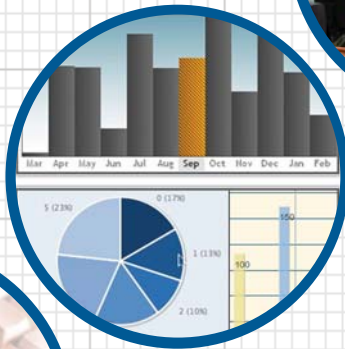
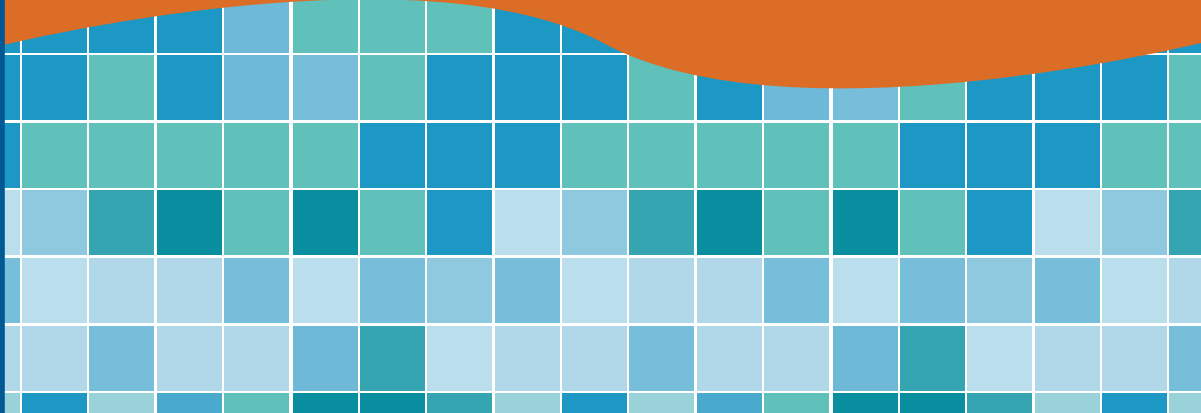
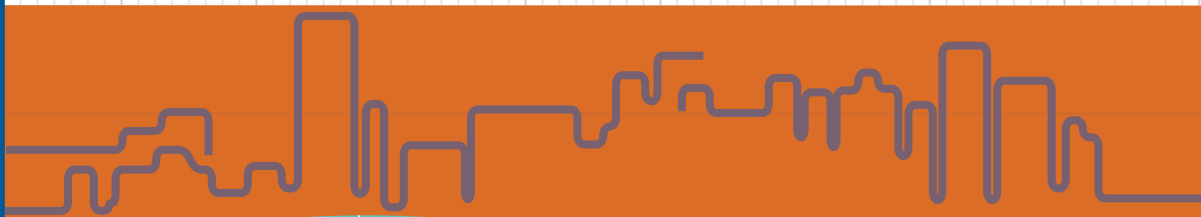


2007 INSTITUTIONAL PORTFOLIO



Office of Institutional Research



PREFACE

What is an Institutional Portfolio?

Dear Colleagues:

Institutional Research is proud to present the third edition of Western Nevada College's Institutional Portfolio—a collection of essential information about our students, programs, faculty and staff, and 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.

It is a significant 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, 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

Susan Riggs, Director
Jose Martinez, Programmer/Analyst
Barbara Ford, Statistician
Katherine Wakeman-Nelson, Administrative Aide

Updated March 27, 2008

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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: American Indian or Alaskan Native; Asian or Pacific Islander; Black, Non-Hispanic; Hispanic; and White, Non-Hispanic.

Scholarships: Grant-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 and Goals

Western Nevada College inspires success in our community through opportunities that cultivate creativity, intellectual growth and technological excellence, in an environment that nurtures individual potential and respects differences.

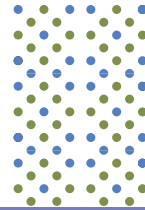
College Goals

1. Improve student success in program completion and graduation rates.
2. Ensure institutional excellence in teaching, programs and services.
3. Embrace our college's many communities and respond to their diverse needs.

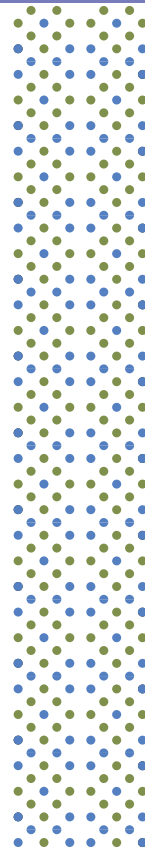
Approved by Nevada System of Higher Education Board of Regents, March 27th, 2007

Note: Data in this portfolio is based on census reporting dates unless otherwise noted.

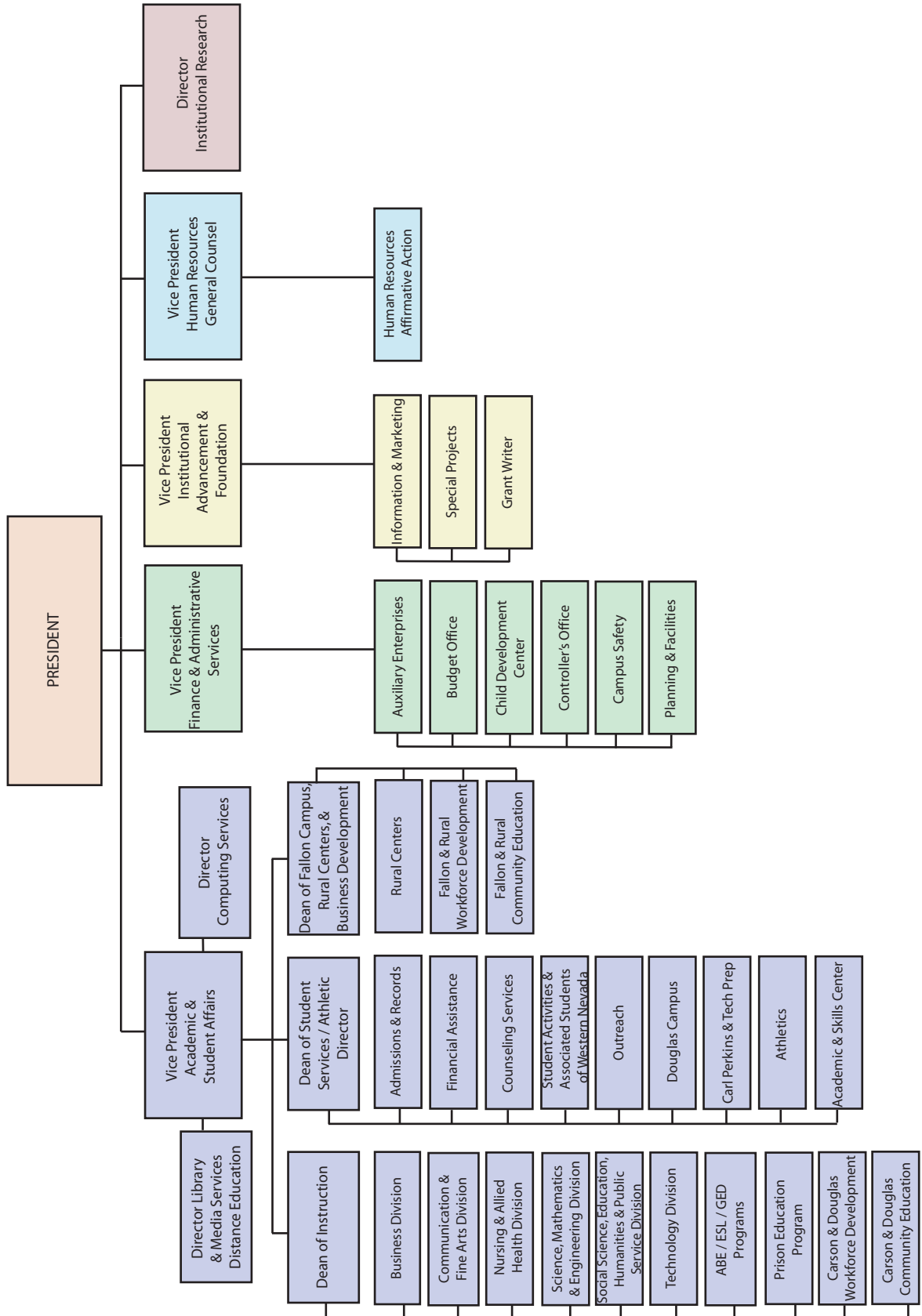
2006-2012 Strategic Goals



- Goal 1 Improve student success rate.
- Goal 2 Ensure institutional excellence.
- Goal 3 One college, many communities.



Organizational Chart - Western Nevada College



Administration

WNC 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

WNC Administration

President	Carol A. Lucey, Ph.D.
Vice President of Academic & Student Affairs	Connie Capurro
Vice President of Finance & Administration	Dan Neverett
Vice President of Institutional Advancement	Helaine Jesse
Vice President of Human Resources/General Counsel	Mark Ghan
Dean of Fallon Campus & Rural Development	Bus Scharmann
Dean of Instruction	Carol Lange
Dean of Student Services	John Kinkella
Director Institutional Research	Susan Riggs

Board of Regents, Nevada System of Higher Education

Michael Wixom, Chair	
Howard Rosenberg, Vice Chair	
Mark Alden	Ron Knecht
Stavros S. Anthony, Ph.D.	James Dean Leavitt
Cedric Crear	Dr. Jack Lund Schofield
Thalia M. Dondero	Steve Sisolak
Dorothy S. Gallagher	Bret Whipple
Jason Geddes, Ph.D.	

WNC Foundation Board of Trustees

Robert G. Adams	Steve Lewis
Shelly Aldean	Randall M. Long
Carolyn C. Barbash	Michon Mackedon
Michelle Bertocchi	Arthur E. Mallory
Gayle Block	Jack McQuirk
John E. (Jed) Block	Thomas R. Metcalf
Nicole Block	Roger Moellendorf
James Consiglio	Charles Myers
Sean Davison	James Parker
John DiMambro	Dorothy Ramsdell
Pat Fisler	Fred Schmidt
David Friedrich	Bernice Sheldon
Virgil M. Getto	Ann Silver
Jerry Gregory	Dorothy Timian-Palmer
Lillian Hack	Roger Williams
Kathy Halbardier	Robin Williamson
Donal Hummer, Jr.	Sally Zola
Harold Jacobsen	

Accreditation and 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.

- WNCC offers intercollegiate sports beginning with rodeo and later expanded to include men's baseball and women's soccer teams.

2005 - Fallon Campus acquires 4.8 additional acres of property adjacent to the existing campus.

2007 - WNCC officially becomes Western Nevada College.

- WNC offers first Baccalaureate degree in Construction Management.

2010 - Northwest Commission on Colleges and Universities will visit WNC April 21-23.

Degrees and Divisions

BACHELOR OF TECHNOLOGY

Construction Management

ASSOCIATE OF ARTS

Criminal Justice

Deaf Studies

Fine Arts

Musical Theatre

ASSOCIATE OF APPLIED SCIENCE

Automotive Mechanics

Business (Accounting; General Business; Management; Real Estate)

Computer Networking Technology

Construction Technology (Project Management; Craft Training; Carpentry)

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 Telecommunications)

Customer Service

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

ACADEMIC DIVISIONS

Business

Communications & Fine Arts

Nursing & Allied Health

Science, Mathematics & Engineering

Social Science, Education, Humanities & Public Service

Technology

College Quick Facts

Service Area	18,000 square miles
---------------------	---------------------

Campus Size

Carson	161 acres
Douglas	10 acres
Fallon	14.8 acres

Enrollment

Fall 2007

Total Headcount Students	5357
Total FTE Students	2420
Total Ethnic Minorities	869 (does not include unknown)
Total Female Students	3107 (58%)

Tuition and Fees

2007-2008

Annual

Resident	\$1,642.50
Non-resident	\$7,027.50

*Per-credit

Resident	\$ 54.75
Non-resident	\$115.00

*Does not include \$4/credit technology fee. Non-resident tuition reflects fee per credit for students enrolled in six or less credits. Non-resident students enrolled in more than six credits in a semester must pay an additional \$2,692.50.

Financial Aid

2006 Award Year

Total Aid	\$4,412,271
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State Appropriated Revenues

2006-2007

General Fund	\$19,716,165
Other Revenue Sources	\$ 2,854,049
Total Revenue	\$22,570,214

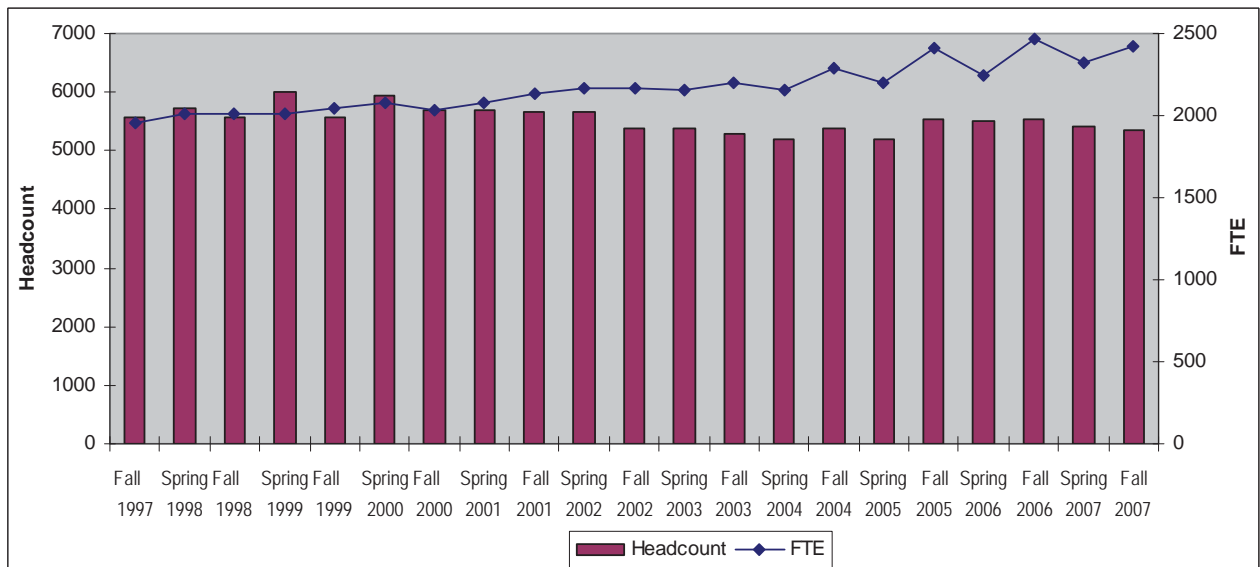
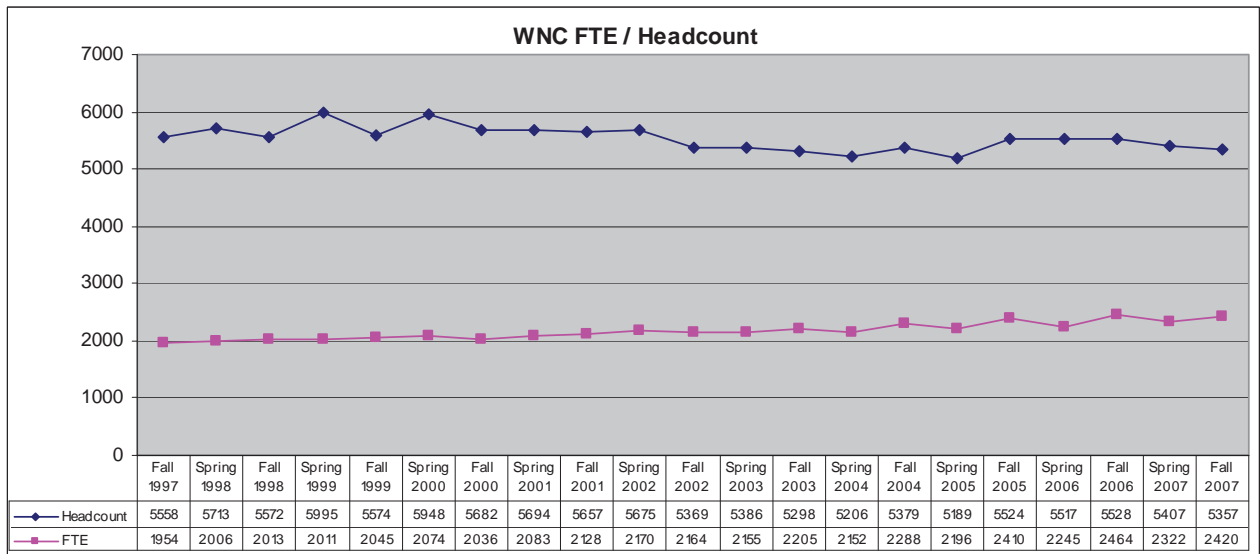
Endowments

2006-2007

Total Value	\$4,303,830
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ENROLLMENT TRENDS

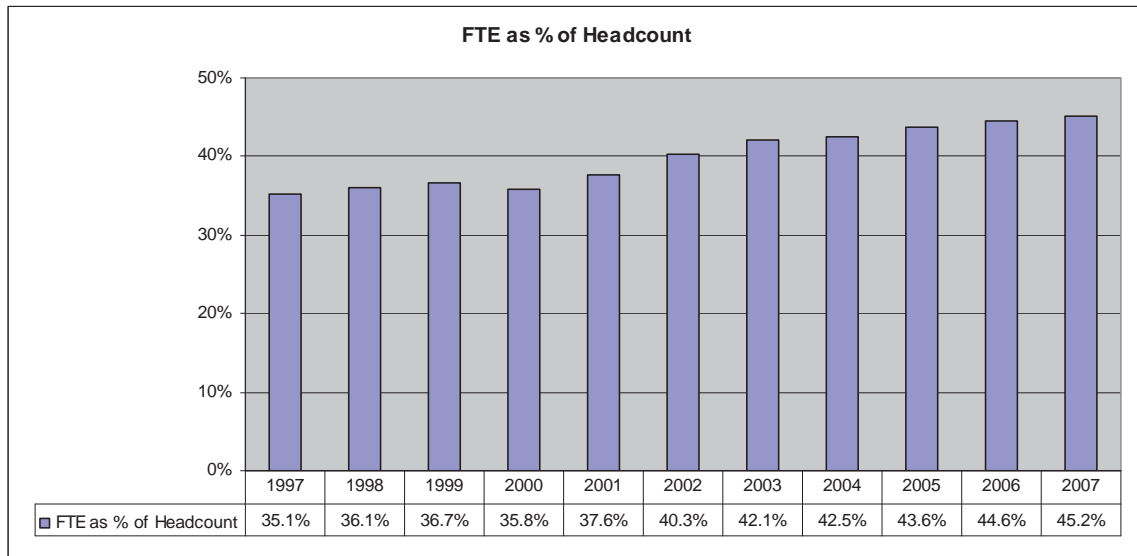
FTE and Headcount: 1997-2007



Note: End of Term Enrollment

Source: Student Information System

FTE as a Percentage of Headcount

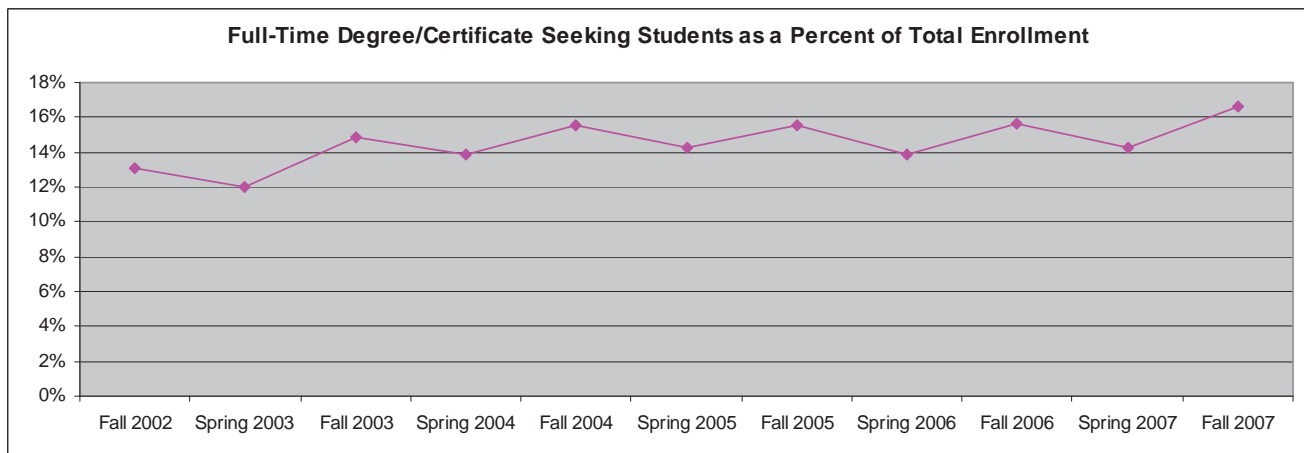
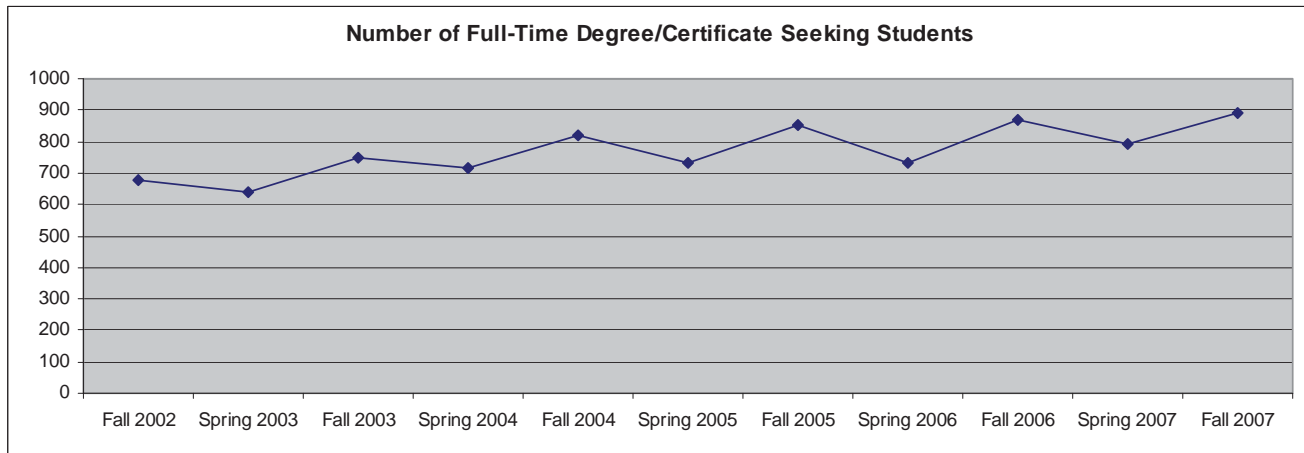


Fall	Headcount	FTE	FTE as % of Headcount
1997	5563	1955	35.1%
1998	5572	2013	36.1%
1999	5574	2045	36.7%
2000	5682	2036	35.8%
2001	5657	2128	37.6%
2002	5369	2164	40.3%
2003	5174	2180	42.1%
2004	5379	2288	42.5%
2005	5524	2410	43.6%
2006	5528	2464	44.6%
2007	5357	2420	45.2%

Note: End of Term Enrollment

Source: Student Information System

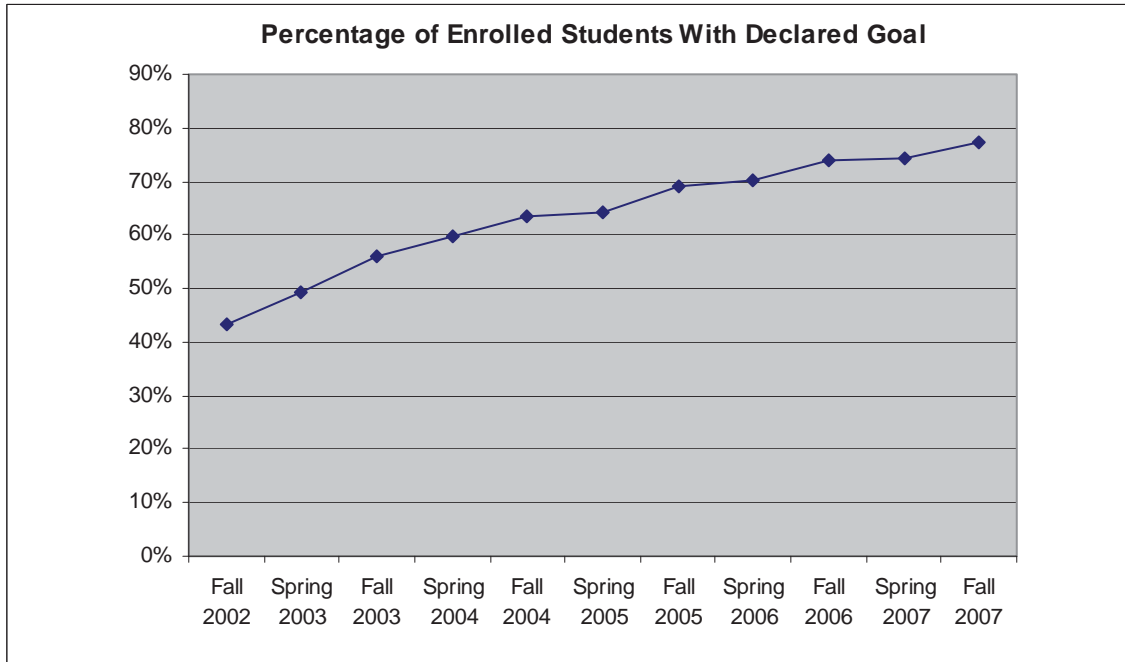
Full-Time Degree/Certificate Seeking Students



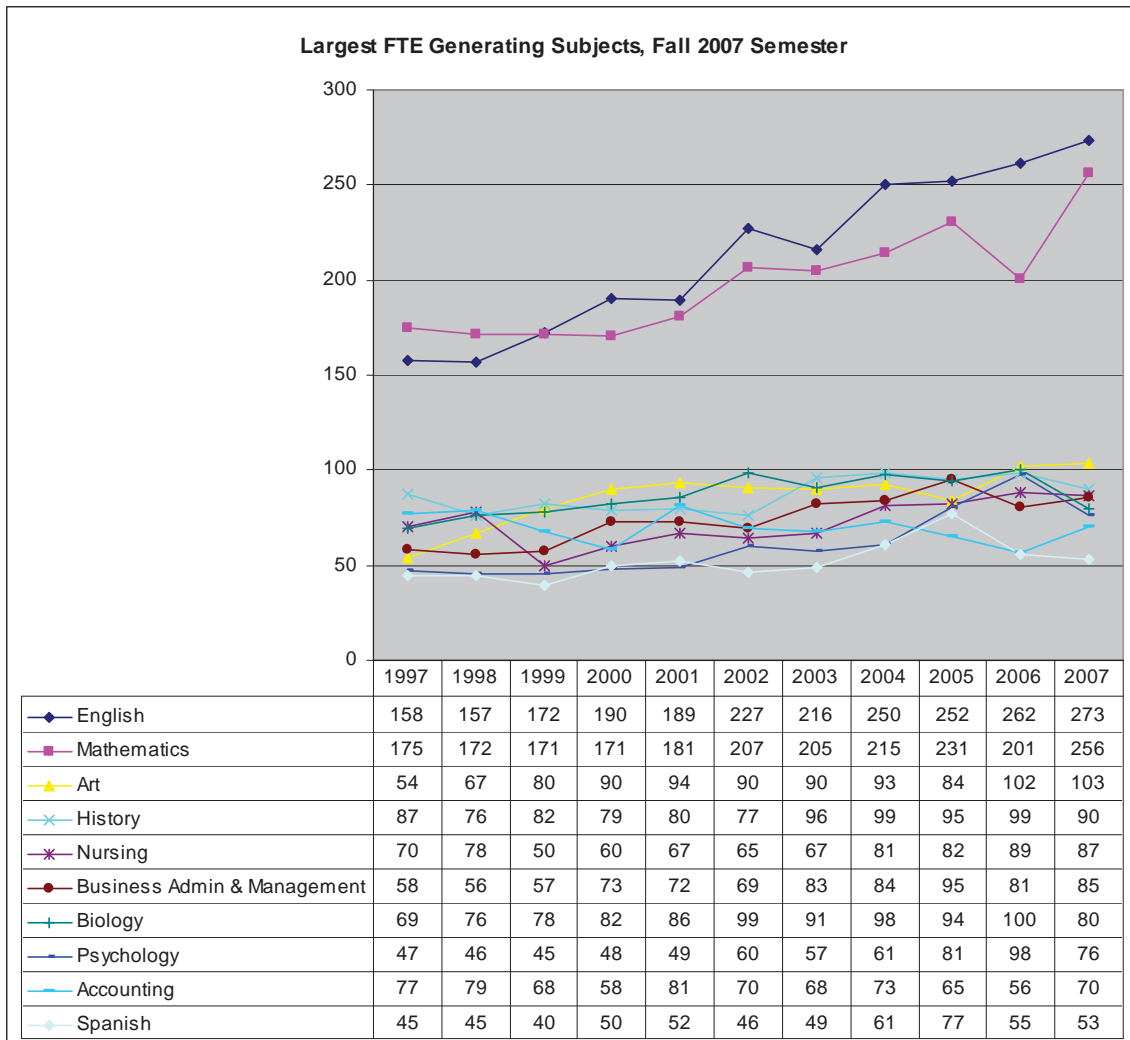
	Full-Time - Degree/Cert Seeking	Total Enrollment	% of Total Enrollment
Fall 2002	678	5199	13.0%
Spring 2003	640	5329	12.0%
Fall 2003	750	5059	14.8%
Spring 2004	715	5144	13.9%
Fall 2004	822	5302	15.5%
Spring 2005	730	5104	14.3%
Fall 2005	855	5514	15.5%
Spring 2006	734	5303	13.8%
Fall 2006	867	5531	15.7%
Spring 2007	790	5558	14.2%
Fall 2007	889	5334	16.7%

Source: Student Information System

Percentage of Students with Declared Goals



Largest FTE Generating Subjects



Source: Student Information System

STUDENT ACCESS

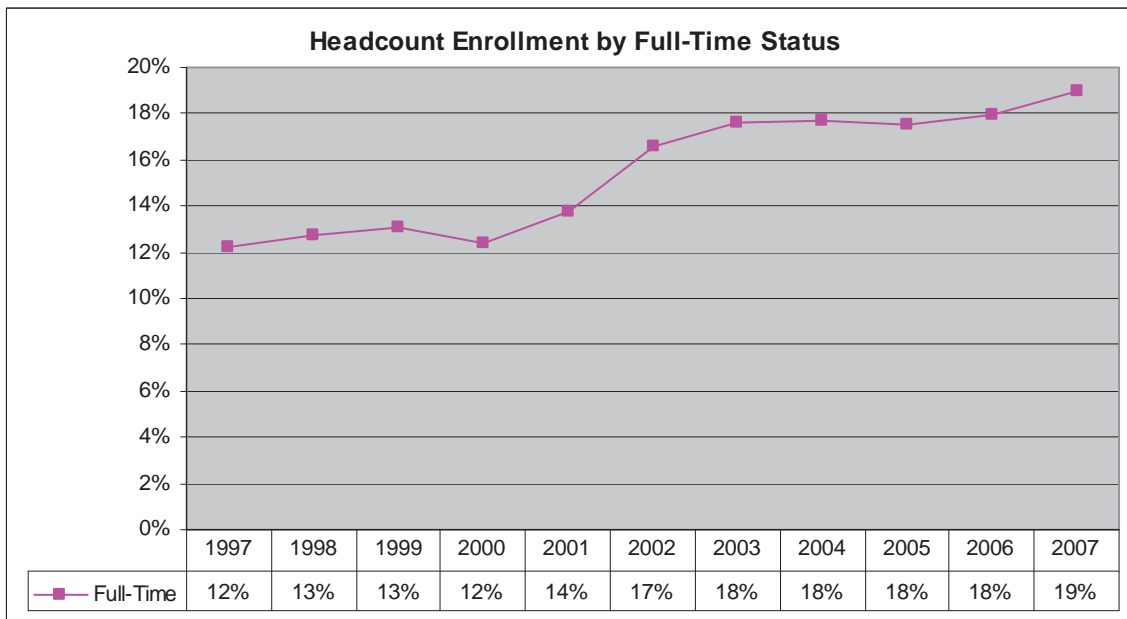
Headcount Enrollment by Full-Time Status

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

Uses of Measure: This measure shows the level of participation of full-time students.

Analysis: The percentage of full-time students has increased by 7%. Growth has leveled somewhat but continues to be positive.

Source: Student Information System.



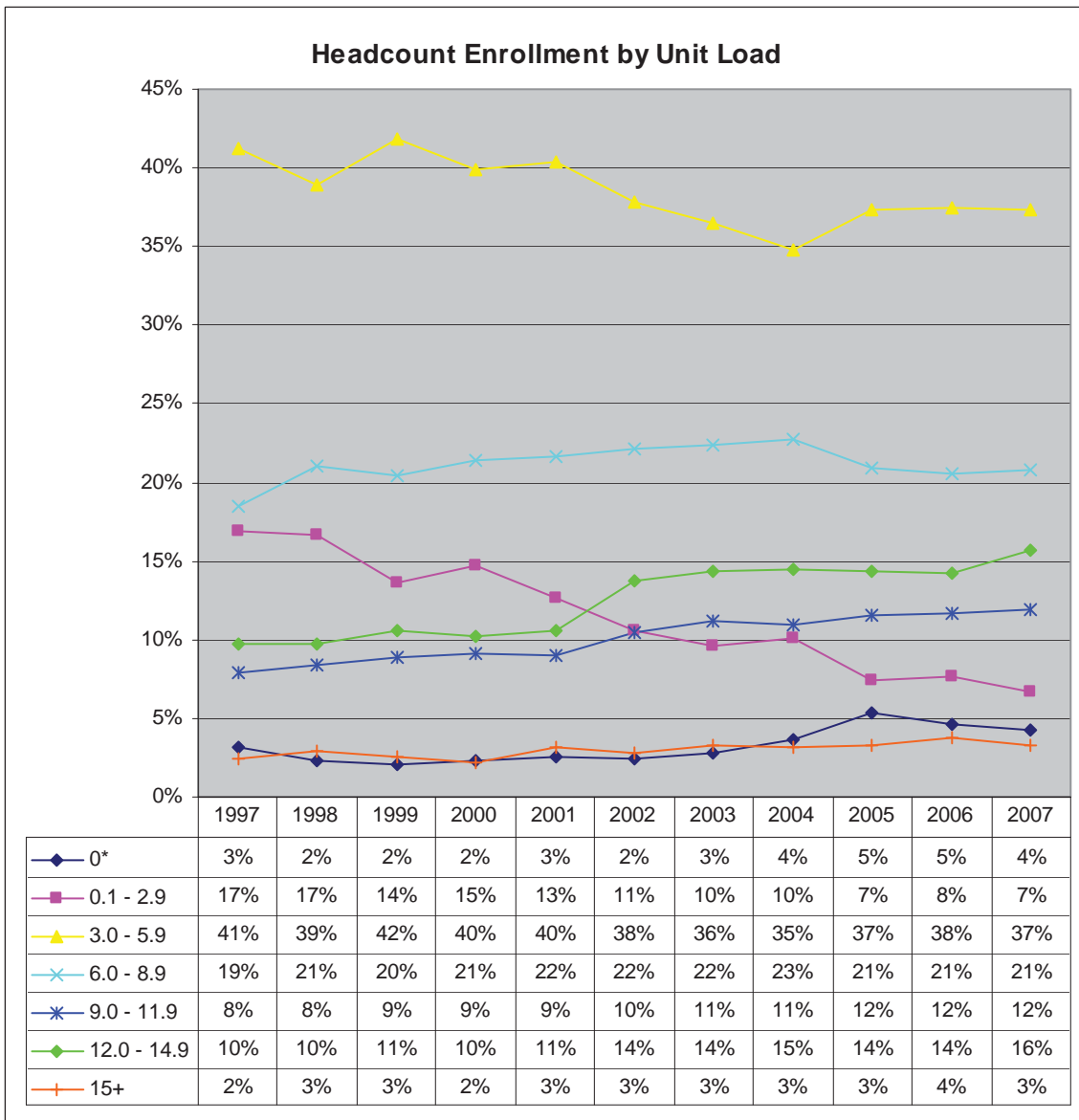
Headcount Enrollment by Unit Load

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 our students now enroll in 6 or more credits.

Source: Student Information System.



* Students who withdrew after 100% refund date

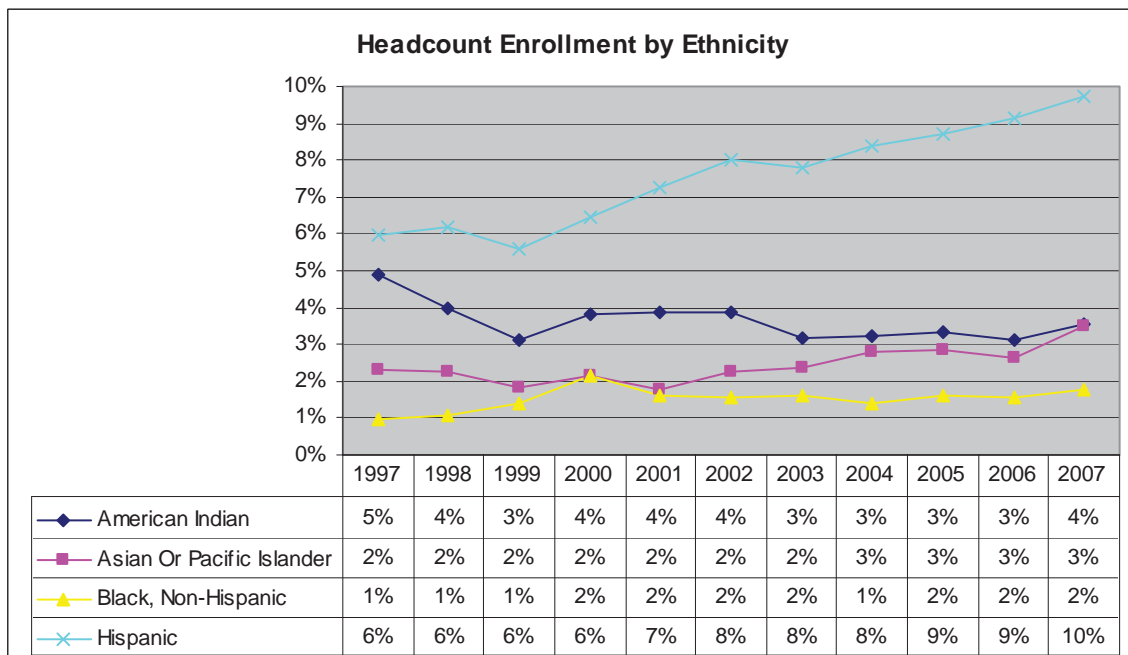
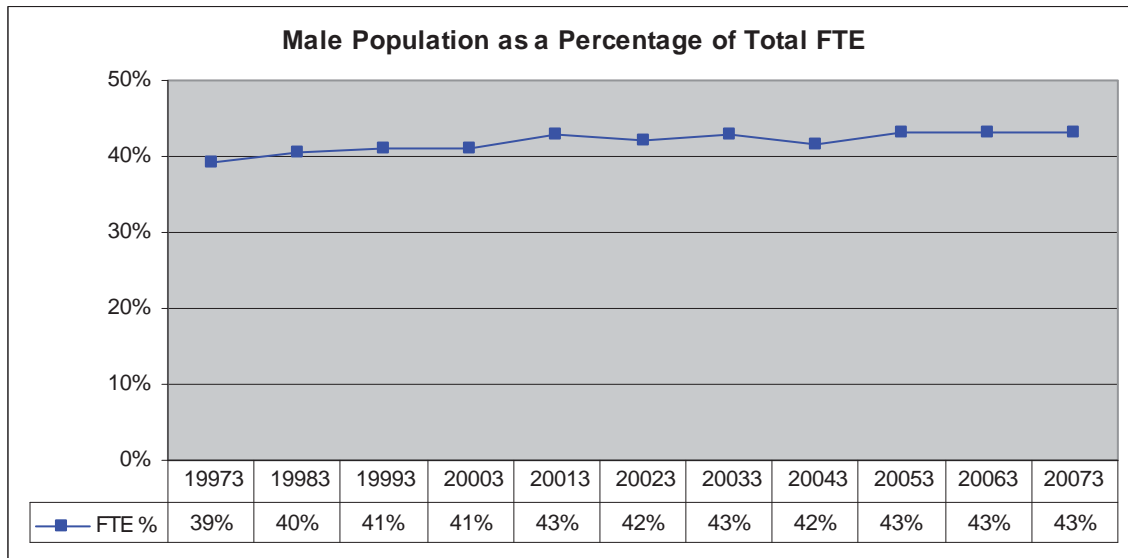
Headcount Enrollment by Gender and Ethnicity

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 percentage of FTE generated by males is slowly increasing. Our minority population has increased from 14% to 19%.

Source: Student Information System.



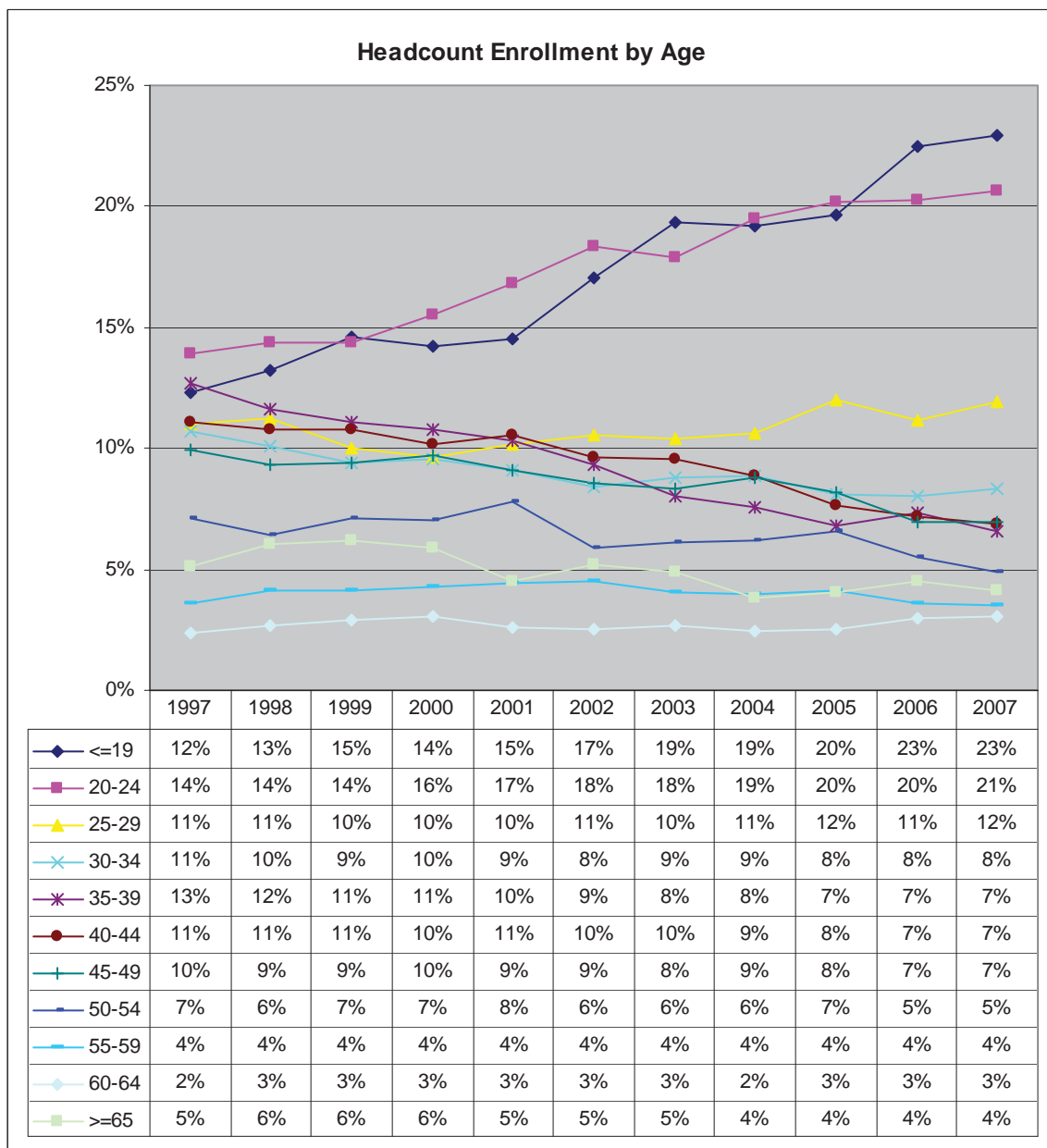
Headcount Enrollment by Age

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. 19 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: The percentage of students 24 or younger has increased by 18%.
The percentage of students 30 to 54 has decreased 18%.

Source: Student Information System.



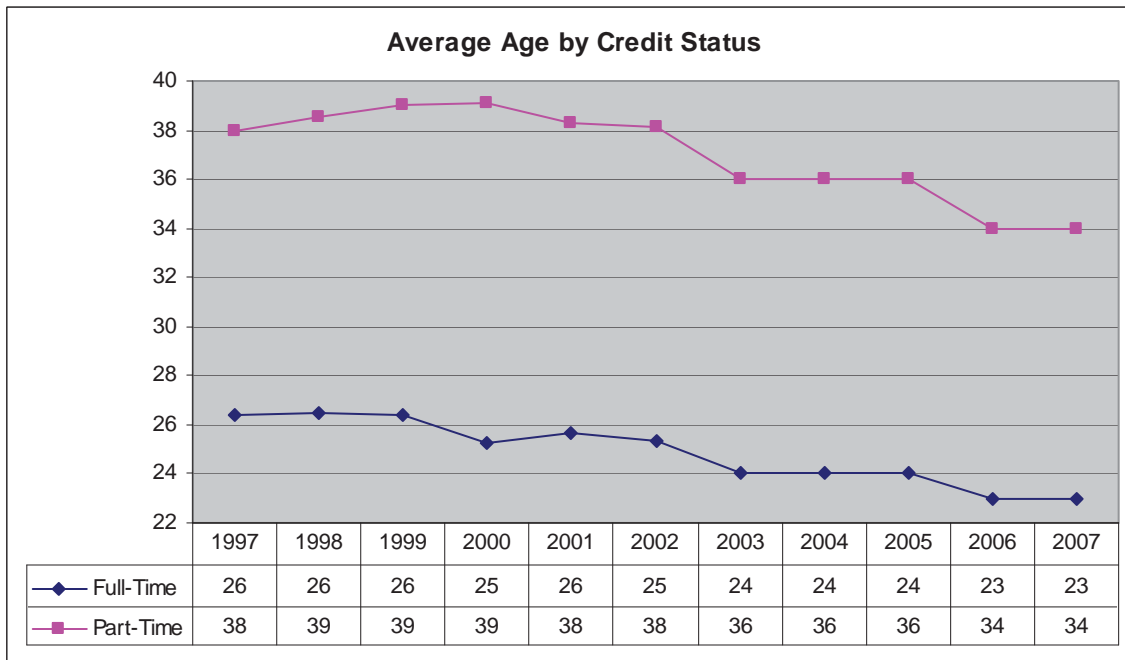
Average Age by Credit Status

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: Although full-time students are on average more than a decade younger than part-time students, the average age of all students is declining.

Source: Student Information System.



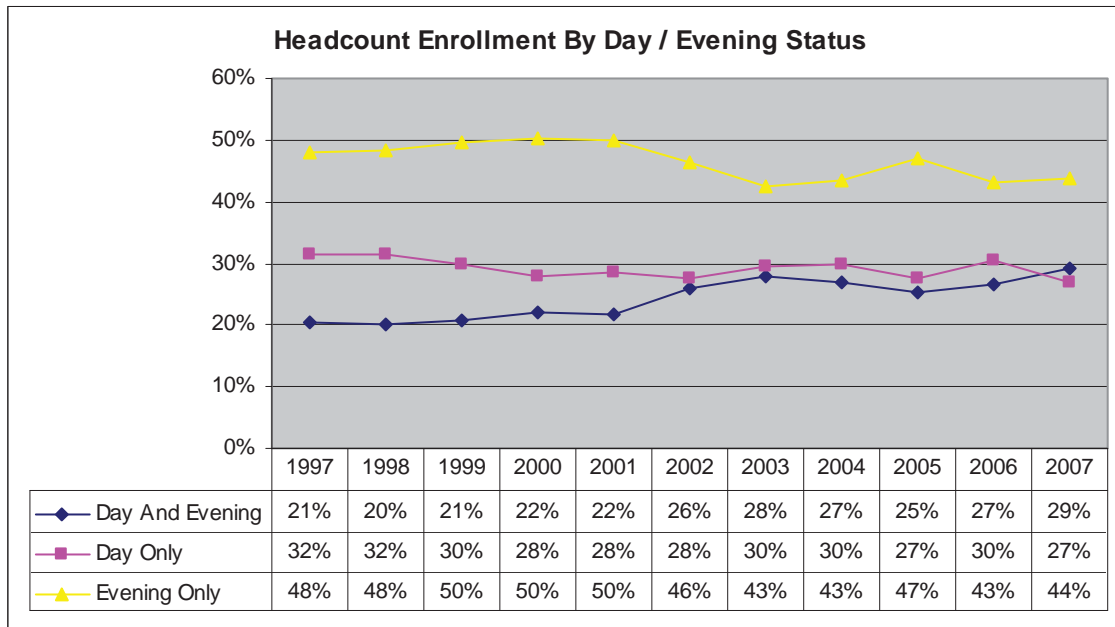
Headcount Enrollment by Day/Evening Status

Definition of Measure: Classes scheduled to begin at 5:00 p.m. or later 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: Although the majority of our students attend only evening classes, the percentage of students who attend both day and evening has increased by 8%.

Source: Student Information System.



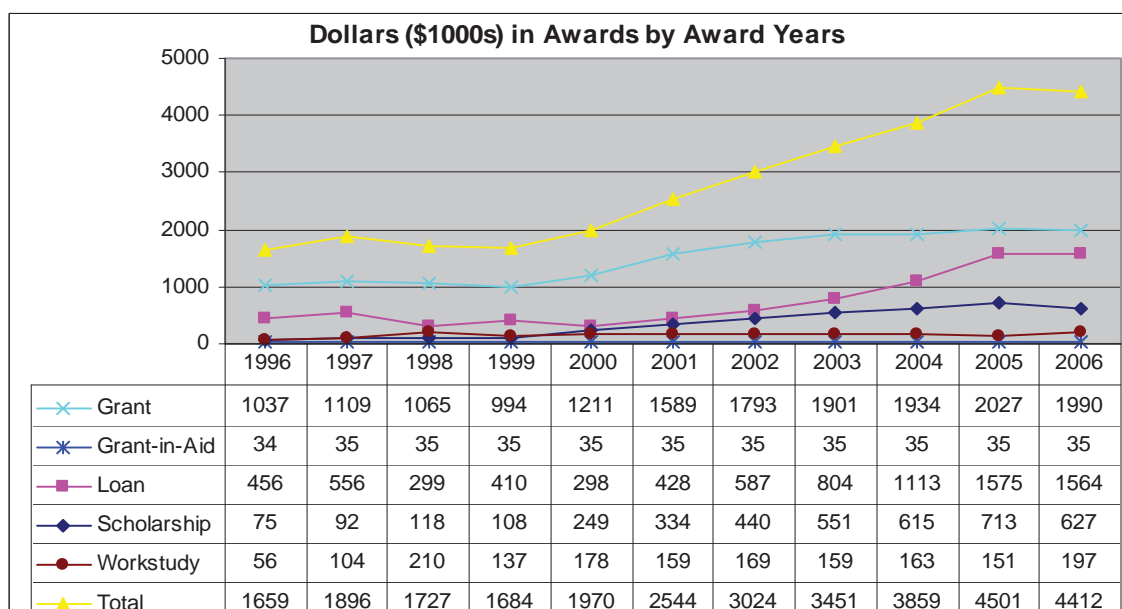
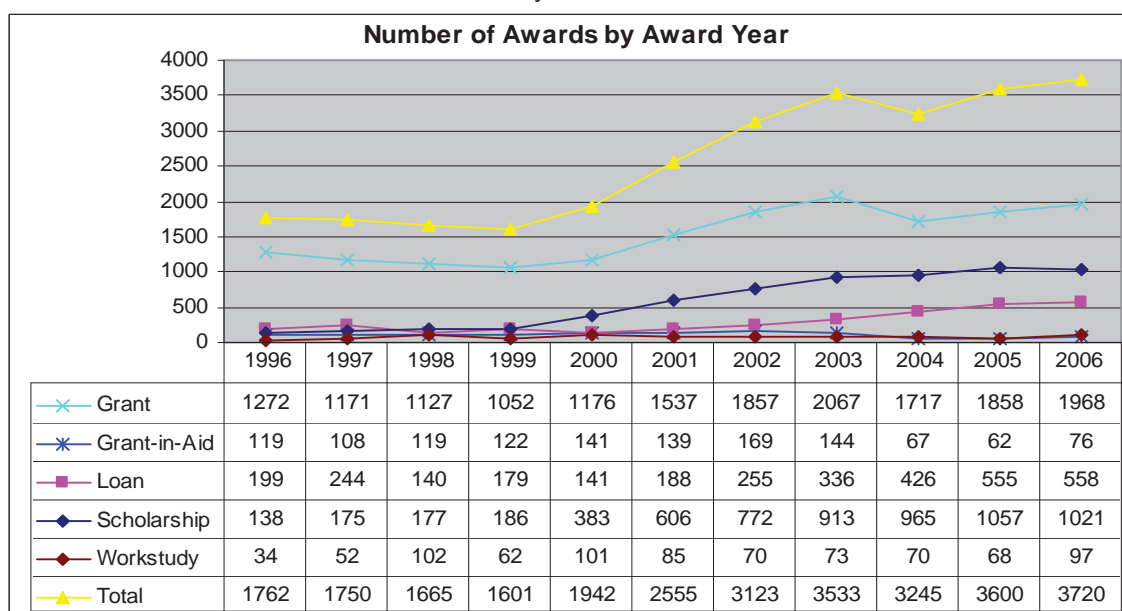
Number of Awards and Dollars Provided in Financial Aid

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 July 1 to June 30. A student often receives more than one award. 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 Benefits Administration.

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 more than 2.75 million.

Source: Student Information System.



Percent of Recent Service Area High School Graduates

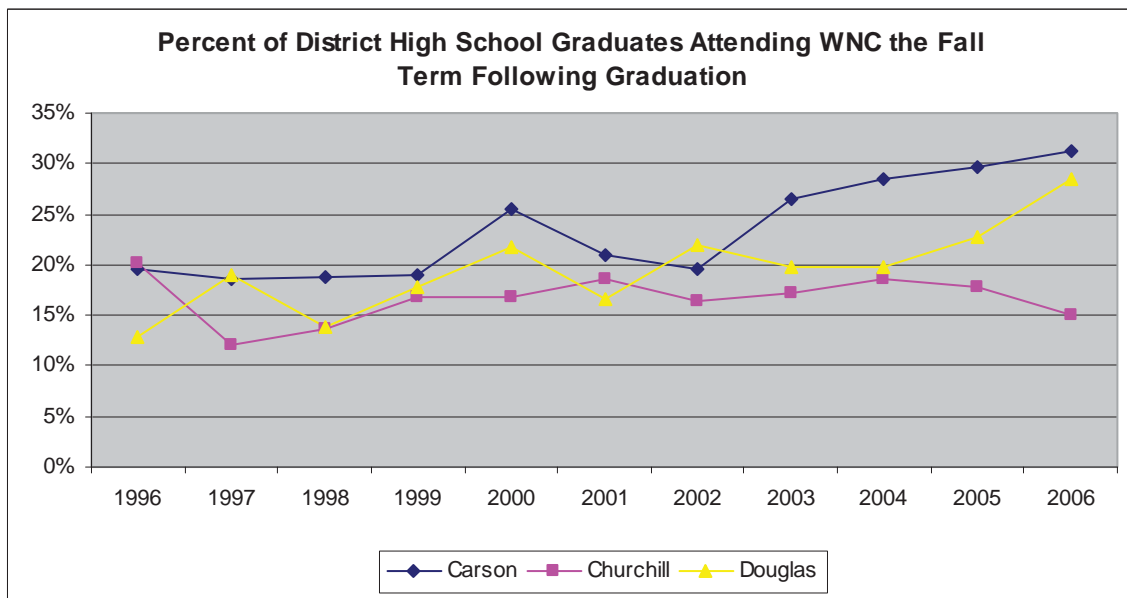
Definition of Measure: This measure shows the fall term enrollment of recent high school graduates as a percentage of service area high school graduates.

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

Analysis: Overall, Carson High School transfer rates have increased 12%, Douglas County High School transfer rates have increased 16% and Churchill County High School transfer rates have decreased by 5%.

The number of students attending WNC from Fernley, Mineral, Pershing, Smith Valley, Storey, Yerington and Whittell high schools are 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.
 2007 HS graduate data not yet available.

STUDENT SUCCESS

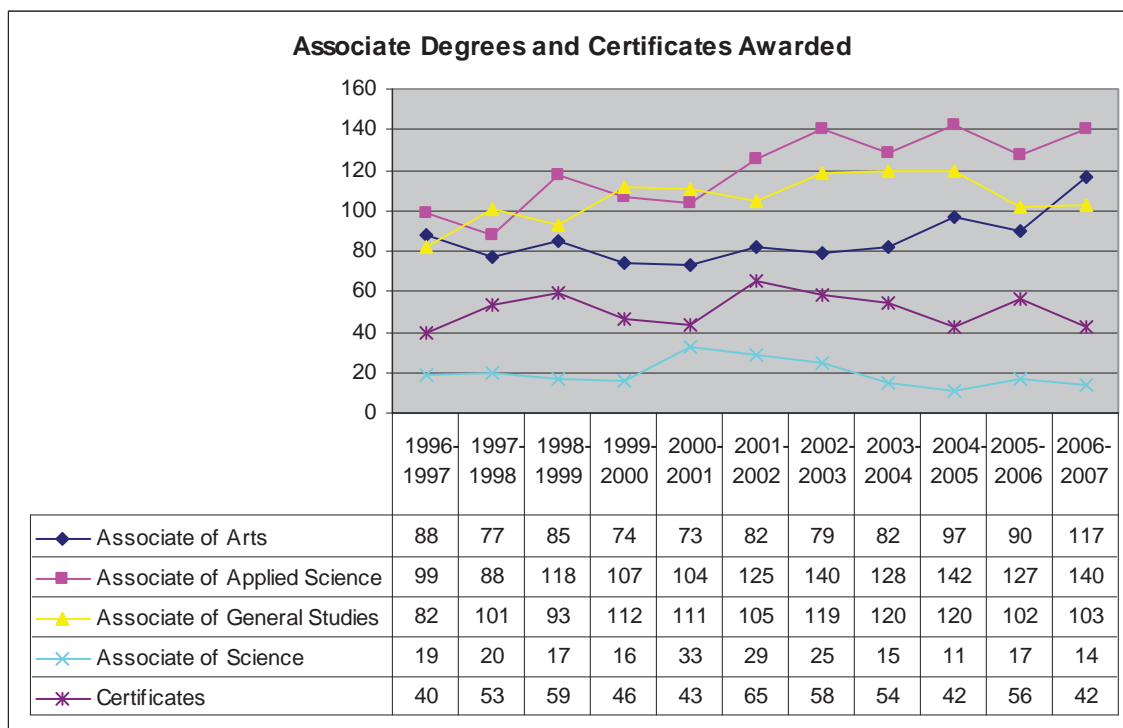
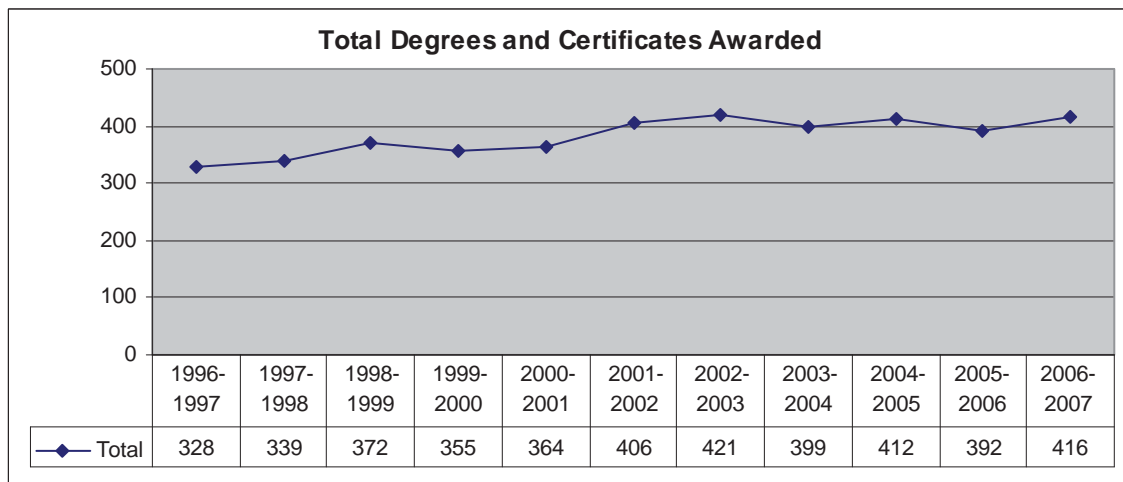
Number of Associate Degrees and Certificates Awarded

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, the Associate of Applied Science (AAS) is the most commonly awarded degree. Notably the number of AA degrees now exceeds the number of AGS degrees.

Source: Student Information System.



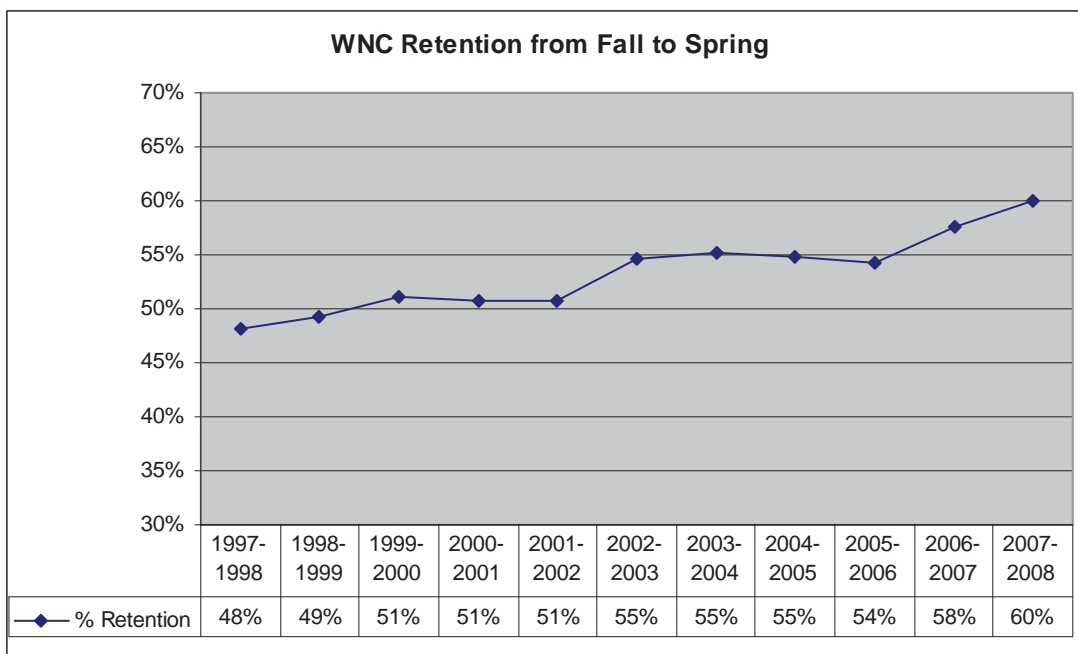
Retention Fall to Spring

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 significant increase in fall to spring retention.

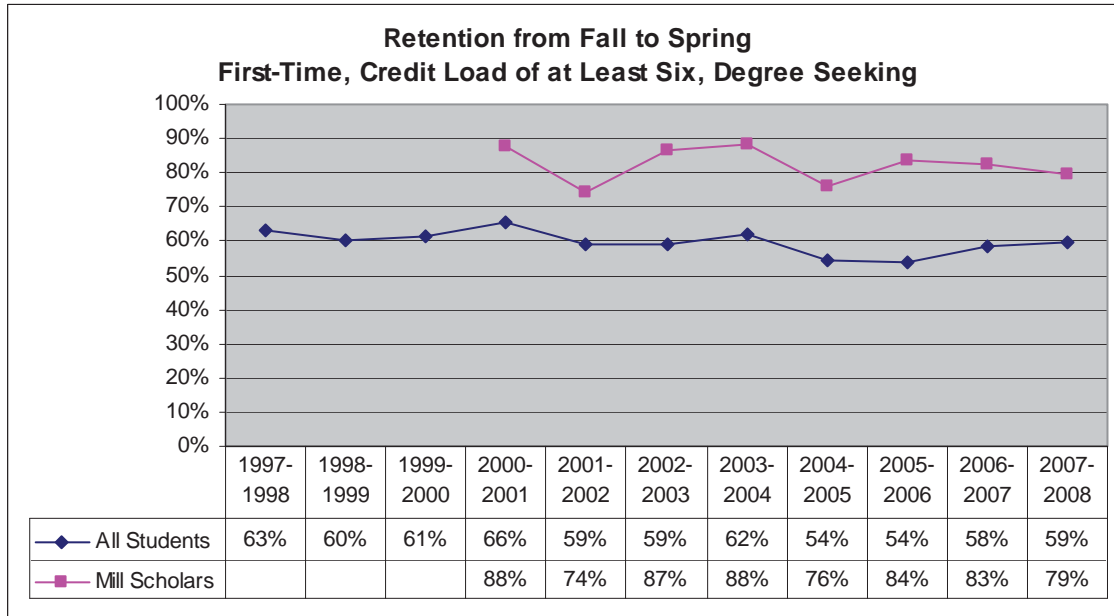
Source: Student Information System.



Retention Fall To Spring: First-Time, Six+ Credits, Degree Seeking

Analysis: Millennium scholars have a significantly higher fall to spring retention rate than non-Mill scholars.

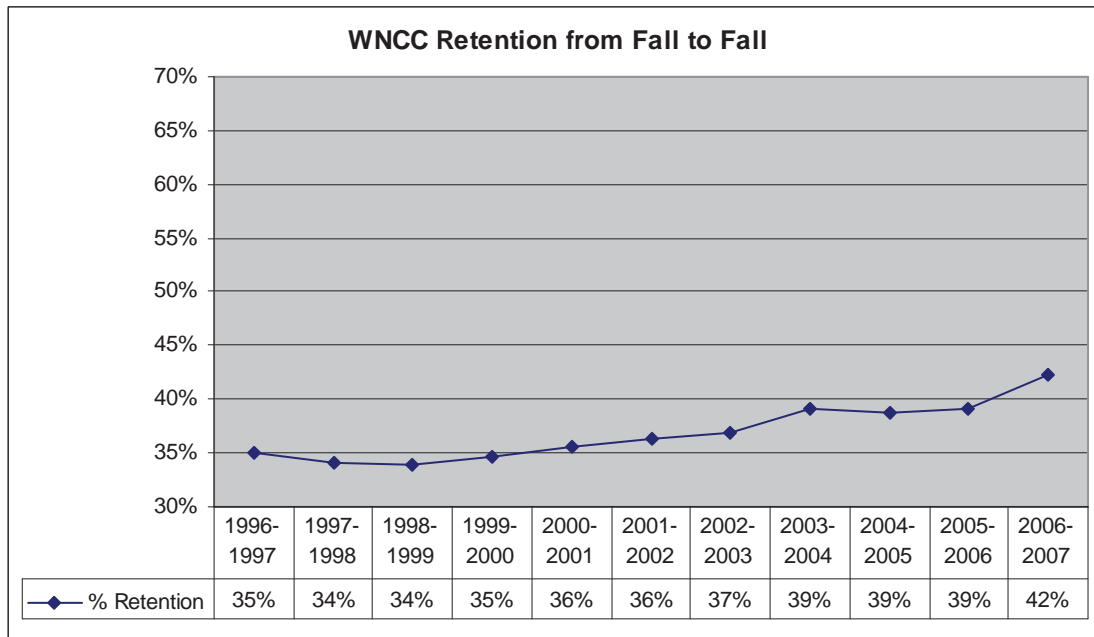
Source: Student Information System.



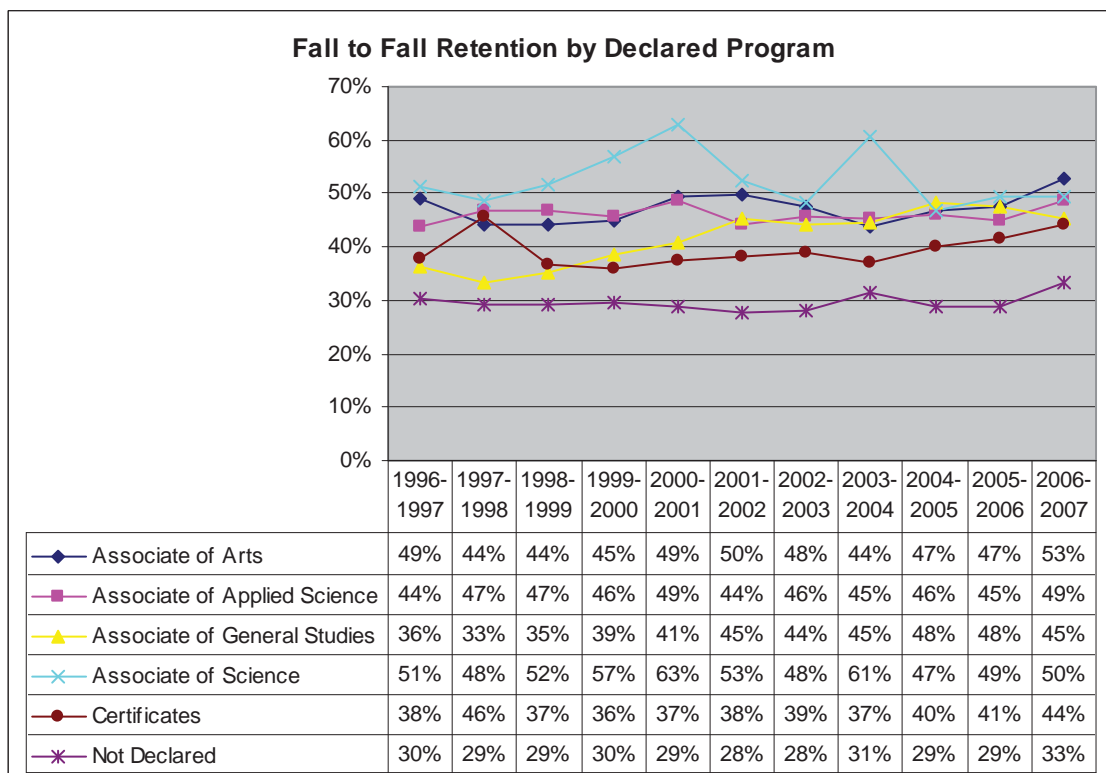
Retention Fall to Fall and Declared Program

Analysis: Fall to fall retention rates have increased by 7% since fall of 1996.

Source: Student Information System.



Analysis: Fall to fall retention has improved in all programs. The volatility of AS seeking is the result of a small “n”.



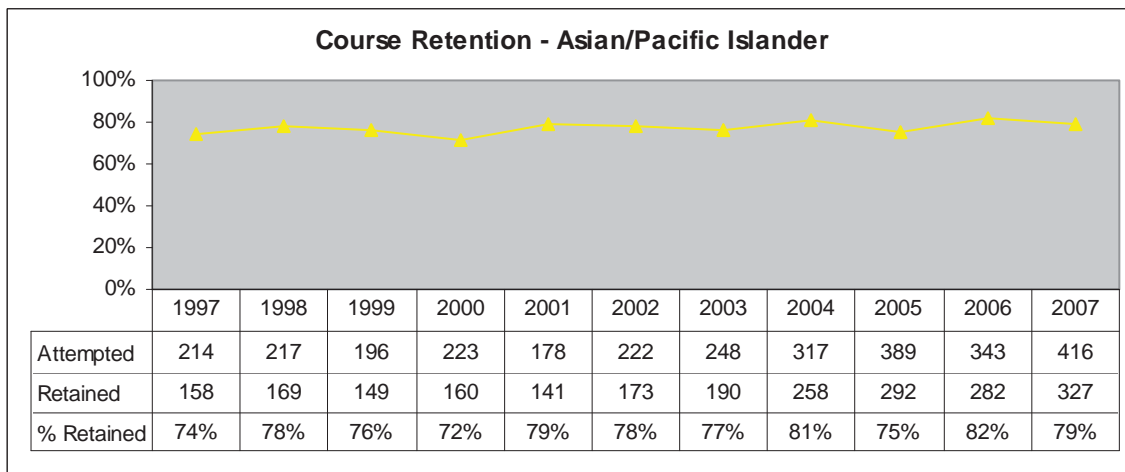
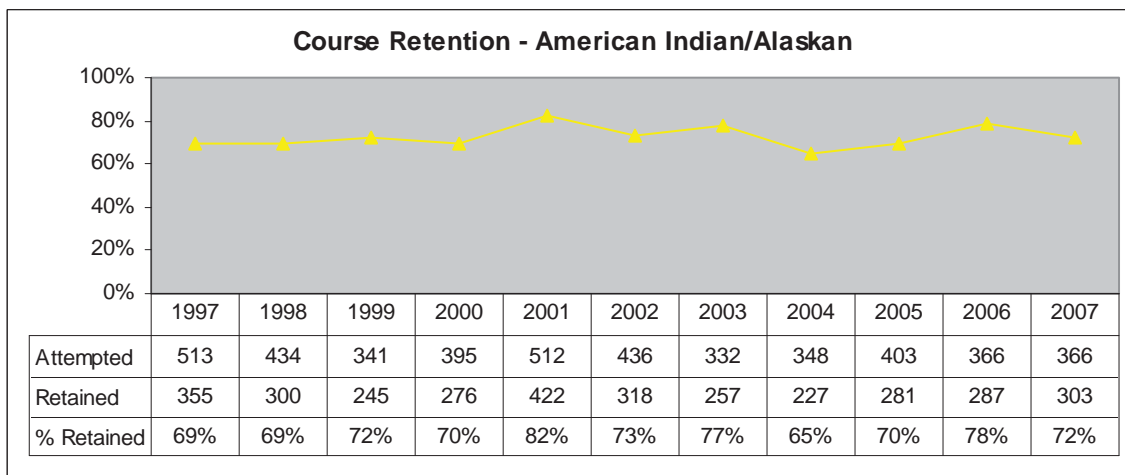
Course Retention by Ethnicity

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).

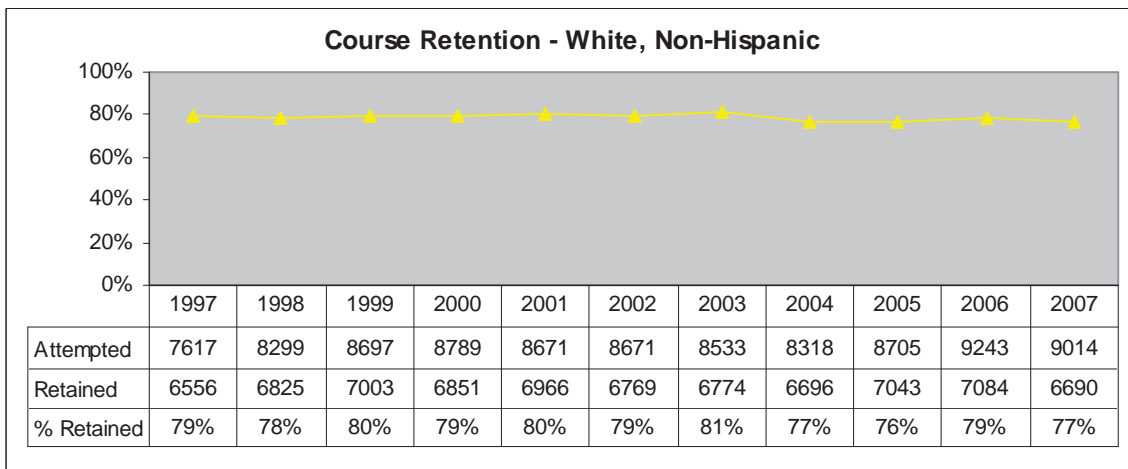
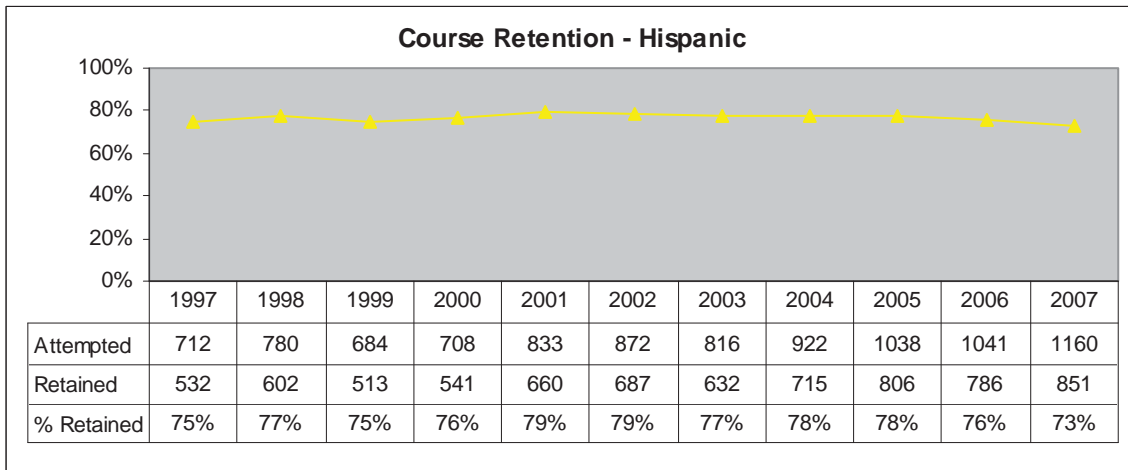
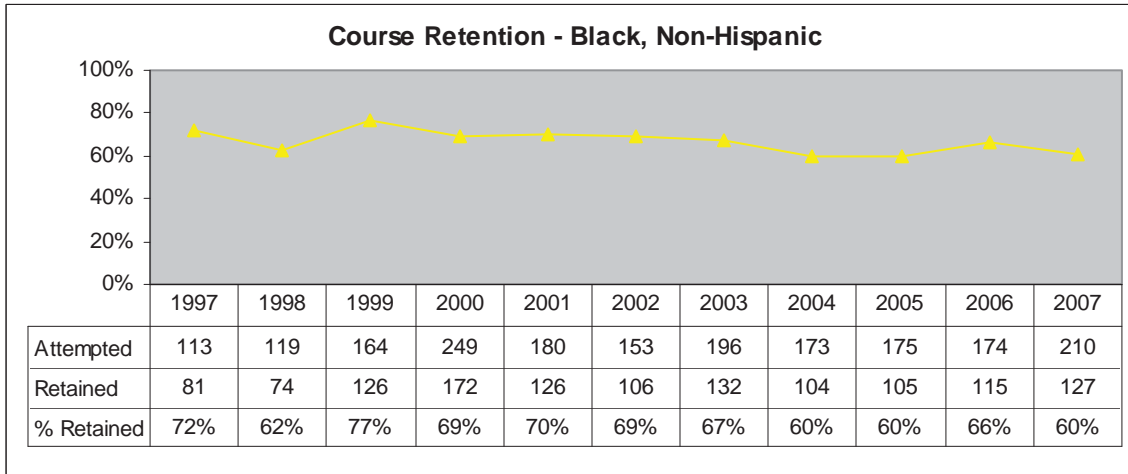
Uses of Measure: The retention rate measures how well an instructor or institution is performing in retaining students in the learning process through the completion of the course, regardless of the achievement level of students.

Analysis: Course retention rates have remained relatively stable. White and Asian ethnic groups have the highest retention rates.

Source: Student Information System.



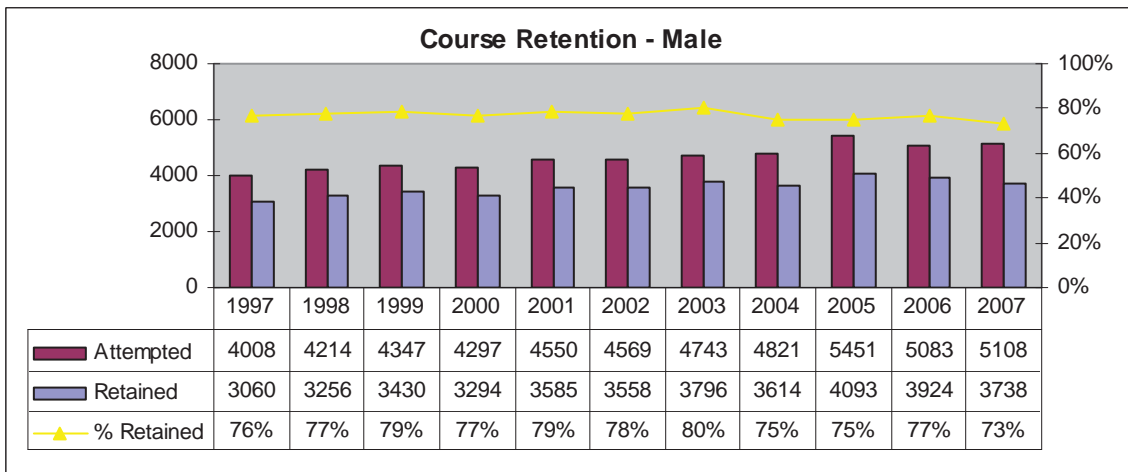
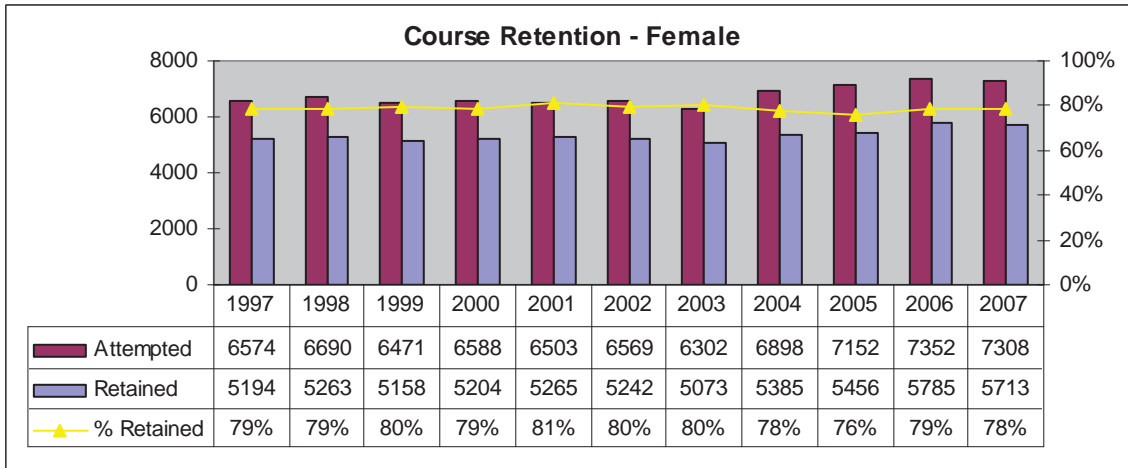
Course Retention by Ethnicity (Cont.)



Course Retention by Gender

Analysis: Course retention rates are relatively stable and are consistently higher for females than males.

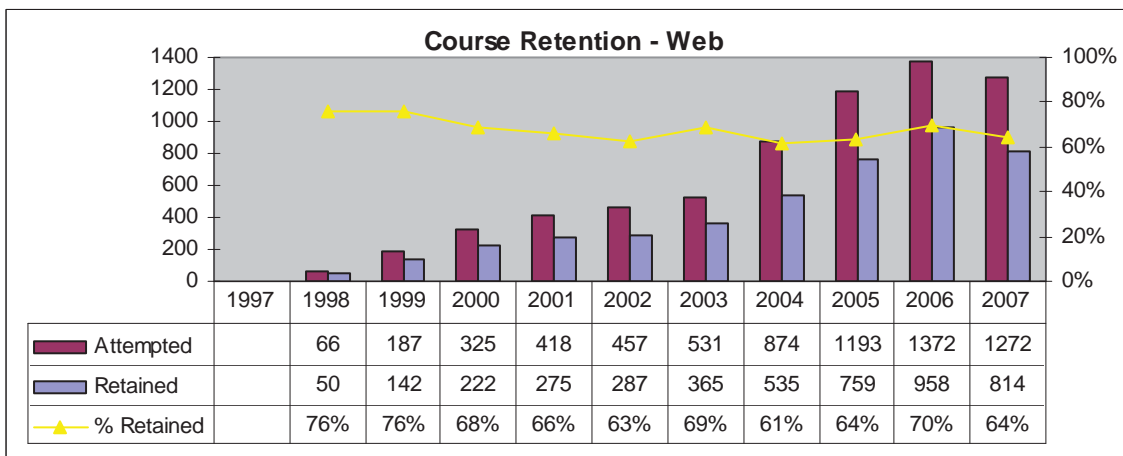
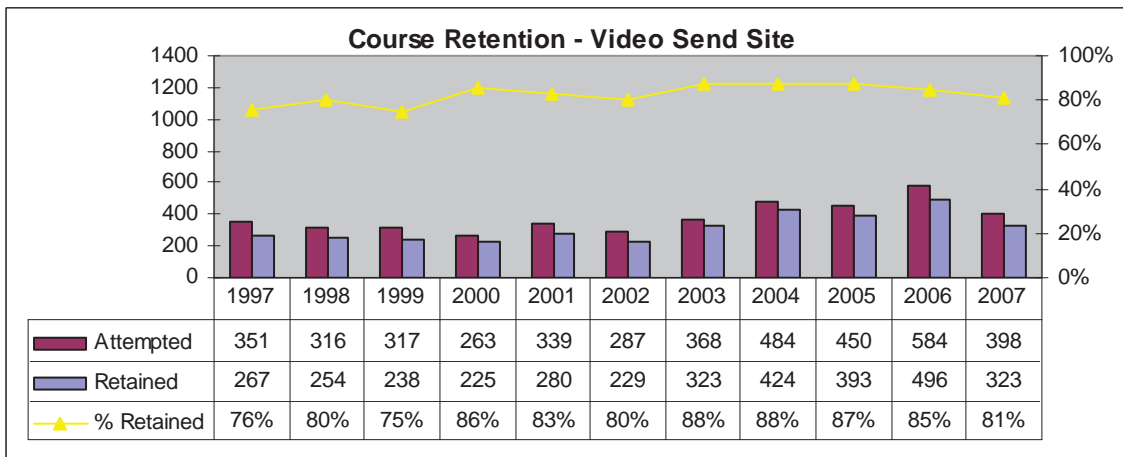
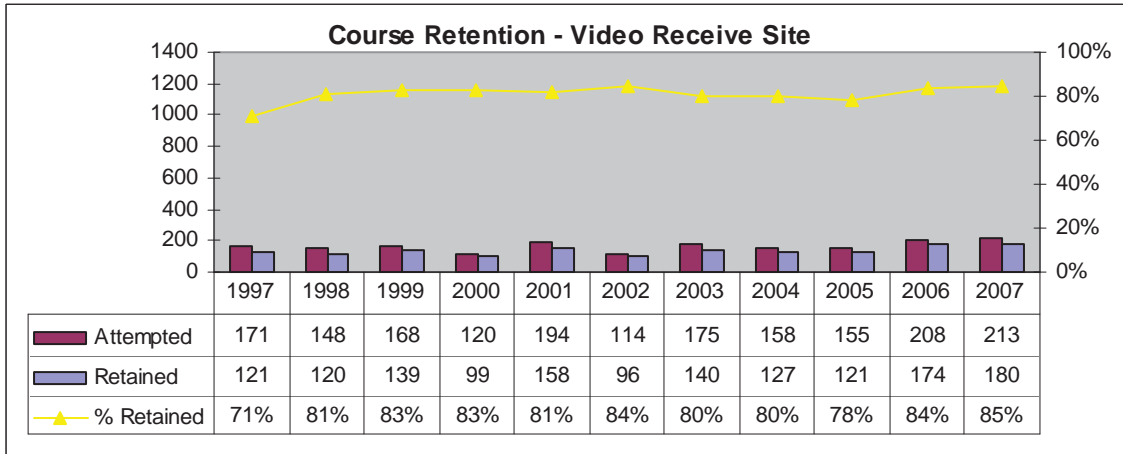
Source: Student Information System.



Course Retention in Distance Education/Web Courses

Analysis: Retention rates for web courses are significantly lower than retention rates for other distance education courses.

Source: Student Information System.



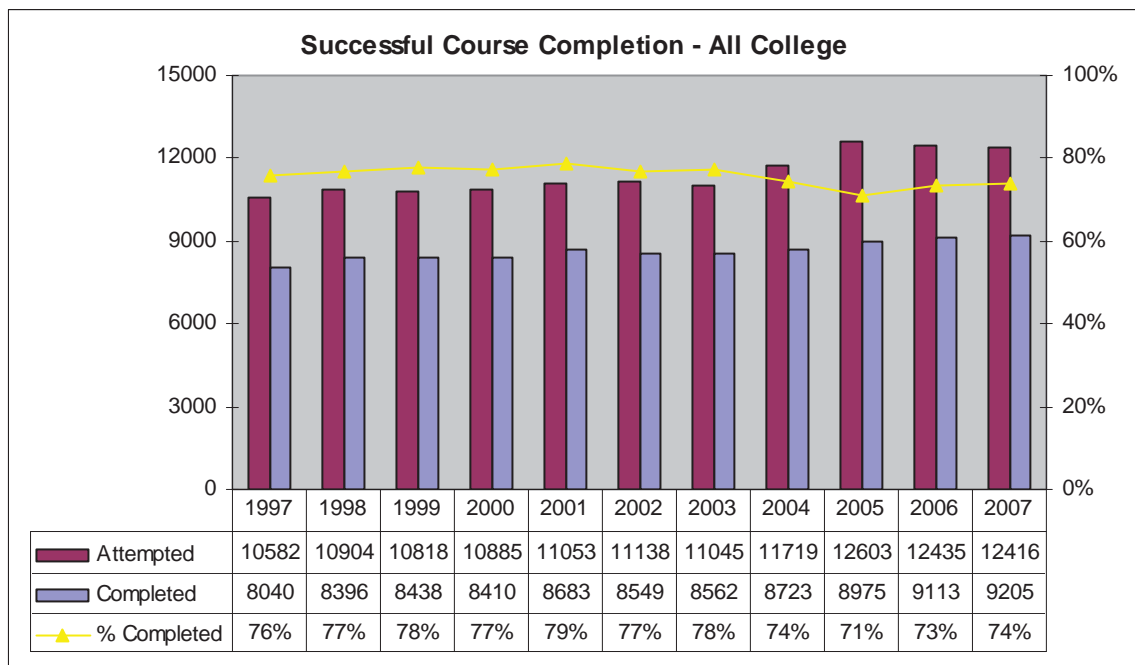
Successful Course Completion

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 is a slight downward trend in the rate of successful course completion.

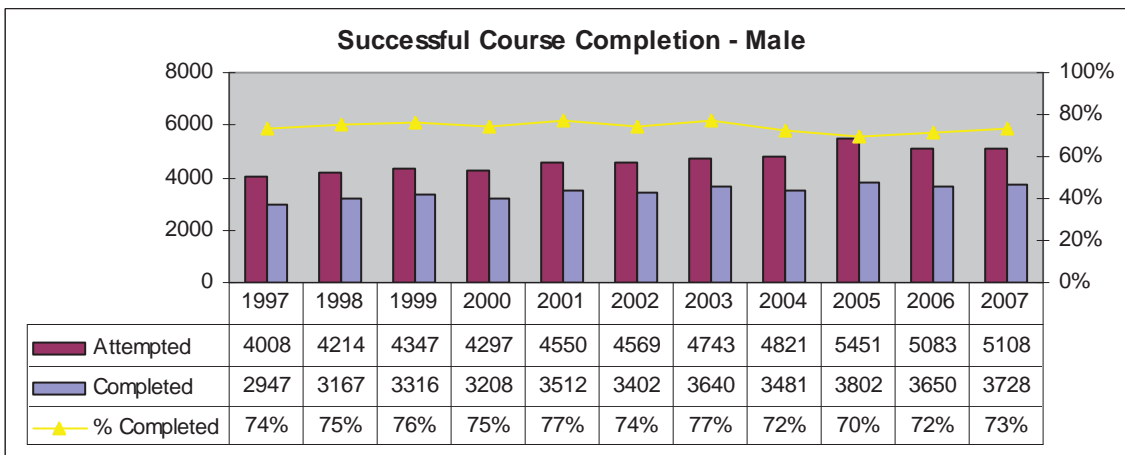
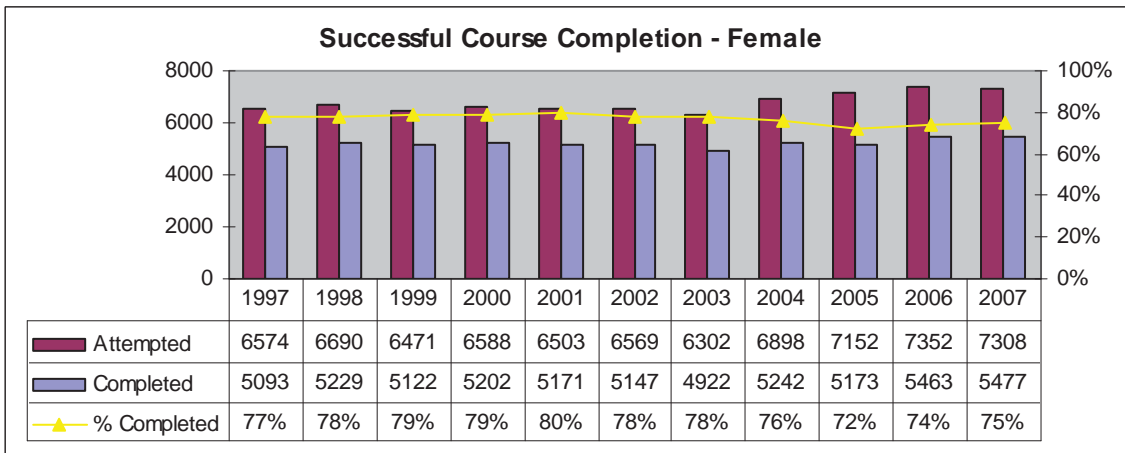
Source: Student Information System.



Successful Course Completion by Gender

Analysis: The rate of successful course completion is consistently higher for females than males.

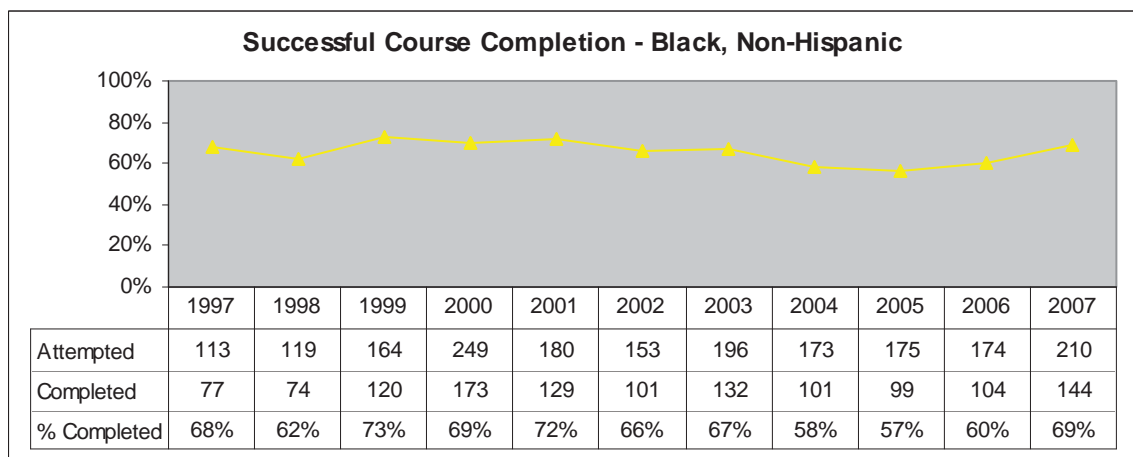
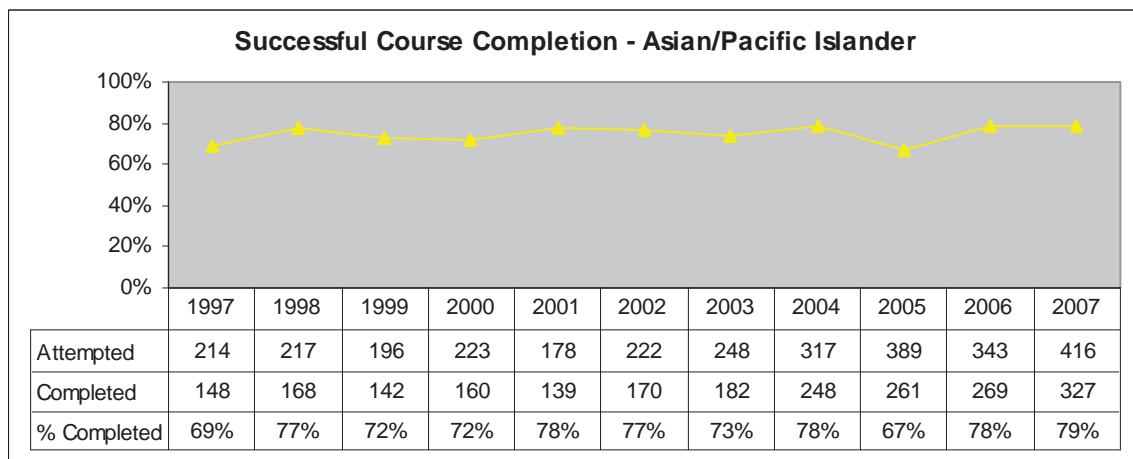
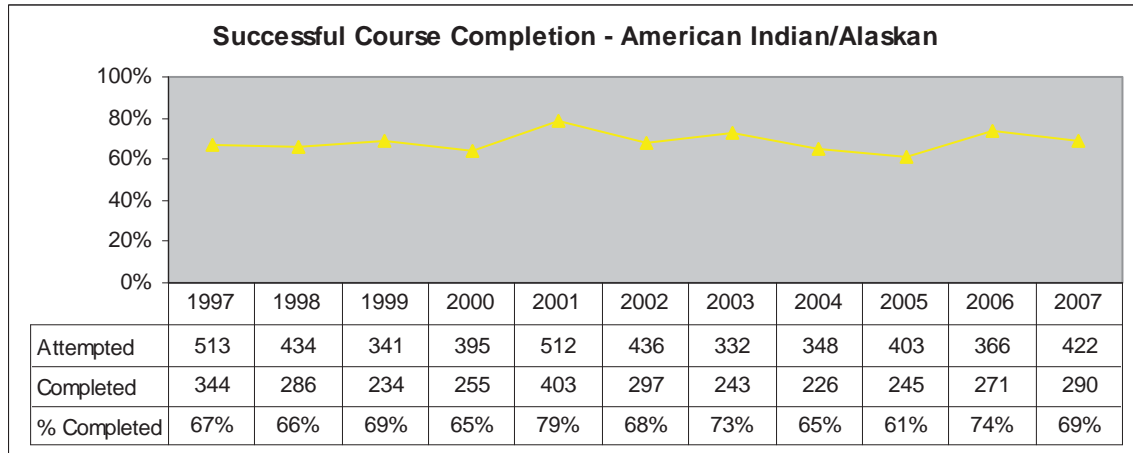
Source: Student Information System.



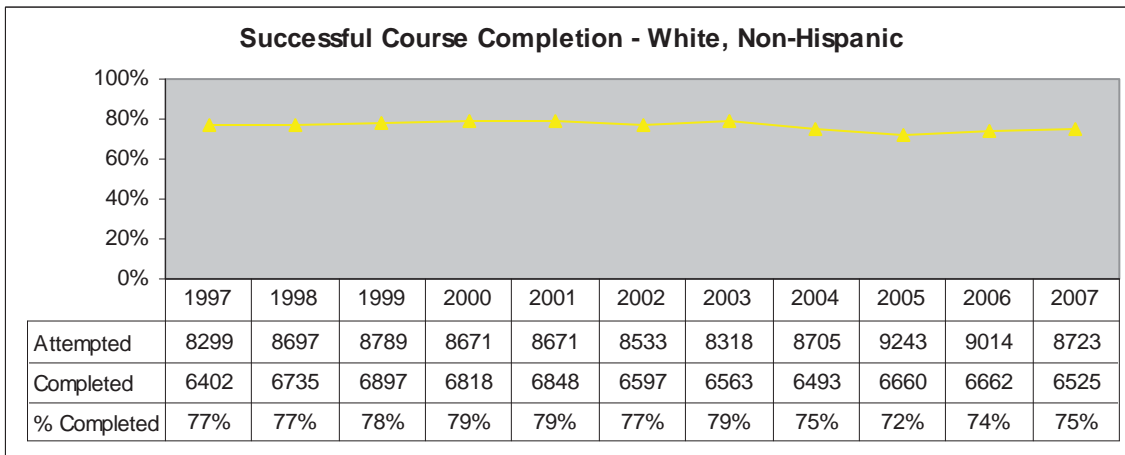
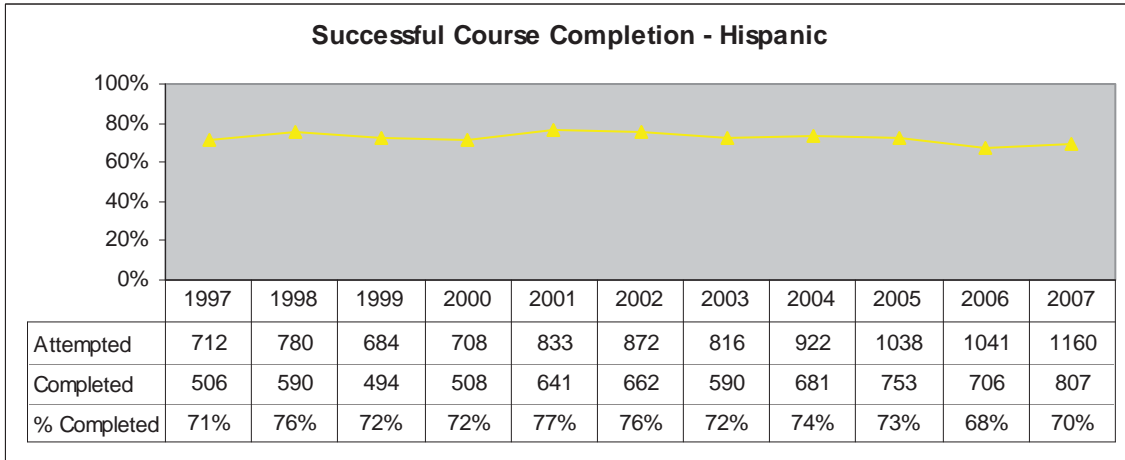
Successful Course Completion by Ethnicity

Analysis: Successful course completion rate by ethnicity has been relatively stable with a noticeable increase by the Asian/Pacific Islander group.

Source: Student Information System.



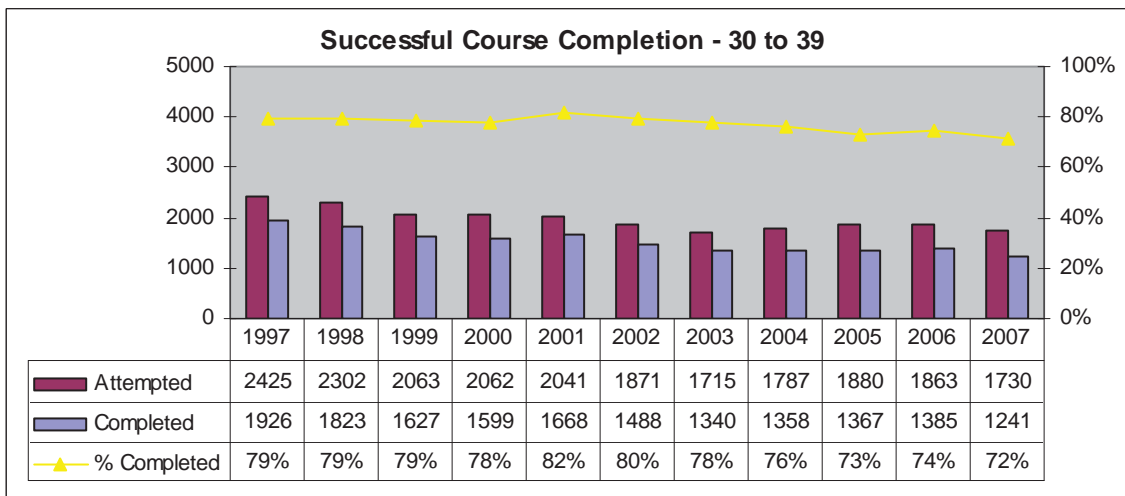
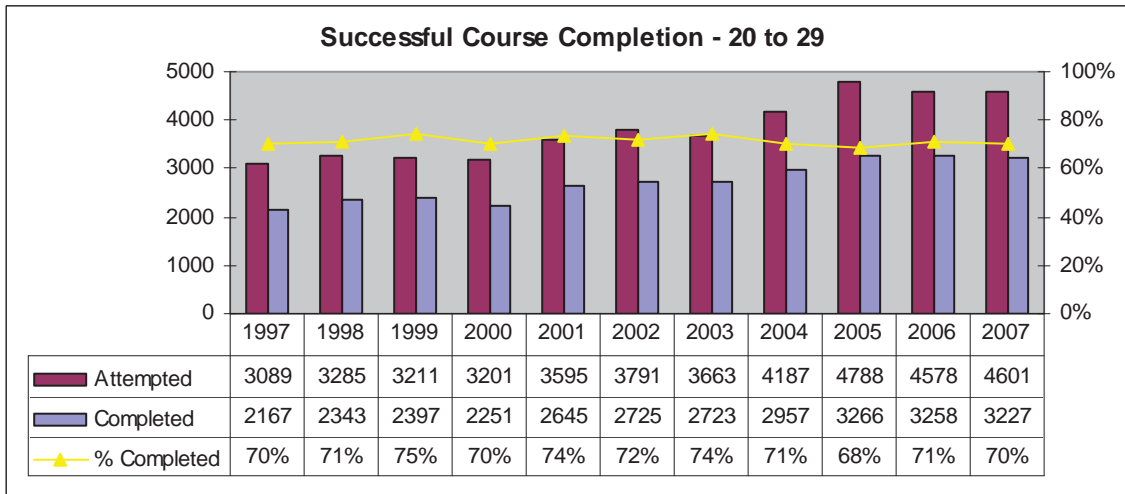
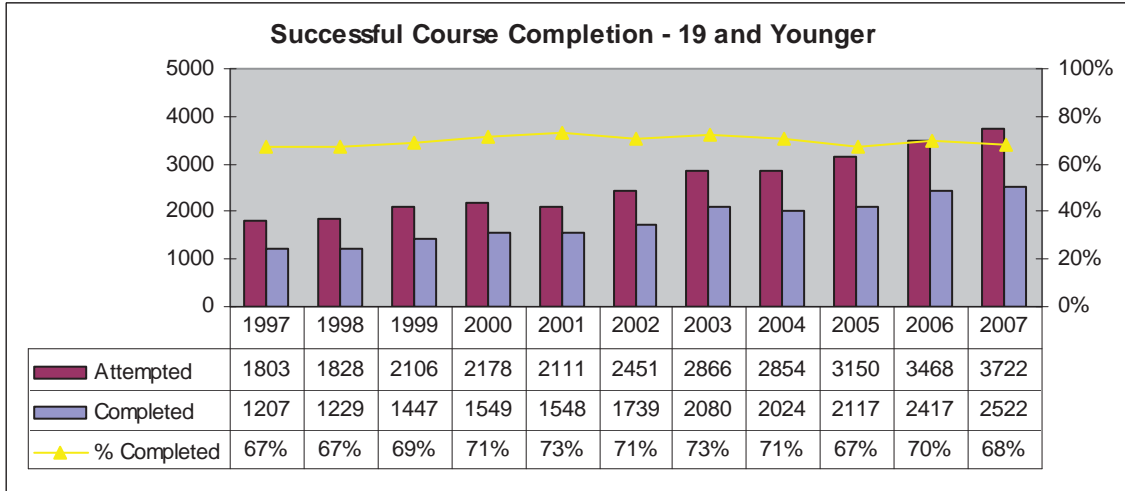
Successful Course Completion by Ethnicity (Cont.)



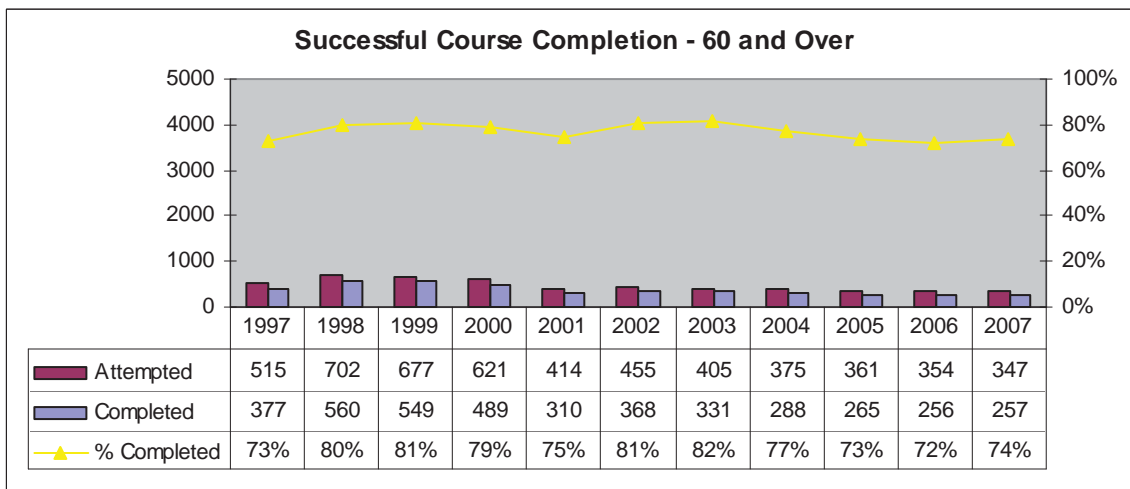
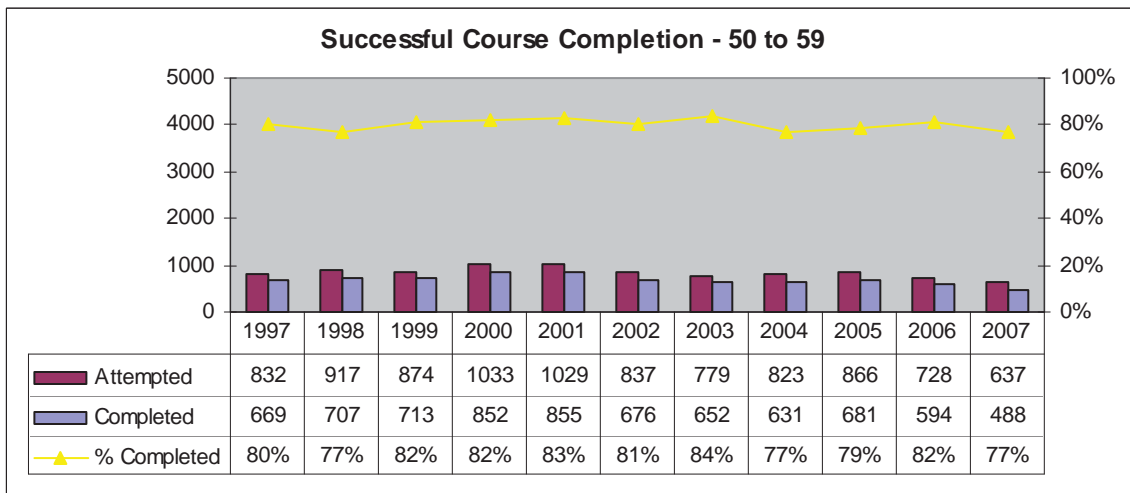
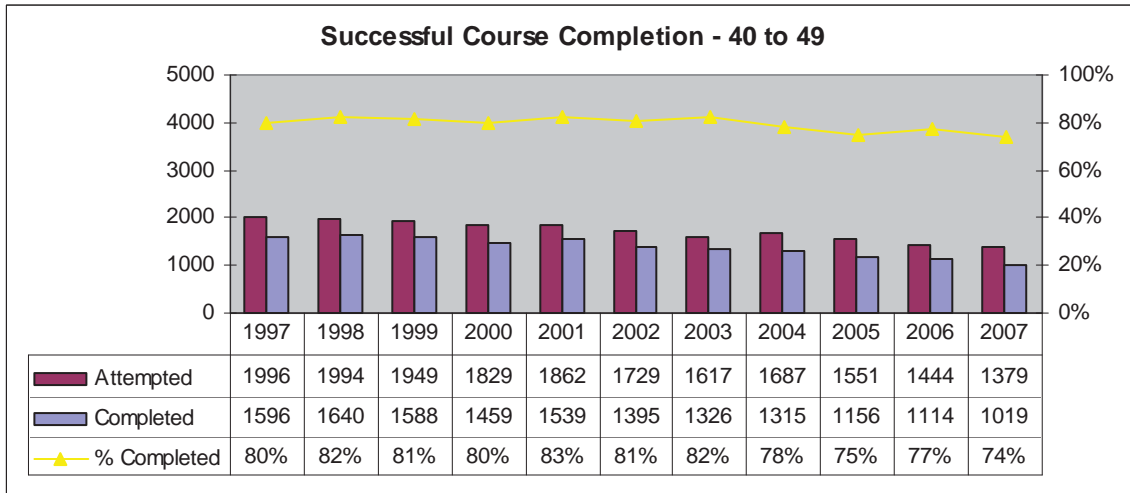
Successful Course Completion by Age

Analysis: The lowest rate of successful course completion is for students 19 and younger.

Source: Student Information System.



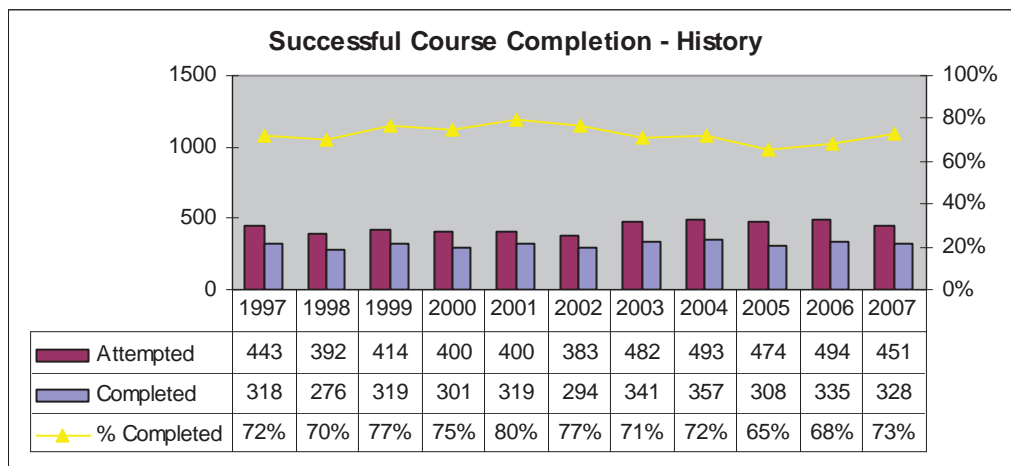
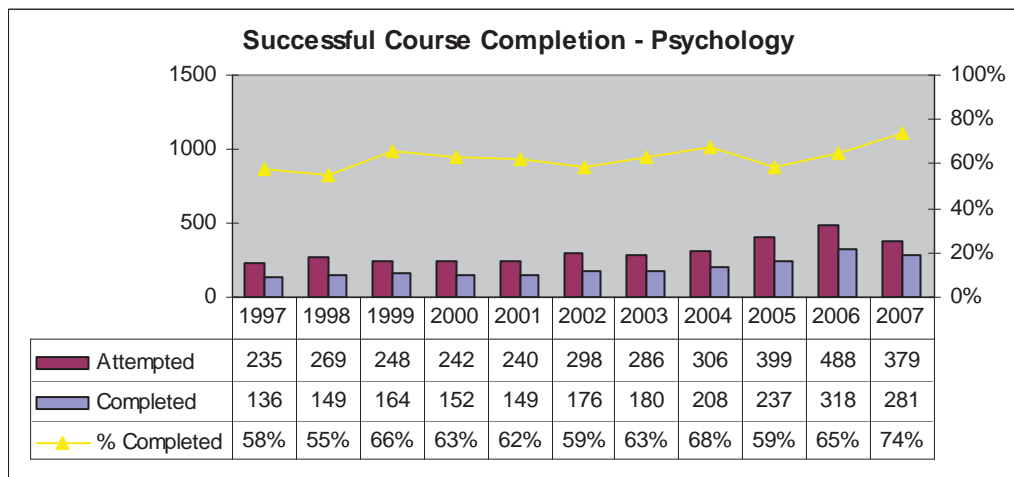
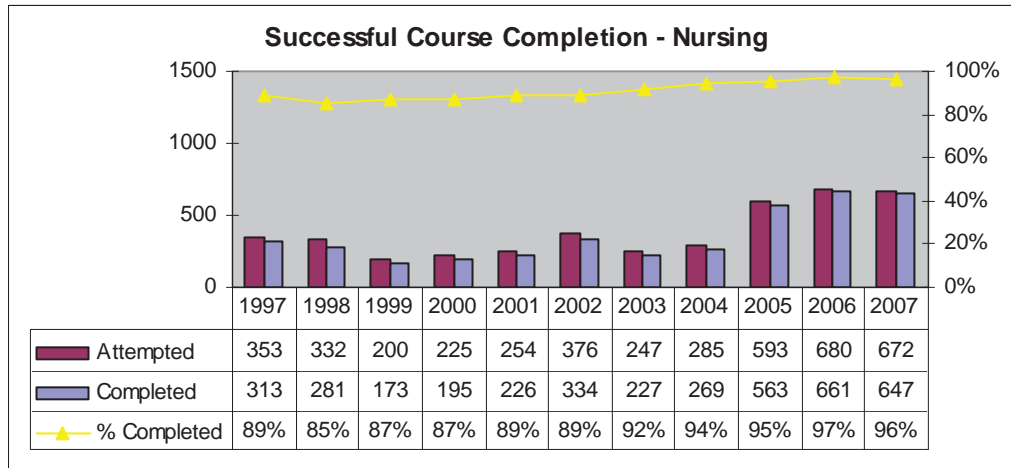
Successful Course Completion by Age (Cont.)



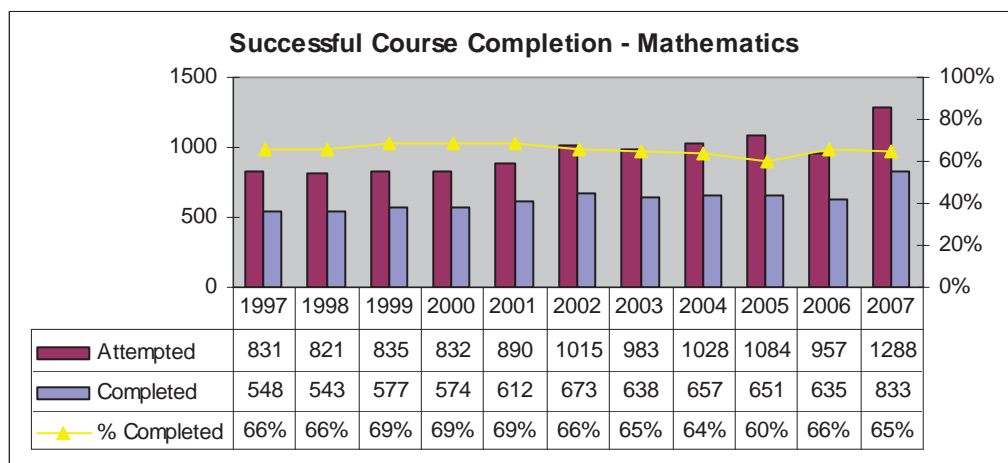
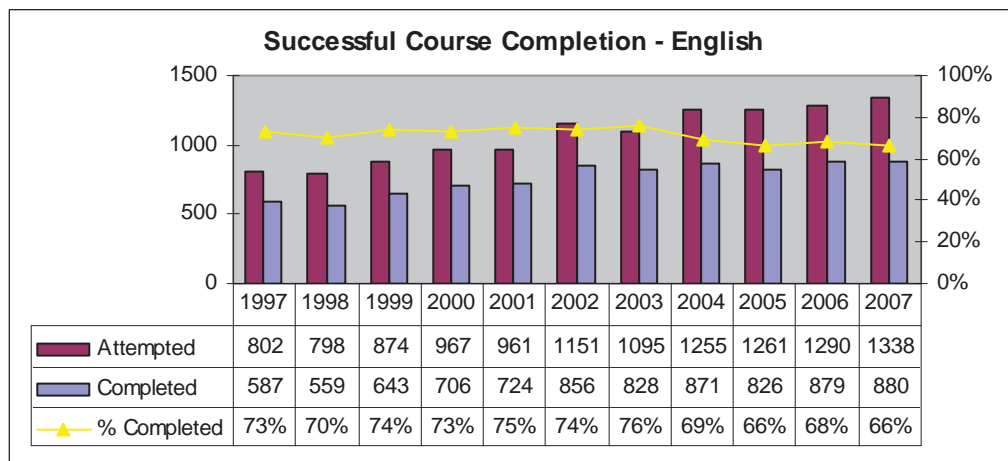
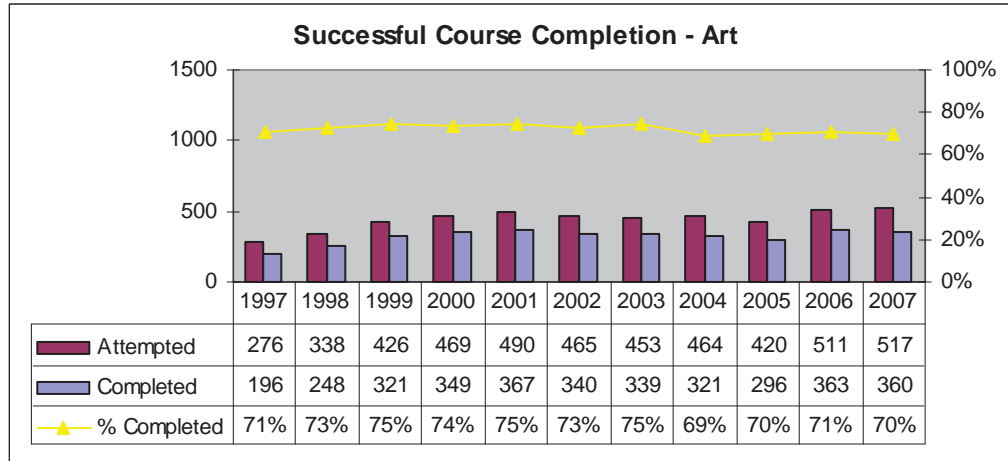
Successful Course Completion by Largest FTE Generating Subjects

Analysis: There is volatility in the course completion rate by program with a rather steep incline for psychology and decline for business.

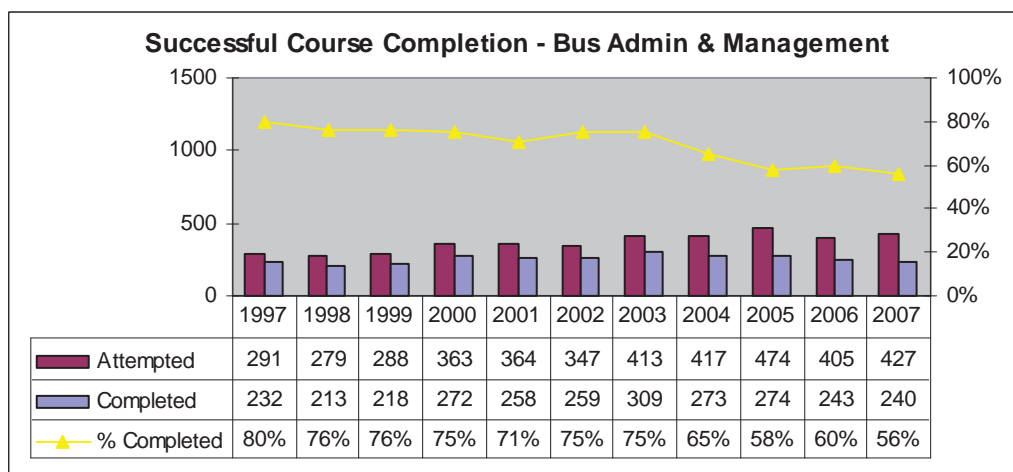
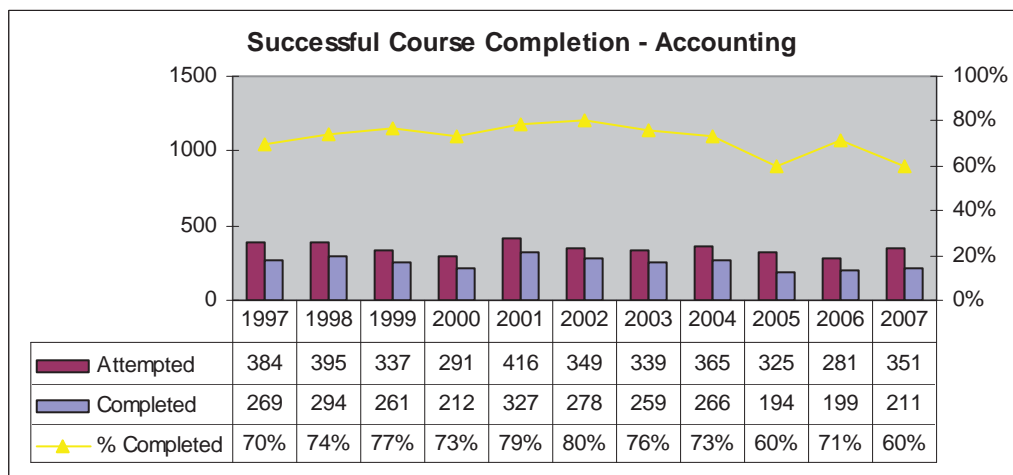
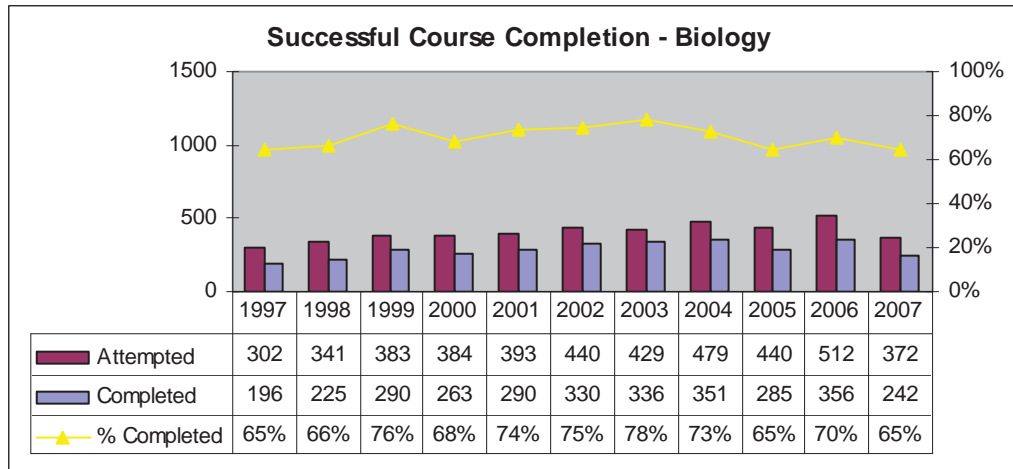
Source: Student Information System.



Successful Course Completion by Subject (Cont.)



Successful Course Completion by Subject (Cont.)



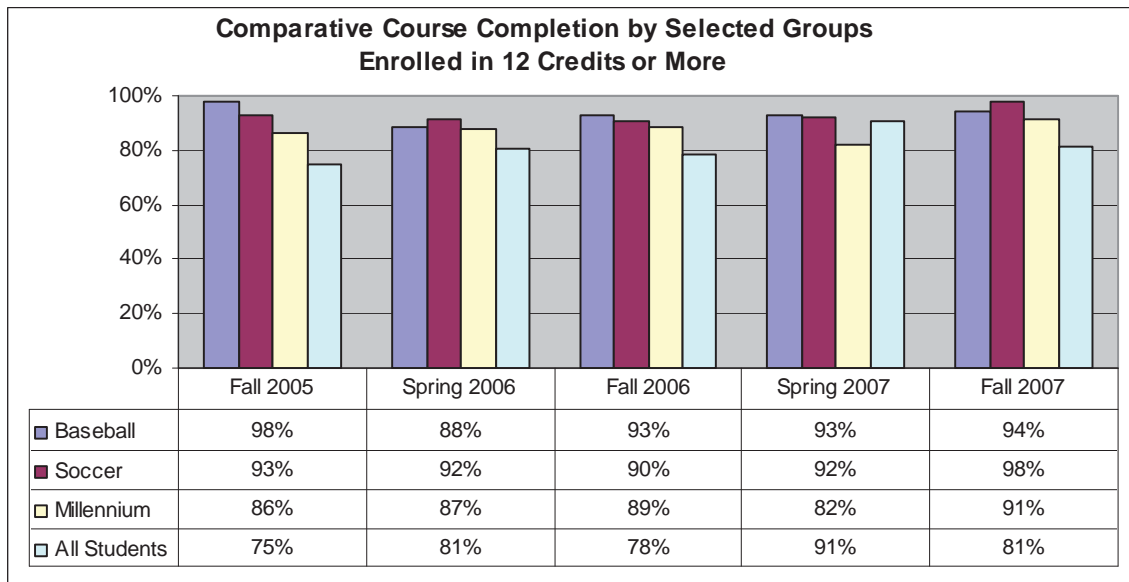
Comparative Course Completion by Selected Groups

Definition of Measure: Course completion is the sum of courses completed with a grade of A, B, C, D, or P divided by the number of courses attempted.

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

Analysis: Student athletes in baseball and soccer have a higher course completion rate than Millennium Scholars and other full-time students in general.

Source: Student Information System.



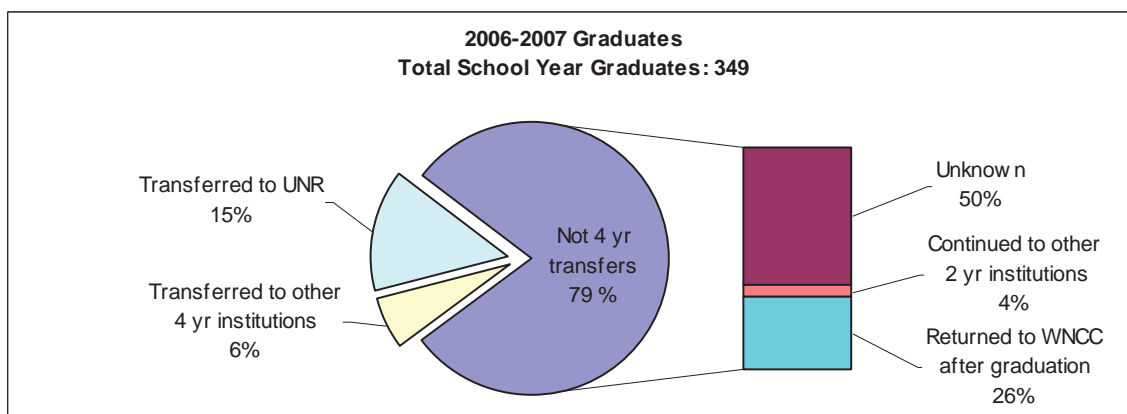
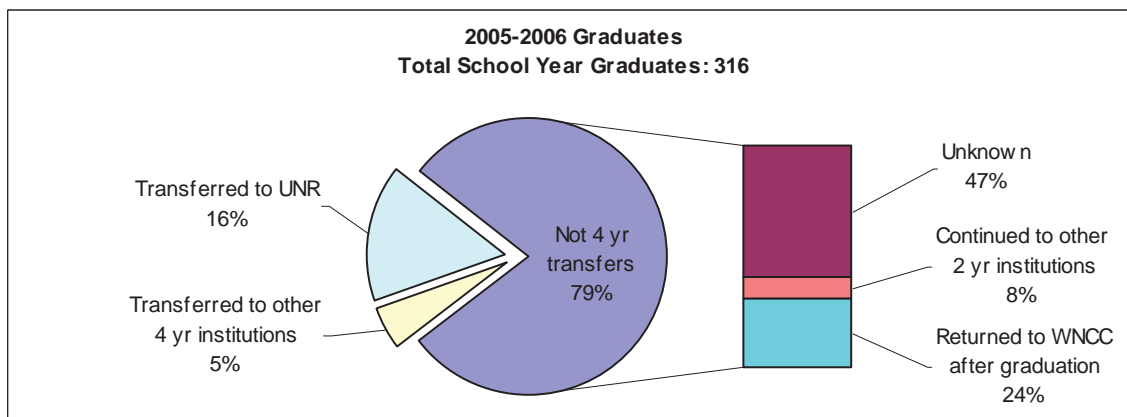
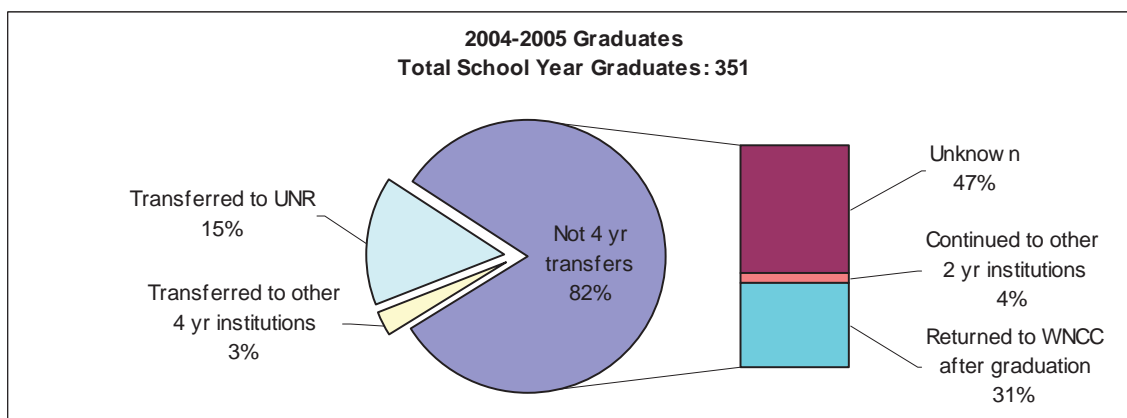
Rate of Transfer to Four-Year Institutions

Definition of Measure: This measure shows the number of students earning associate degrees in a given year who transfer to a four year institution by the spring semester following graduation.

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: The transfer rate to 4 year institutions increased 3%. The percentage of students who return to WNC after graduating varied from 26-31%.

Source: Student Information System, National Student Clearinghouse.



FACULTY & STAFF

Employee Quick Facts

	2002	2003	2004	2005	2006	2007
Instructional Faculty Headcount						
Full-Time	76	74	77	79	80	75
Part-Time	383	298	288	295	307	284
Non-Instructional Faculty Headcount						
Full-Time	47	52	56	59	59	59
Part-Time	176	194	144	169	167	122
Classified Staff Headcount						
Full-Time	88	84	84	85	89	92
Part-Time	32	16	14	19	19	14
Ratio: Instructional Support FTE to Instructional Faculty FTE						
Instructional Support	201	197	197	209	219	201
Instructional Faculty	147	153	151	165	175	165
Support FTE / Faculty FTE	1.4 : 1	1.3 : 1	1.3 : 1	1.3 : 1	1.2 : 1	1.2 : 1
Ratio: Student FTE to Instructional Faculty FTE						
Student FTE	2138	2158	2275	2407	2464	2423
Faculty FTE	147	153	151	165	175	165
Student FTE / Faculty FTE	14.5 : 1	14.1 : 1	15.1 : 1	14.6 : 1	14.1 : 1	14.7 : 1

Note: Instructional faculty members are defined as teaching faculty. Non-instructional faculty members are defined as executive, managerial or administrative, counselors, librarians and other support/service personnel. Classified employees are those included in the following IPEDS categories: Technical and paraprofessionals, clerical and secretarial, skilled crafts, and service and maintenance.

Instructional Support = Non-instructional faculty and classified employees.

Faculty FTE = number of full-time instructional faculty + credit hours taught by part-time instructional faculty / 15. Student FTE = Total student credit hours / 15.

Source: IPEDS, Human Resources System, Student Information System, CUPA.

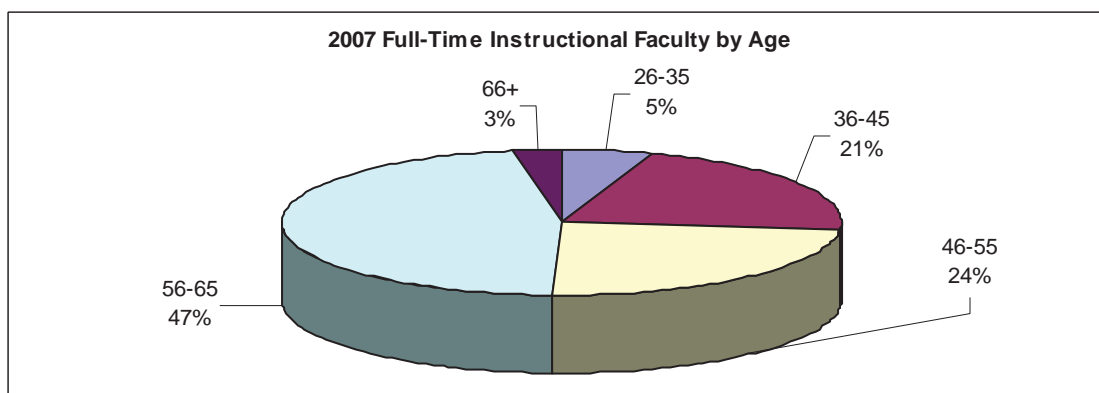
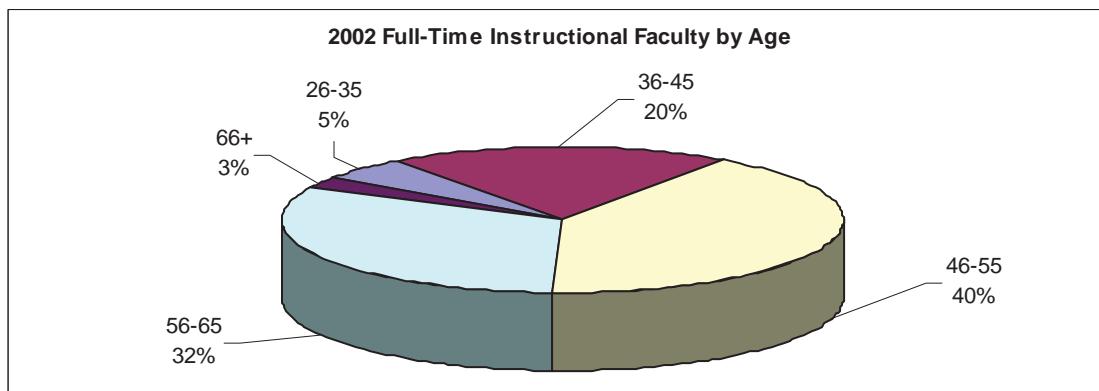
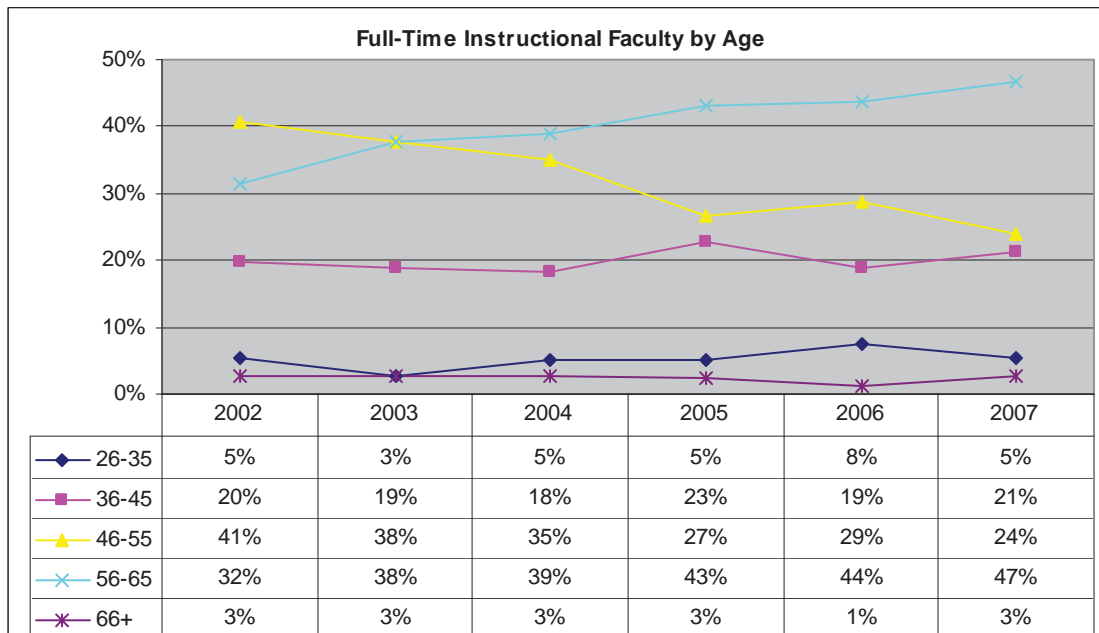
Full-Time Instructional Faculty by Age

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: Currently half of our full-time instructional faculty is 56 or older.

Source: Human Resources System, IPEDS Fall Staff Survey 2007.



Full-Time Instructional Faculty by Ethnicity

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

Uses of Measure: This measure shows 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.

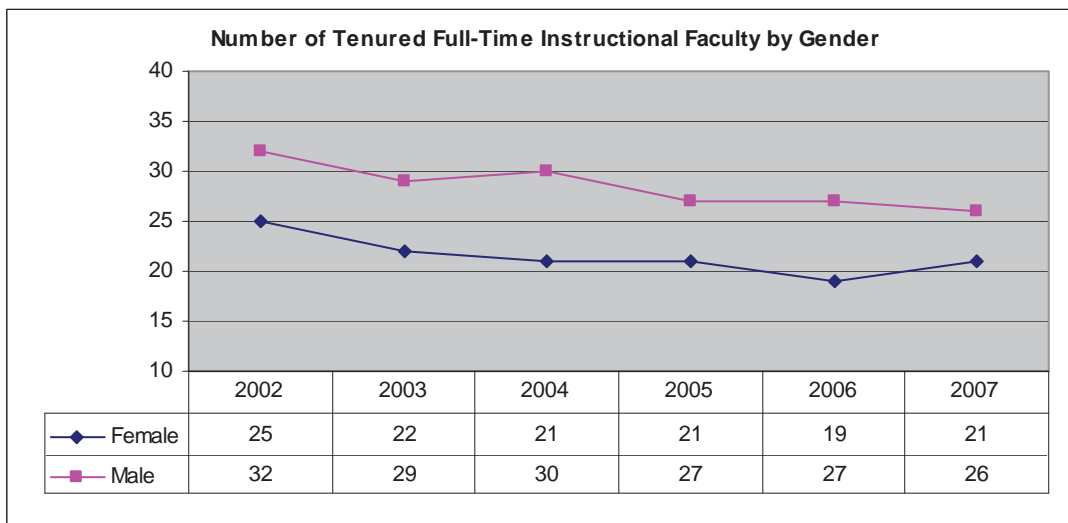
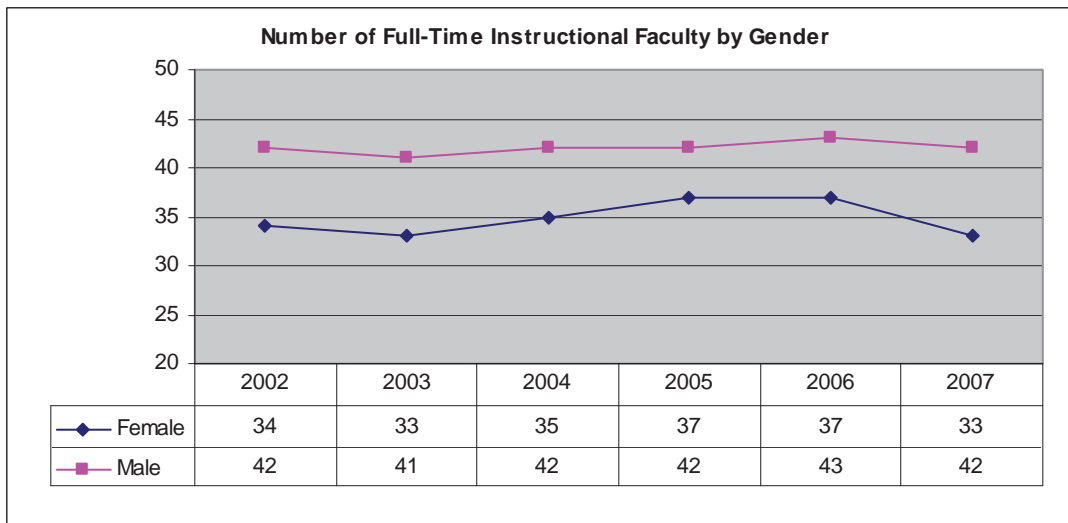
Faculty Ethnicity	2002	2003	2004	2005	2006	2007
American Indian/Alaskan Native	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	3	3	3	2	2	2
White, Non-Hispanic	72	69	74	76	76	72
Unknown	1	2	0	0	1	0
Non-resident Alien	0	0	0	1	1	1
Total	76	74	77	79	80	75

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: The ratio of male to female is relatively stable.

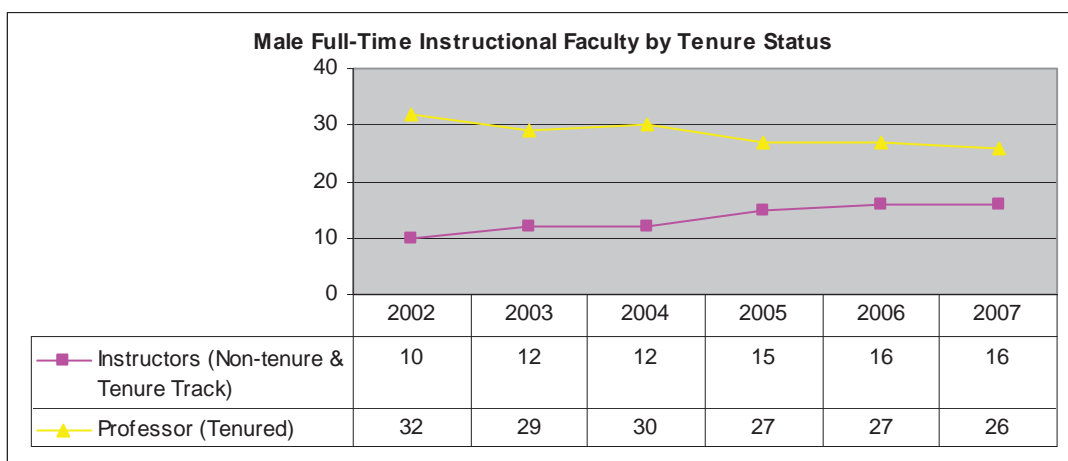
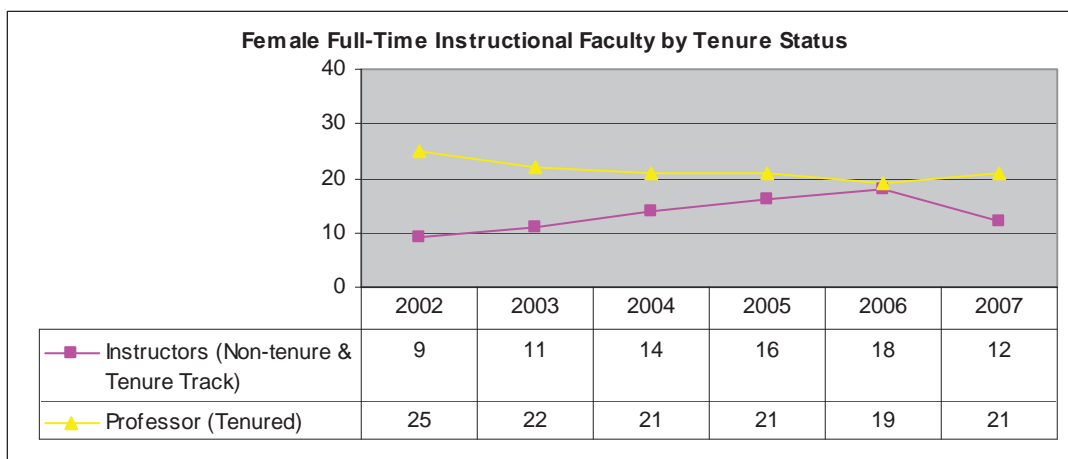
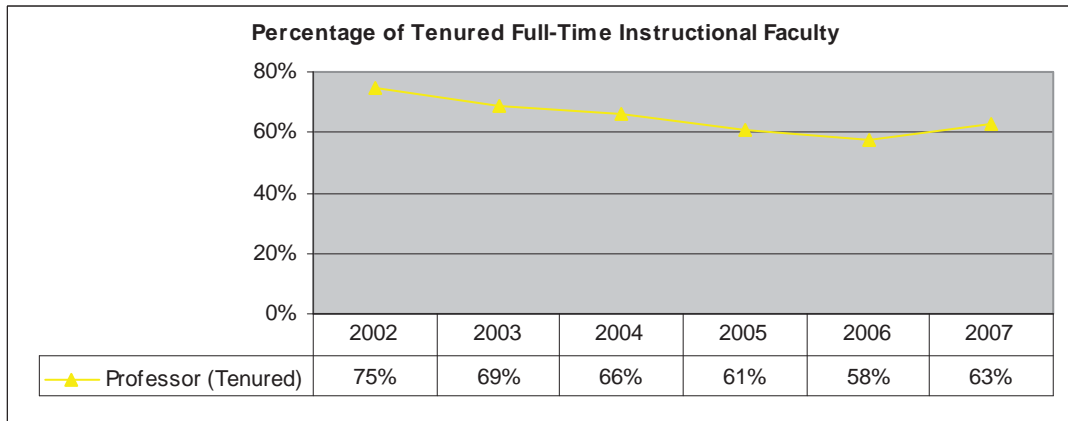
Source: Human Resources System.



Full-Time Instructional Faculty by Tenure Status

Analysis: The percent of tenured full-time faculty has decreased by 12%.
The total number of full-time faculty was highest fall 2006.

Source: Human Resources System.

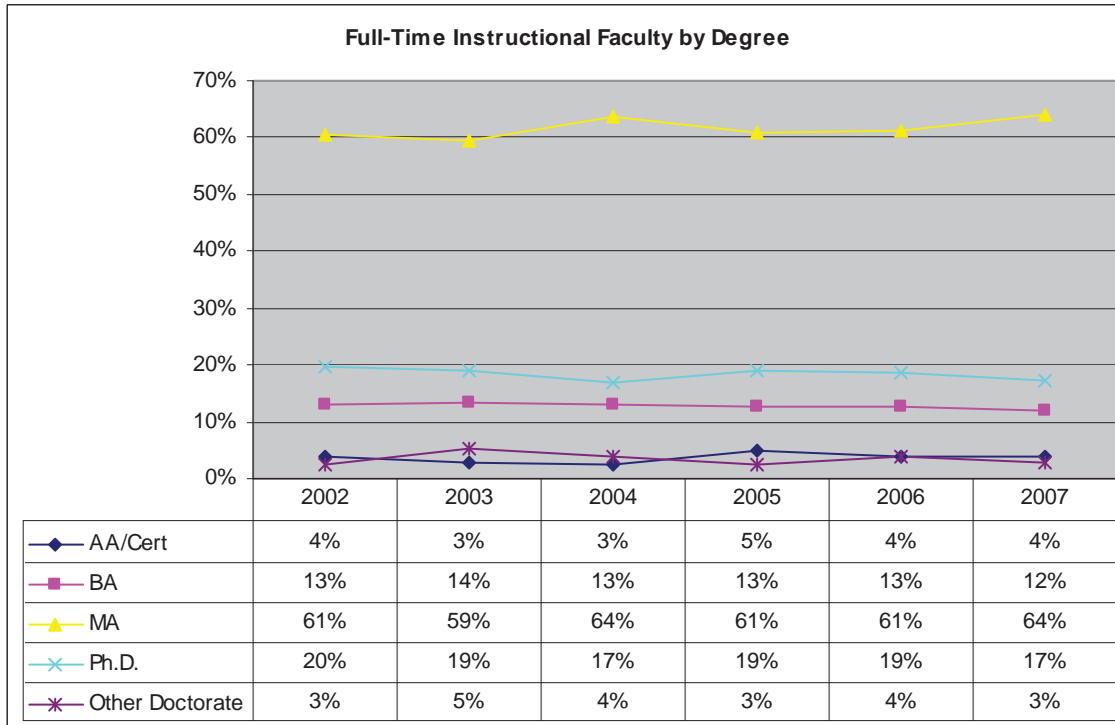


Full-Time Instructional Faculty by Degree

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

Analysis: The distribution of degrees held by full-time instructional faculty has remained relatively stable.

Source: Human Resources System.



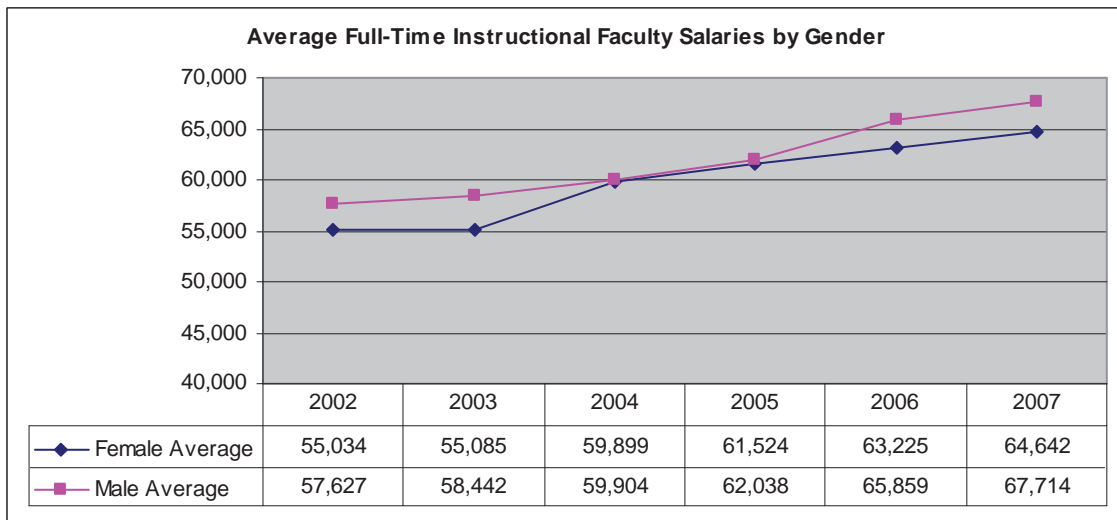
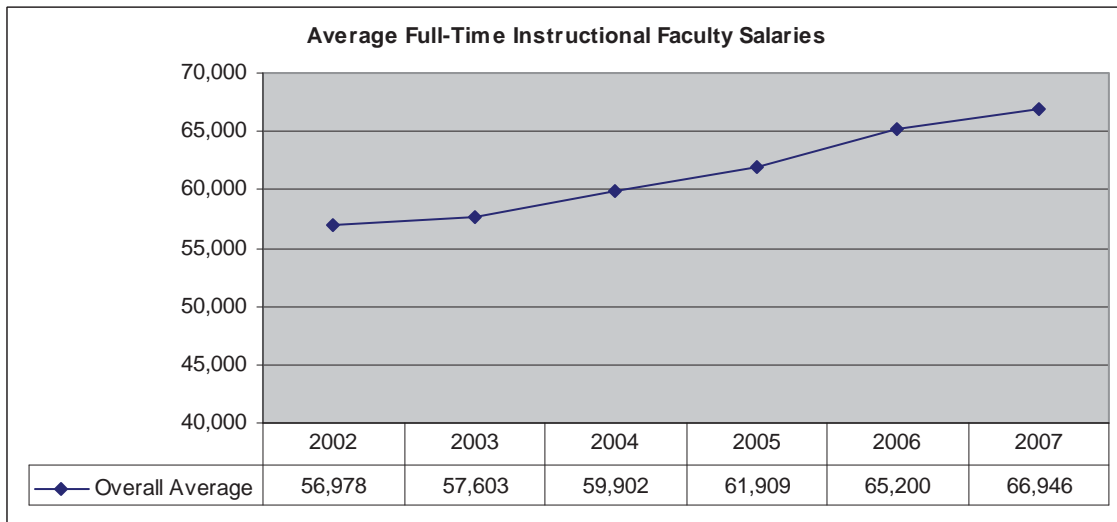
Full-Time Instructional Faculty by Salaries

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.

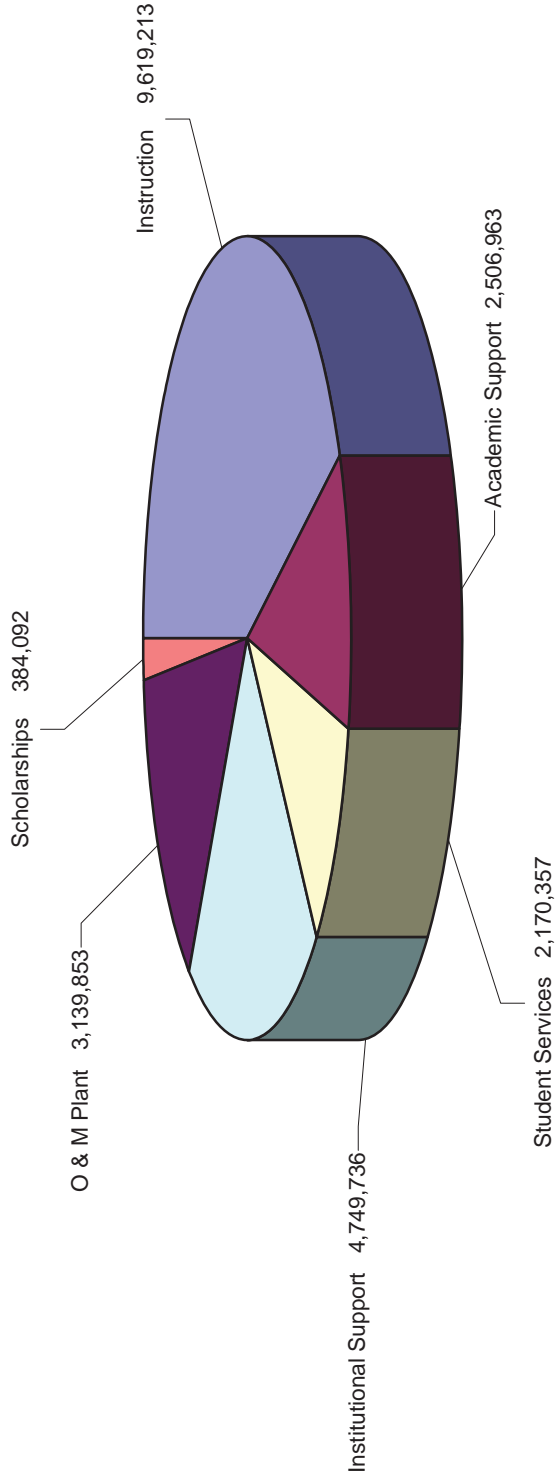
Analysis: The average salary for full-time instructional faculty members increased \$10,000 or 17.5% from 2002 to 2007.

Source: Human Resources System.



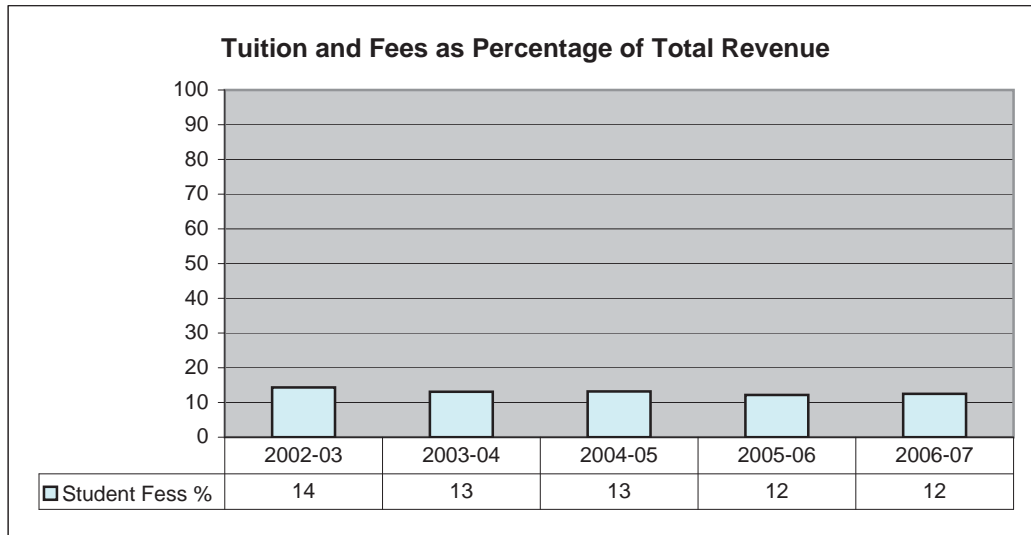
FISCAL RESOURCES

Total Expenditures by Function in Dollars - 2006-2007



Source: V.P. of Finance & Administrative Services

Annual Tuition and Fees

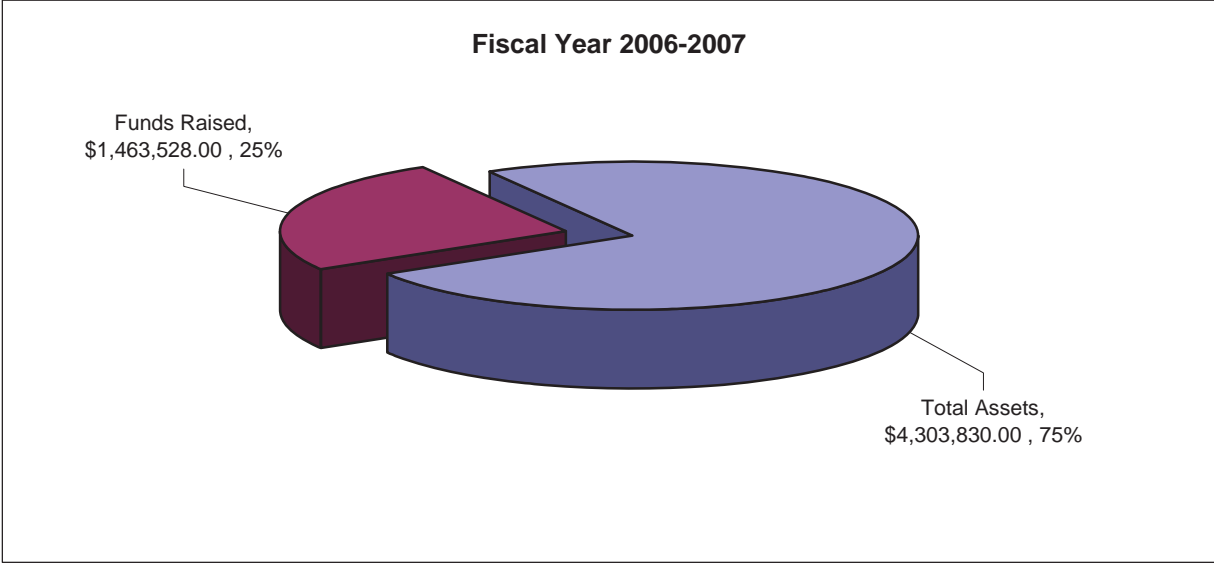
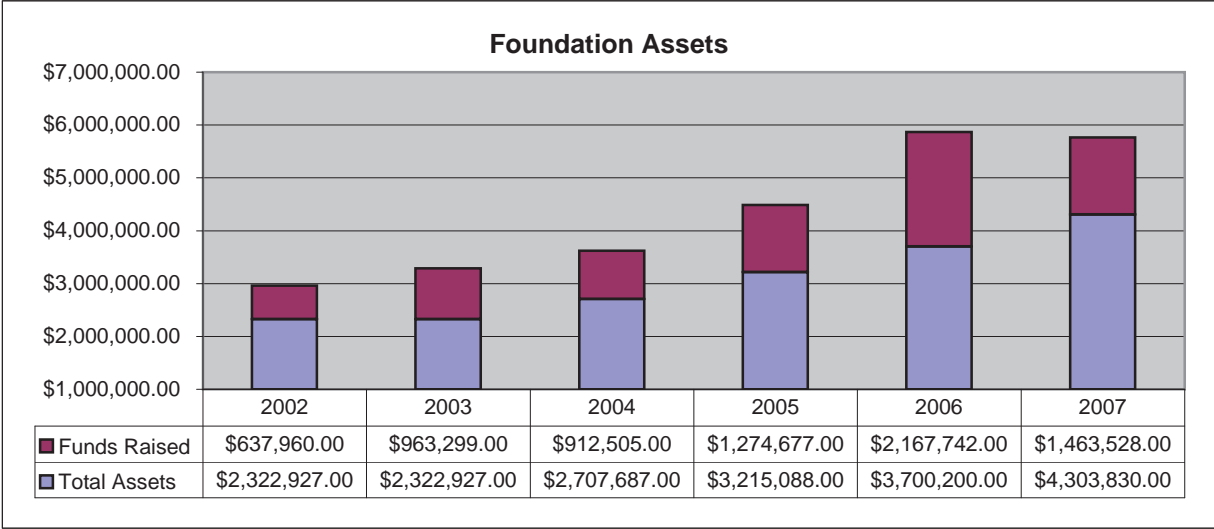


Academic Year	Undergrad Cost Per Credit	Annual Undergrad Cost	Annual Additional Non-Resident Tuition
2001-02	44.00	1320.00	4290.00
2002-03	45.50	1365.00	4430.00
2003-04	47.25	1417.50	4507.00
2004-05	49.00	1470.00	4692.00
2005-06	50.75	1522.50	4915.00
2006-07	52.50	1575.00	4962.00
2007-08	54.75	1642.50	5385.00

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 and Media Services

Library & Media Services at Western Nevada 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 and Fallon campuses, and a strong web presence ensures access to resources for our off-campus clientele.

Collections and resources at both facilities are focused on supporting the college's curriculum. The library has a 46,000 volume book collection and thousands of educational videos and DVDs. Recent emphasis has been placed on acquiring electronic resources, such as general and specialized databases that are available both on-campus and through the World Wide Web. With over 30 major research databases, the library provides online access to nearly 16,000 journals, magazines, and newspapers, and more than 4,500 e-books.

WNC's Library & Media Services is a member of both the *Utah Academic Library Consortium* and *Center for Bibliographic Research*.

Materials	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Print Volumes	41,583	43,160	44,457	45,981	45,613
Print Subscriptions	226	228	217	197	201
Online Periodicals ¹	N/A	7,000	N/A	11,000	15,700
Library Use					
Circulation	7,261	8,307	8,583	7,951	7,784
Group Instruction ²	1,582	1,359	2,031	1,385	1,388
Typical Weekly Visits ³	N/A	1,765	N/A	2,178	N/A
Staff					
Professional	5	5	6	6	6
Classified	10	10	10	10	10

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

²Number of students attending orientations.

³Number of people visiting the library in a typical week. Data comes from *Academic Libraries Survey*, a biennial publication.

Source: Library & Media Services

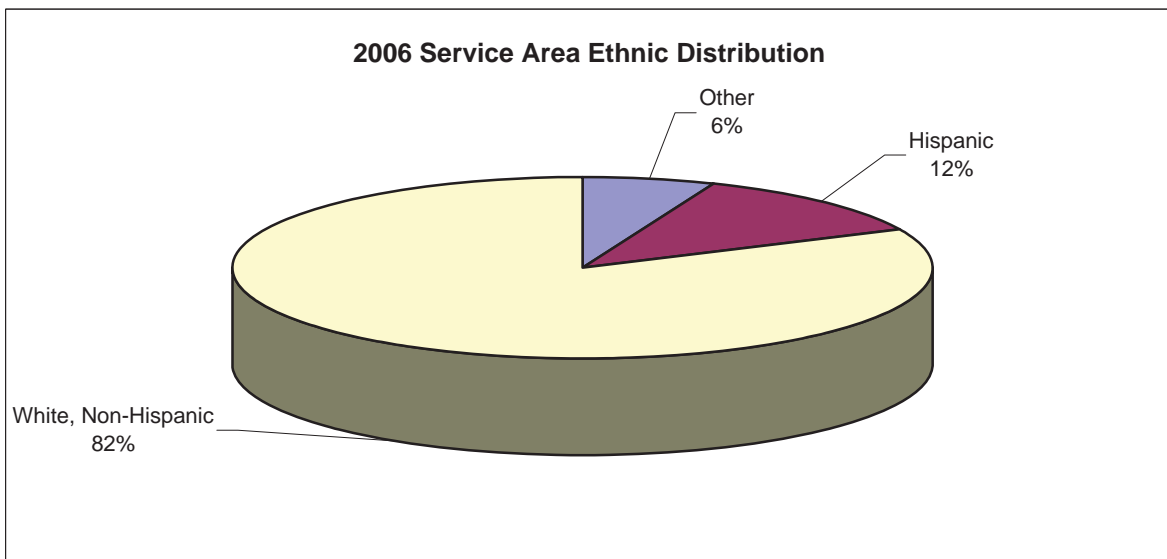
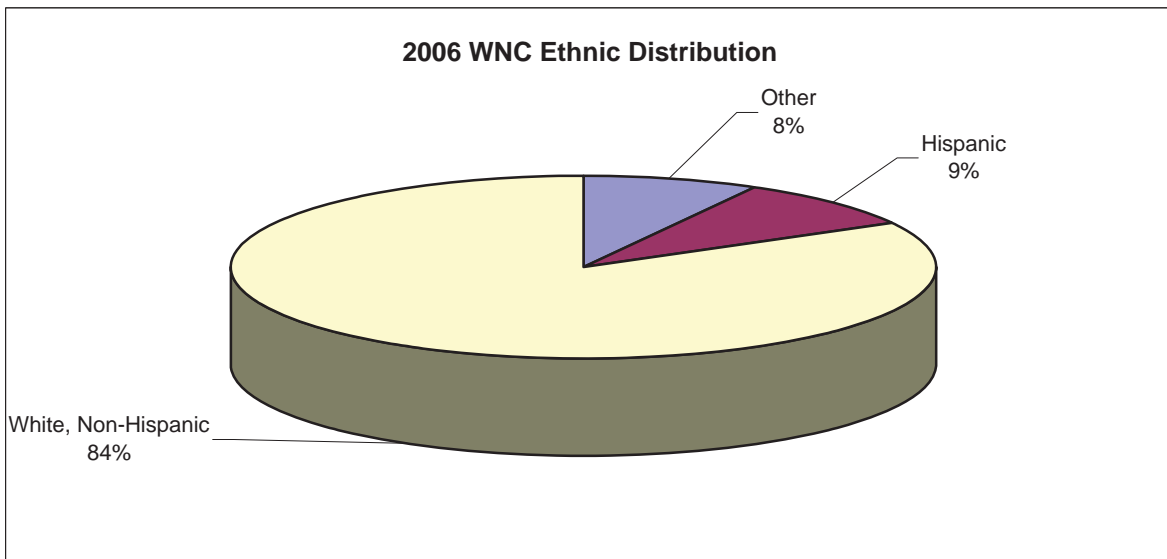
Building Descriptions

	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:			
• 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		

Source: Planning & Facilities Management

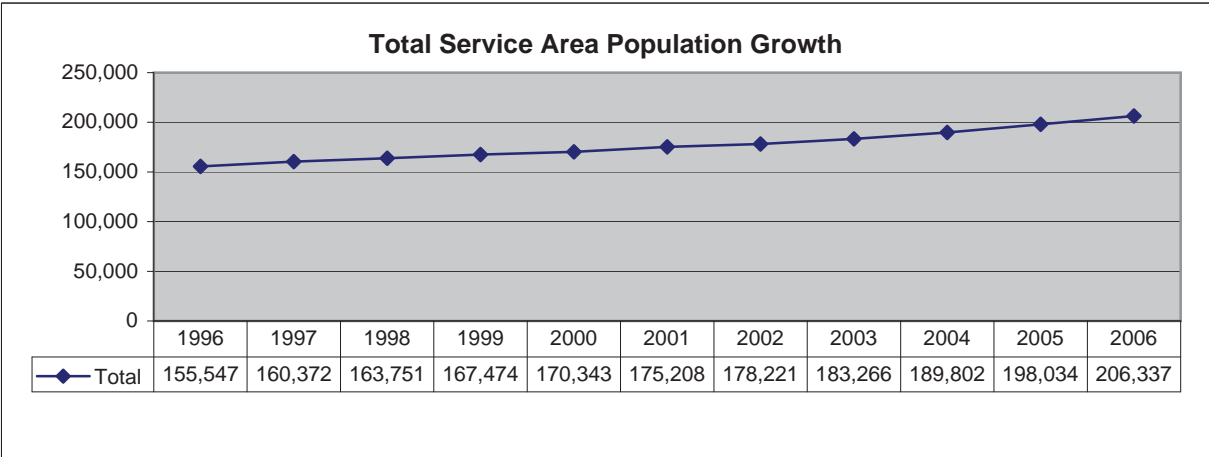
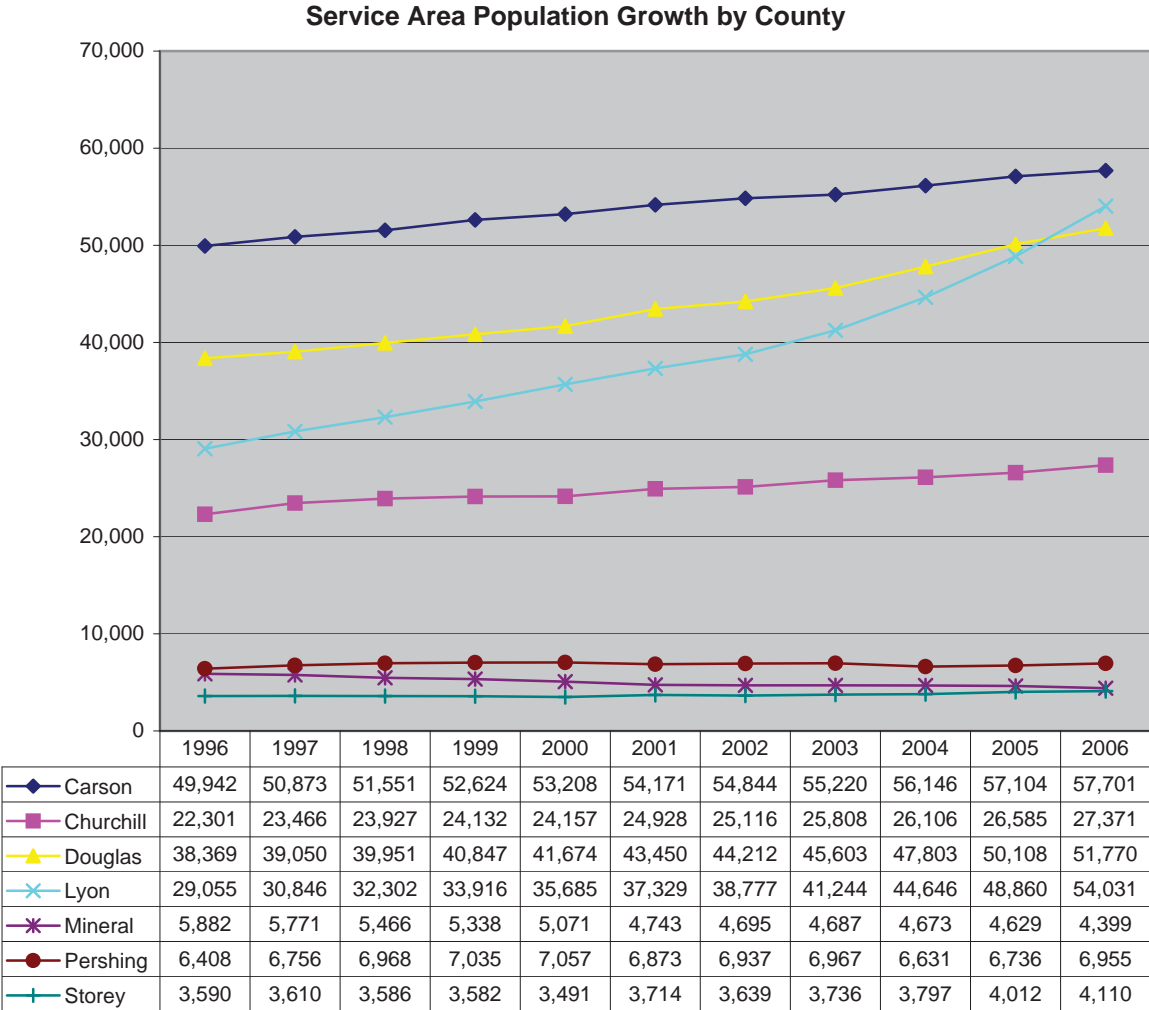
EXTERNAL ENVIRONMENT

WNC Service Area Ethnic Distribution



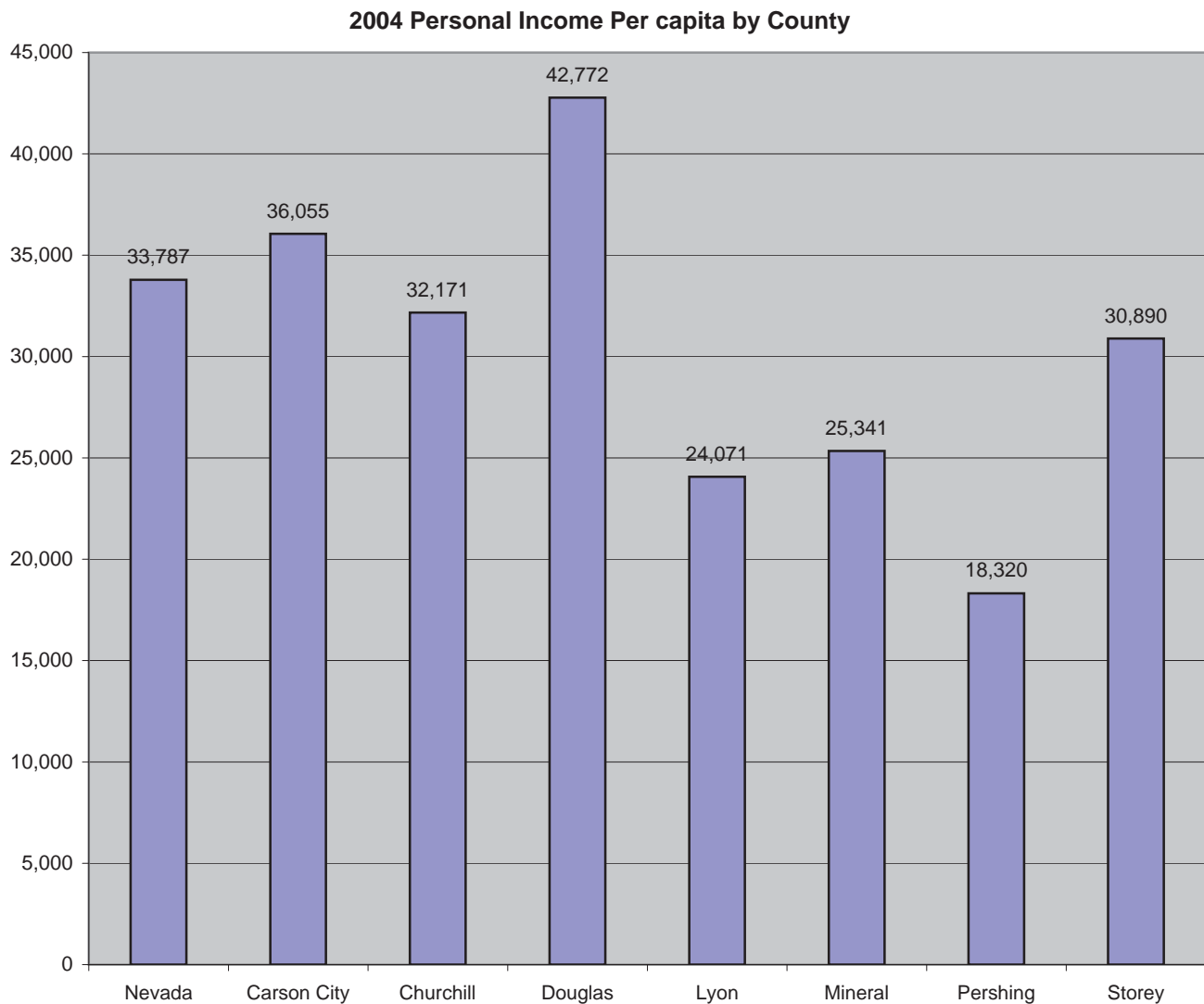
Source: State Demographer Nevada Population Estimates 1990-2022

WNC Service Area Population Growth by County



Source: State of Nevada Demographer's Office - Nevada County Population Estimates July 1, 1990 to July 1, 2006

WNC Service Area Income Per capita by County - 2004



Source: Federal Bureau of Economic Analysis - CA1-3

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