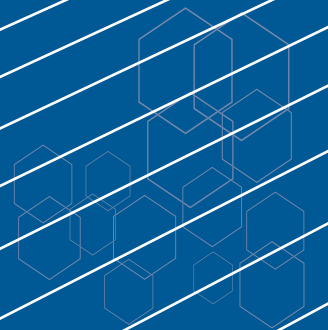


# 2008 INSTITUTIONAL PORTFOLIO



Western Nevada College

Office of Institutional Research





# PREFACE

## What is an Institutional Portfolio?

Dear Colleagues:

Institutional Research is proud to present the fourth 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

Barbara Ford, Statistician  
Jose Martinez, Programmer/Analyst  
Catherine Boedenauer, Programmer/Analyst

# Table of Contents

<b>PREFACE</b> .....	<b>3</b>
What is an Institutional Portfolio? .....	4
Table of Contents .....	5
Table of Contents Cont.....	6
Definition of Terms.....	7
<b>INTRODUCTION</b> .....	<b>9</b>
Mission Statement and Goals .....	10
2006-2012 Strategic Goals .....	11
Organizational Chart.....	12
Administration.....	13
Accreditation and Historical Highlights .....	14
Degrees and Divisions .....	15
College Quick Facts.....	16
<b>ENROLLMENT TRENDS</b> .....	<b>17</b>
FTE and Headcount: 1997-2007 .....	18
FTE as a Percentage of Headcount.....	19
Full-Time Degree/Certificate Seeking Students .....	20
Percentage of Students with Declared Goals.....	21
Largest FTE Generating Subjects.....	22
<b>STUDENT ACCESS</b> .....	<b>23</b>
Headcount Enrollment by Full-Time Status .....	24
Headcount Enrollment by Unit Load .....	25
Headcount Enrollment by Gender and Ethnicity.....	26
Headcount Enrollment by Age.....	27
Average Age by Credit Status .....	28
Headcount Enrollment by Day/Evening Status.....	29
Number of Awards and Dollars Provided in Financial Aid.....	30
Percent of Recent Service Area High School Graduates .....	31
<b>STUDENT SUCCESS</b> .....	<b>33</b>
Number of Associate Degrees and Certificates Awarded.....	34
Retention Fall to Spring.....	35
Retention Fall To Spring: First-Time, Six+ Credits, Degree Seeking .....	36
Retention Fall to Fall and Declared Program .....	37
Course Retention by Ethnicity .....	38
Course Retention by Ethnicity (Cont.).....	39
Course Retention by Gender.....	40
Course Retention in Distance Education/Web Courses.....	41
Successful Course Completion.....	42
Successful Course Completion by Gender .....	43
Successful Course Completion by Ethnicity .....	44
Successful Course Completion by Ethnicity (Cont.) .....	45
Successful Course Completion by Age.....	46
Successful Course Completion by Age (Cont.).....	47
Successful Course Completion by Largest FTE Generating Subjects .....	48
Successful Course Completion by Subject (Cont.) .....	49
Successful Course Completion by Subject (Cont.) .....	50
Comparative Course Completion by Selected Groups.....	51
Rate of Transfer to Four-Year Institutions.....	52

## Table of Contents Cont.

<b>FACULTY &amp; STAFF</b> .....	<b>53</b>
Employee Quick Facts.....	54
Full-Time Instructional Faculty by Age .....	55
Full-Time Instructional Faculty by Ethnicity.....	56
Full-Time Instructional Faculty by Gender and Tenure .....	57
Full-Time Instructional Faculty by Tenure Status .....	58
Full-Time Instructional Faculty by Degree.....	59
Full-Time Instructional Faculty by Salaries .....	60
<b>FISCAL RESOURCES</b> .....	<b>61</b>
Annual State Appropriations .....	62
Total Expenditures by Function 2006-2007 .....	63
Annual Tuition and Fees.....	64
Foundation Assets.....	65
<b>FACILITIES &amp; RESOURCES</b> .....	<b>67</b>
Library and Media Services.....	68
Building Descriptions.....	69
<b>EXTERNAL ENVIRONMENT</b> .....	<b>71</b>
WNC Service Area Ethnic Distribution .....	72
WNC Service Area Population Growth by County.....	73
WNC Service Area Income Per capita by County - 2004.....	74

## 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.

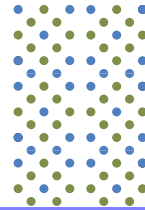
### College Goals

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.

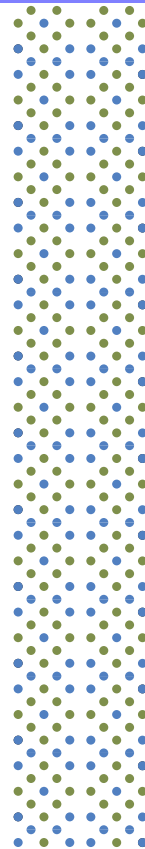
Approved by Nevada System of Higher Education Board of Regents, March 27, 2007

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

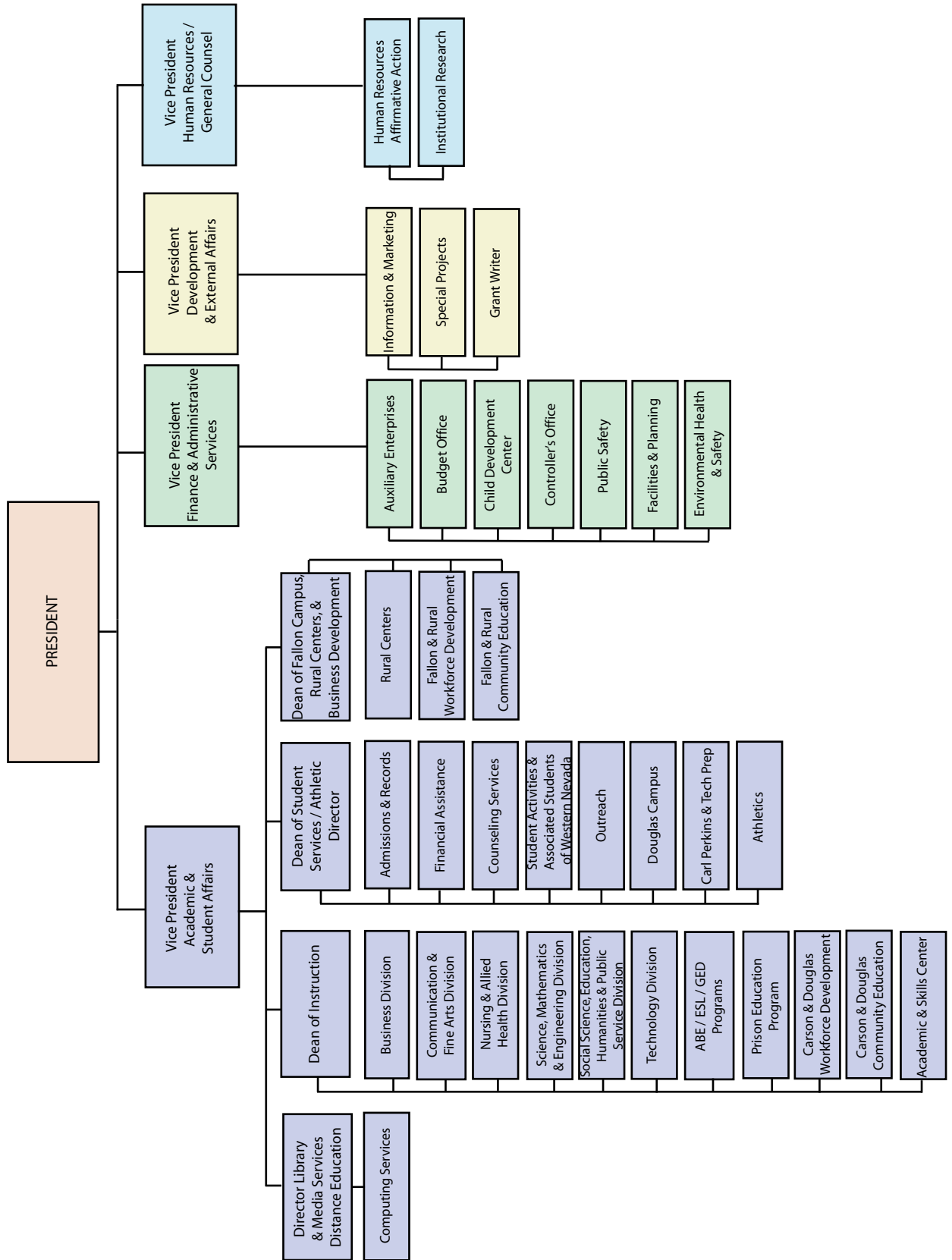
## 2006-2012 Strategic Goals



- 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	Daniel Neverett
Vice President of Institutional Advancement	Helaine Jesse
Vice President of Human Resources/General Counsel/Institutional Research	Mark Ghan
Dean of Fallon Campus & Rural Development	Bus Scharmman
Dean of Instruction	Carol Lange
Dean of Student Services	John Kinkella

## Board of Regents, Nevada System of Higher Education

Michael Wixom, Chair	
Jason Geddes, Ph.D., Vice Chair	
Mark Alden	Ron Knecht
Stavros S. Anthony, Ph.D.	James Dean Leavitt
Robert J. Blakely	Kevin J. Page
William G. Cobb	Dr. Raymond (Ray) Rawson
Cedric Crear	Dr. Jack Lund Schofield
Dorothy S. Gallagher	

## WNC Foundation Board of Trustees

Robert G. Adams	Harold Jacobsen
Shelly Aldean	Steve Lewis
Carolyn C. Barbash	Randall M. Long
Michelle Bertocchi	Arthur E. Mallory
Gayle Block	Thomas R. Metcalf
John "Jed" Block	Roger Moellendorf
Nicole Block	Tammy Nelson
James Consiglio	James Parker
Sean Davison	Dorothy Ramsdell
Pat Fisler	Scott Rasner
Dave Friedrich	Pam Robinson
Virgil M. Getto	Fred Schmidt
Niki Gladys	Bernice Sheldon
Jerry Gregory	Dorothy Timian-Palmer
Lillian Hack	Ann Silver
Kathy Halbardier	Roger Williams
Kris Holt	Robin Williamson
Donal Hummer, Jr.	Sally Zola

## 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 dining area, 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 (4.8 own, 10.0 leased)

### Enrollment

#### Fall 2008

Total Headcount Students	5,218
Total FTE Students	2,435
Total Ethnic Minorities	876 (does not include unknown)
Total Female Students	3,194 (58%)

### Tuition and Fees

#### 2008-2009

#### Annual

Resident	\$1,800.00
Non-resident	\$7,509.00

#### \*Per-credit

Resident	\$ 60.00
Non-resident	\$123.00

\*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 \$2,854.50.

### Financial Aid

#### 2007 Award Year

Total Aid	\$4,921,272
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### State Appropriated Revenues

#### 2007-2008

General Fund	\$20,545,009
Other Revenue Sources	\$ 3,030,082
Total Revenue	\$23,575,091

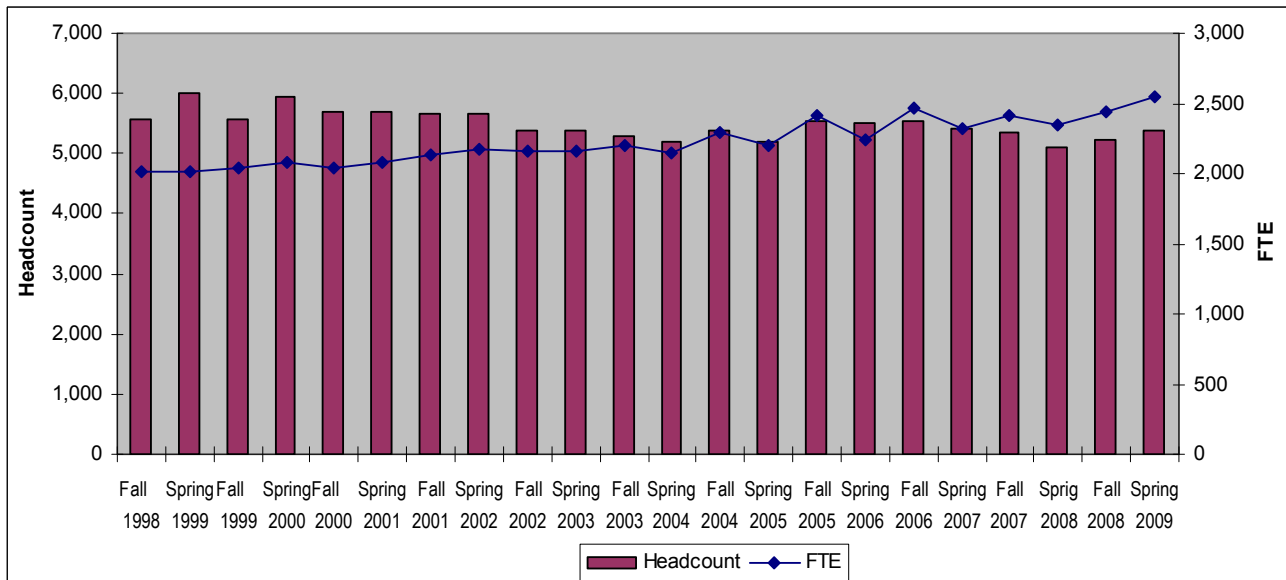
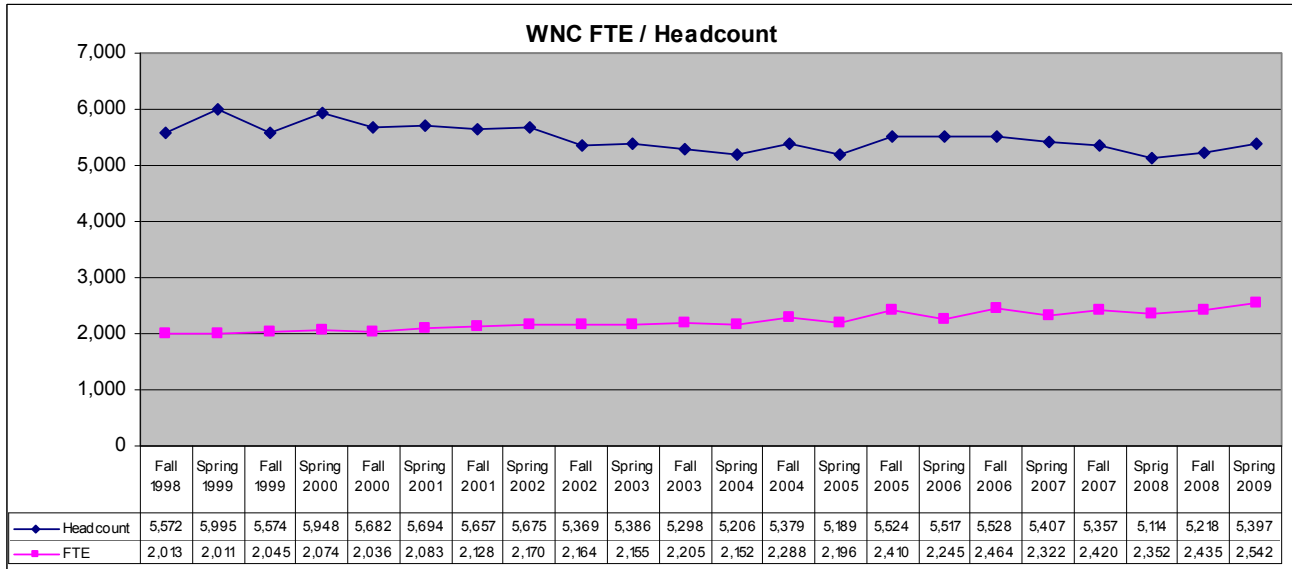
### Endowments

#### 2007-2008

Total Value	\$2,760,225
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# ENROLLMENT TRENDS

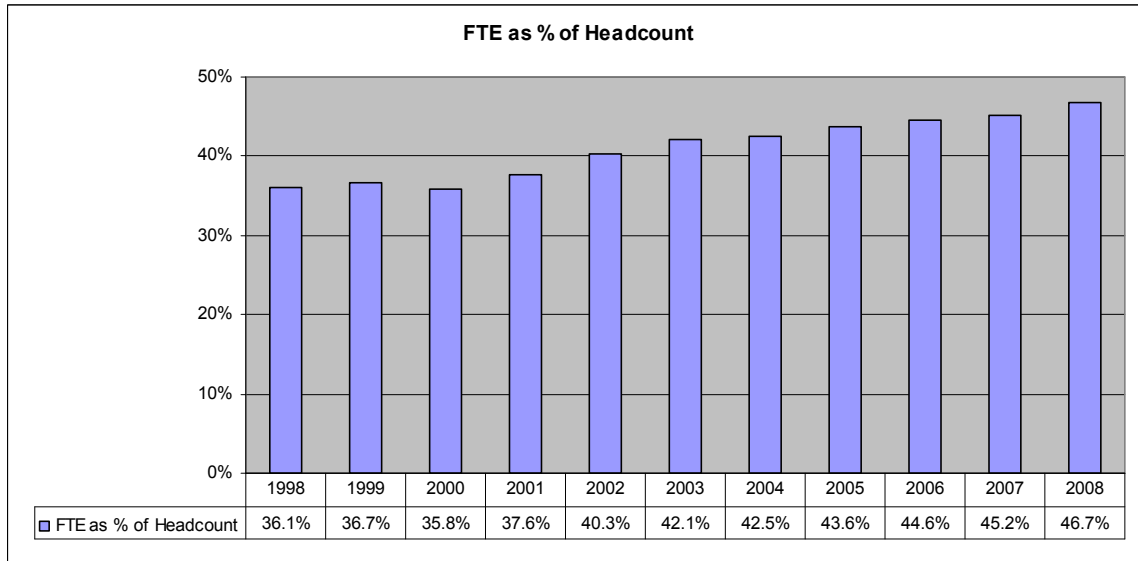
### FTE and Headcount: 1998-2008



Note: End of Term Enrollment

Source: Student Information System

## FTE as a Percentage of Headcount

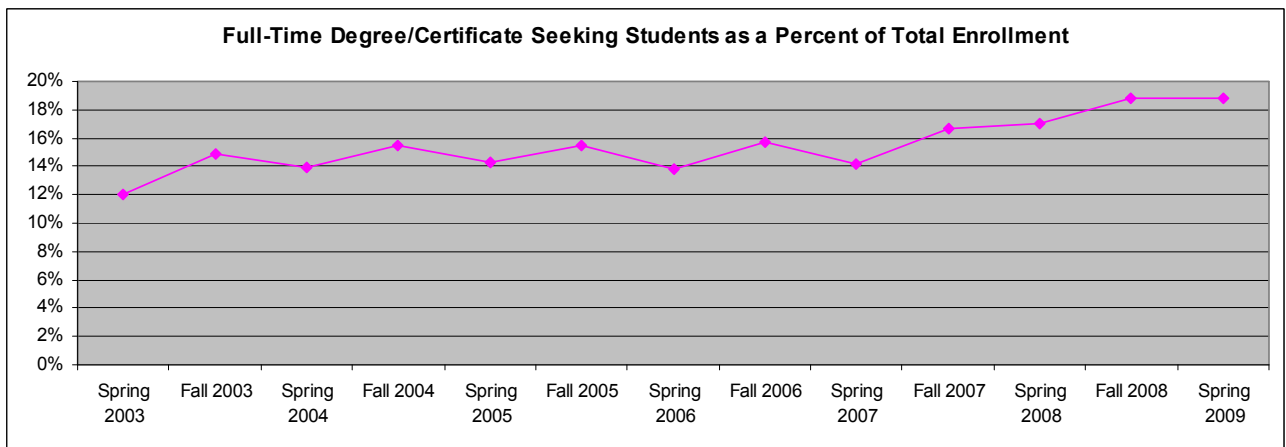
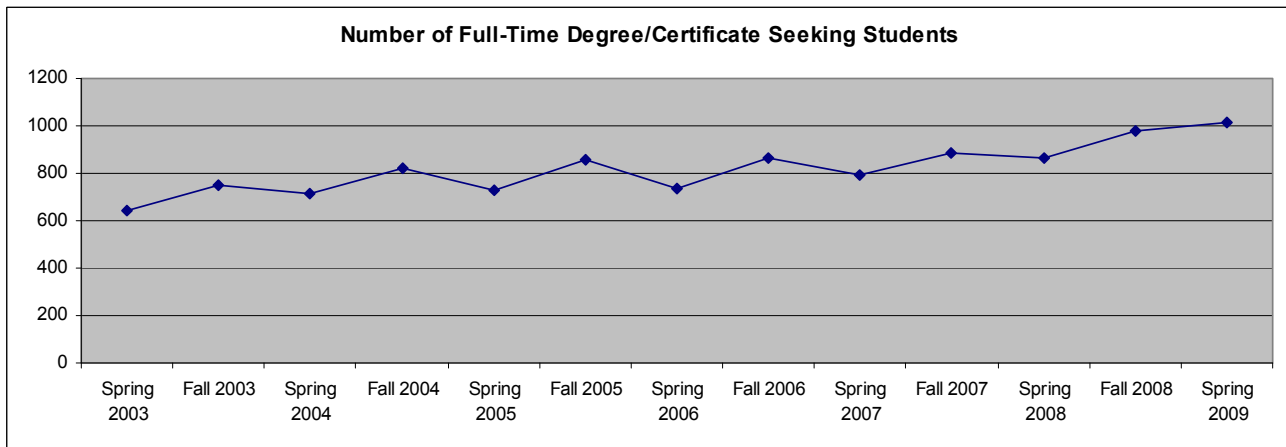


Fall	Headcount	FTE	FTE as % of Headcount
1998	5,572	2,013	36.1%
1999	5,574	2,045	36.7%
2000	5,682	2,036	35.8%
2001	5,657	2,128	37.6%
2002	5,369	2,164	40.3%
2003	5,174	2,180	42.1%
2004	5,379	2,288	42.5%
2005	5,524	2,410	43.6%
2006	5,528	2,464	44.6%
2007	5,357	2,420	45.2%
2008	5,218	2,435	46.7%

Note: End of Term Enrollment

Source: Student Information System

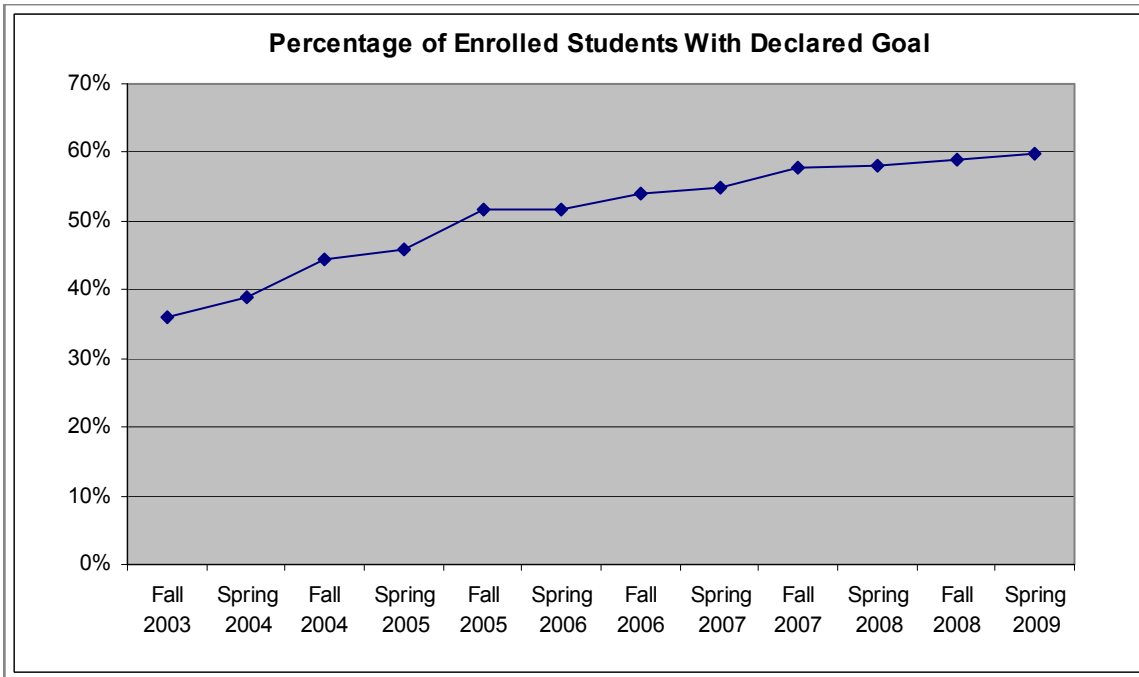
## Full-Time Degree/Certificate Seeking Students



	<b>Full-Time - Degree/Cert Seeking</b>	<b>Total Enrollment</b>	<b>% of Total Enrollment</b>
Fall 2003	750	5,059	14.8%
Spring 2004	715	5,144	13.9%
Fall 2004	822	5,302	15.5%
Spring 2005	730	5,104	14.3%
Fall 2005	855	5,514	15.5%
Spring 2006	734	5,303	13.8%
Fall 2006	867	5,531	15.7%
Spring 2007	790	5,558	14.2%
Fall 2007	889	5,334	16.7%
Spring 2008	864	5,087	17.0%
Fall 2008	982	5,218	18.8%
Spring 2009	1,015	5,397	18.8%

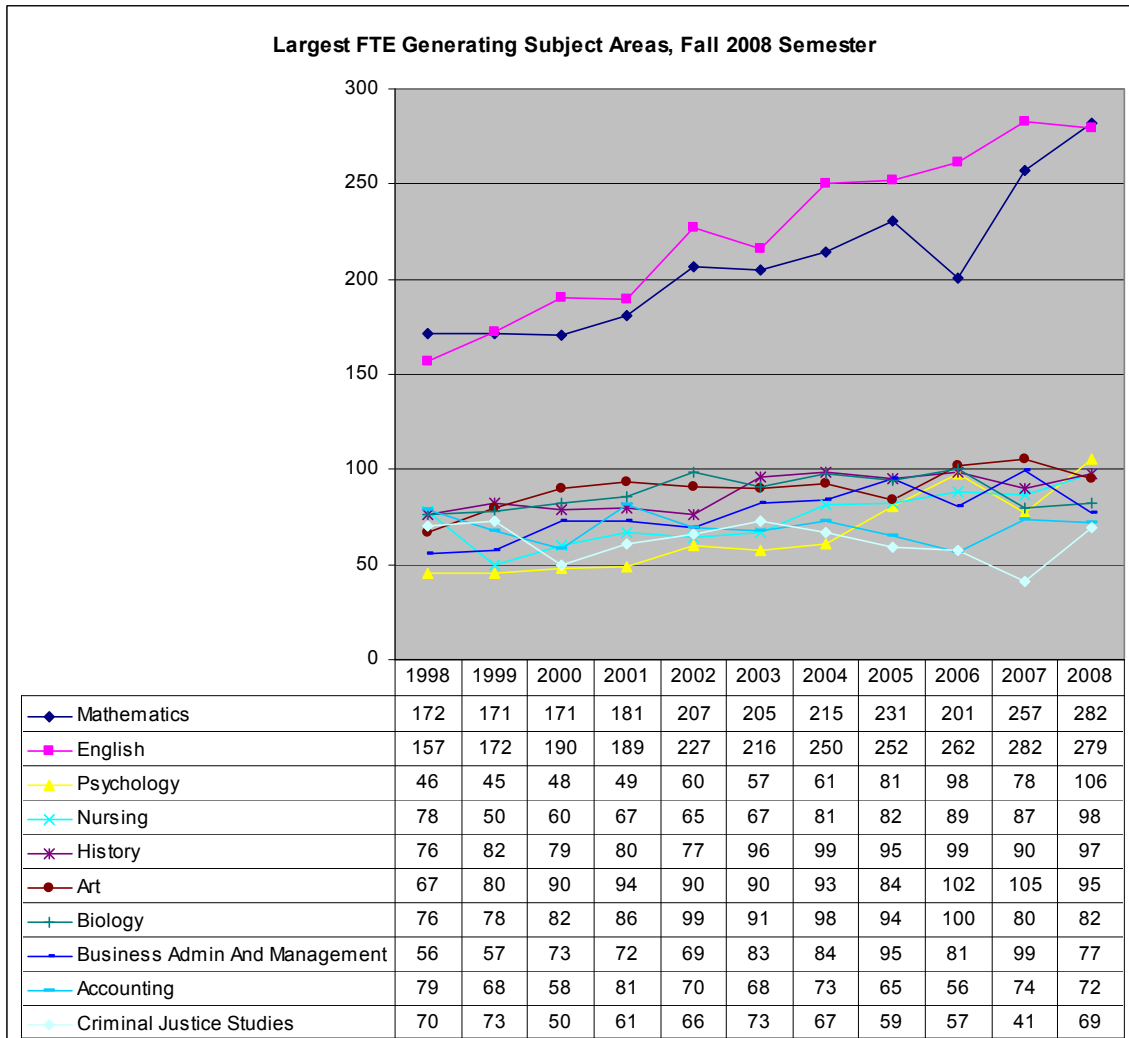
Source: Student Information System

## Percentage of Students with Declared Goals



Note: The collection of student goal on our admissions form was initiated Fall 2001. The percentages represent those students with a declared goal. Students who hadn't declared a goal or students taking only non-credit community service classes were not included in the percentages.

## Largest FTE Generating Subjects



Source: Student Information System

# STUDENT ACCESS

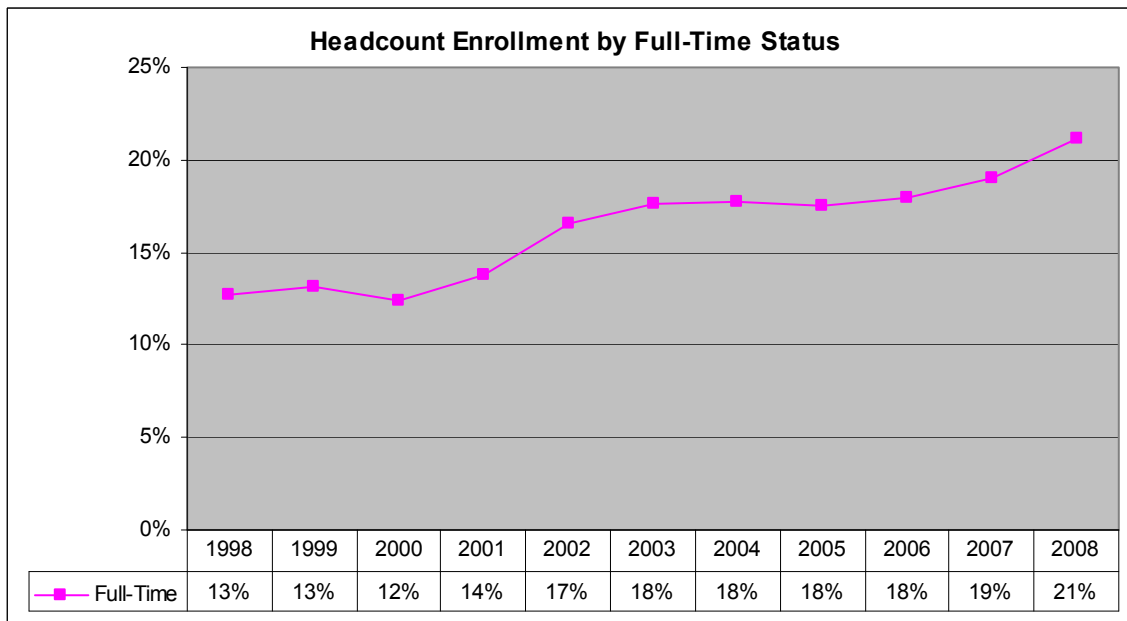
## Headcount Enrollment by Full-Time Status

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

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

**Analysis:** In the last two years, the number of full-time students increased by three percent points with an overall increase of eight percent points since fall 1998.

**Source:** Student Information System.



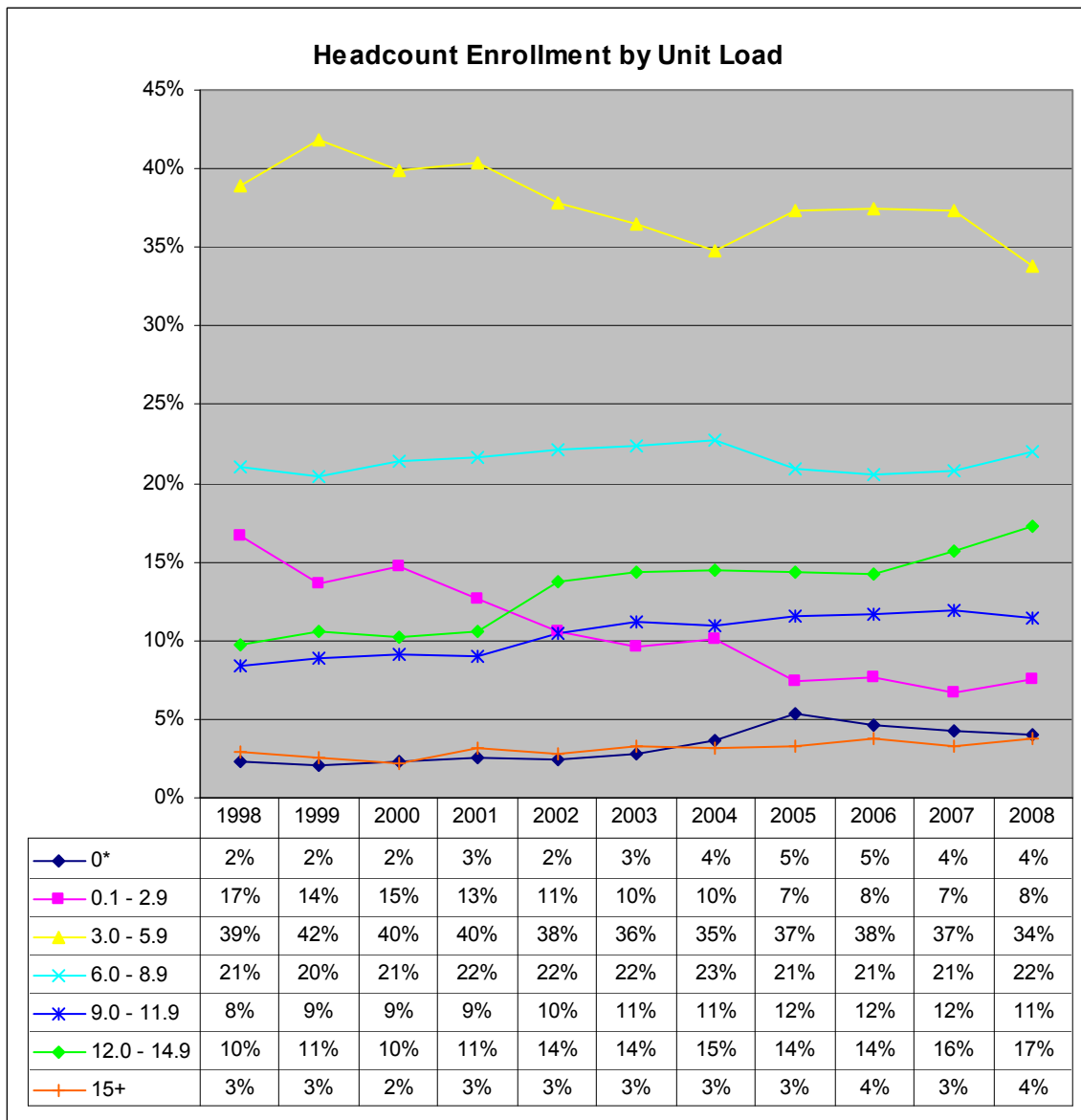
## Headcount Enrollment by Unit Load

**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 WNC's students now enroll in six or more credits.

**Source:** Student Information System.



\* Students who withdrew after 100% refund date

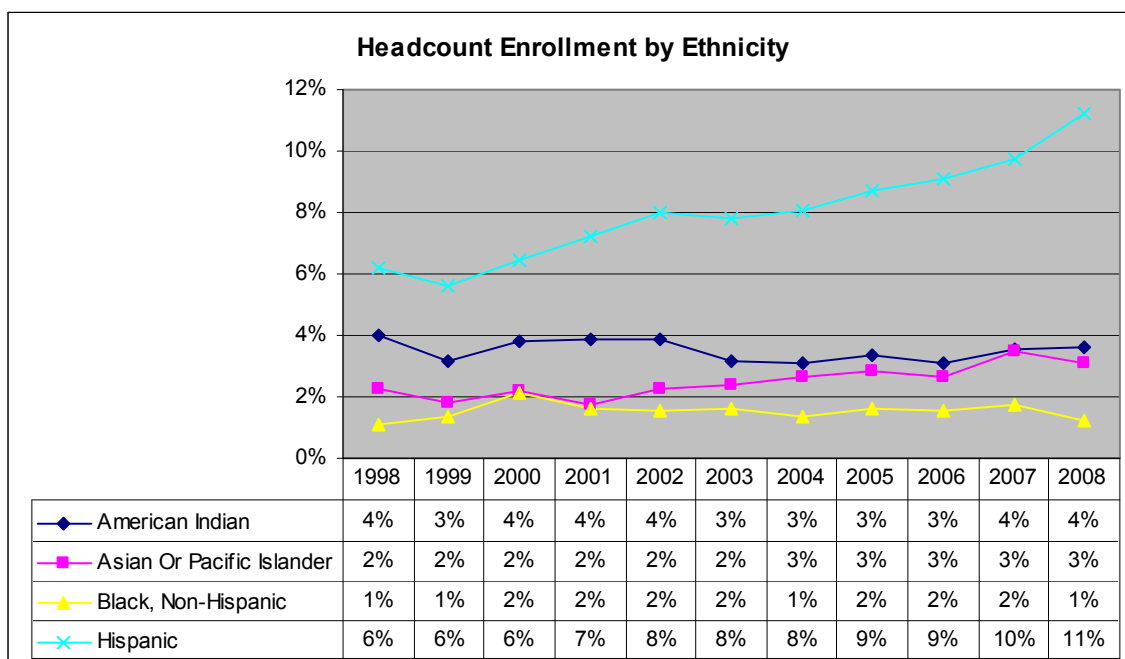
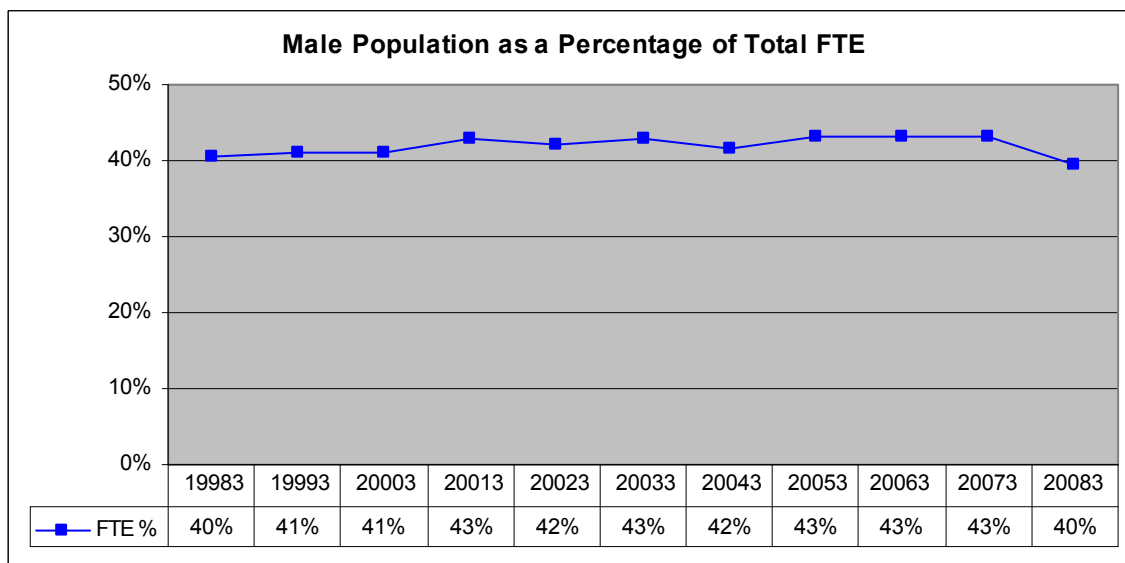
## Headcount Enrollment by Gender and Ethnicity

**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 FTE percentage generated by males decreased by three percentage points this year. WNC's minority population increased from 13% to 19%. Hispanic student population continues to increase.

**Source:** Student Information System.



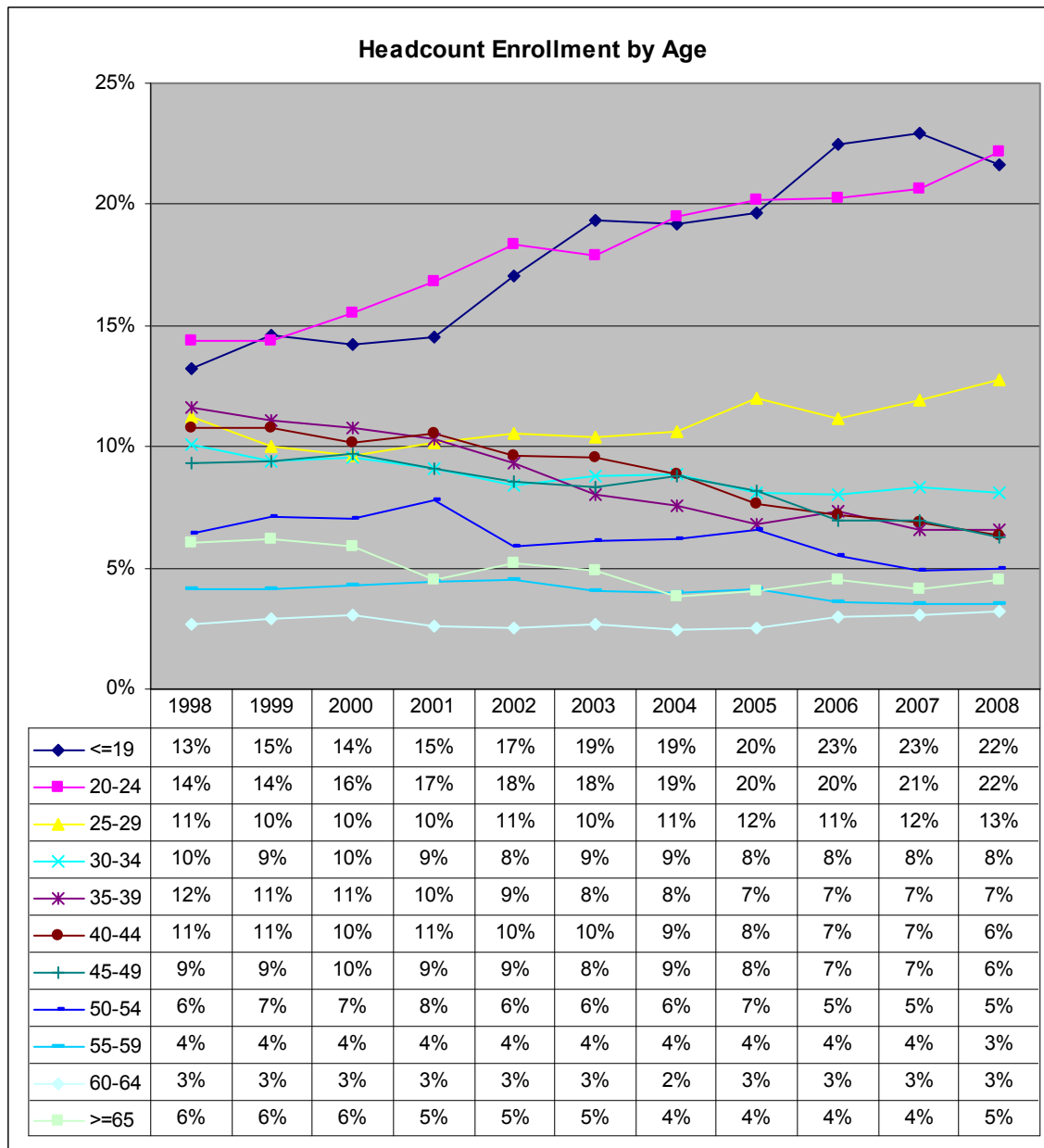
## Headcount Enrollment by Age

**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. Data does not include students whose birthday is unknown.

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

**Analysis:** The percentage of students 24 or younger remains the fastest growing age group while the percentage of students 30 to 49 continues to decrease.

**Source:** Student Information System.



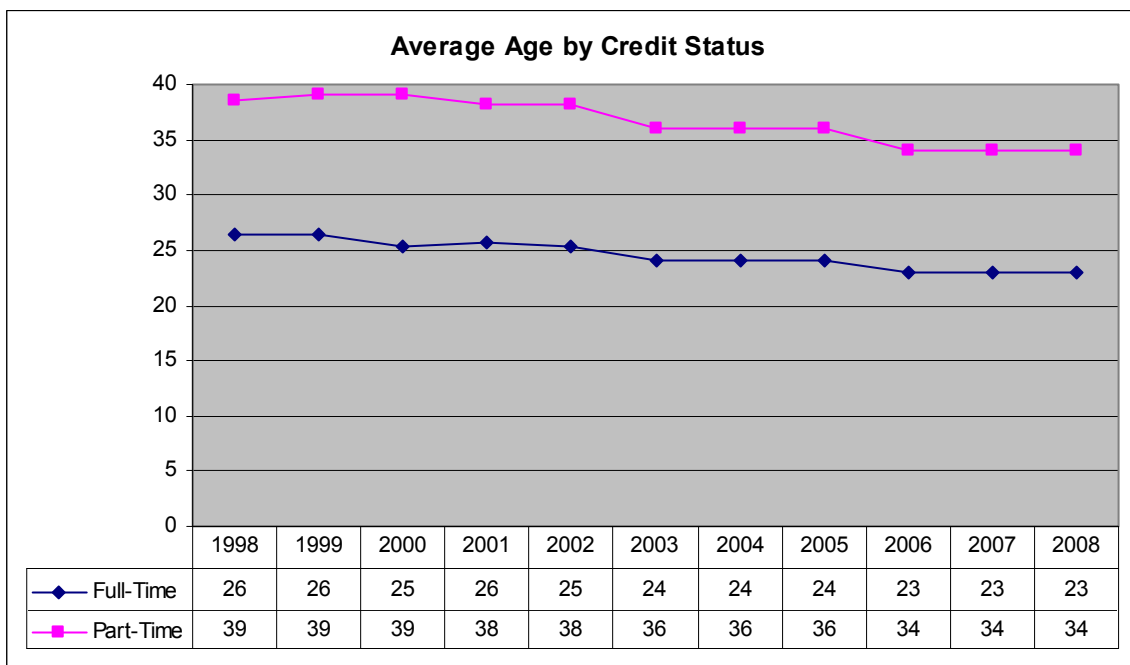
## Average Age by Credit Status

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

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

**Analysis:** On average, full-time students are more than a decade younger than part-time students. The average age has remained relatively stable in the last three years.

**Source:** Student Information System.



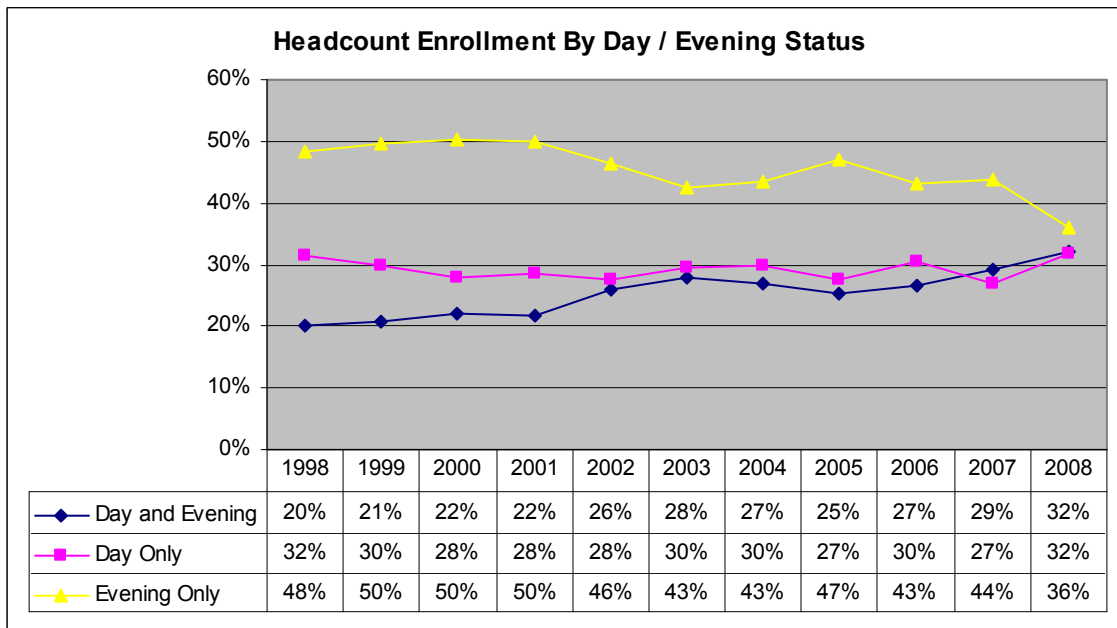
## Headcount Enrollment by Day/Evening Status

**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 those students in classes with unknown start/end times.

**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 incidence of students attending both day and evening classes has increased by 12 percentage points, the majority of our students continue attending only evening classes.

**Source:** Student Information System.



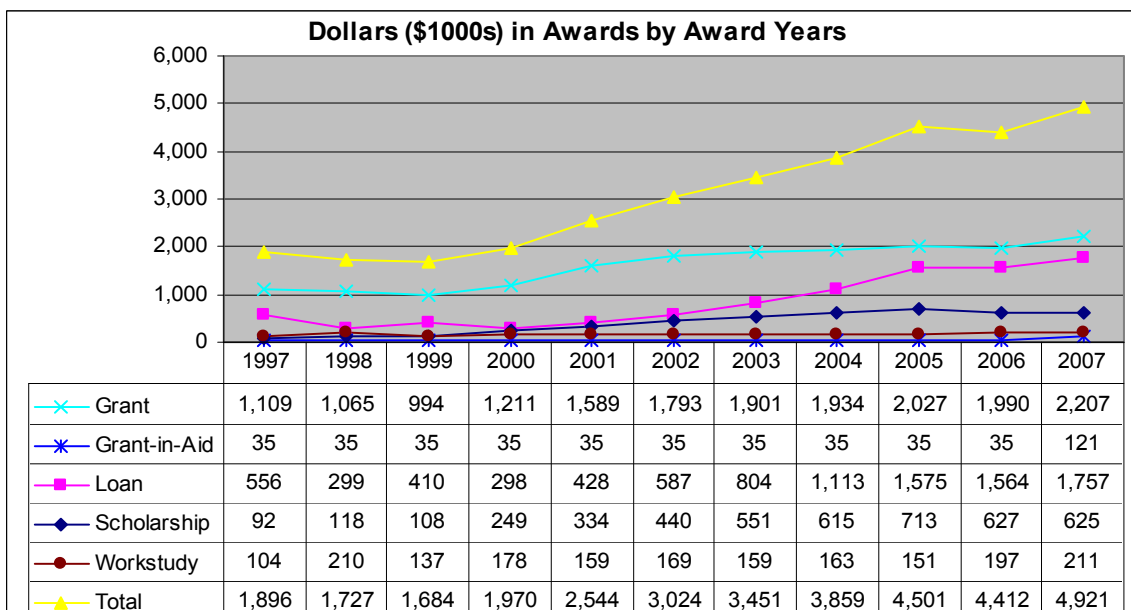
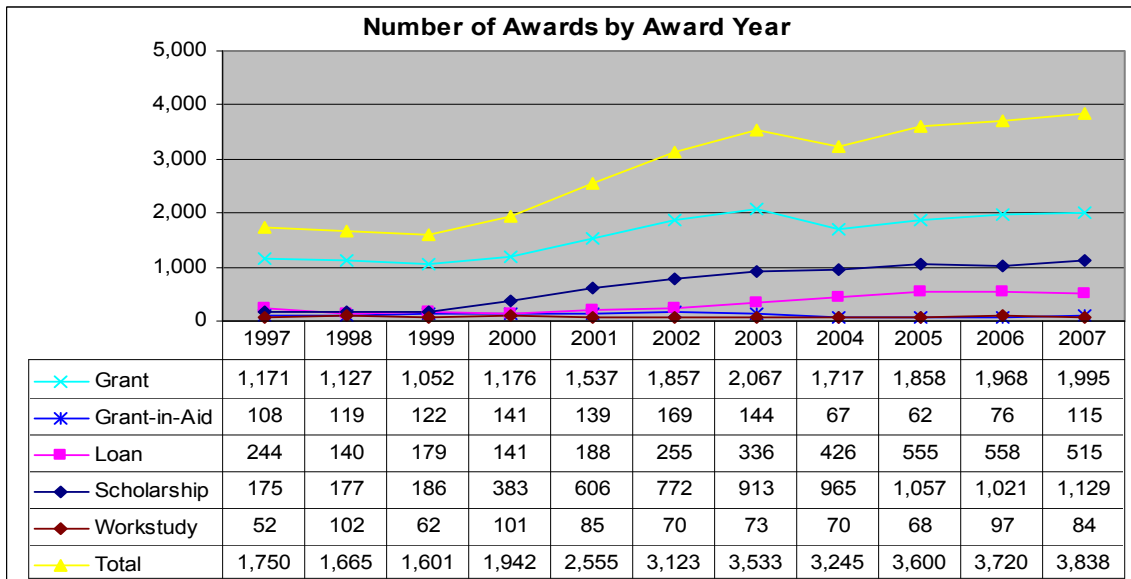
## Number of Awards and Dollars Provided in Financial Aid

**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:** Overall, the total dollar amount of financial aid awards has increased by more than \$3 million.

**Source:** Student Information System.



## Percent of Recent Service Area High School Graduates

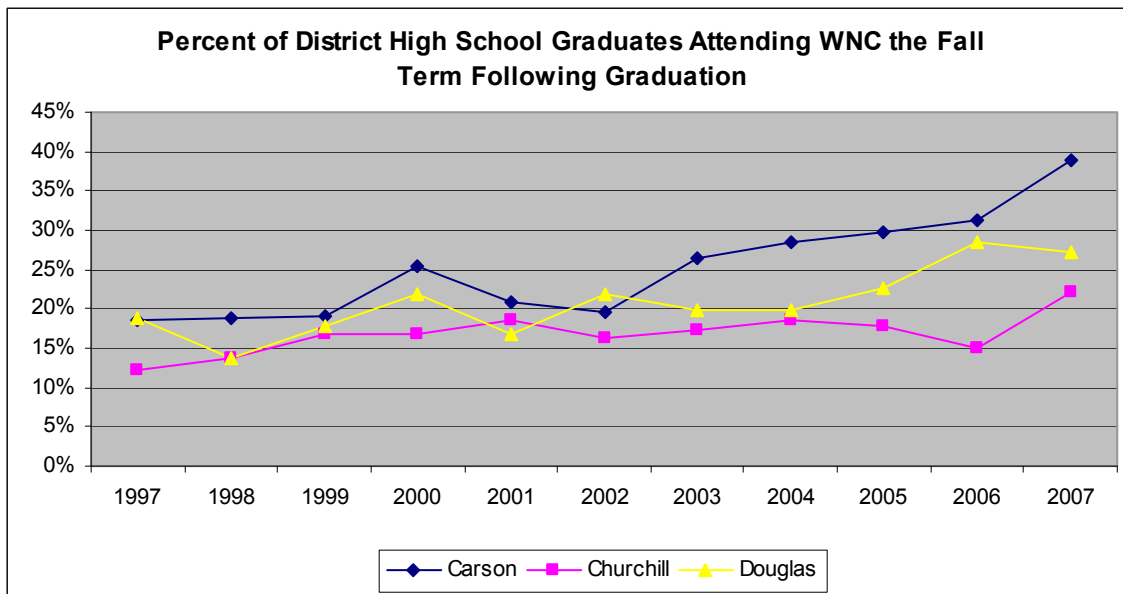
**Definition of Measure:** This measure shows the fall term enrollment of recent high school graduates as a percentage of service area high school graduates.

**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, transfer rates from all three counties have increased with Carson's rate increasing at a faster rate than Churchill and Douglas.

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, NSHE, Student Information System.



NV Department of Education, 2007 Data: NSHE Capture Rate Report.  
 Graduate counts include standard and advanced high school diplomas only.  
 2008 HS graduate data not yet available.



# STUDENT SUCCESS

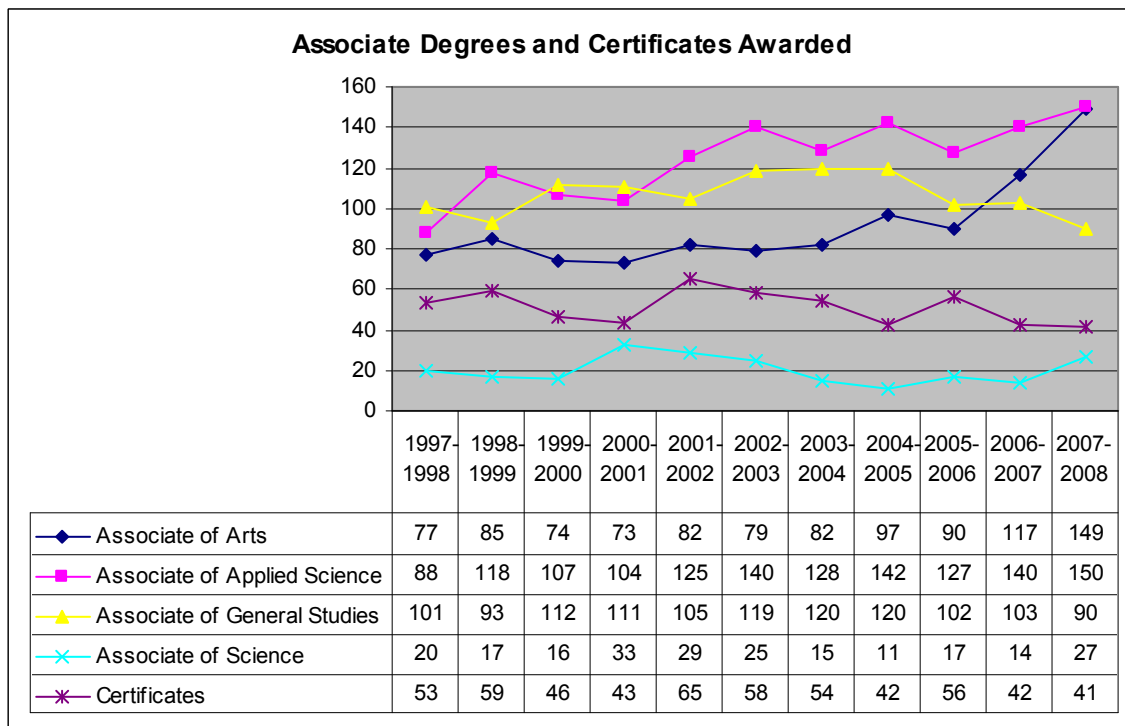
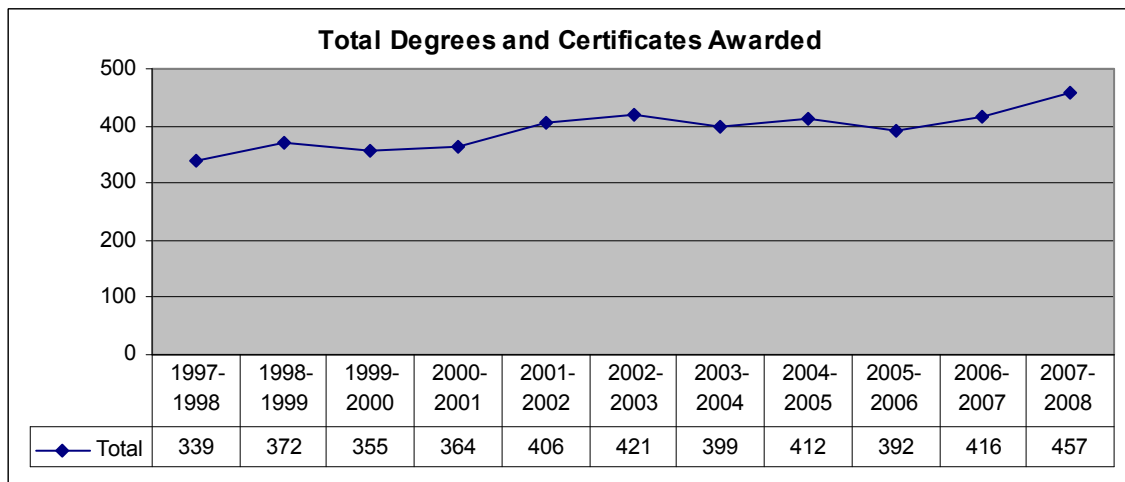
## Number of Associate Degrees and Certificates Awarded

**Definition of Measure:** This measure shows the total degrees and certificates awarded in an academic year by type. An academic year is 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 with the number of AA degrees increasing the last two years. AAS and AA are currently the most commonly awarded degrees exceeding the number of AGS degrees awarded.

**Source:** Student Information System.



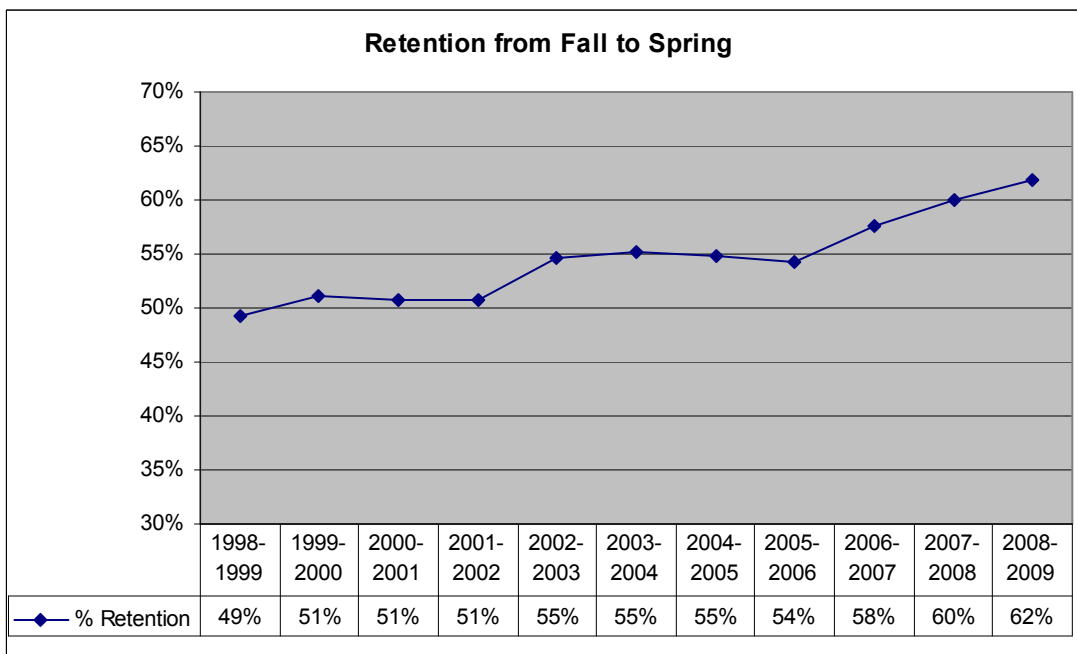
## Retention Fall to Spring

**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 persistence by students in their continued pursuit of studies (from term to term) towards the completion of an educational goal or training objective.

**Analysis:** Since 1998-1999, fall to spring retention rate has increased by 13%.

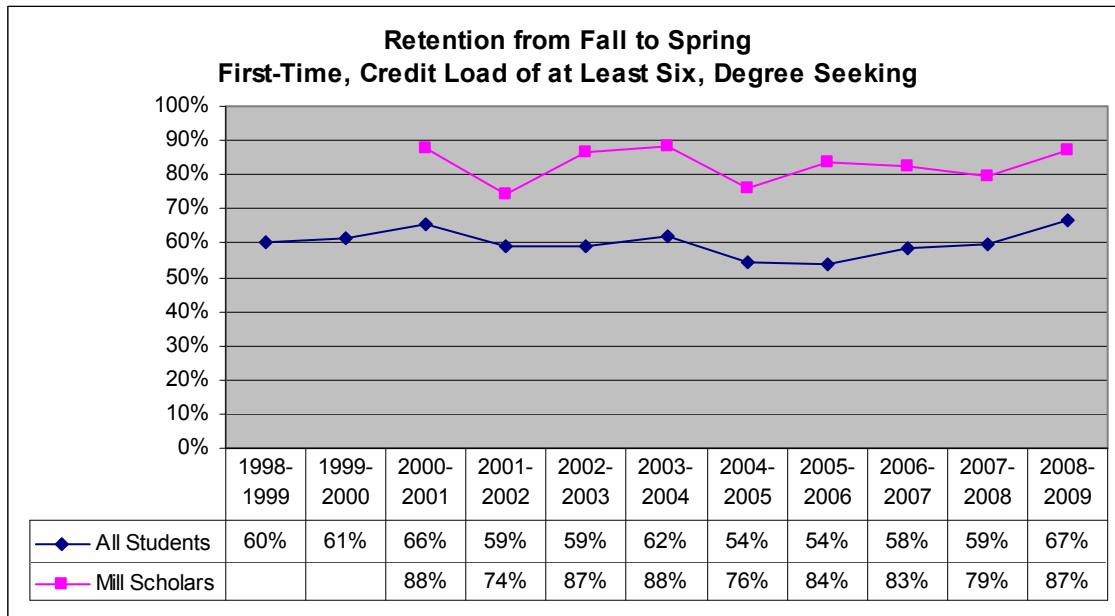
**Source:** Student Information System.



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

**Analysis:** Although the retention rate continues increasing for all students, the retention rate for Millennium scholars continues to be higher than non-Millennium scholars.

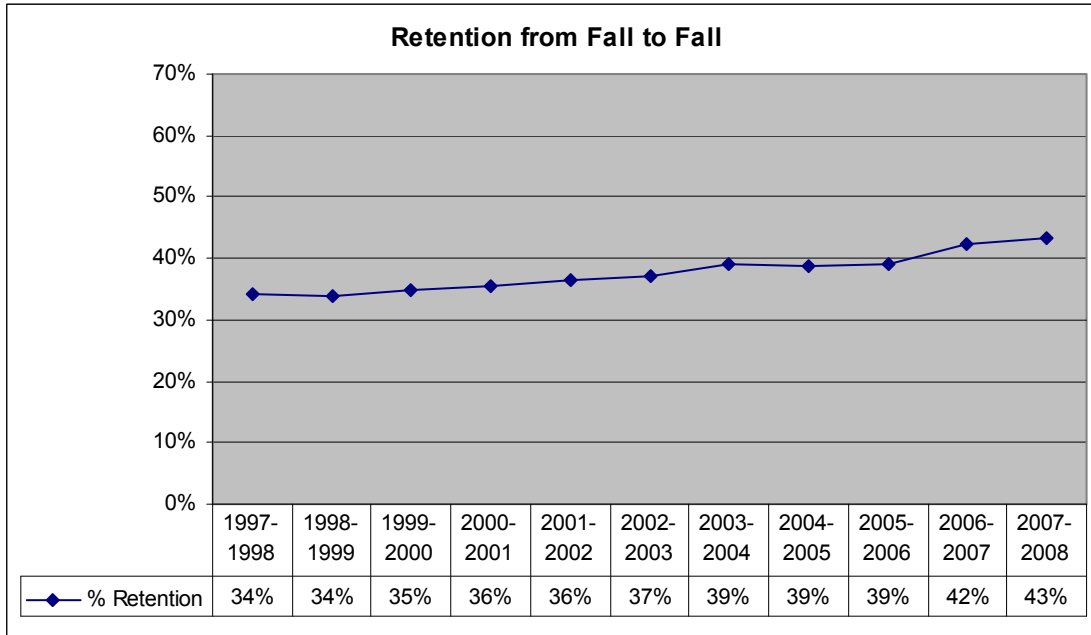
**Source:** Student Information System.



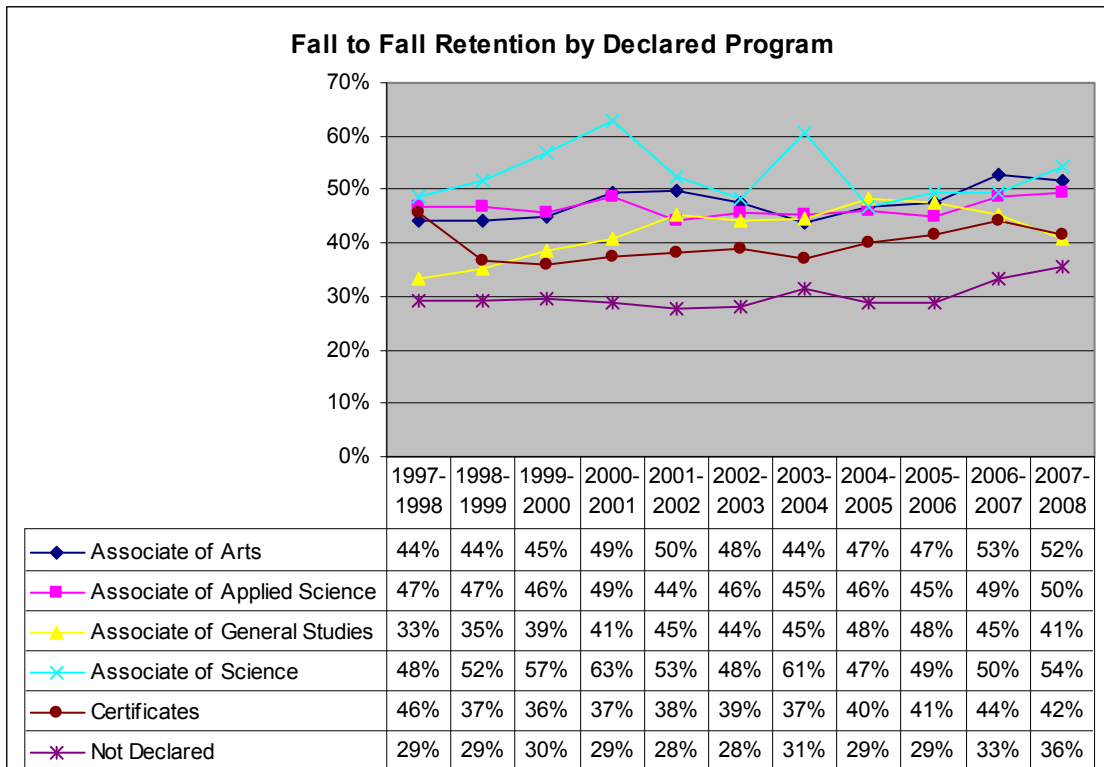
## Retention Fall to Fall and Declared Program

**Analysis:** Fall to fall retention rate has been gradually increasing and remains positive.

**Source:** Student Information System.



**Analysis:** Fall to fall retention rate remains relatively stable for all programs.



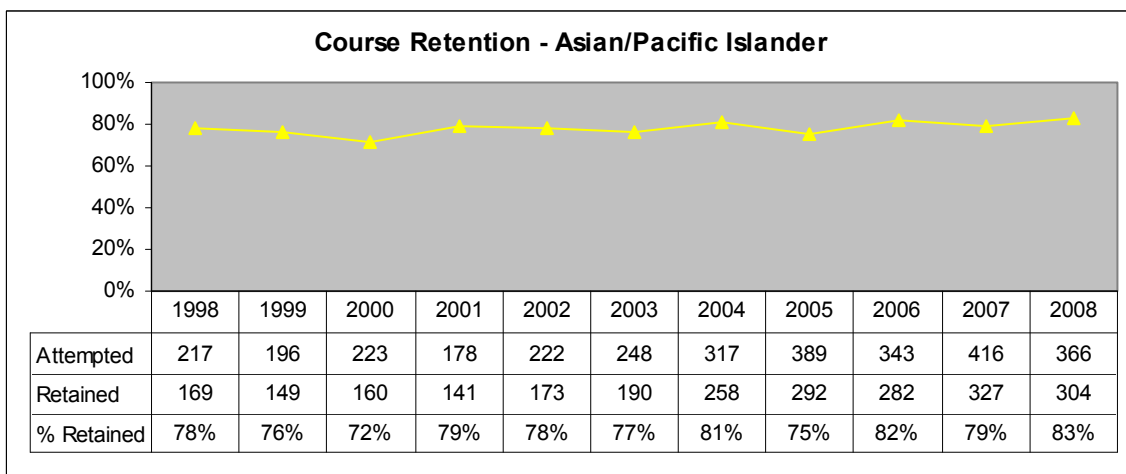
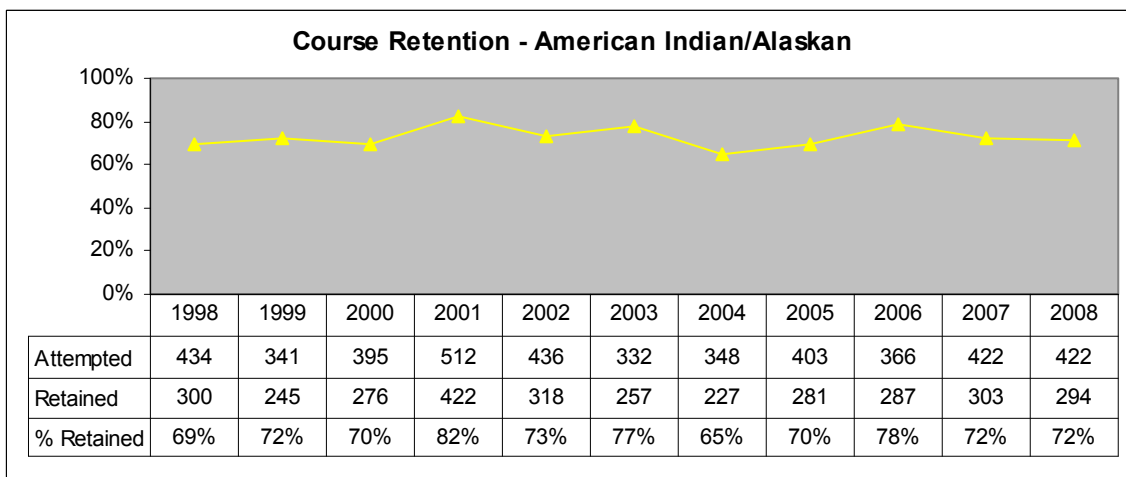
## Course Retention by Ethnicity

**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).

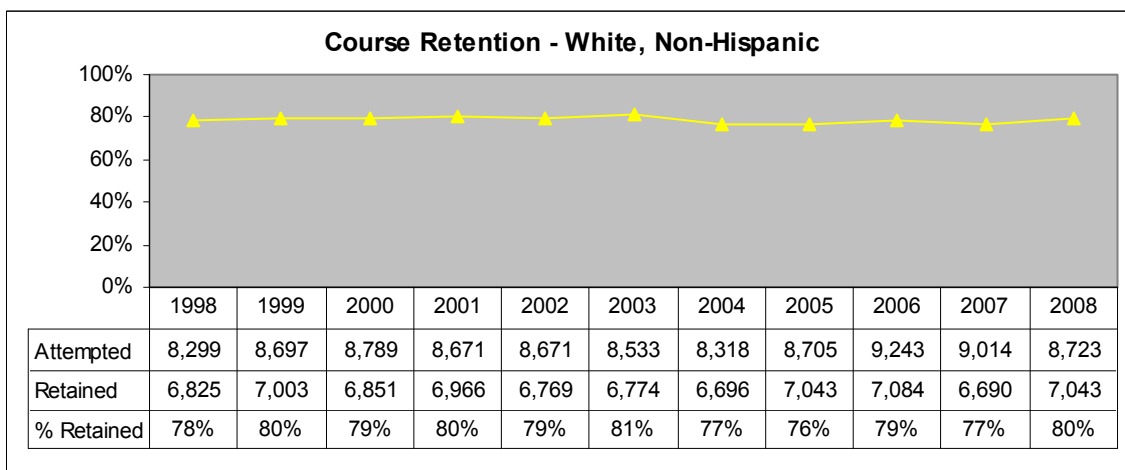
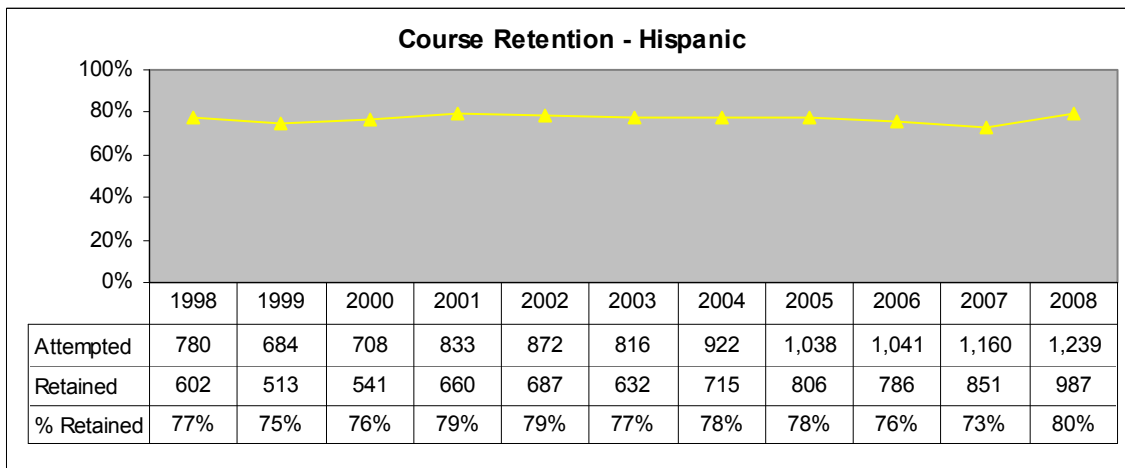
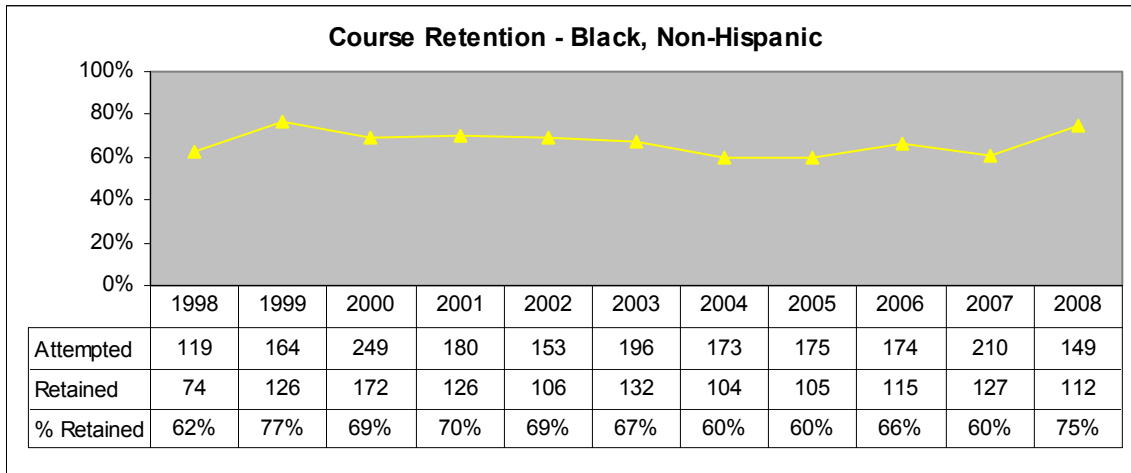
**Uses of Measure:** The retention rate measures how well an instructor or institution is performing in retaining students in the learning process through the completion of the course, regardless of the achievement level of students.

**Analysis:** Course retention rates have remained stable for all groups. White and Asian remain the ethnic groups with the overall highest retention rates.

**Source:** Student Information System.



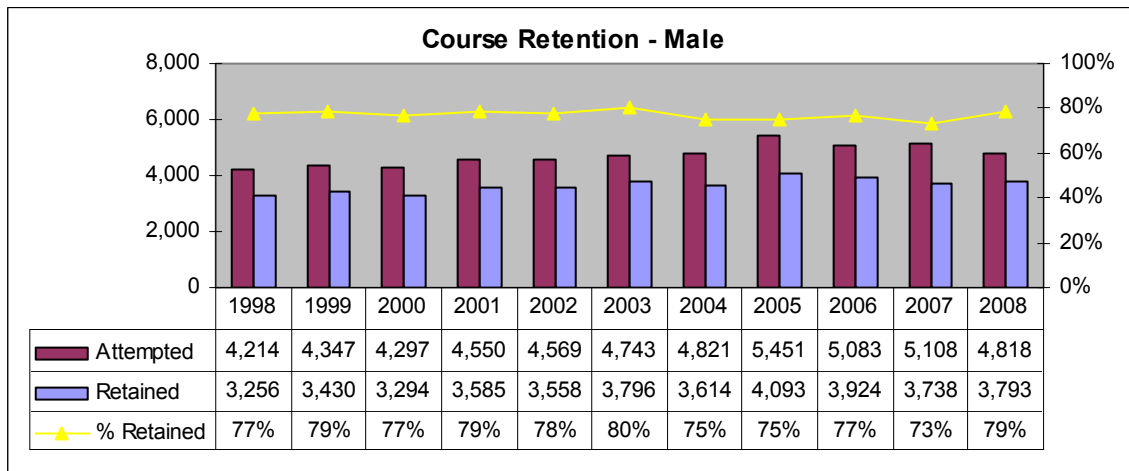
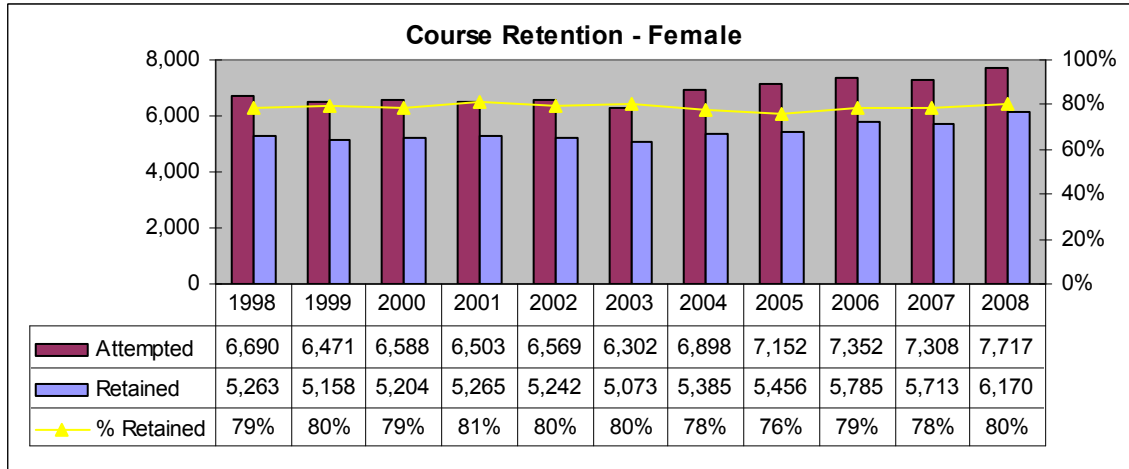
## Course Retention by Ethnicity (Cont.)



## Course Retention by Gender

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

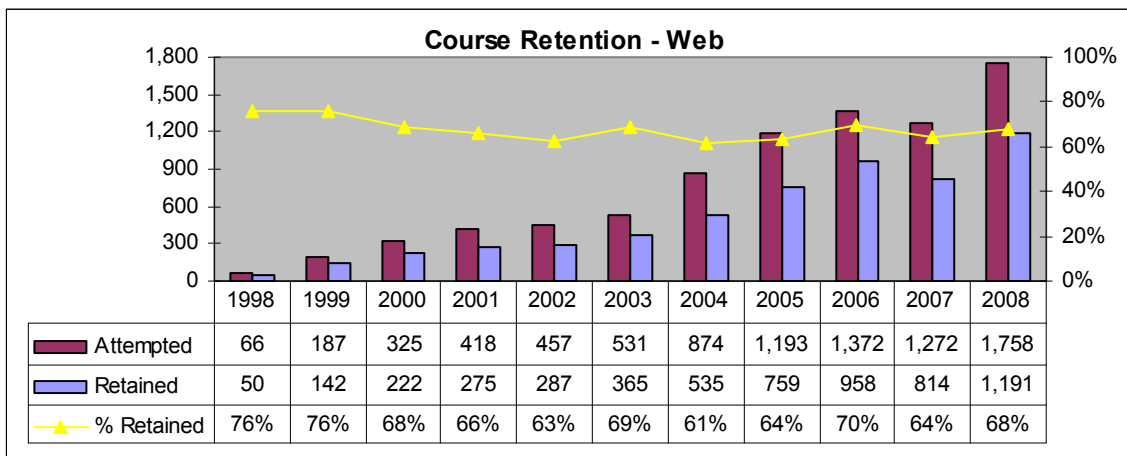
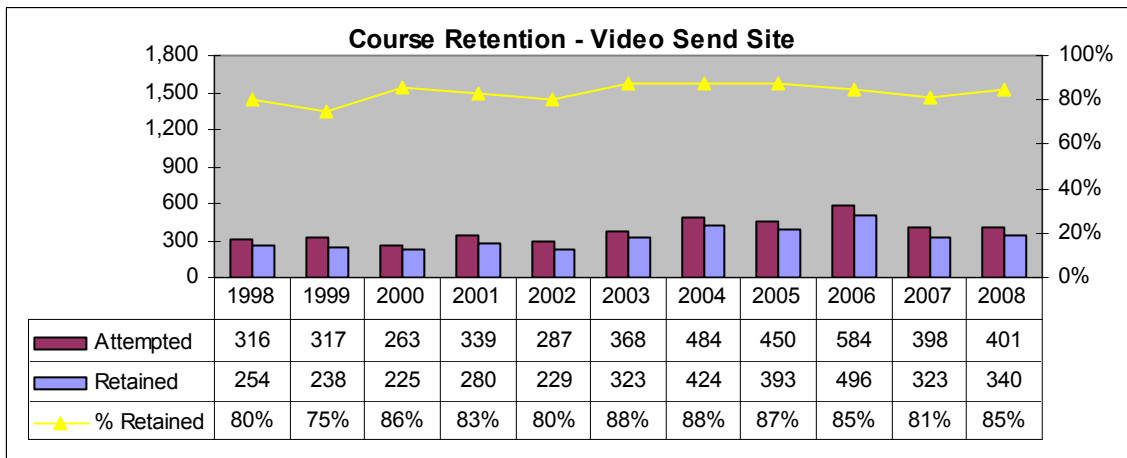
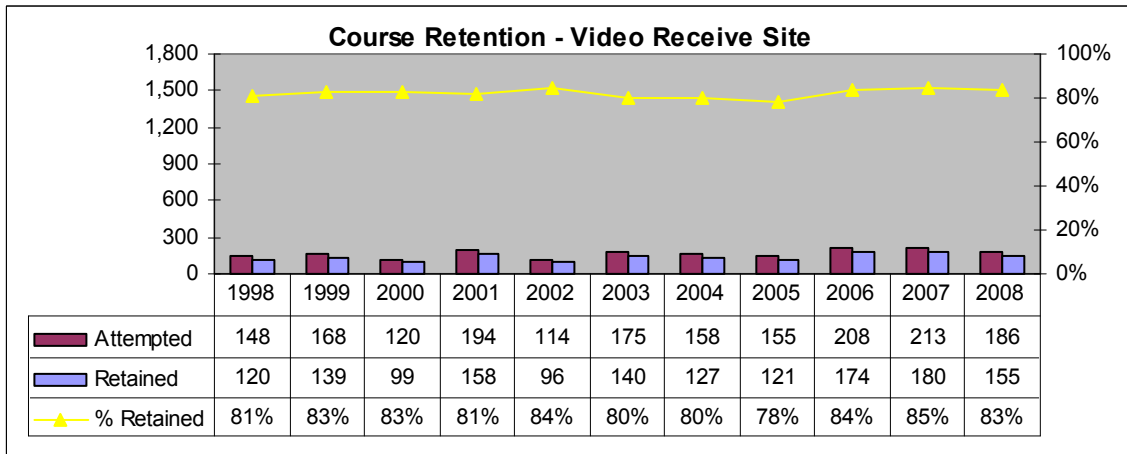
**Source:** Student Information System.



## Course Retention in Distance Education/Web Courses

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

**Source:** Student Information System.



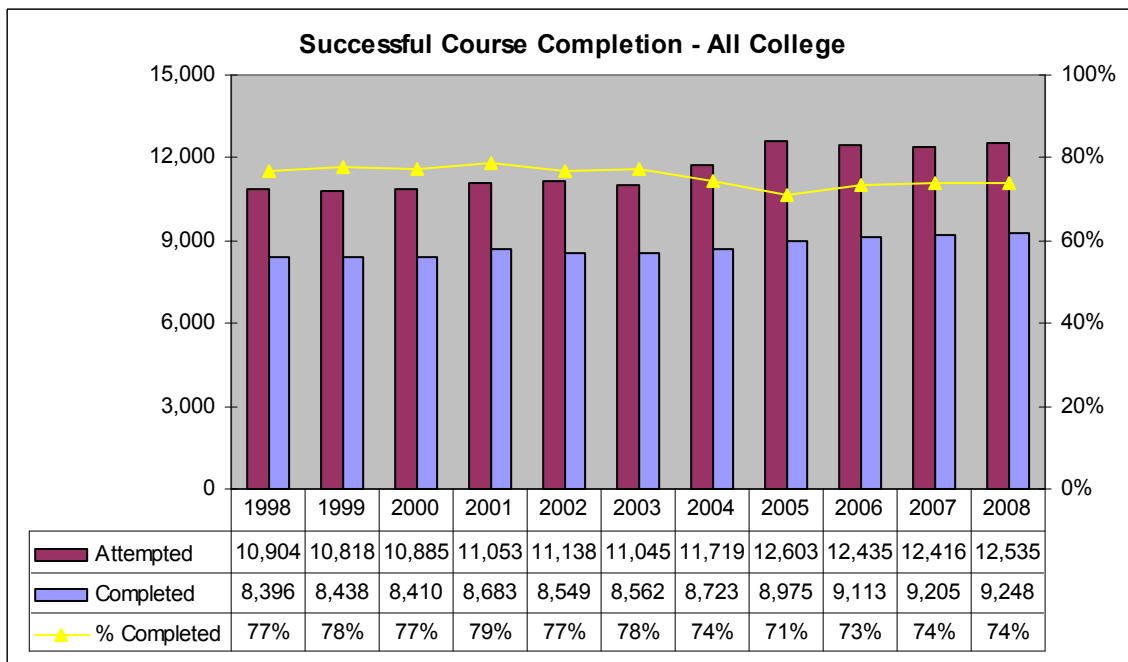
## Successful Course Completion

**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:** The successful course completion rate has remained relatively stable in the last three years.

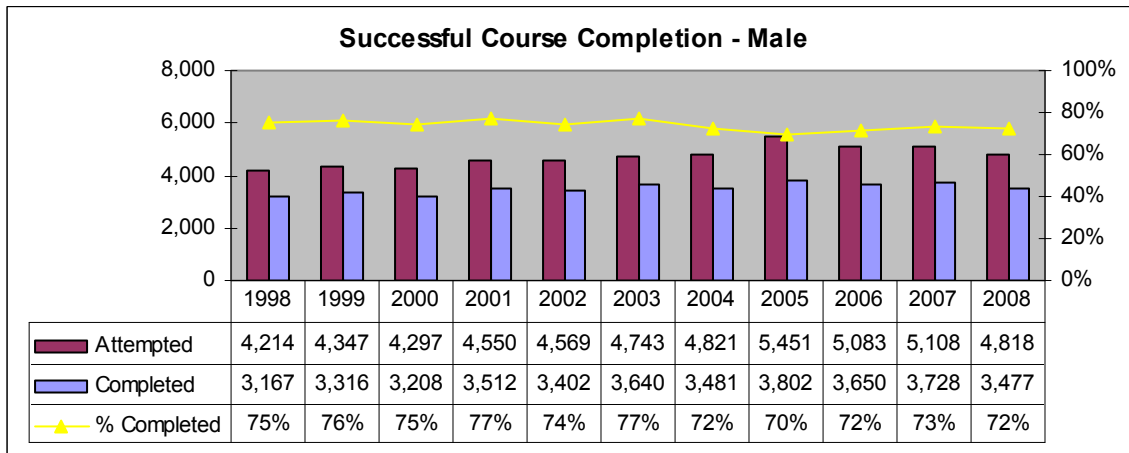
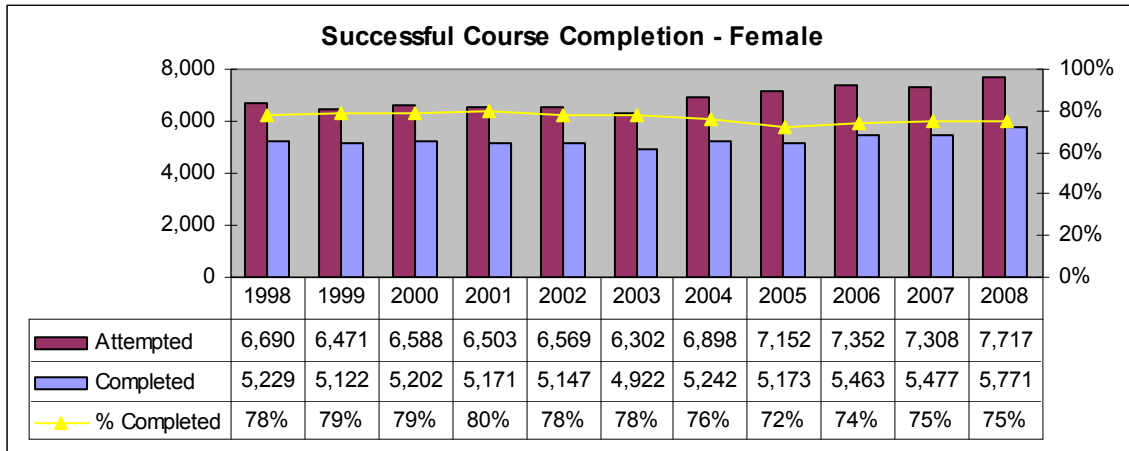
**Source:** Student Information System.



## Successful Course Completion by Gender

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

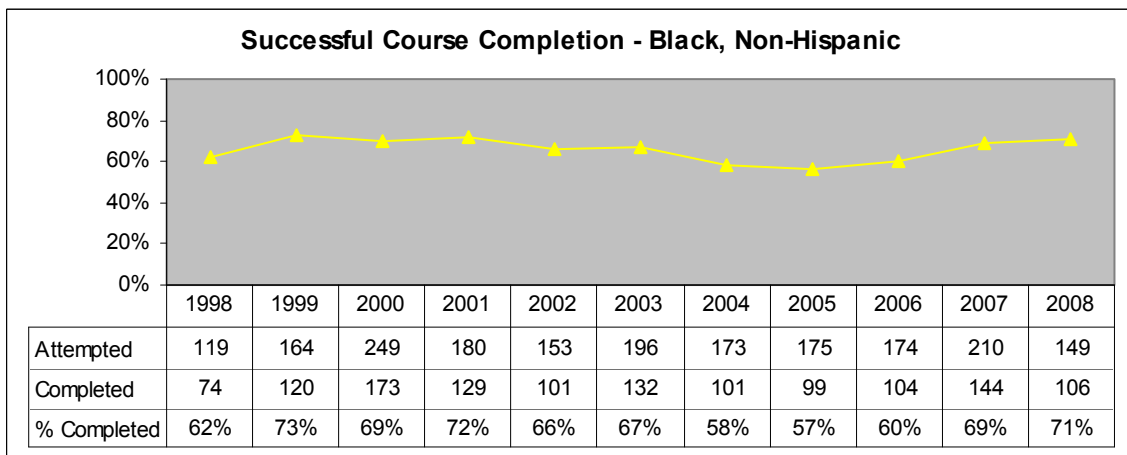
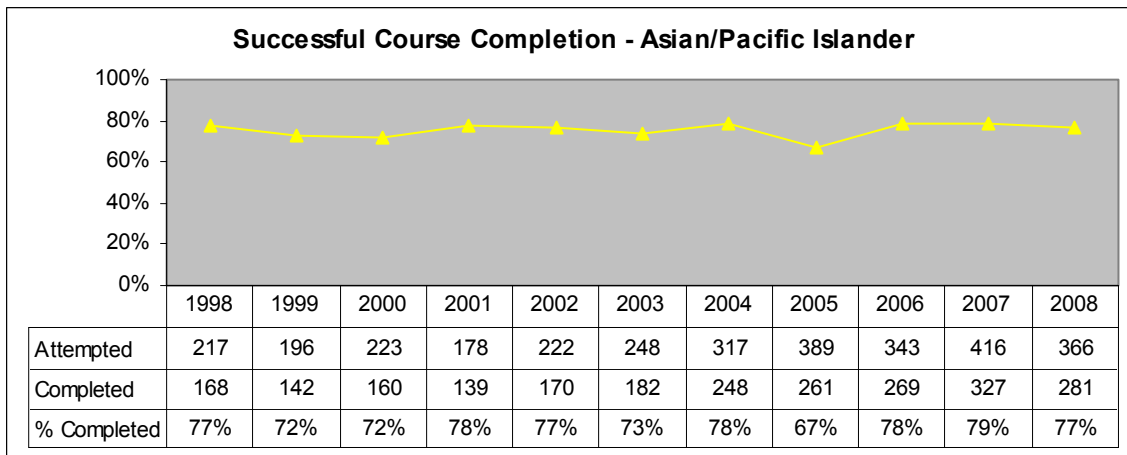
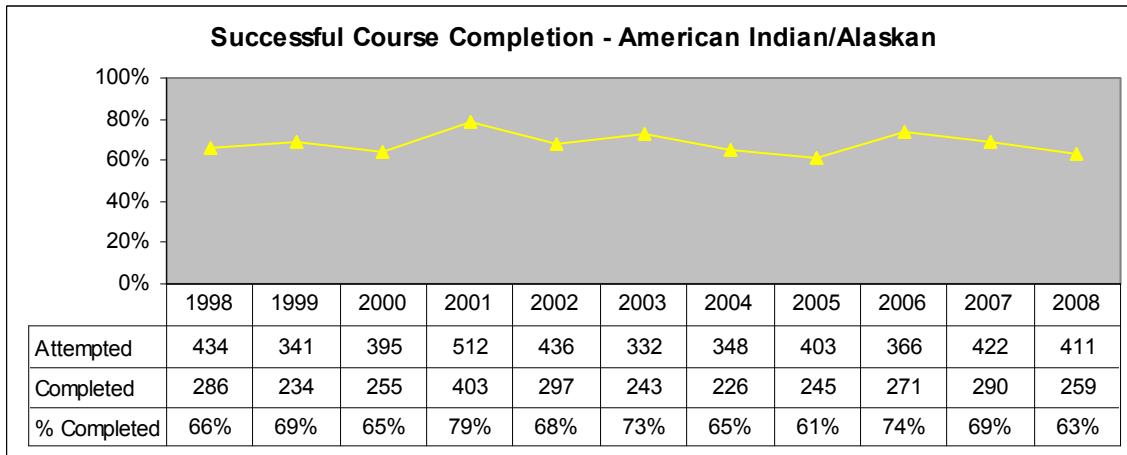
**Source:** Student Information System.



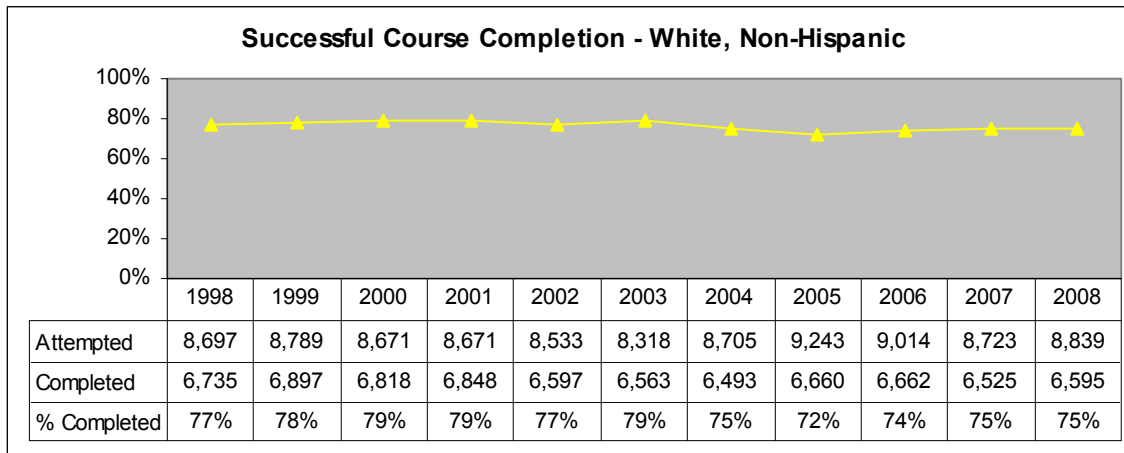
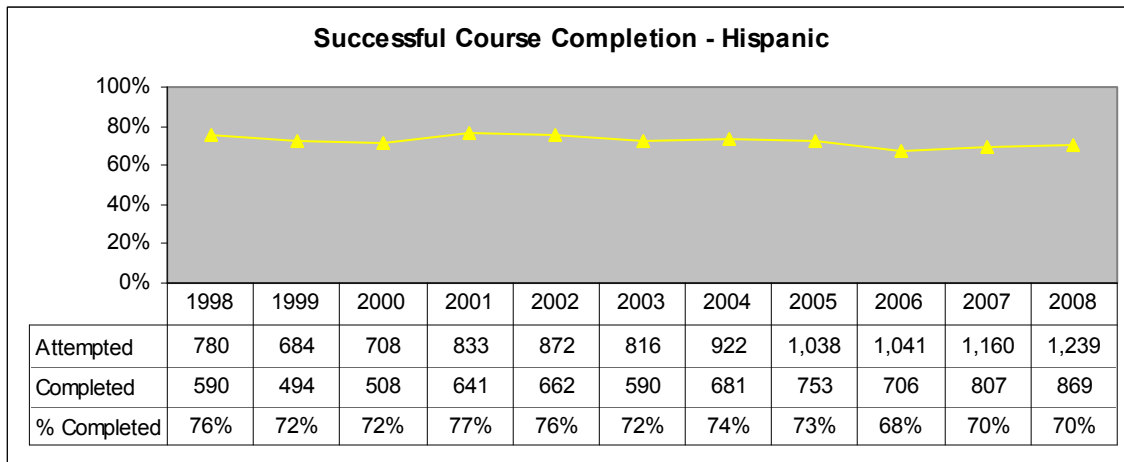
## Successful Course Completion by Ethnicity

**Analysis:** Successful course completion rates have remained relatively stable for all groups with the exemption of Black Non-Hispanic group whose rate has been increasing in the last two years.

**Source:** Student Information System.



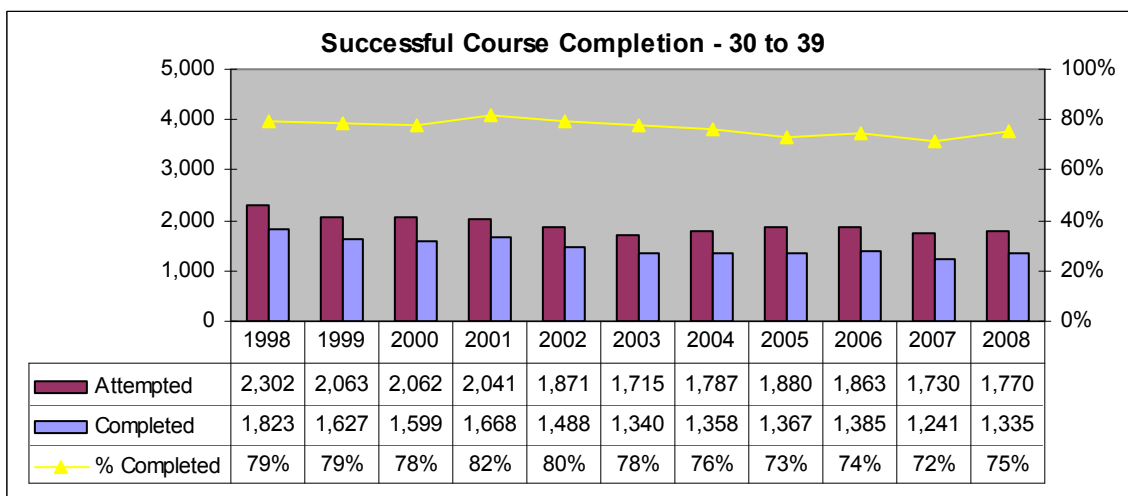
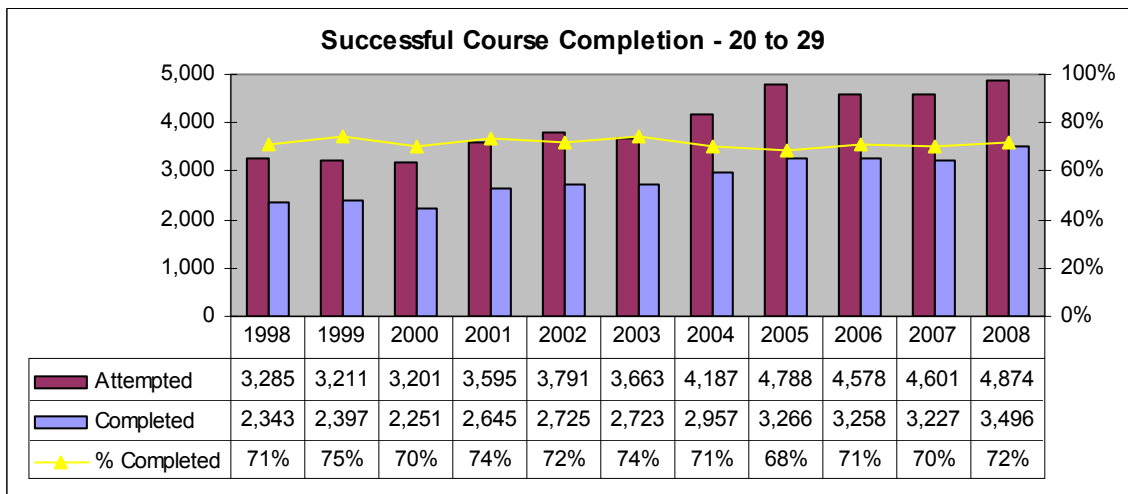
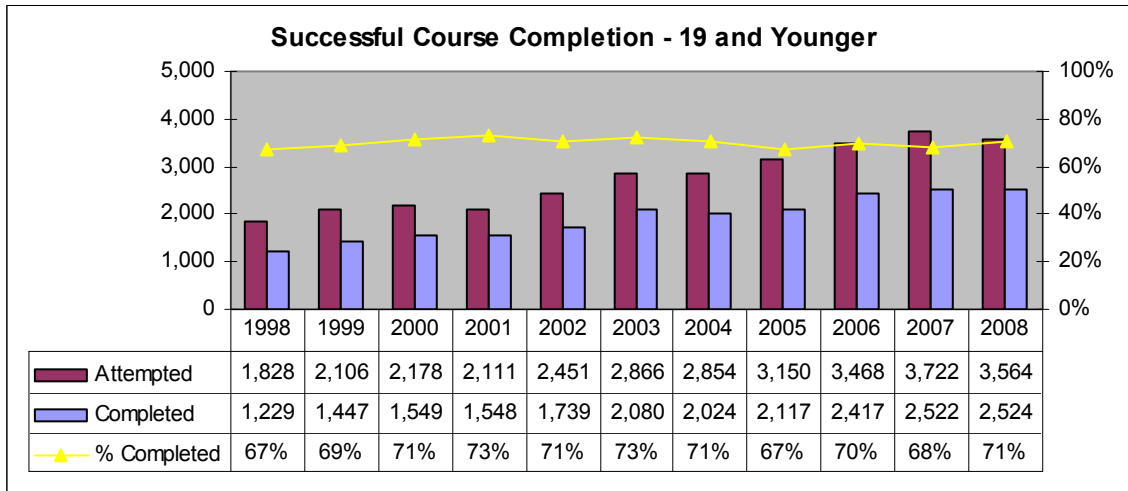
## Successful Course Completion by Ethnicity (Cont.)



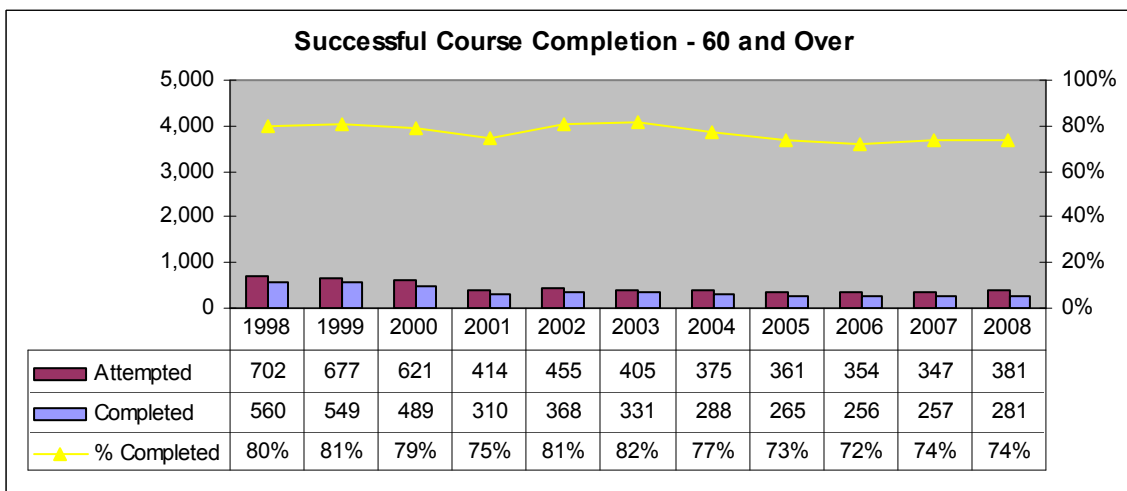
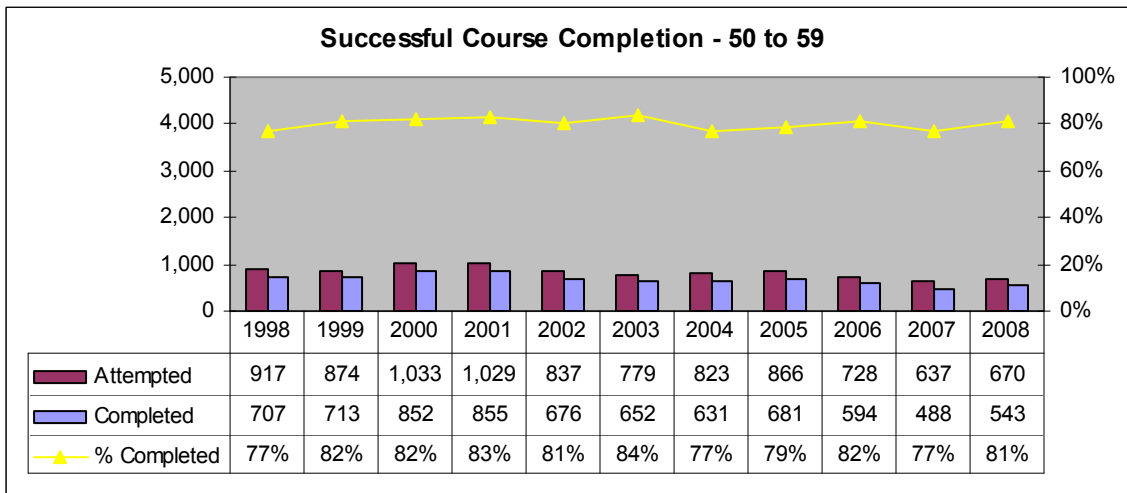
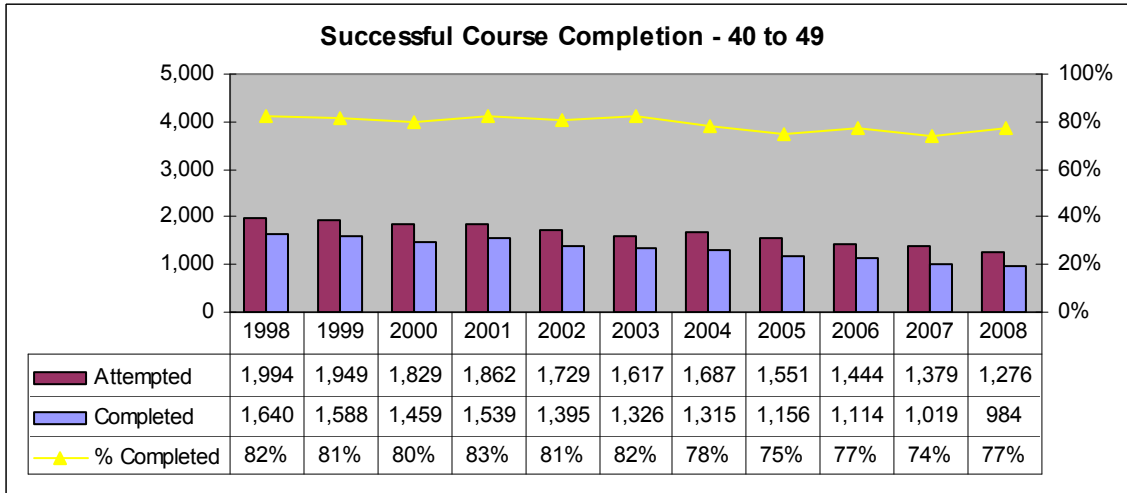
## Successful Course Completion by Age

**Analysis:** Overall, older students have higher successful course completion rate than students 19 and younger.

**Source:** Student Information System.



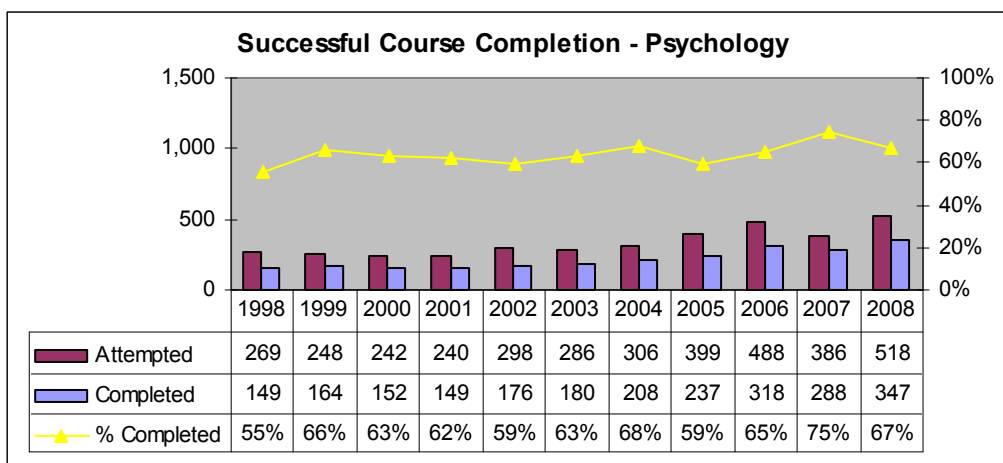
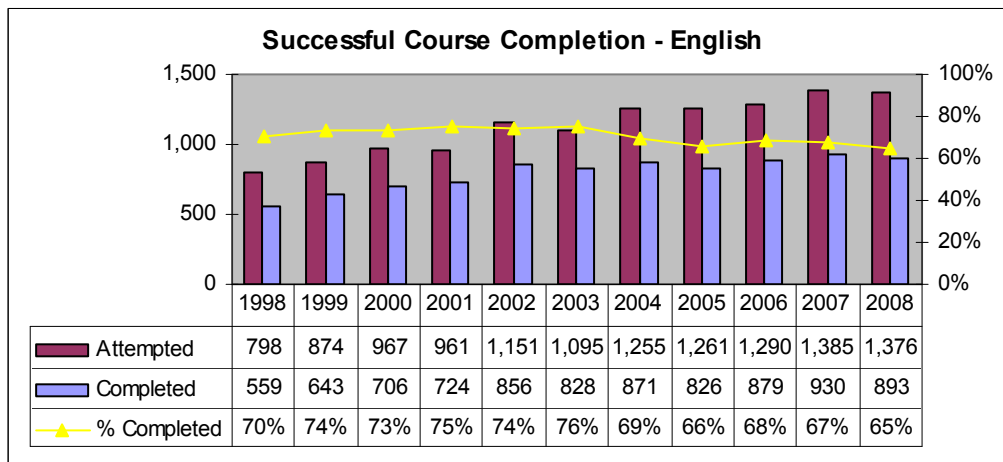
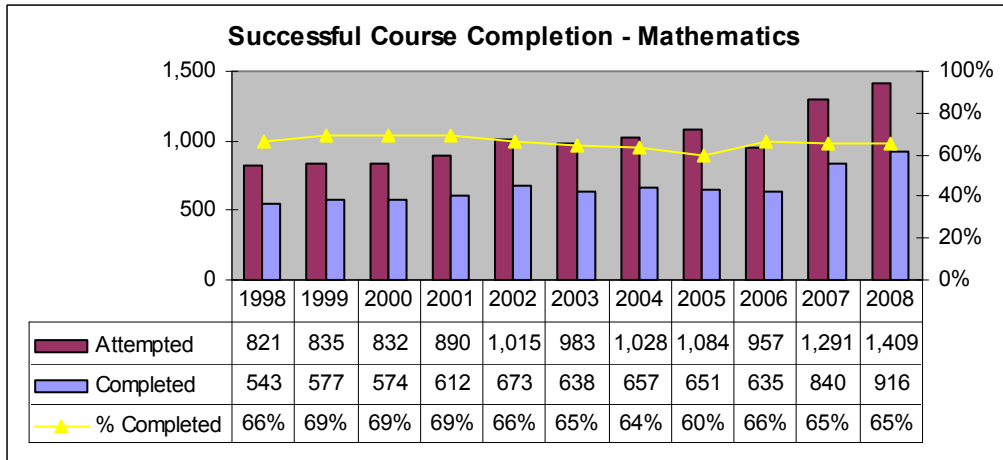
## Successful Course Completion by Age (Cont.)



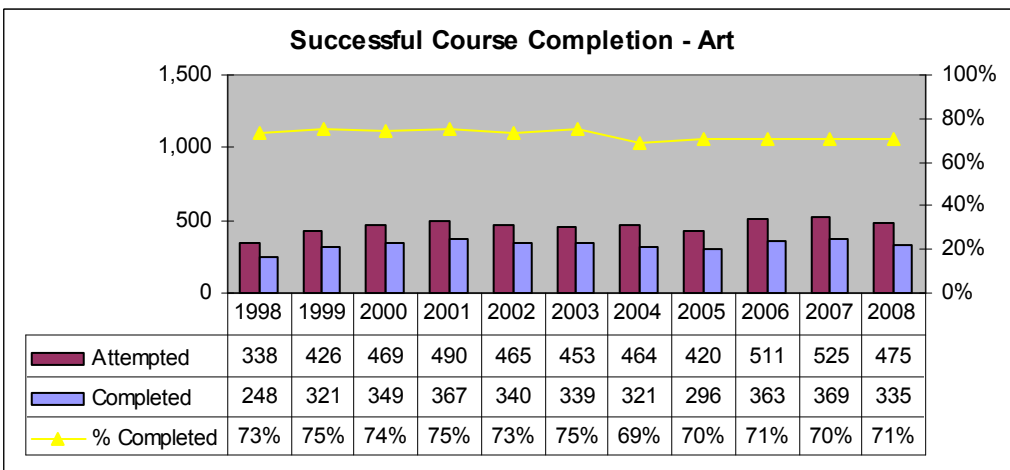
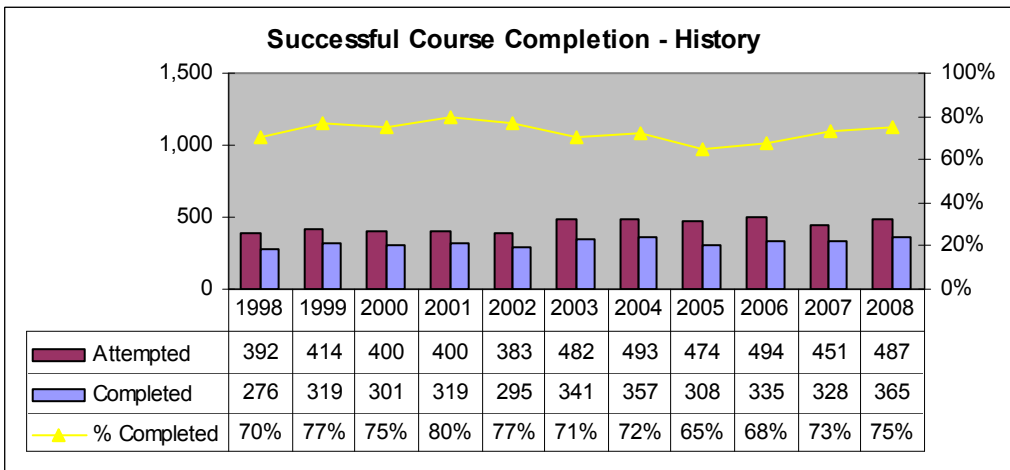
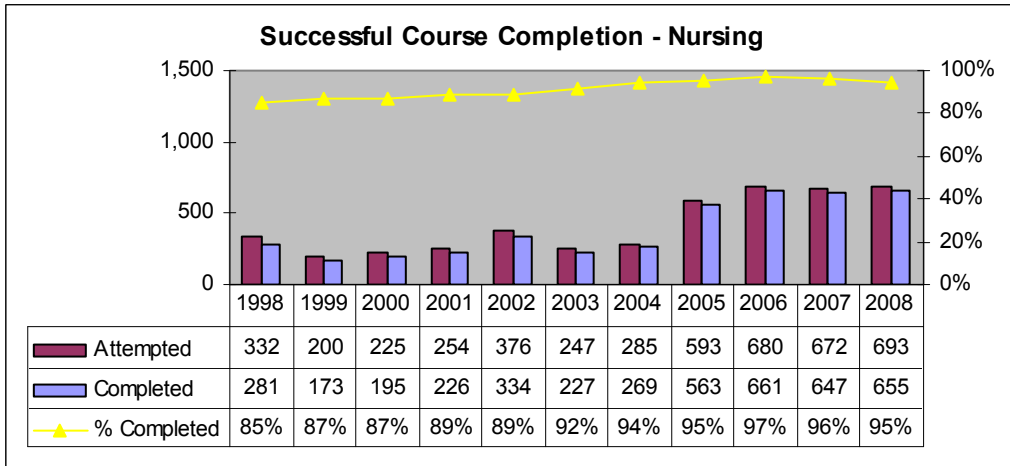
## Successful Course Completion by Subject Areas

**Analysis:** Nursing consistently has the highest successful course completion rate compared to the other subject areas.

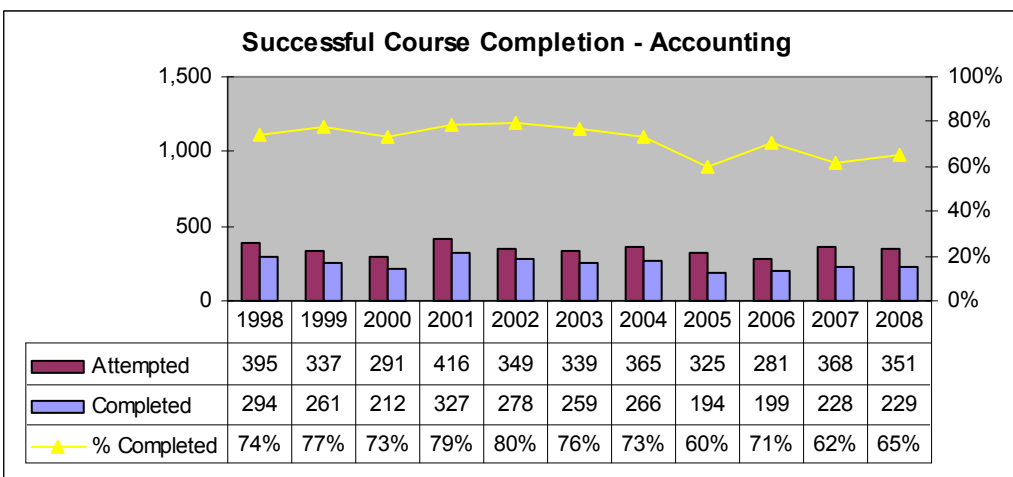
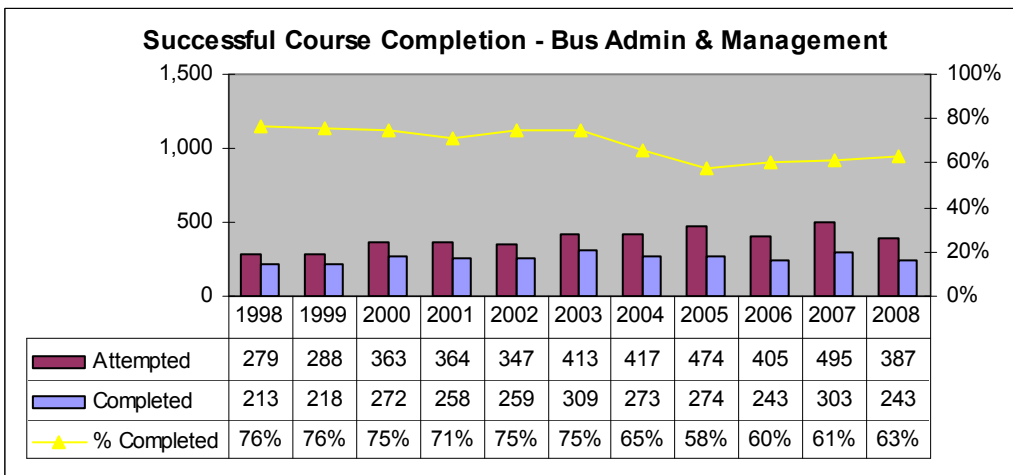
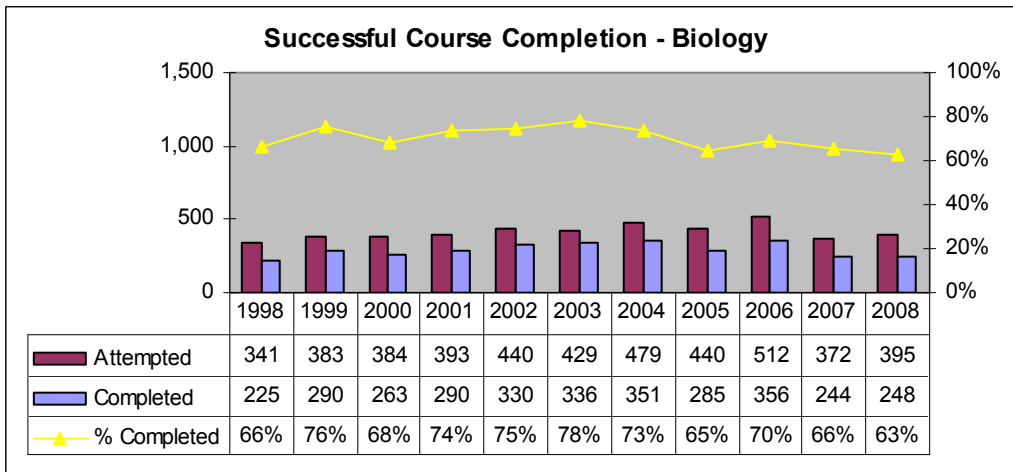
**Source:** Student Information System.



## Successful Course Completion by Subject Areas (Cont.)



## Successful Course Completion by Subject Areas (Cont.)



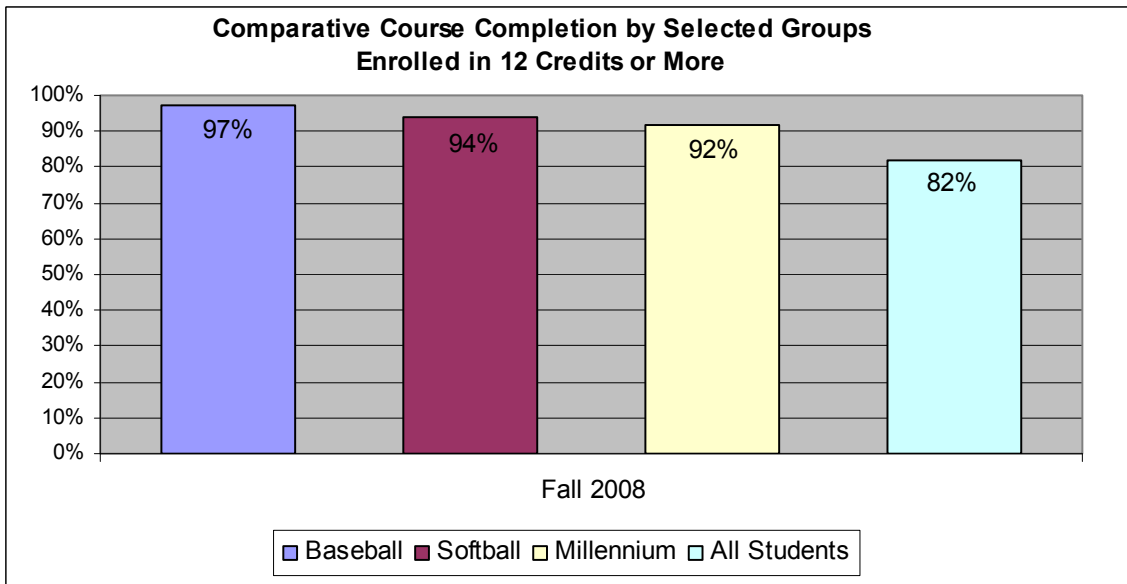
## Comparative Course Completion by Selected Groups

**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 softball have a higher course completion rate than Millennium Scholars and other full-time students in general.

**Source:** Student Information System.



\* Does not include student athletes

\*\* Does not include athletes and/or Millennium students

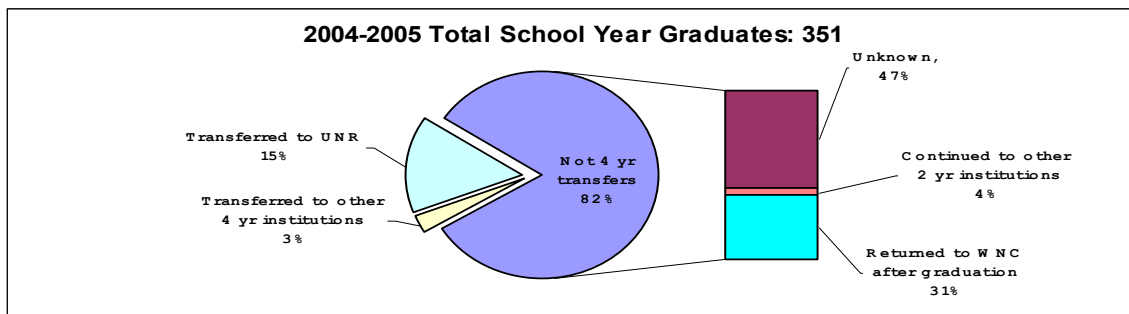
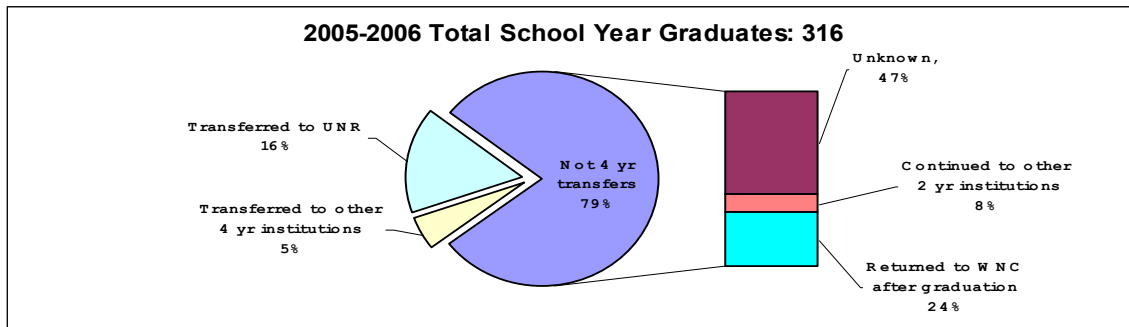
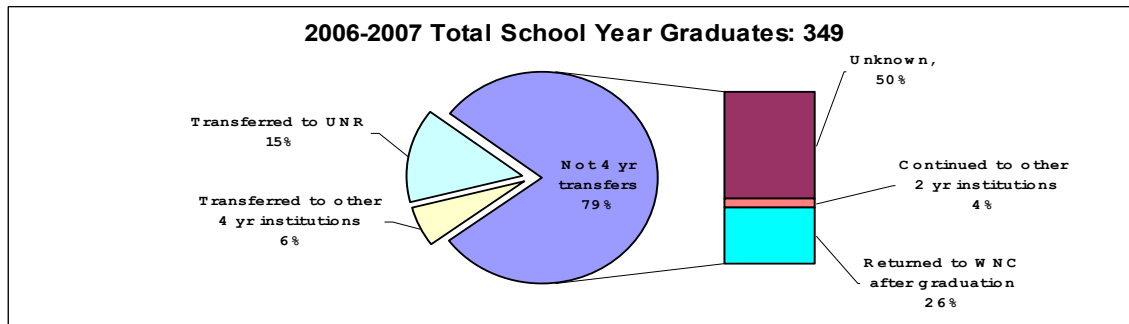
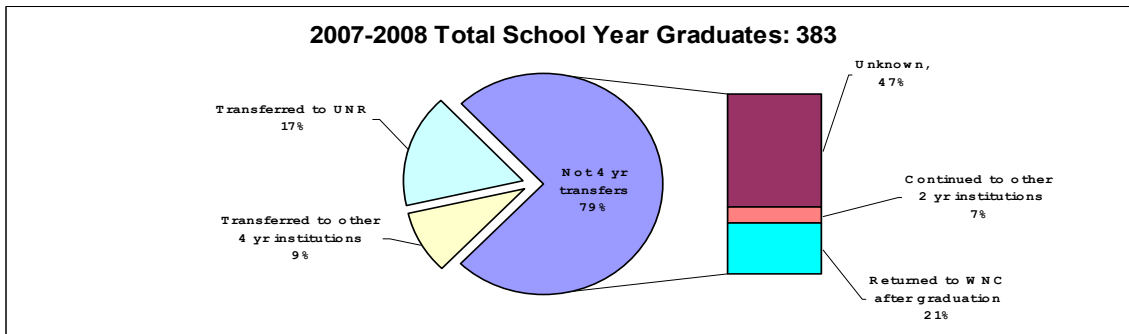
## Rate of Transfer to Four-Year Institutions

**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 four-year or higher institution represents a completed educational goal for students and an achieved product for the institution.

**Analysis:** The transfer rate to UNR remains relatively stable. Students transferring to four-year institutions other than UNR, continues increasing.

**Source:** Student Information System, National Student Clearinghouse.



## FACULTY & STAFF

## Employee Quick Facts

	2003	2004	2005	2006	2007	2008
<b>Instructional Faculty</b>						
Full-Time	74	77	79	80	75	66
Part-Time	298	288	295	307	284	236
<b>Non-Instructional Faculty</b>						
Full-Time	52	56	59	59	59	50
Part-Time	194	144	169	167	122	110
<b>Classified Staff</b>						
Full-Time	84	84	85	89	92	84
Part-Time	16	14	19	19	14	13
<b>FTE Instruction to FTE Support Ratio</b>						
Instructional Support	298	288	295	307	284	236
Instructional Faculty	103	77	92	91	67	61
Support FTE / Faculty FTE	1.4 : 1	1.3 : 1	1.3 : 1	1.3 : 1	1.2 : 1	1.2 : 1
<b>Student to Instructional Faculty FTE Ratio</b>						
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
<p>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.</p> <p>Instructional Support = Non-instructional faculty and classified employees.</p> <p>Faculty FTE = number of full-time instructional faculty + credit hours taught by part-time instructional faculty / 15. Student FTE = Total student credit hours / 15.</p>						
Source: IPEDS, Human Resources System, Student Information System, CUPA.						

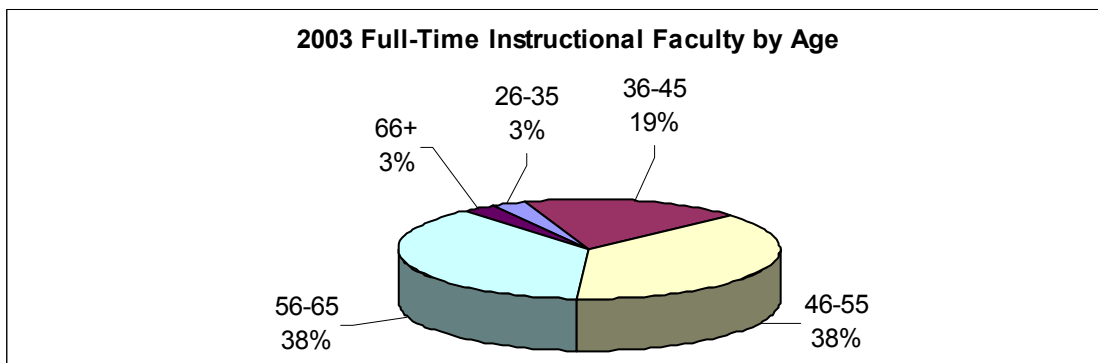
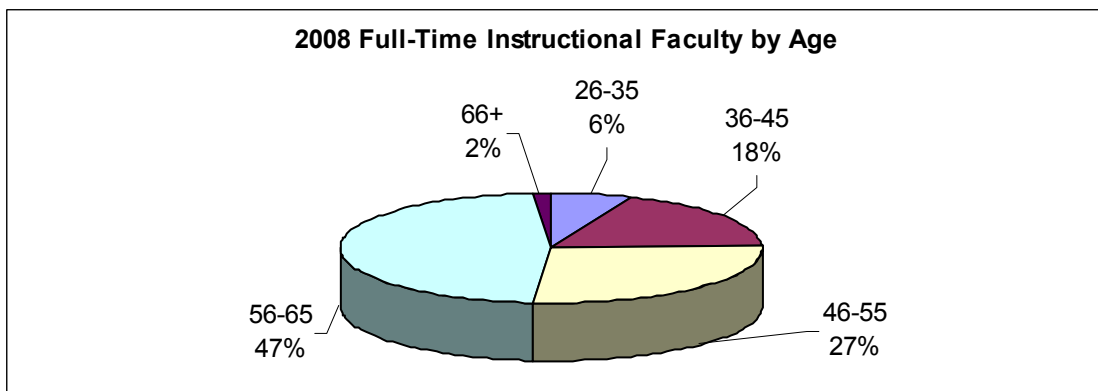
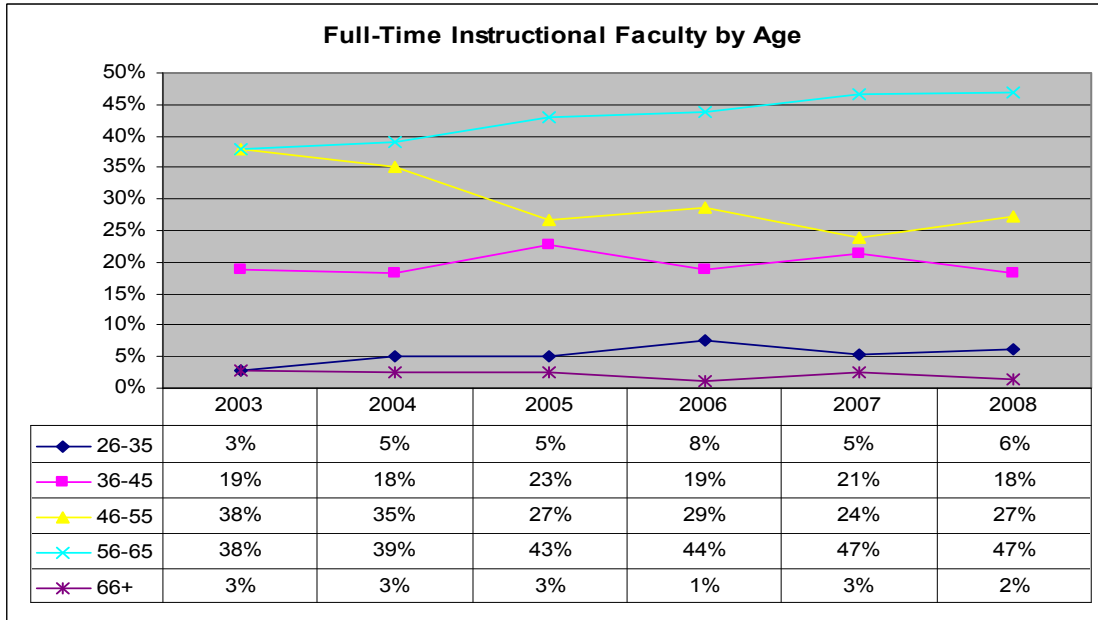
## Full-Time Instructional Faculty by Age

**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:** Overall, the percentage of instructional faculty ages 45-56 has decreased by 11 percentage points while the percentage of instructional faculty ages 26-35 has increased 3 percentage points.

**Source:** Human Resources System, IPEDS Fall Staff Survey 2008.



## 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.

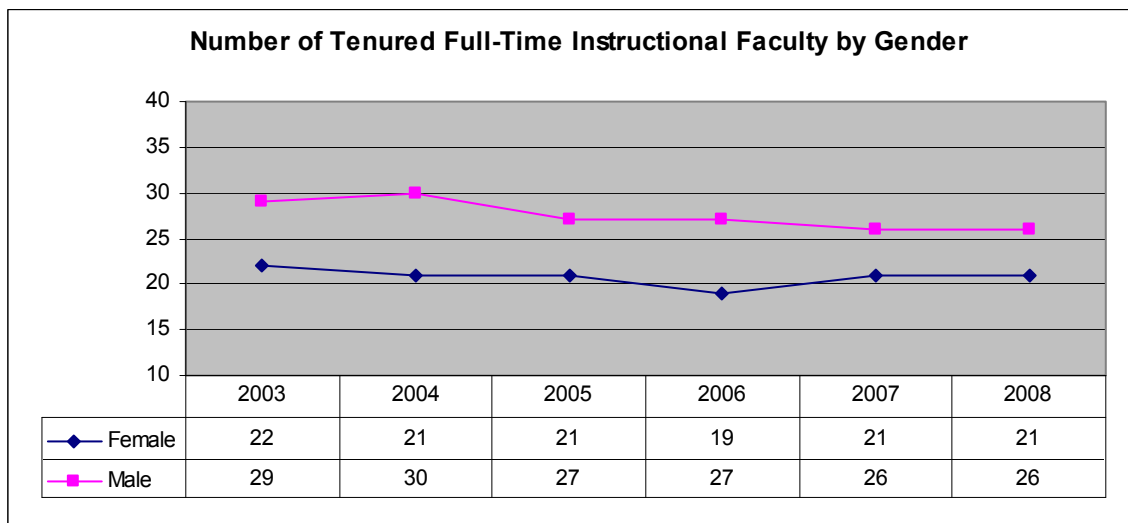
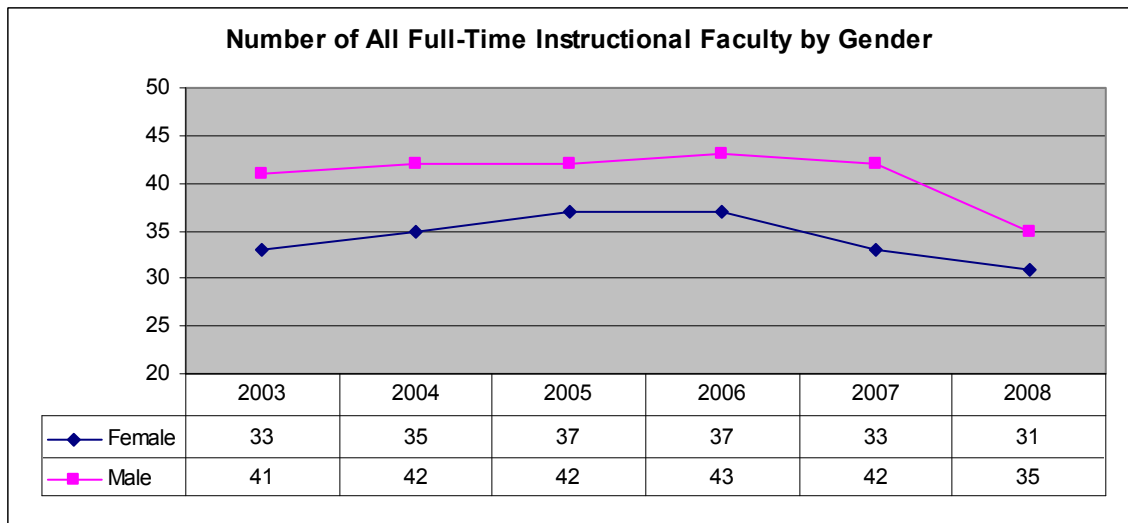
Faculty Ethnicity	2003	2004	2005	2006	2007	2008
American Indian/Alaskan Native	0	0	1	1	1	0
Asian/Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	3	3	2	2	2	2
Unknown	69	74	76	76	72	64
Non-resident Alien	2	0	0	1	0	0
<b>Total</b>	<b>74</b>	<b>77</b>	<b>79</b>	<b>80</b>	<b>75</b>	<b>66</b>

## 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, the ratio of male to female is relatively stable.

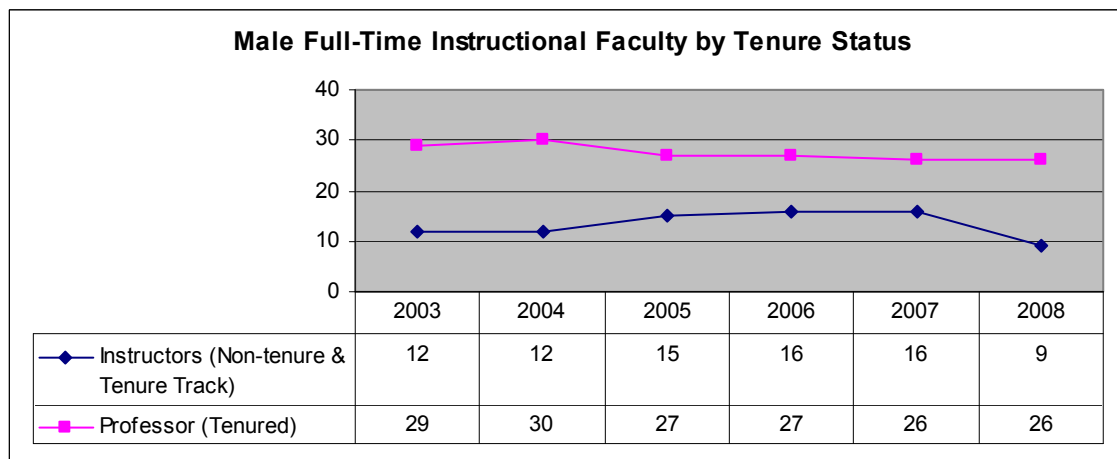
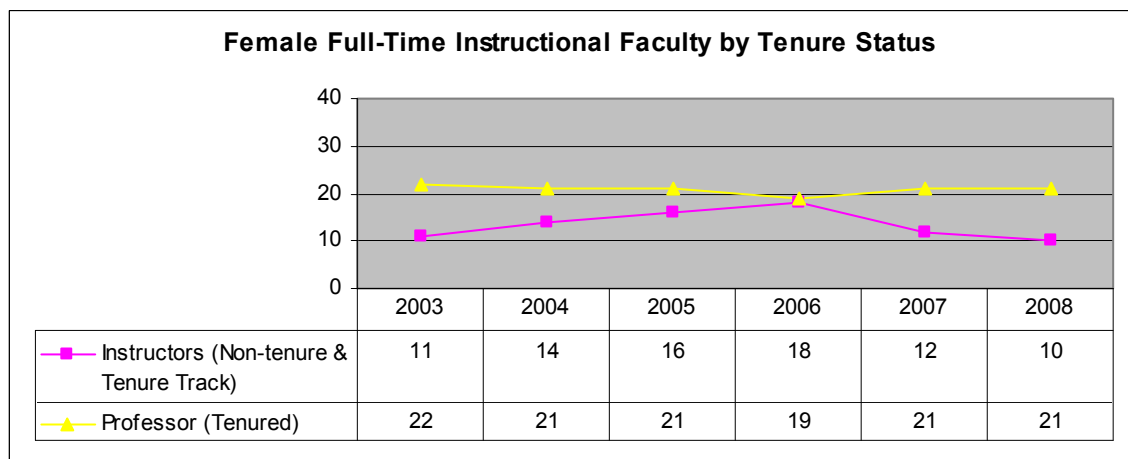
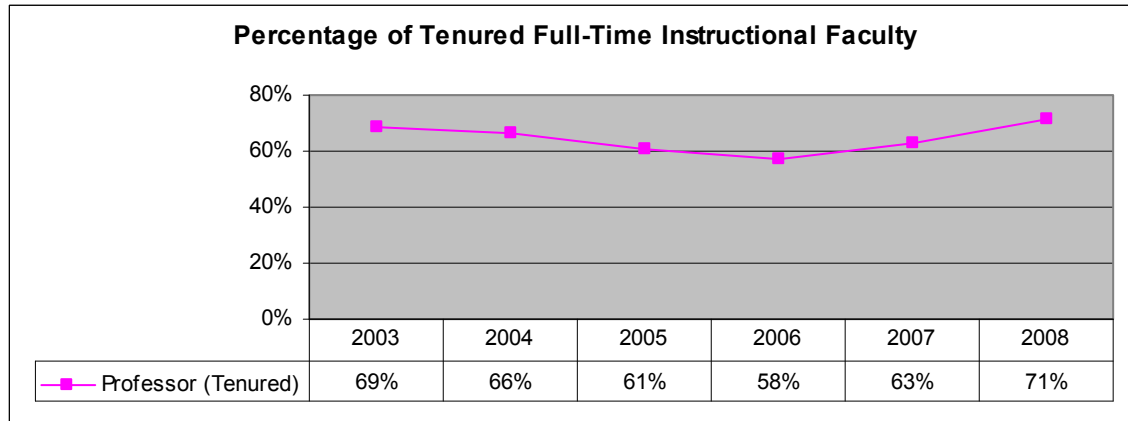
**Source:** Human Resources System.



## 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.

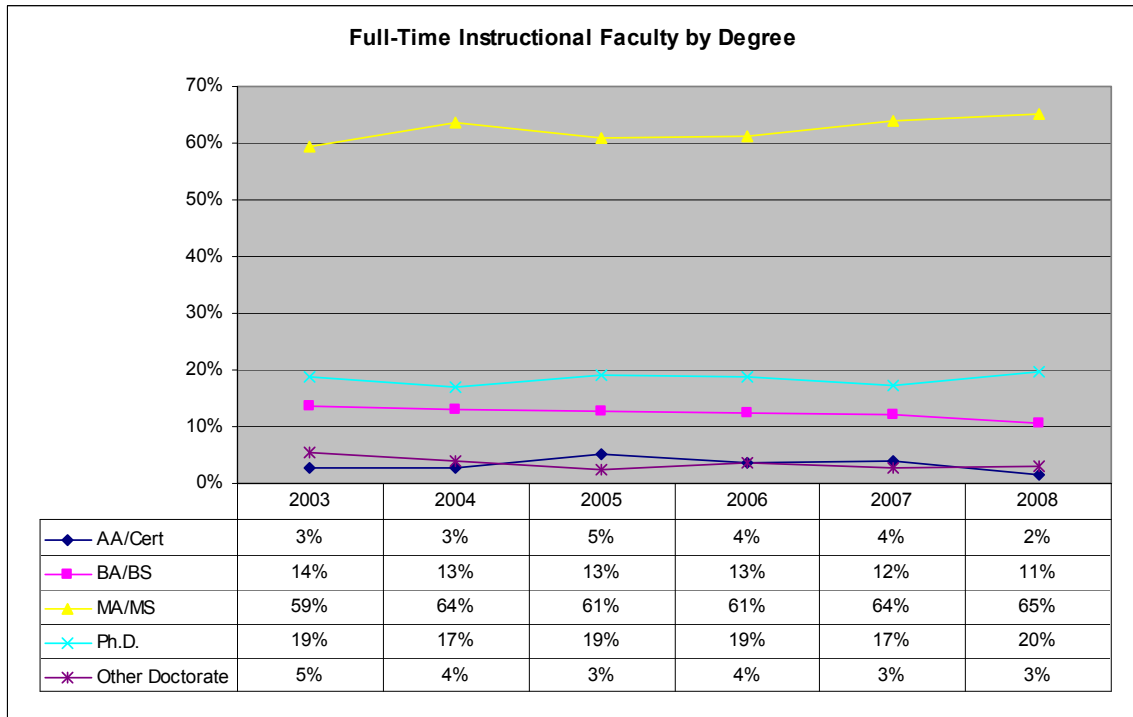


## Full-Time Instructional Faculty by Degree

**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.



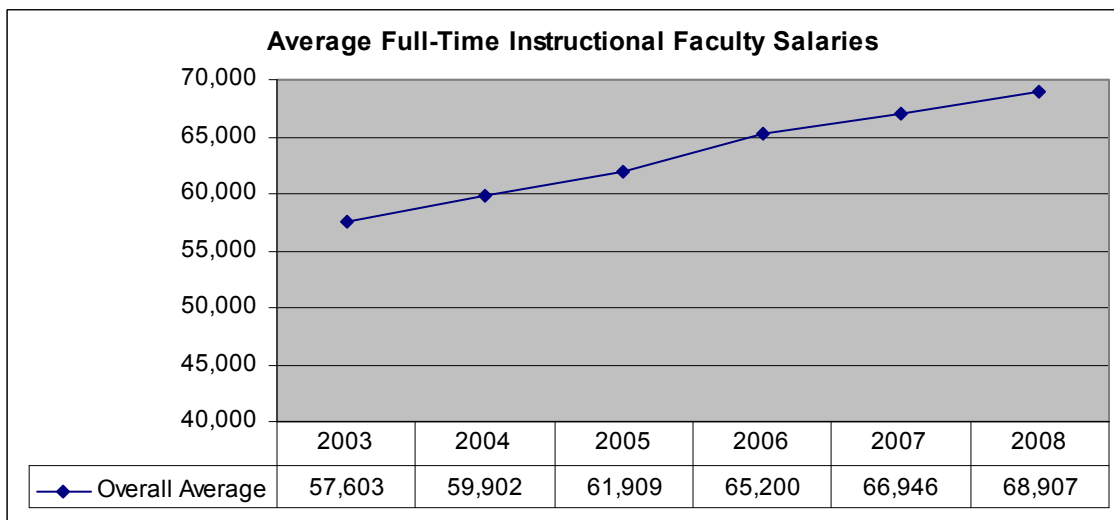
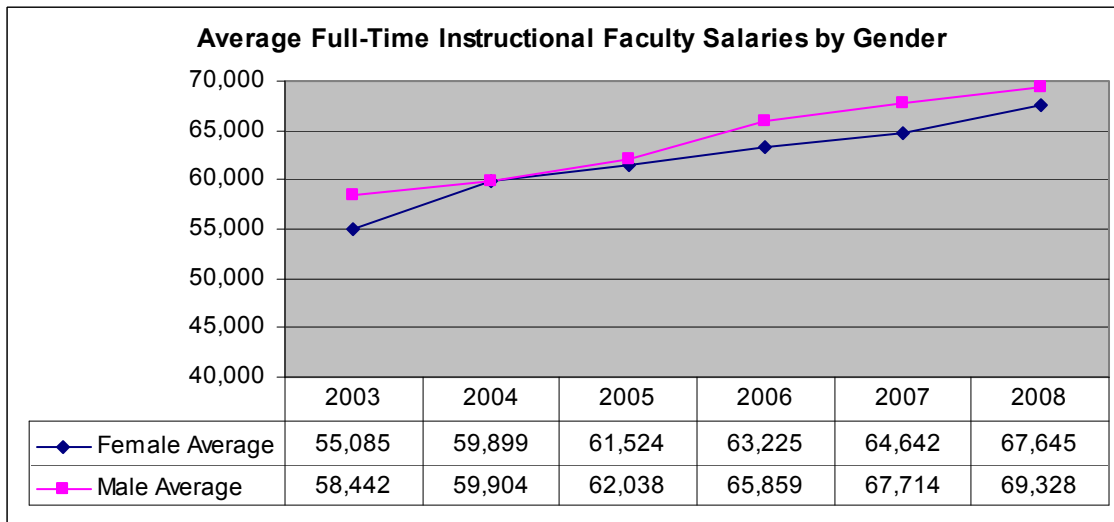
## Full-Time Instructional Faculty by Salaries

**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 is consistently increasing while the average salary for full-time female instructional faculty members has increased to almost match that of their male counterparts.

**Source:** Human Resources System.



# FISCAL RESOURCES

## Annual State Appropriations

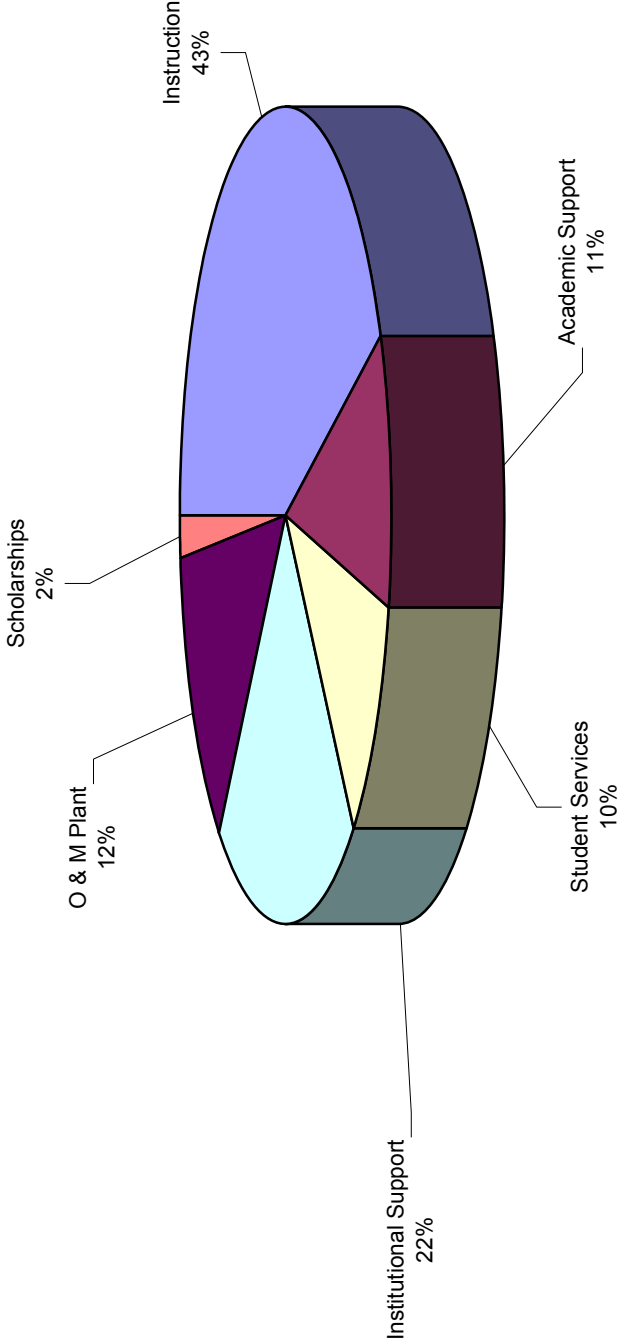
## Annual State Appropriations

State Appropriations Six Year Summary		Revenue											
		2003-04		2004-05		2005-06		2006-07		2007-08		2007-08	
Description	Actual	% of Total	Actual	% of Total	Actual	% of Total	Actual	% of Total	Actual	% of Total	Actual	% of Total	
State Appropriations	16,420,877	86.72	17,135,598	86.59	18,810,870	87.57	19,716,165	87.35	20,545,009	87.15	20,545,009	87.15	
Registration Fees	2,372,081	12.53	2,477,515	12.52	2,433,781	11.33	2,599,898	11.52	2,700,003	11.45	2,700,003	11.45	
Non-resident Fees	86,656	0.46	115,421	0.58	164,200	0.76	200,439	0.89	190,383	0.81	190,383	0.81	
Misc. Student Fees	15,391	0.08	16,998	0.09	16,949	0.08	17,181	0.08	16,944	0.07	16,944	0.07	
Operating Capital	85,219	0.45	96,380	0.49	95,507	0.44	91,816	0.41	122,752	0.52	122,752	0.52	
Estate Tax Credit	-	-	-	-	-	-	-	-	-	-	-	-	
Reverted to State	-43,726	-0.23	-52,813	-0.27	-39,428	-0.18	-55,285	-0.25	-	-	-	-	
<b>Total</b>	<b>18,936,498</b>	<b>100</b>	<b>19,789,099</b>	<b>100</b>	<b>21,481,879</b>	<b>100</b>	<b>22,570,214</b>	<b>100</b>	<b>23,575,091</b>	<b>100</b>	<b>23,575,091</b>	<b>100</b>	
<b>Expenditures by Function</b>													
Instruction	8,336,888	44.03	8,829,268	44.62	9,089,756	42.31	9,619,213	42.62	10,185,282	43.20	10,185,282	43.20	
Academic Support	2,274,201	12.01	2,141,105	10.82	2,345,331	10.92	2,506,963	11.11	2,642,553	11.21	2,642,553	11.21	
Student Services	1,608,735	8.5	1,938,742	9.8	2,043,461	9.51	2,170,357	9.62	2,414,661	10.24	2,414,661	10.24	
Institutional Support	3,465,899	18.3	3,747,110	18.94	4,760,933	22.16	4,749,736	21.04	5,255,711	21.29	5,255,711	21.29	
O & M Plant	3,010,419	15.9	2,885,256	14.58	2,879,202	13.4	3,139,853	13.91	2,976,608	12.63	2,976,608	12.63	
Scholarships	240,356	1.27	236,398	1.19	363,196	1.69	384,092	1.70	394,388	1.67	394,388	1.67	
Vacancy Savings	-	-	11,220	0.06	-	-	-	-	-294,112	-	-294,112	-	
Reserves	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total</b>	<b>18,936,498</b>	<b>100</b>	<b>19,789,099</b>	<b>100</b>	<b>21,481,879</b>	<b>100</b>	<b>22,570,214</b>	<b>100</b>	<b>23,575,091</b>	<b>100</b>	<b>23,575,091</b>	<b>100</b>	

Source: V.P. of Finance &amp; Administrative Services

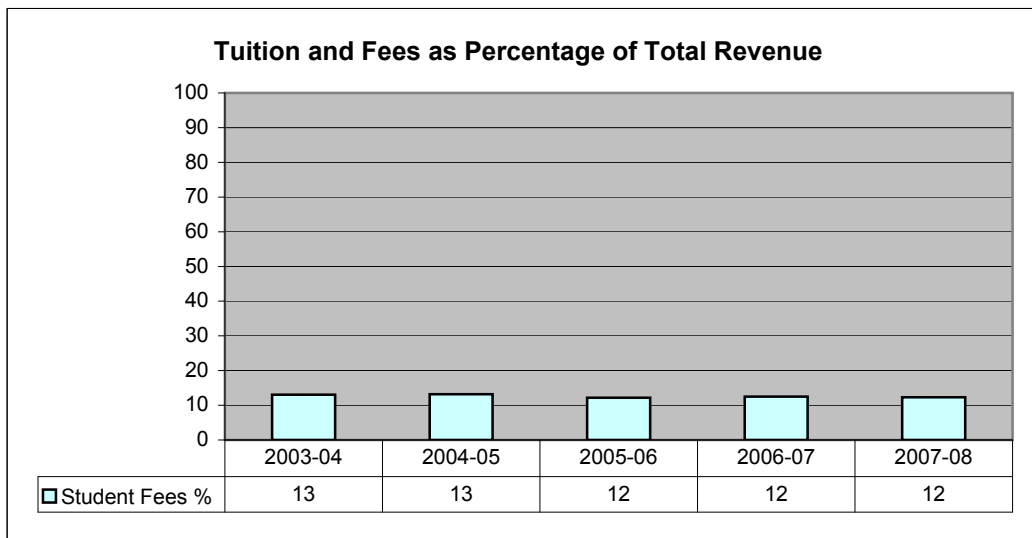
# Total Expenditures by Function 2007-2008

Total Expenditures by Function in Dollars - 2007-2008



Source: V.P. of Finance & Administrative Services

## Annual Tuition and Fees

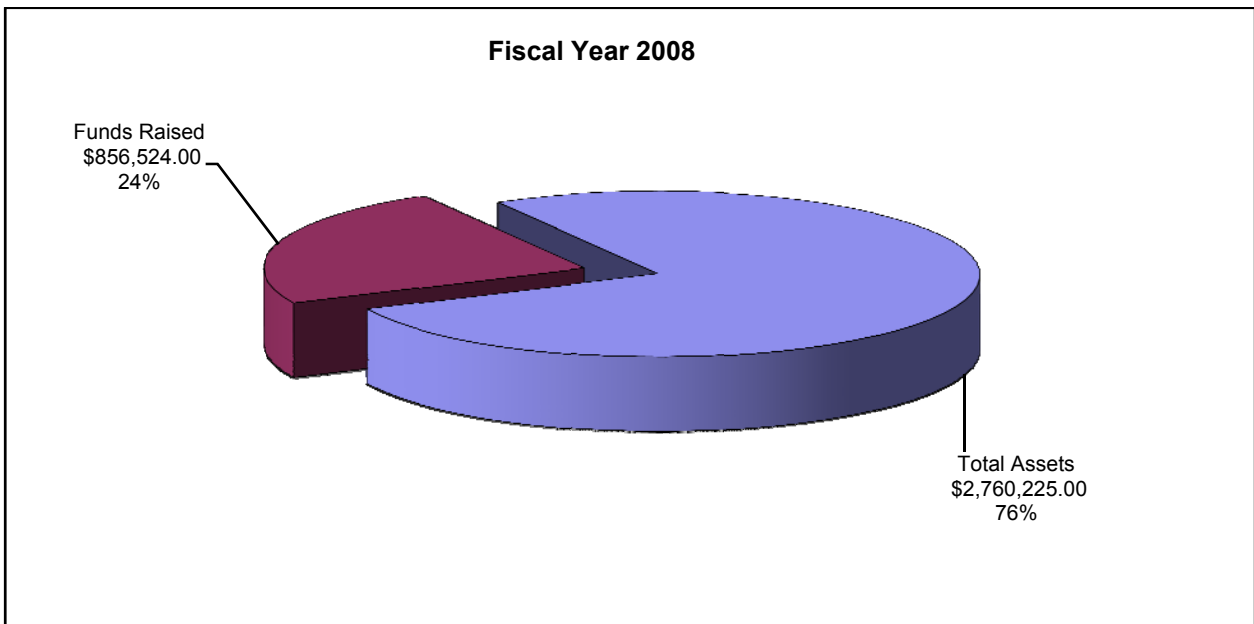
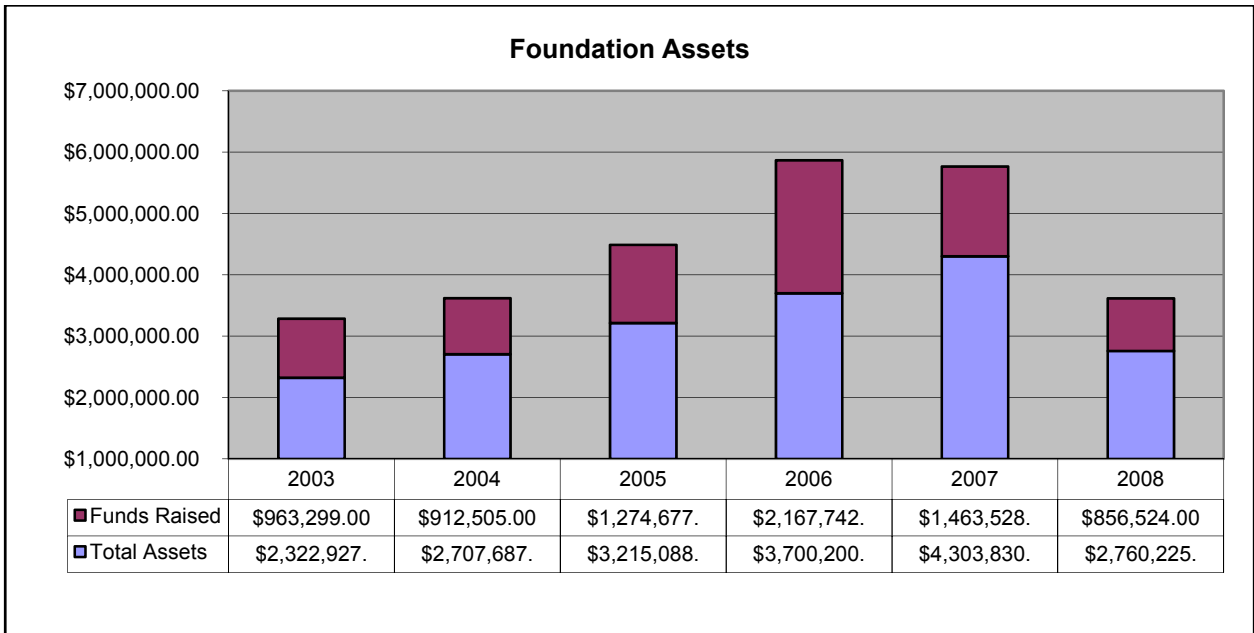


<b>Academic Year</b>	<b>Undergrad Cost Per Credit</b>	<b>Annual Undergrad Cost</b>	<b>Annual Additional Non-Resident Tuition</b>
2003-04	47.25	1417.50	4507.00
2004-05	49.00	1470.00	4692.00
2005-06	50.75	1522.50	4915.00
2006-07	52.50	1575.00	4962.00
2007-08	54.75	1642.50	5385.00
2008-09	60.00	1800.00	5709.00

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 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, a 5,000 e-book collection and 4,000 educational videos and DVDs. Ongoing 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 nearly 30 major research databases, the library provides online access to 16,000 journals, magazines, and newspapers.

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

<b>Materials</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>
Print Volumes	43,160	44,457	45,981	45,613	45,462
Print Subscriptions	228	217	197	201	196
Online Periodicals <sup>1</sup>	7,000	9,000	11,000	15,700	16,180
<b>Library Use</b>					
Circulation	8,307	8,583	7,951	7,784	7,926
Group Instruction <sup>2</sup>	1,359	2,031	1,385	1,388	1,513
Typical Weekly Visits <sup>3</sup>	1,765	2,093	2,178	2,270	2,283

<sup>1</sup>Number of online magazines, journals, and newspapers received through database subscriptions.

<sup>2</sup>Number of students attending orientations.

<sup>3</sup>Number of people visiting the library in a typical week.

Source: Library & Media Services

Source: Library & Media Services

## Building Descriptions

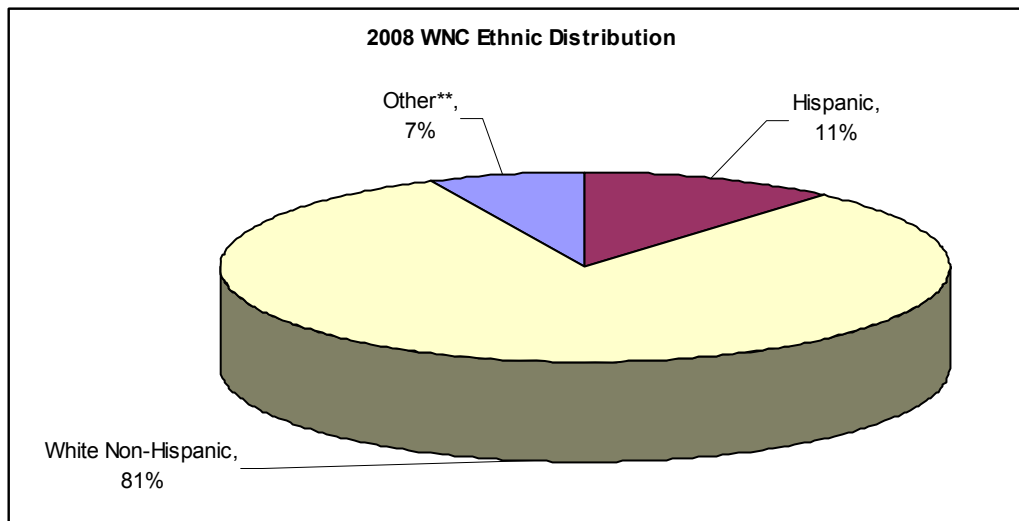
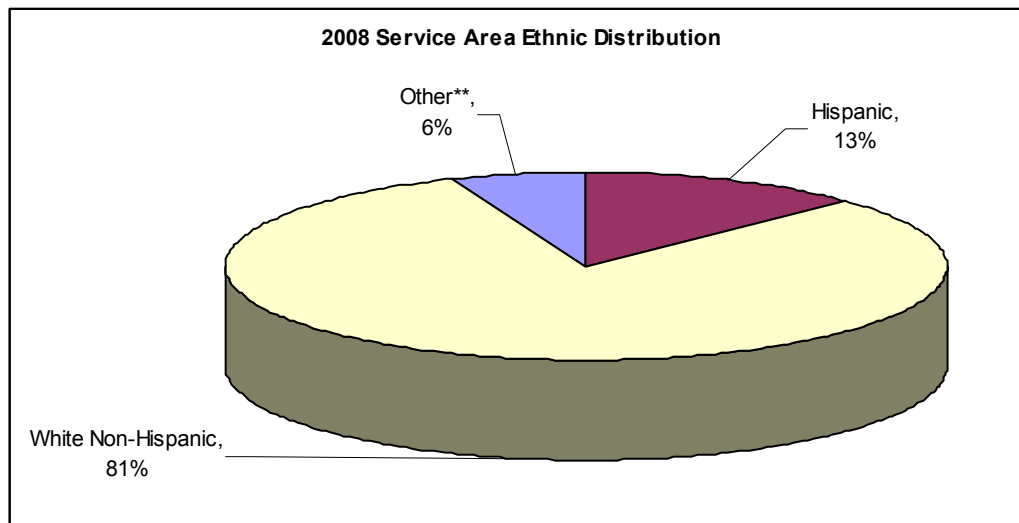
	Area (sf)	Year Built	Campus
<b>Carson Campus</b>			
Aspen Building	24,855	1991	Carson City
Bristlecone Building	64,729	1974/92/98	Carson City
Carson High Tech Center	34,890	1999	Carson City
Cedar Building	70,667	1998	Carson City
Central Receiving Building	2,500	1997	Carson City
Child Development Center	7,652	1993	Carson City
Donald W. Reynolds Center for Technology	28,472	1999	Carson City
Jack C. Davis Observatory	2,749	2003	Carson City
Joe Dini Jr. Library and Student Center	34,952	2003	Carson City
John Sheldon Trade Complex:			
• E.L. Cord Auto Tech Center	20,388	1997	Carson City
• Andi Butti Welding Tech Center	10,001	1997	Carson City
• Woody Wurster Machine Tool Tech Center	8,483	1987/1997	Carson City
John L. Harvey Field	253,300	2008	Carson City
<b>Carson Total</b>	<b>563,638</b>		
<b>Douglas Campus</b>			
Bently Hall	14,965	1997	Douglas
<b>Fallon Campus</b>			
Bookstore	1,440	1985	Fallon
Pinion Hall	7,632	1988	Fallon
Sage Hall	10,800	1981	Fallon
Virgil Getto Hall	16,245	1992	Fallon
<b>Fallon Total</b>	<b>36,117</b>		
<b>College Total</b>	<b>614,720</b>		

Note: Educational centers and satellite locations not included in totals.



# EXTERNAL ENVIRONMENT

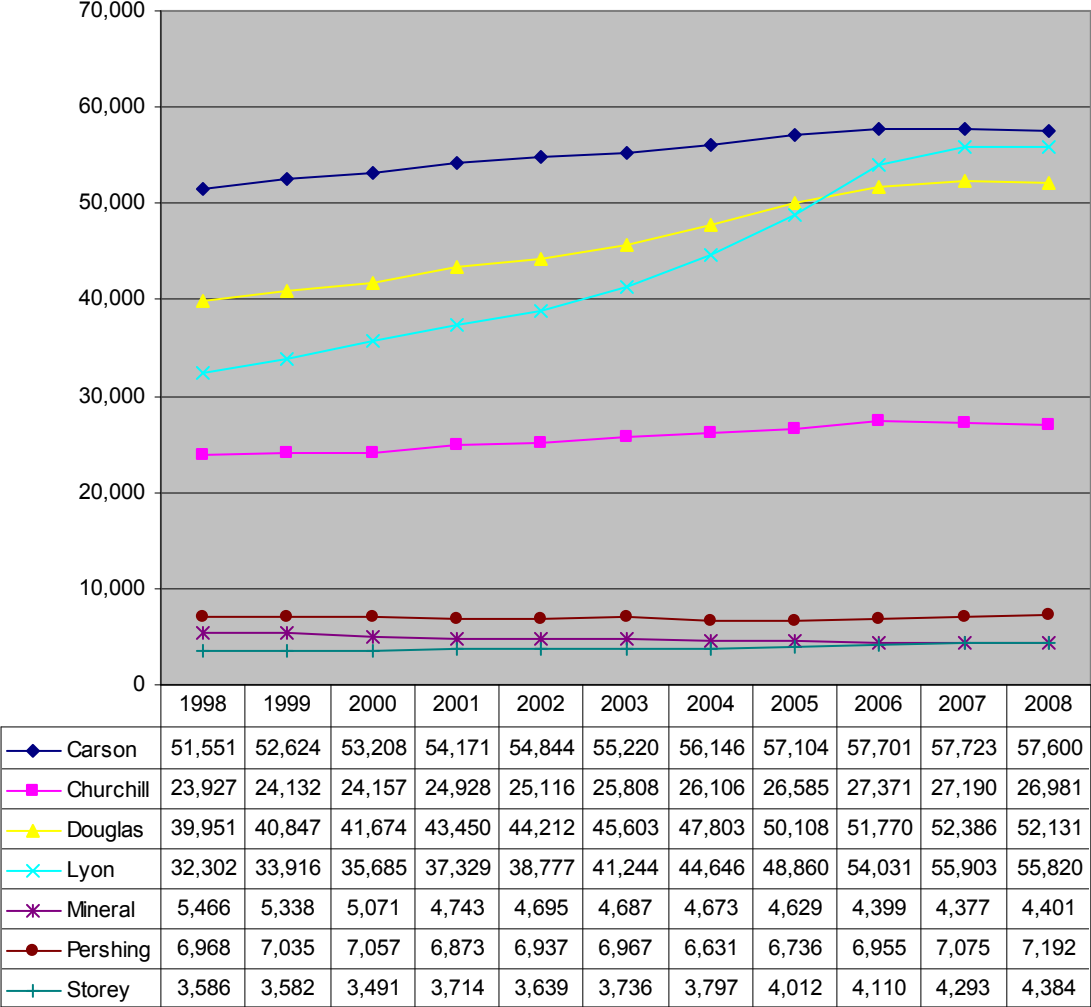
## WNC Service Area Ethnic Distribution



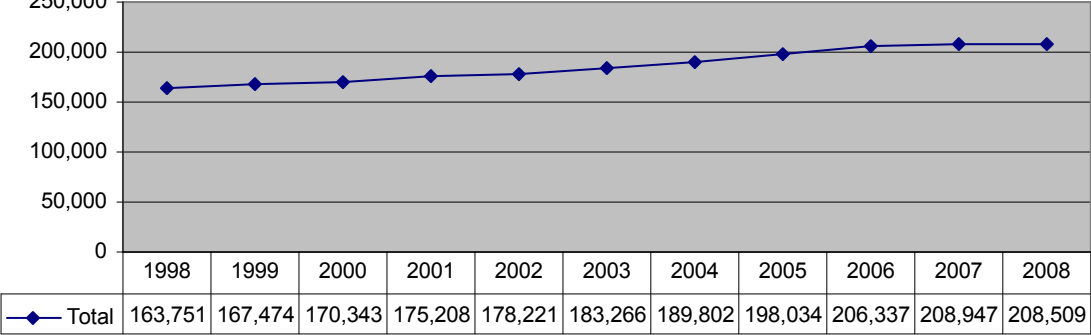
\*\* Native American, Black Non-Hispanic and Asian or Pacific Islander.

# WNC Service Area Population Growth by County

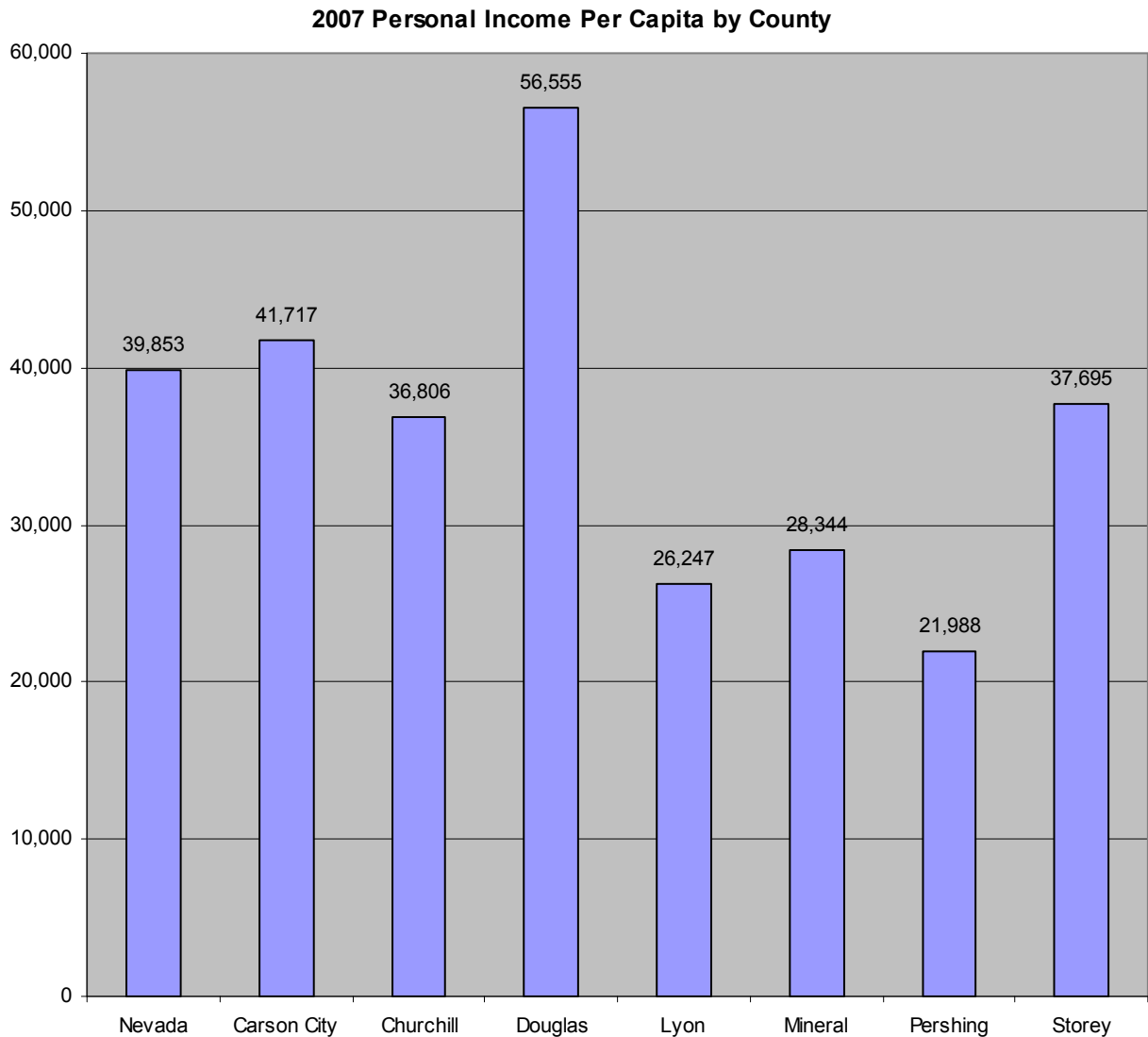
Service Area Population Growth by County



Total Service Area Population Growth



## WNC Service Area Income Per Capita by County - 2007



Source: Federal Bureau of Economic Analysis - CA1-3  
2008 data not yet available as of April 30, 2009



## Western Nevada College

2201 West College Parkway • Carson City, Nevada 89703 • 775-445-3000