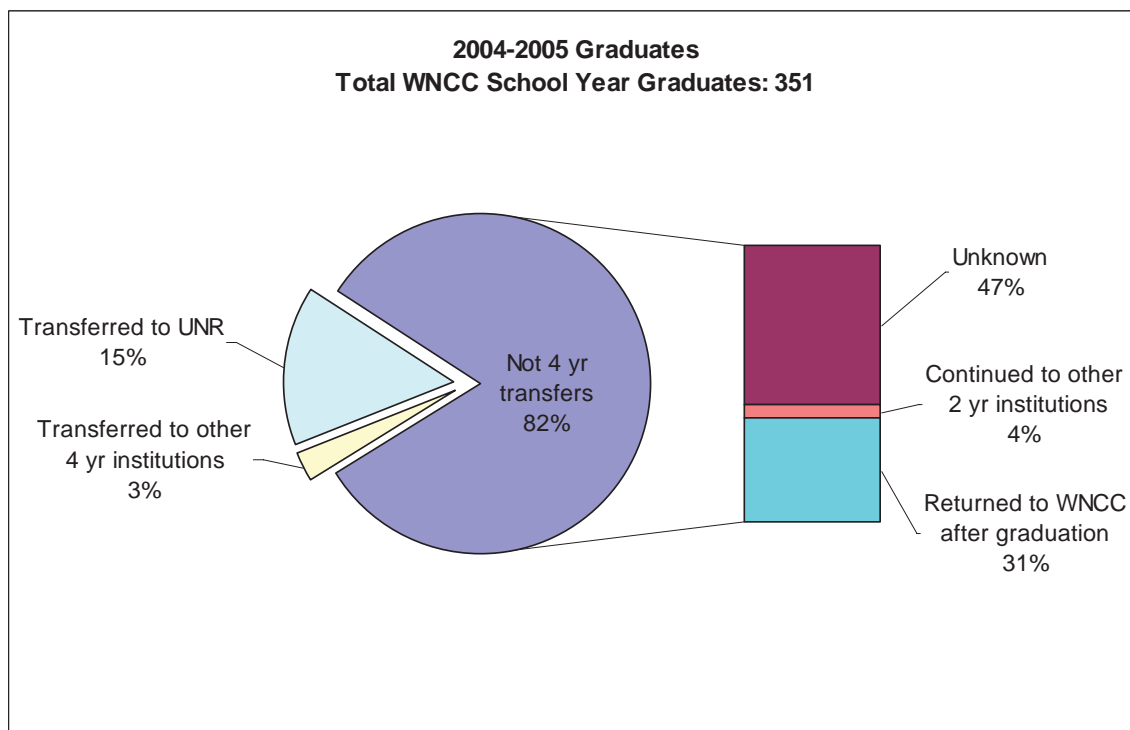
Rate of Transfer to Four Year Institutions

Definition of Measure: This measure shows the number of students earning associate degrees during the 2004-2005 academic year who transferred to a 4 year institution by the 2006 spring semester.

Use of Measure: A graduate who successfully transfers to a 4 year or higher institution represents a completed educational goal for students and an achieved product for the institution.

Analysis: 18% of WCC students earning associate degrees during the 2004-2005 academic transferred to a 4 yr institution. 84% of those students who transferred attended UNR. 31% of all students who earned associate degrees returned to WCC after earning their degree.

Source: Student Information System, National Student Clearinghouse.



FACULTY & STAFF

Employee Quick Facts

Instructional Faculty		Fall 2005
Full-time		79
Part-time		295

Non-Instructional Faculty		
Full-time		23
Part-time		N/A

Classified Staff		
Full-time		85
Part-time		19

Note: Instructional faculty members are defined by IPEDS as teaching faculty and does not include non-teaching faculty or administrative faculty. Administrative faculty members are defined as executive, managerial or administrative in the IPEDS system. Classified employees are those included in the following IPEDS categories: technical and paraprofessionals, clerical and secretarial, skilled crafts, and service and maintenance. Those employees categorized as "Other Professionals" by IPEDS are not included.

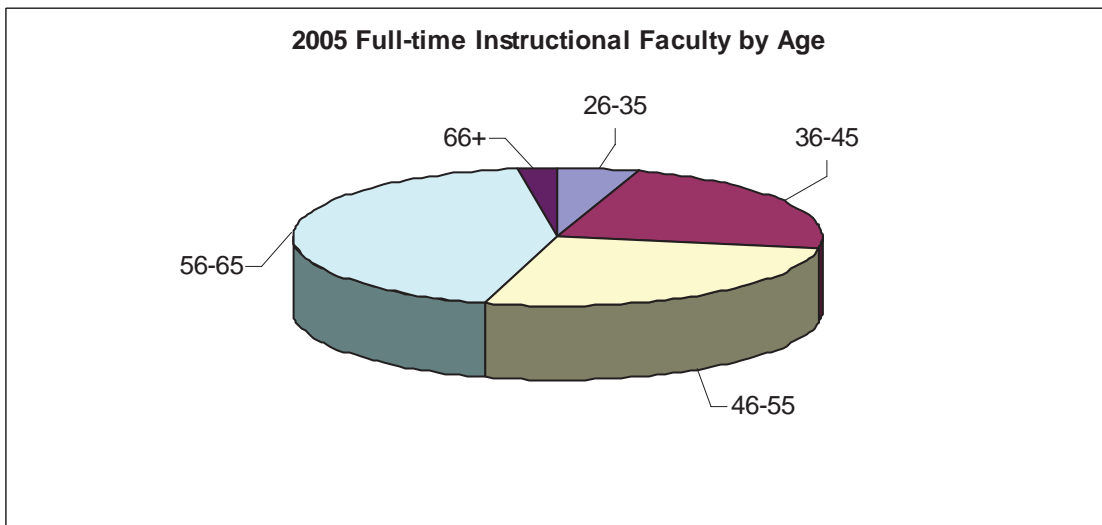
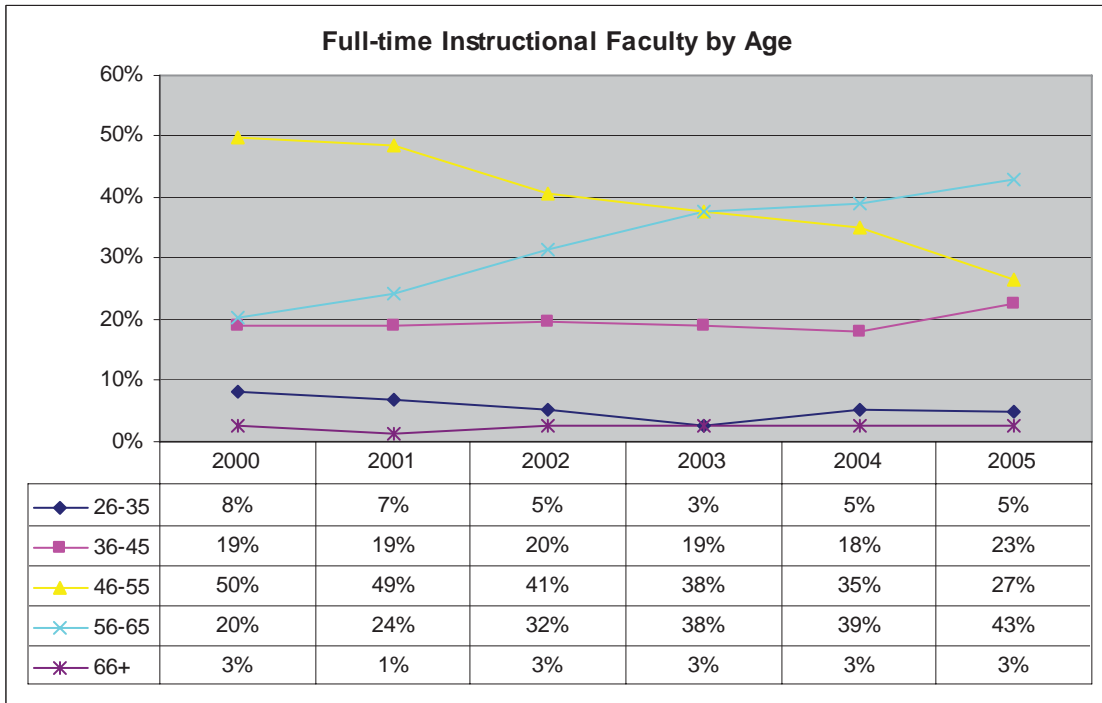
Full-time Instructional Faculty by Age

Definition of Measure: Headcount of full-time faculty by age.

Uses of Measure: This measure shows the age distribution for full-time instructional faculty.

Analysis: Overall, the number of full-time instructional faculty aged 56-65 continues to increase while the number of full-time instructional faculty aged 45-56 continues to decrease. In 2005, there was a 5% increase in the number of full-time instructional faculty aged 36-45.

Source: Human Resources System, IPEDS Fall Staff Survey 2005.



Full-time Instructional Faculty by Ethnicity

Definition of Measure: This measure shows headcount of full-time faculty members distribution by ethnicity of full-time instructional faculty.

Analysis: The ethnicity of full-time instructional faculty has remained stable over time.

Source: Human Resources System.

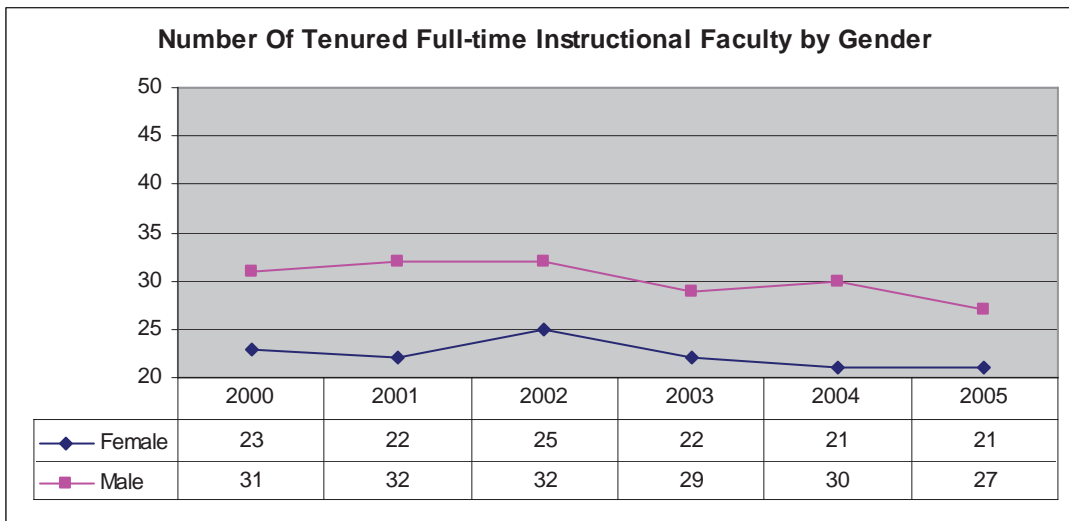
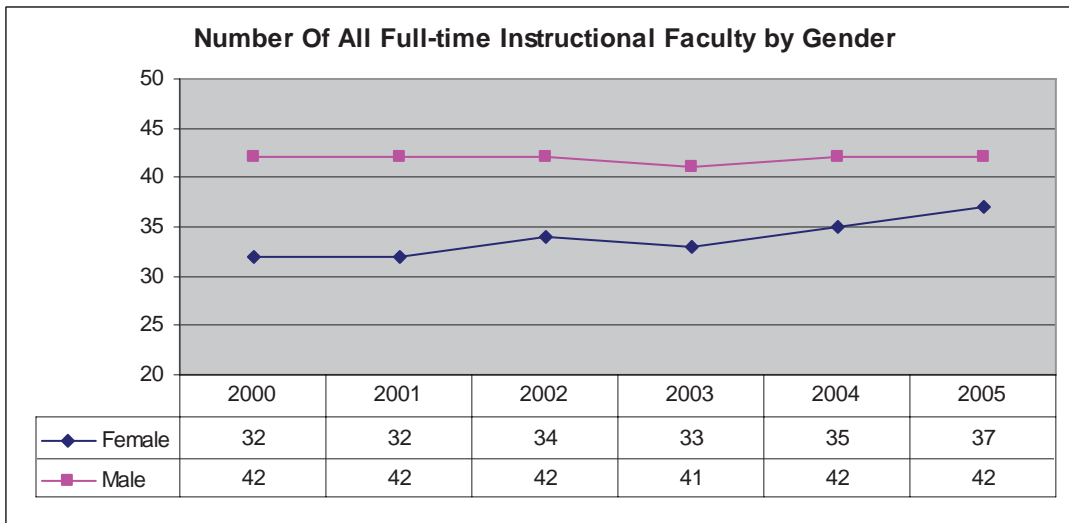
Faculty Ethnicity	2000	2001	2002	2003	2004	2005
Black, Non-Hispanic	0	0	0	0	0	0
American Indian/Alaskan Native	0	0	0	0	0	0
Asian/Pacific Islander	0	1	0	0	0	0
Hispanic	1	3	3	3	3	2
White, Non-Hispanic	72	70	72	69	74	76
Unknown	0	0	1	2	0	0
Non-resident Alien	1	0	0	0	0	1
Total	74	74	76	74	77	79

Full-time Instructional Faculty by Gender and Tenure

Definition of Measure: This measure shows distribution by gender and tenure status of full-time instructional faculty.

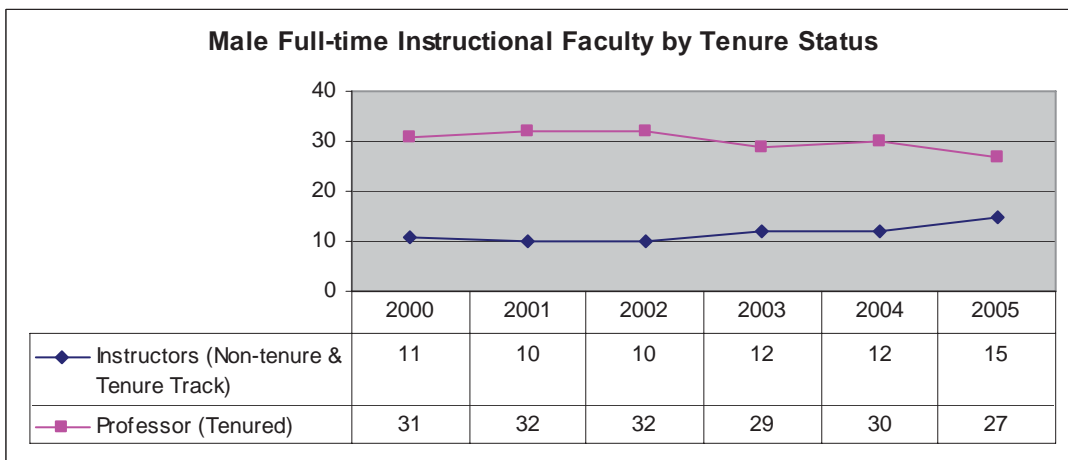
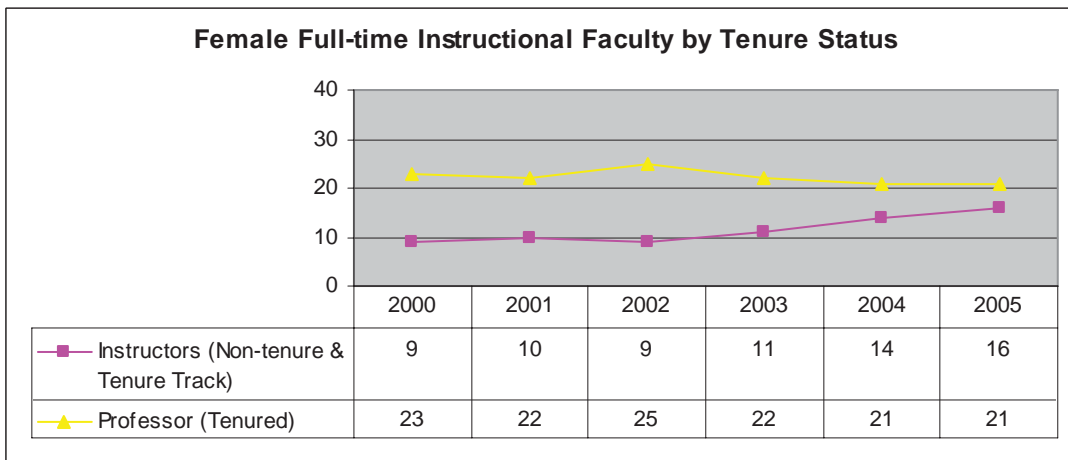
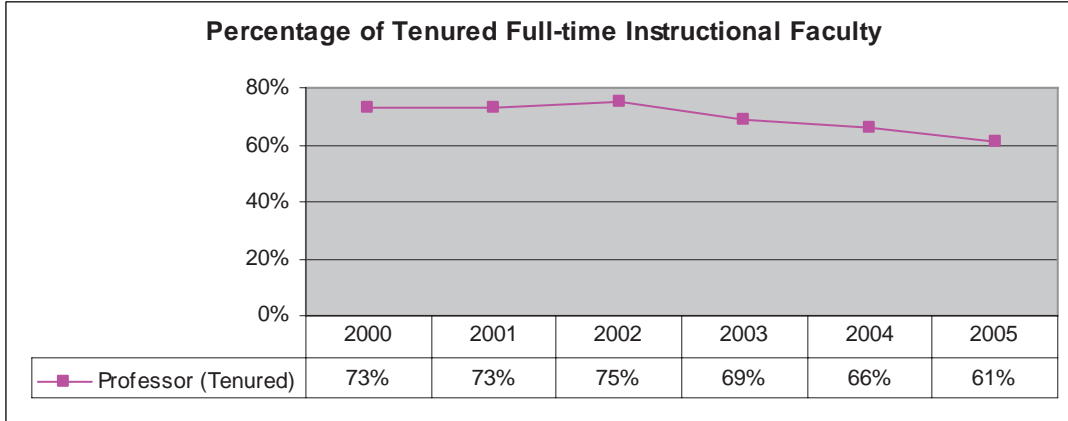
Analysis: Overall, there has been an increase in the number of female full-time instructional faculty members and a decrease in the number of female full-time instructional faculty who are tenured.

Source: Human Resources System.



Full-time Instructional Faculty by Tenure Status

Analysis: Overall, the total number of tenured teaching faculty has decreased by 12%.

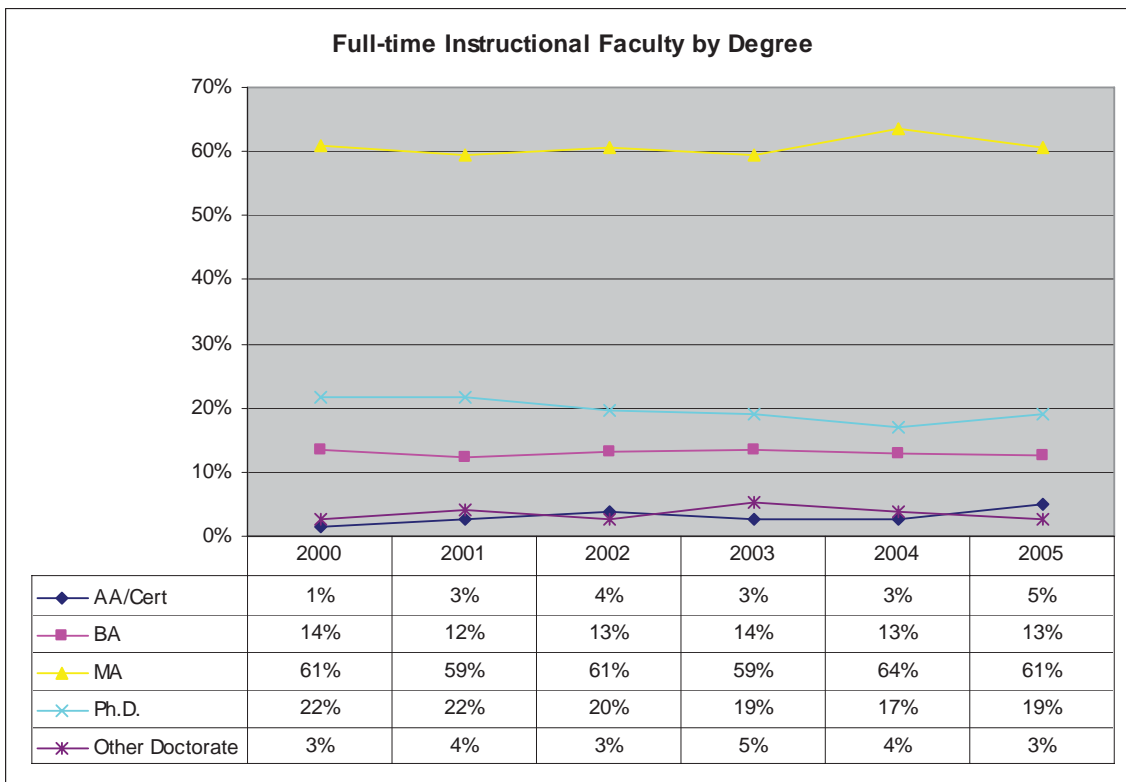


Full-time Instructional Faculty by Degree

Definition of Measure: This measure shows distribution by degree earned of full-time instructional faculty.

Analysis: The percentage of degrees held by full-time instructional faculty has remained stable with small increases in the AA/Certificate.

Source: Human Resources System.



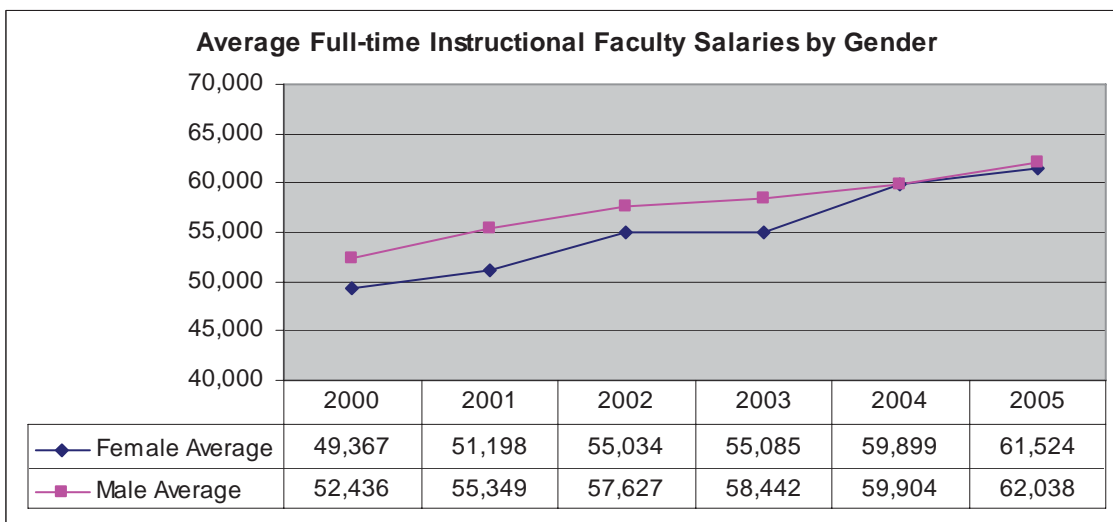
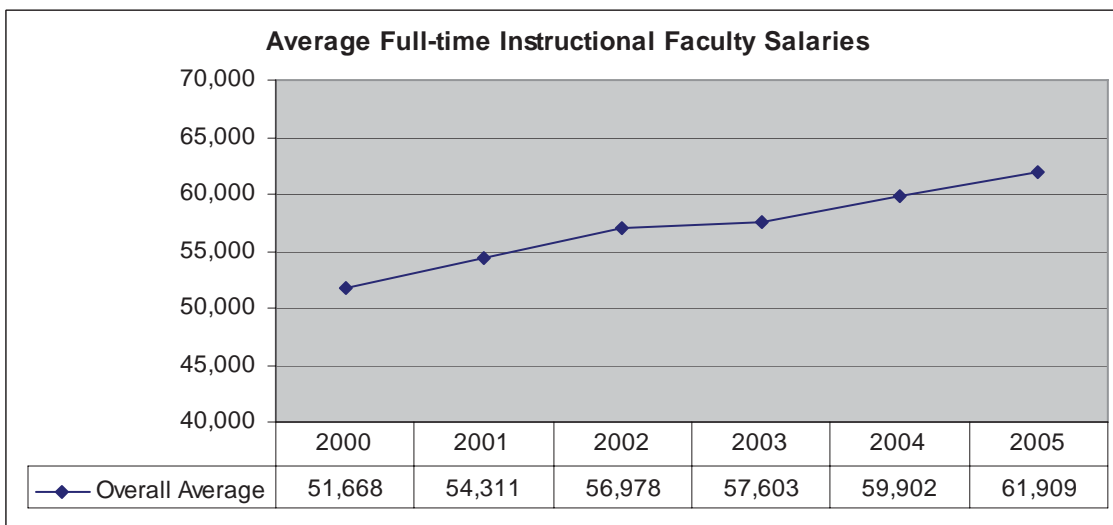
Full-time Instructional Faculty Salaries

Definition of Measure: Average salaries of full-time instructional faculty members.

Uses of Measure: This measure shows the average salaries of full-time instructional faculty by gender.

Analysis: The average salary for full-time instructional faculty members has increased by \$10,241.00 since 2000. Since 2004, there has been relative parity between the average salary for full-time male and female instructional faculty members.

Source: Department of Human Resources, Human Resources System



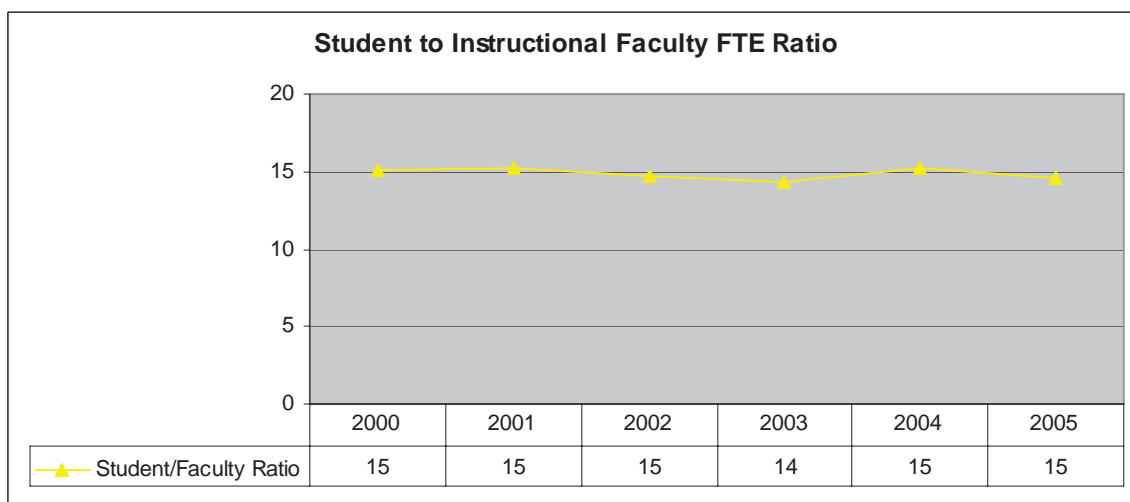
FTE Student to FTE Instructional Faculty Ratio

Definition of Measure: This measure shows the ratio of FTE students to FTE instructional faculty. FTE faculty = # of full-time instructional faculty + credit hours taught by part-time instructional faculty /15. FTE students = Total student credit hours / 15.

Uses of Measure: This measure provides a means of calculating the level of faculty and student interaction.

Analysis: The FTE student to FTE faculty ratio has remained stable since 2000.

Source: Human Resources System and Student Information System.



	2000	2001	2002	2003	2004	2005
Faculty	135	140	147	153	151	165
Student	2036	2128	2164	2205	2288	2406
Student/Faculty Ratio	15:1	15:1	15:1	14:1	15:1	15:1

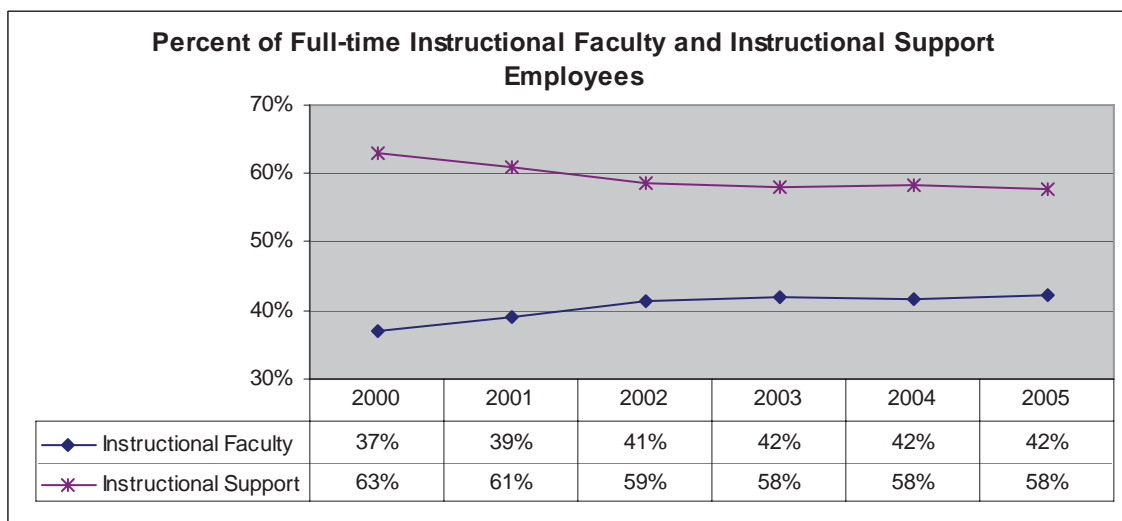
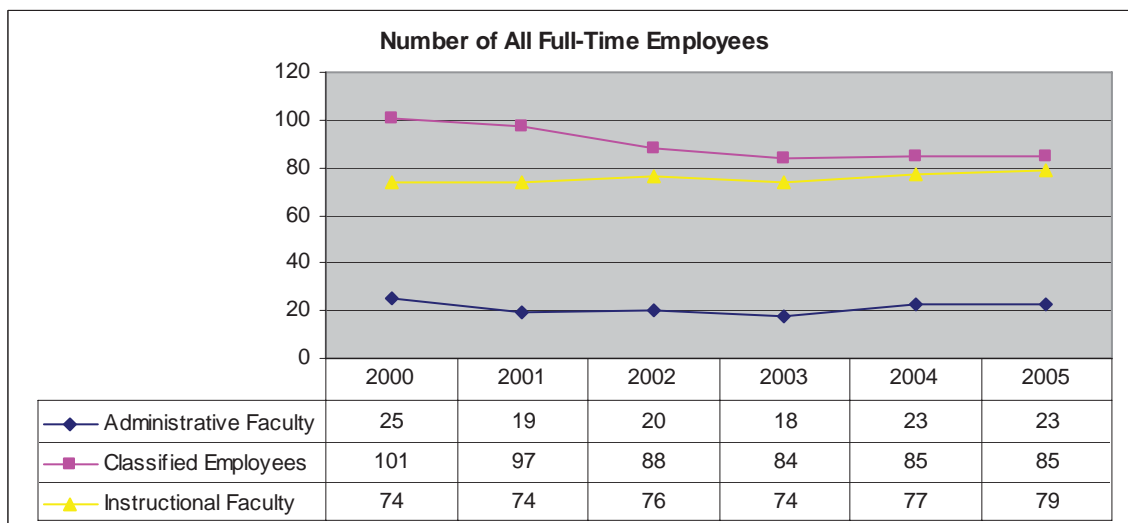
All Full-time Employees

Definition of Measure: Headcount of all full-time employees by category. Administrative faculty members are defined as executive, managerial or administrative in the IPEDS system. Classified employees are those included in the following IPEDS categories: technical and paraprofessionals, clerical and secretarial, skilled crafts, and service and maintenance. Those employees categorized as "Other Professionals" by IPEDS are not included.

Uses of Measure: This measure shows how staffing levels have changed over time.

Analysis: The percentage of instructional faculty has increased by 5%. There has been a significant drop in the percentage of classified employees since 2000. However, the decrease, beginning in 2002, reflects an IPEDS reporting change. The definition of "full-time" was changed to include only those classified employees designated as full-time rather than including all employees who were "benefits eligible."

Source: Human Resources System.



FISCAL RESOURCES

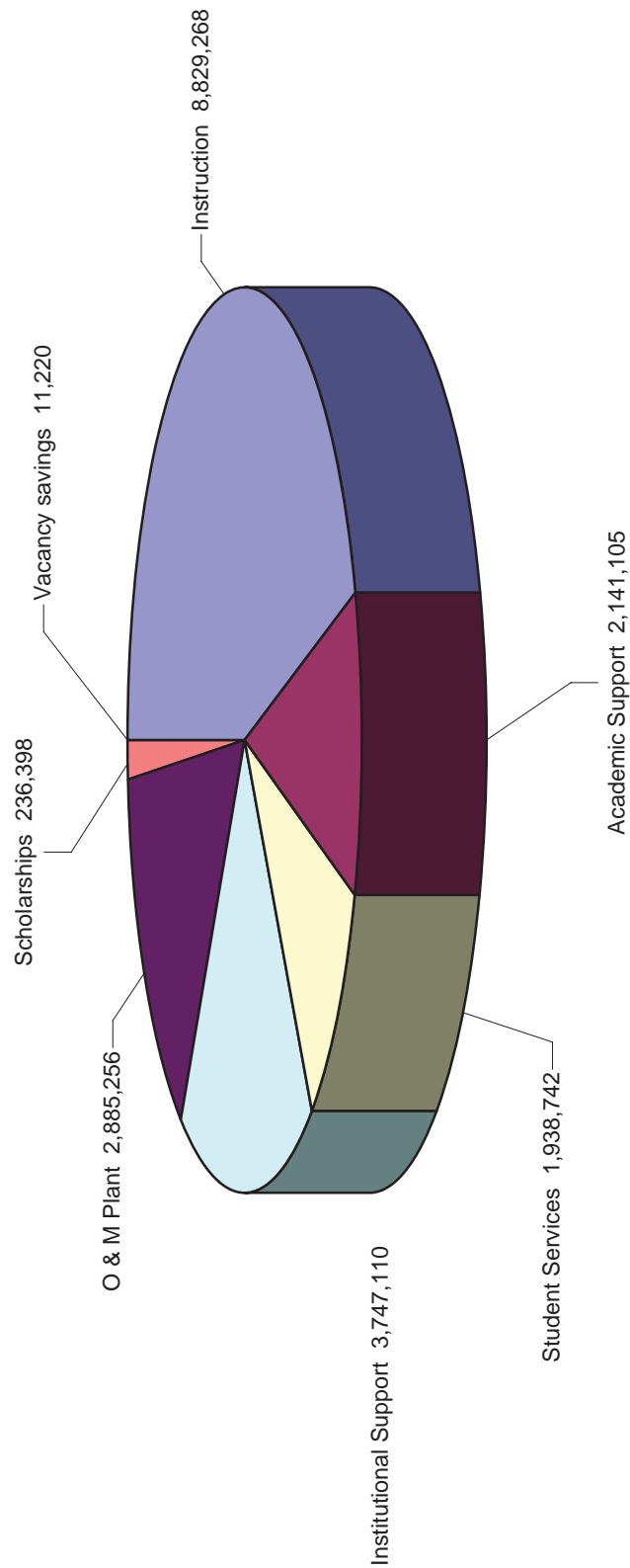
Annual State Appropriations

Revenues										
	2000-01		2001-02		2002-03		2003-04		2004-05	
	Actual	% of Total	Actual	% of Total	Actual	% of Total	Actual	% of Total	Actual	% of Total
State Appropriations	12,966,510	85.52	13,112,632	80.45	13,281,351	78.63	16,420,877	86.72	17,135,598	86.59
Registration Fees	2,028,950	13.38	2,212,450	13.57	2,274,562	13.47	2,372,081	12.53	2,477,515	12.52
Non-resident Fees	60,972	0.40	67,238	0.41	128,930	0.76	86,656	0.46	115,421	0.58
Misc. Student Fees	20,640	0.14	19,441	0.12	17,384	0.10	15,391	0.08	16,998	0.09
Operating Capital	46,524	0.31	76,716	0.47	55,192	0.33	85,219	0.45	96,380	0.49
Estate Tax Credit	37,500	0.25	822,287	5.04	1,134,447	6.72	-	-	-	-
Reverted to State	-	-	(11,427)	(0.07)	-	-	(43,726)	(0.23)	(52,813)	(0.27)
Total	15,161,096	100.00	16,299,337	100.00	16,891,866	100.00	18,936,498	100.00	19,789,099	100.00
Expenditures by Function										
Instruction	8,021,920	52.91	7,739,721	47.48	7,905,541	46.80	8,336,888	44.03	8,829,268	44.62
Academic Support	1,558,838	10.28	2,115,632	12.98	2,181,768	12.92	2,274,201	12.01	2,141,105	10.82
Student Services	1,106,173	7.30	1,444,713	8.86	1,461,527	8.65	1,608,735	8.50	1,938,742	9.80
Institutional Support	1,935,710	12.77	2,504,334	15.36	2,756,977	16.32	3,465,899	18.30	3,747,110	18.94
O & M Plant	2,353,111	15.52	2,277,665	13.97	2,358,076	13.96	3,010,419	15.90	2,885,256	14.58
Scholarships	244,206	1.61	217,272	1.33	227,977	1.35	240,356	1.27	236,398	1.19
Vacancy savings	(58,862)	(0.39)	-	-	-	-	-	-	11,220	0.06
Reserves	-	-	-	-	-	-	-	-	-	-
Total	15,161,096	100.00	16,299,337	100.00	16,891,866	100.00	18,936,498	100.00	19,789,099	100.00

Source: V.P. of Finance & Administrative Services

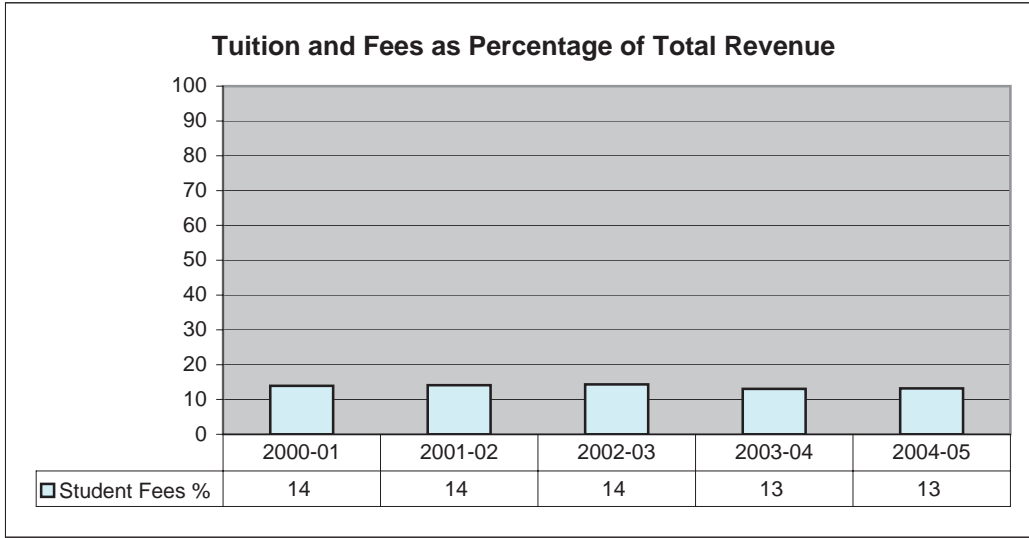
Total Expenditures by Function 2004-2005

Total Expenditures by Function in Dollars - 2004-2005



Source: V.P. of Finance & Administrative Services

Annual Tuition & Fees



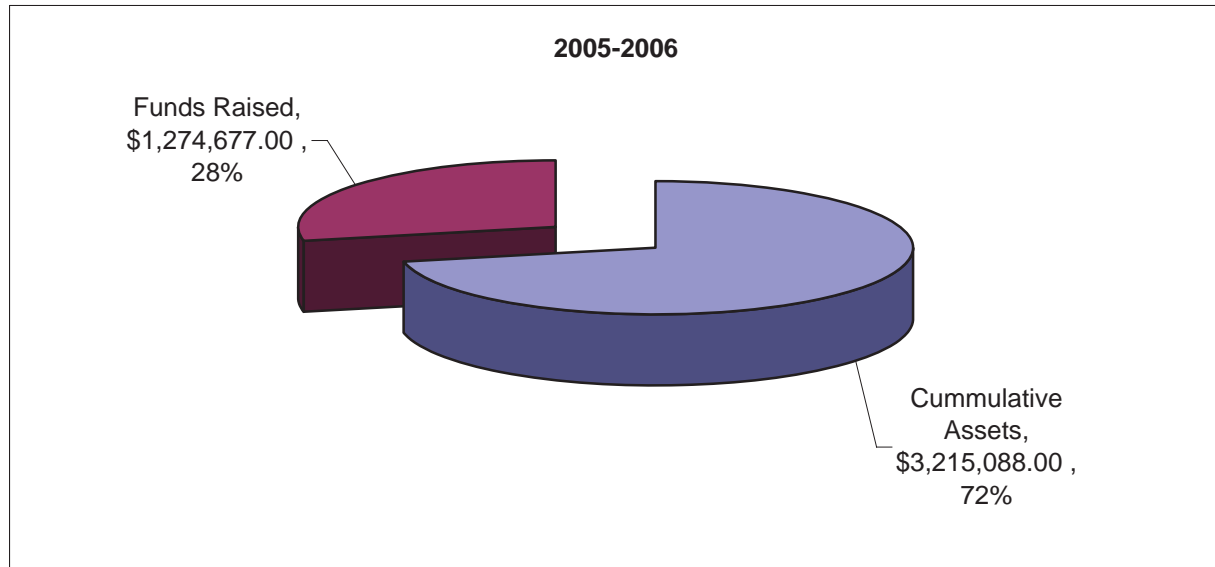
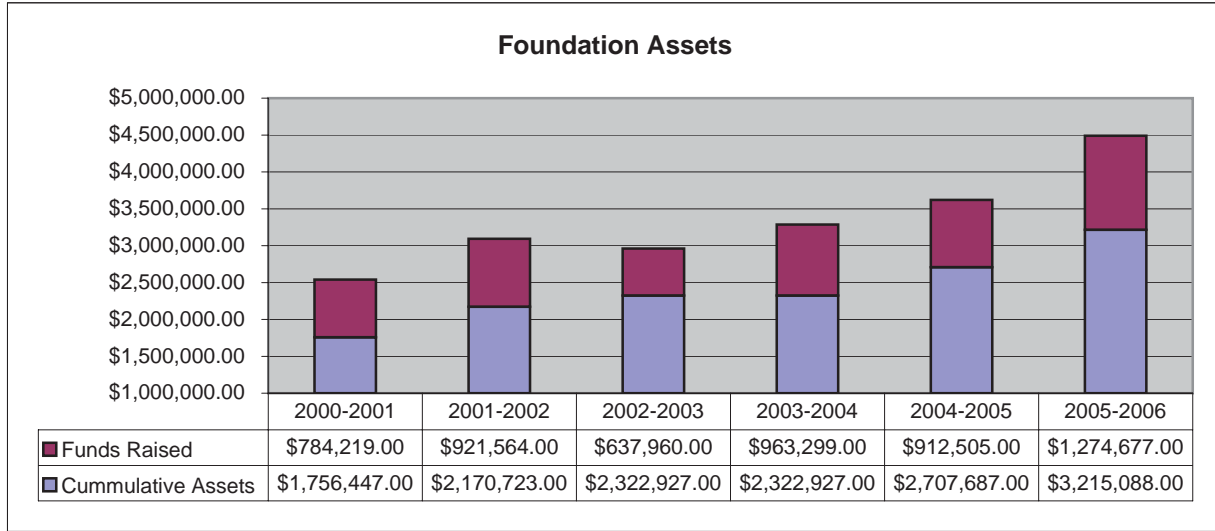
Academic Year	Undergrad Cost Per Credit	Annual Undergrad Cost	Annual Additional Non-Resident Tuition
1999-00	41.00	1230.00	3990.00
2000-01	42.50	1275.00	4150.00
2001-02	44.00	1320.00	4290.00
2002-03	45.50	1365.00	4430.00
2003-04	47.25	1417.50	4507.00
2004-05	49.00	1470.00	4692.00
2005-06	50.75	1522.50	4915.00

Annual undergrad cost equals the cost per full-time student (15 credits per semester) for two semesters.

Does not include \$4 technology fee

Source: V.P. of Finance & Administrative Services

Foundation Assets



Source: Advancement Office

FACILITIES & RESOURCES

Library & Media Services

Library & Media Services at Western Nevada Community College serves as a repository of knowledge that supports the educational programs of the college throughout the service area. Specifically the department strives to foster the ability of students, faculty and staff to find, evaluate and use appropriate quality information sources, and to provide a physical environment conducive for learning. Facilities are maintained at the Carson City, Fallon and Douglas campuses, and a strong web presence ensures access to resources for our off-campus clientele.

Facilities include the new Dini Library and Student Center at the Carson City Campus, which opened for business in January 2004, the Beck Library at the Fallon Campus and a small storefront space at the Douglas Campus. The new library facility in Carson City includes 24 public workstations, a hands-on group instruction lab and four group study rooms.

Collections and resources at all facilities are focused on supporting the college's curriculum. In addition to the library's 44, 457 volume book collection, recent emphasis has been placed on acquiring electronic resources such as general and specialized databases that are available both in our facilities and via the World Wide Web. The library provides access to over 8,000 full-text journals, newspapers, and books through its research databases. The Library also owns thousands of educational videos, DVDs, and audio cassettes.

WNCC's Library & Media Services is a member of the Nevada Council of Academic Libraries, the Utah Academic Library Consortium and member library of the Center for Bibliographic Research.

Materials	FY 1998	FY 2000	FY2002	FY2004	FY2006
Volumes	35,712	36,468	39,953	42,500	44,457
Subscriptions (print)	204	207	220	228	205
Online Periodicals ¹	N/A	N/A	N/A	7,000	10,498*
Library Use					
Circulation	19,431	13,223	9,962	6,631	6,383
Group Instruction ²	1,153	1,457	829	1,051	1,514
Average Weekly Visits	1,496	896	754	1,765	1,633
Staff					
Professional	4	5	5	5	6
Classified	10	10	10	10	10

¹ The number of online magazines, journals, and newspapers received through database subscriptions.

* This includes K-12 online access.

² The number of students who attended orientations.

Douglas Campus Library closed in June 2005.

Source: Library & Media Services

Building Descriptions

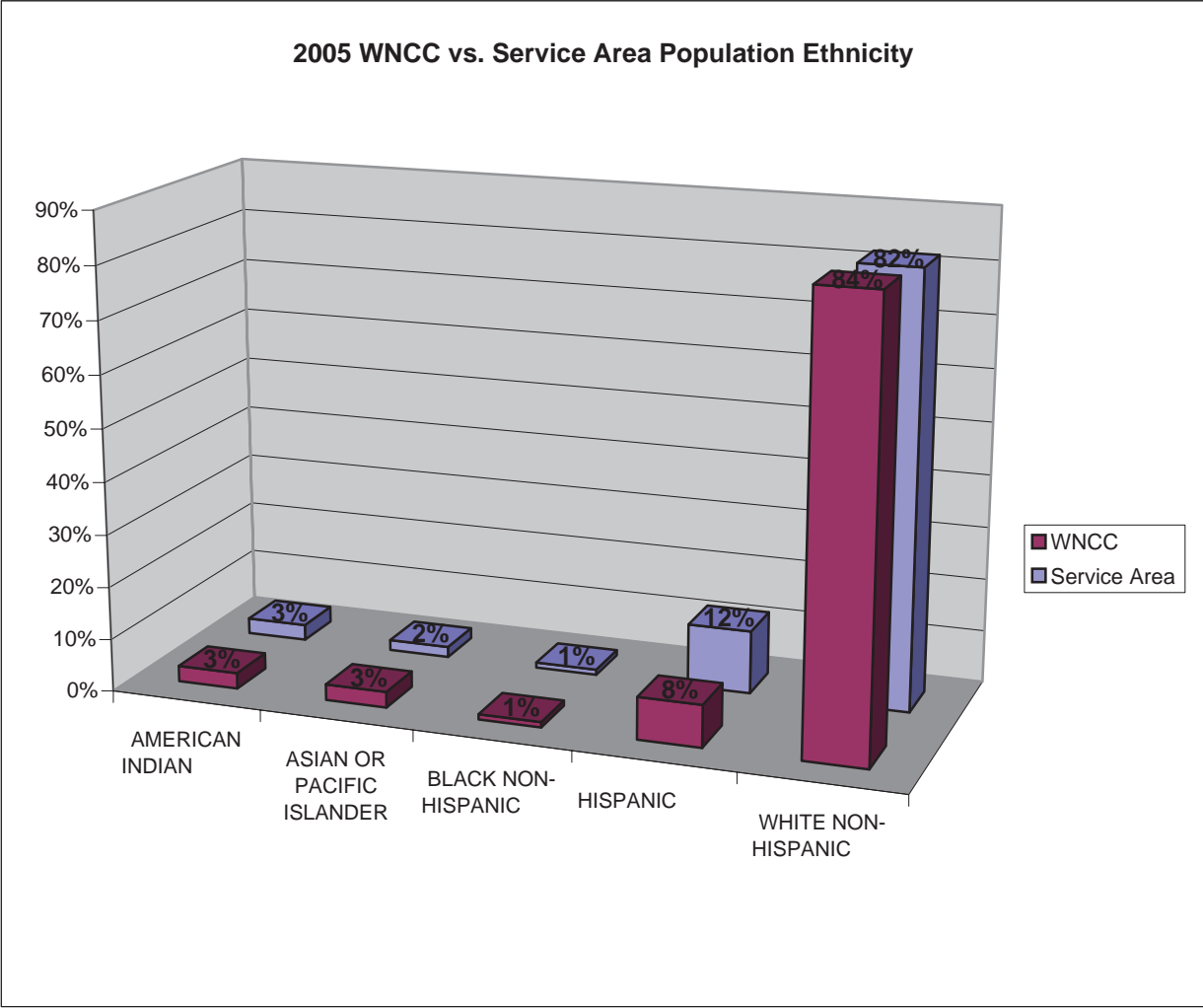
	Area (sf)	Year Built	Campus
Carson Campus			
Aspen Building	24,855	1991	Carson City
Bristlecone Building	60,700	1974/1992	Carson City
Carson High Tech Center	34,890	1999	Carson City
Cedar Building	70,667	1998	Carson City
Central Receiving Building	2,500	1997	Carson City
Child Development Center	8,000	1993	Carson City
Donald W. Reynolds Center for Technology	28,472	1999	Carson City
Jack C. Davis Observatory	2,800	2003	Carson City
Joe Dini Jr. Library and Student Center	35,000	2003	Carson City
John Sheldon Trade Complex:			Carson City
E.L. Cord Auto Tech Center	20,388	1997	Carson City
Andi Butti Welding Tech Center	10,000	1997	Carson City
Woody Wurster Machine Tool Tech Center	8,483	1987/1997	Carson City
Carson Total	306,755		
Douglas Campus			
Bently Hall	8,763	1997	Douglas
Fallon Campus			
Bookstore	1,440	1985	Fallon
Pinion Hall	7,680	1988	Fallon
Sage Hall	10,800	1981	Fallon
Virgil Getto Hall	16,245	1992	Fallon
Fallon Total	36,165		
College Total	351,683		

*Educational centers and satellite locations not included in totals.

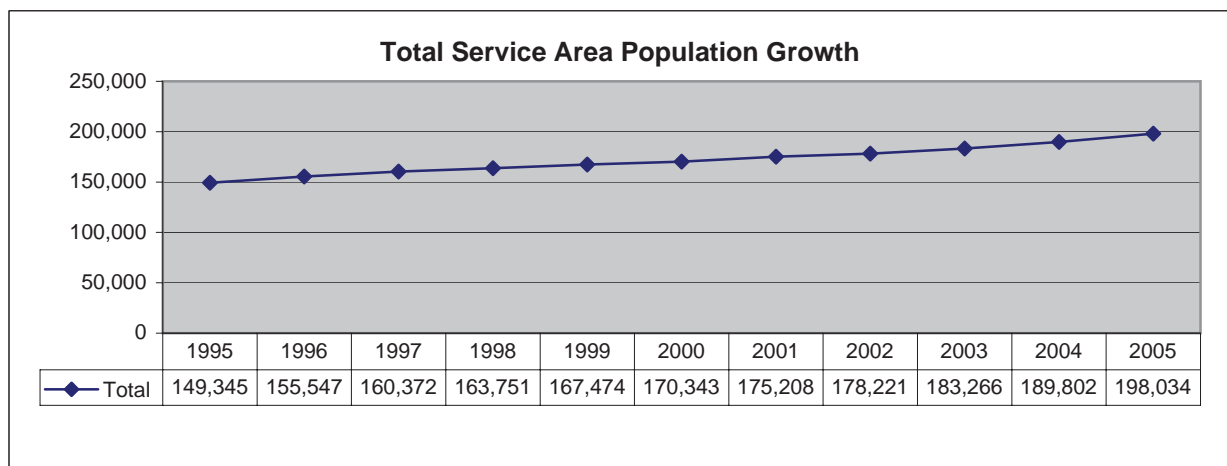
Source: Planning & Facilities Management

EXTERNAL ENVIRONMENT

WNCC Service Area Ethnic Distribution

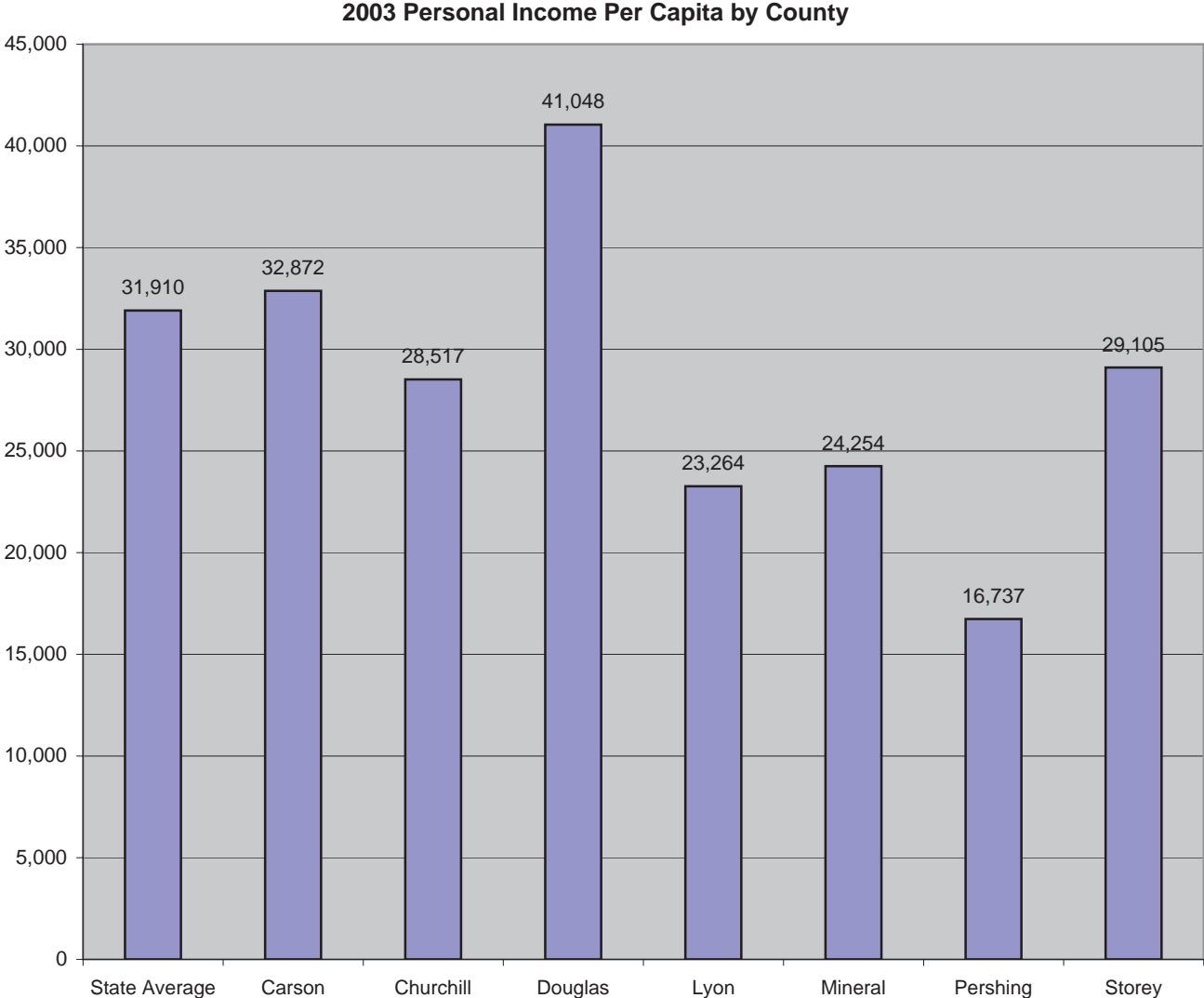


WNCC Service Area Population Growth by County



Source: State of Nevada Demographer's Office - Nevada Population Estimates 1986 -2005

WNCC Service Area Income Per Capita by County - 2003



Source: Federal Bureau of Economic Analysis - CA1-3 Released December 30, 2005

