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# 2009 Institutional Portfolio



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Western Nevada College  
*The Right Choice*  
Office of Institutional Research

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# PREFACE

## What is an Institutional Portfolio?

Dear Colleagues:

Institutional Research is pleased to present the sixth edition of Western Nevada College's Institutional Portfolio—a publication containing valuable information about students, programs, faculty and staff, and facilities and resources. It is our hope that the Institutional Portfolio documents WNC's performance in terms of the needs and expectations of our stakeholders.

Staff from several areas provided information for this publication: Human Resources, Finance and Administrative Services, Facilities Management and Planning, Library and Instructional Technology, Development and External Affairs, and the President's office. It would have been impossible to publish this report without their considerable contributions.

The Institutional Research Staff

Mark Ghan, Vice President Human Resources/General Counsel/Institutional Research  
Barbara Ford, Statistician  
Jose Martinez, Programmer/Analyst  
Catherine Boedenauer, Programmer/Analyst

April 28, 2010

Front cover designed by WNC's Graphics Communications student Kneesa L. Char

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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. Prior to Fall 2009, a person was counted in only one of the following groups: Black, non-Hispanic, American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, White, non-Hispanic. In Fall 2009, individuals were asked to first designate ethnicity as Hispanic or Latino or Not Hispanic or Latino. Second, individuals were asked to indicate all races that apply among the following groups: American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, White.

**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.

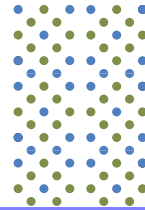
### College Goals

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.

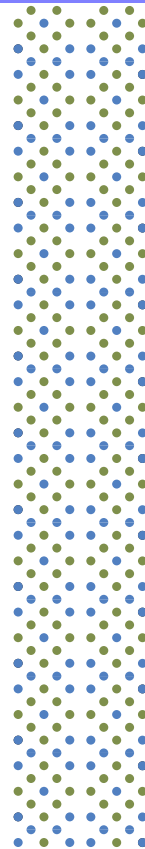
Approved by Nevada System of Higher Education Board of Regents, March 27th, 2007

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

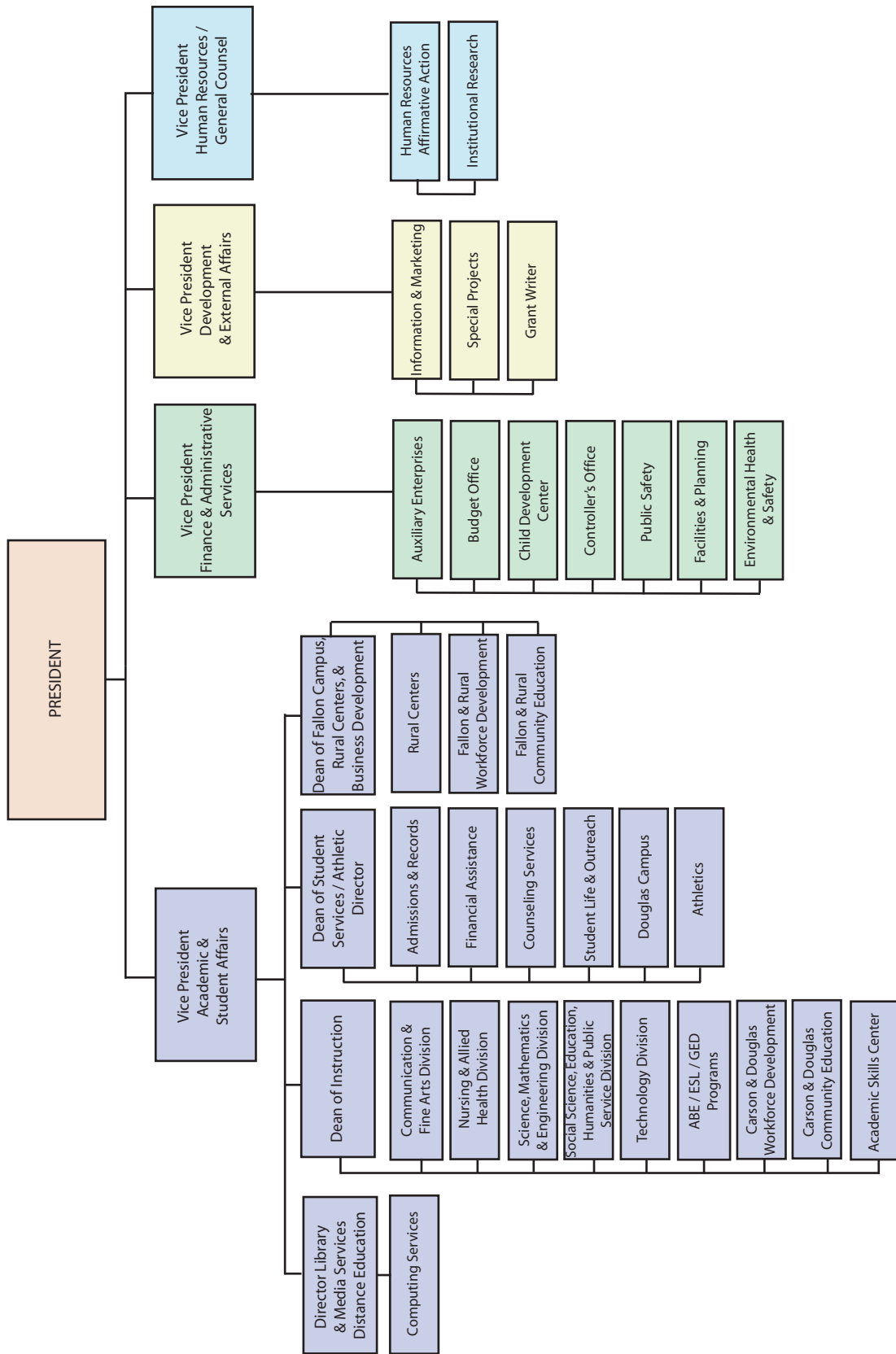
## 2006-2012 Strategic Goals



- 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 Development & External Affairs	Helaine Jesse Morres
Vice President of Human Resources/General Counsel/Institutional Research	Mark Ghan
Dean of Fallon Campus & Rural Development	Bus Scharmann
Dean of Instruction	Carol Lange
Dean of Student Services	John Kinkella

## Board of Regents, Nevada System of Higher Education

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

## WNC Foundation Board of Trustees

Robert G. Adams	Donal Hummer, Jr.
Shelly Aldean	Harold Jacobsen
Mike Bennett	Steve Lewis, Ed.D.
Mike Berney	Joe Lushina
Michelle Bertocchi	Arthur E. Mallory
Gayle Block	Thomas R. Metcalf
John E. (Jed) Block	Roger Moellendorf
Nicole Block	James Parker, Ph.D.
Jeff Brigger	Pam Powell
Sean Davison	Dorothy Ramsdell
Pat Fisler	Pam Robinson
David Friedrich	Fred Schmidt
Virgil M. Getto	Bernice Sheldon
Niki Gladys	Ann Silver
Jerry Gregory	Roger Williams
Kathy Halbardier	Robin Williamson
Kris Holt	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** - Piñon 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 May 2 - 5.

# 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 technology (Computer & Office Technology; Information Technology; Networking Technology)

Construction Technology Construction Project Management

Criminal Justice (Law Enforcement/Academy)

Drafting Technology (Architectural; Civil; Mechanical)

Early Childhood Education

Geographic Information Systems

Graphic Communications

Health Information Technology

Machine Tool Technology

Nursing

Welding Technology

## **ASSOCIATE OF GENERAL STUDIES**

## **ASSOCIATE OF SCIENCE**

Biological Sciences

Chemistry

Computer Science

Engineering Science

Geosciences

Mathematics

Physics

## **CERTIFICATE OF ACHIEVEMENT**

American Sign Language

Automotive Mechanics

Bookkeeping

Business

Computer Technology (Computer Applications; Network Support Technician; System Administration Technician)

Criminal Justice (Law Enforcement/Academy; 9-1-1 Dispatch Telecommunications)

Customer Service

Desktop Publishing

Drafting Technology (Architectural; Mechanical)

Early Childhood Education

Geographic Information Systems

Graphic Communications

Health Information Technology (Medical Coding; Medical Transcription; Medical Unit Clerk)

Machine Tool Technology

Retail Management

Surgical Technology

Welding Technology

## **ACADEMIC DIVISIONS**

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	10.8 acres
Fallon	14.8 acres

### Enrollment

#### Fall 2009

Total Headcount Students	5,712
Total FTE Students	2,909
Total Ethnic Minorities	1,266 (does not include unknown)
Total Female Students	3,453 (60%)

### Tuition and Fees

#### 2009-2010

#### Annual

Resident	\$1,800.00
Non-resident	\$7,988.00

#### Lower Level \*Per-credit

Resident	\$ 60.00
Non-resident	\$129.00

#### Upper Level \*Per-credit

Resident	\$ 98.25
Non-resident	\$206.25

\*Does not include \$5.50/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 \$3,094.00

### Financial Aid

#### 2008 Award Year

#### 2009 Award Year

Total Aid	\$6,371,851	(as of March 15, 2009) \$10,264,428
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### State Appropriated Revenues

#### 2008-2009

General Fund	\$19,956,417
Other Revenue Sources	\$ 3,413,794
Total Revenue	\$23,370,211

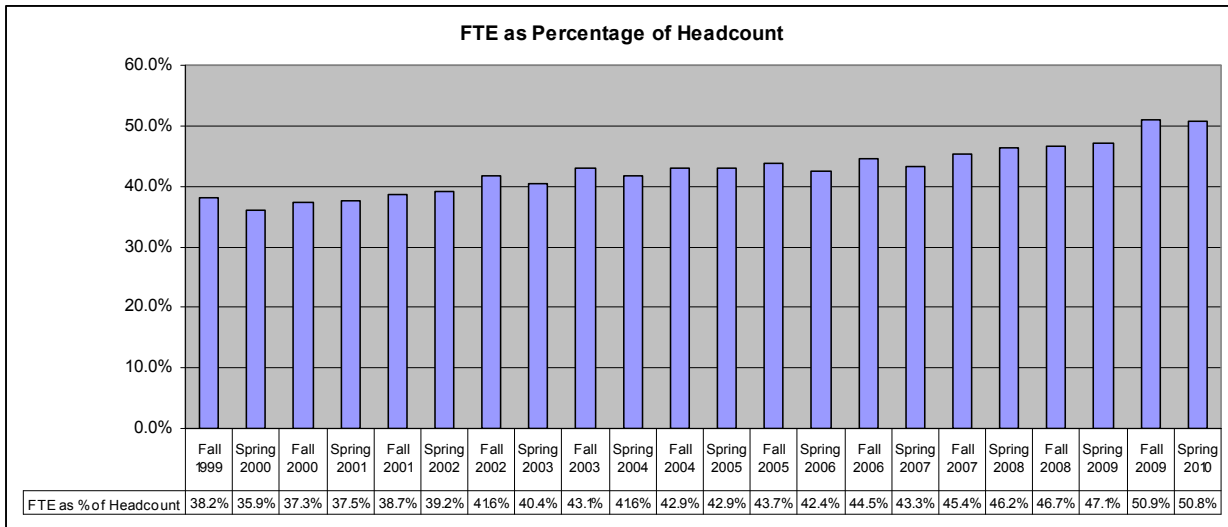
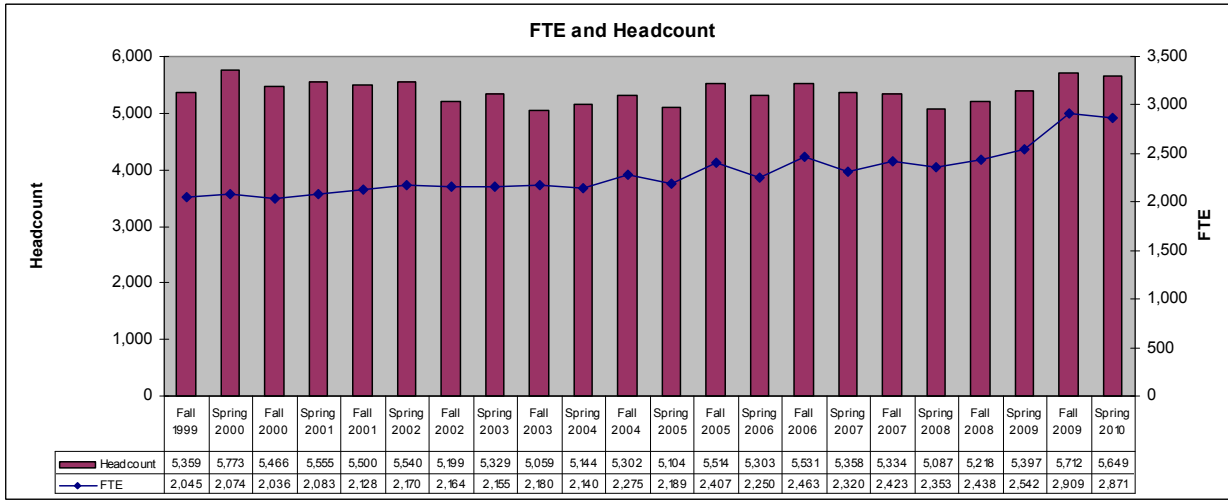
### Endowments

#### 2008-2009

Total Value	\$2,496,238
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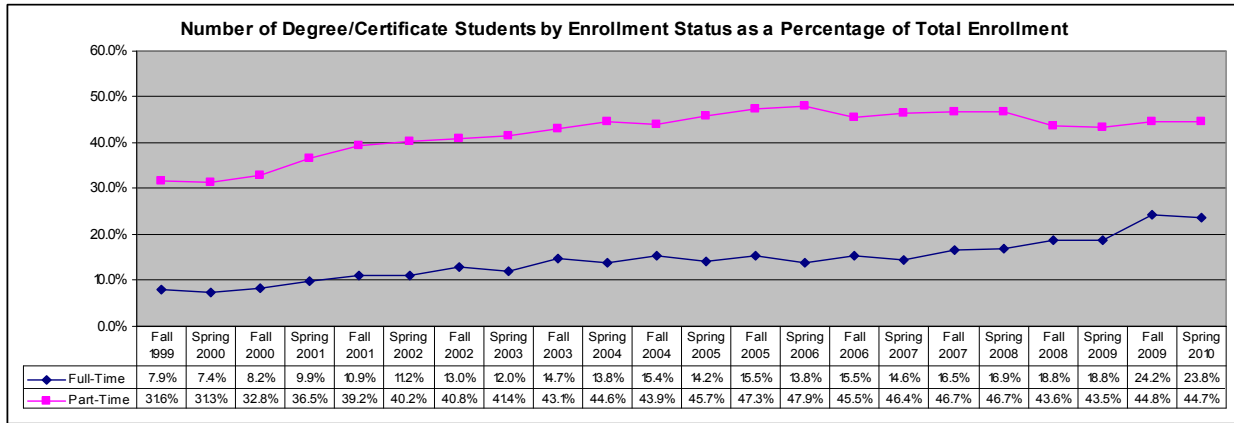
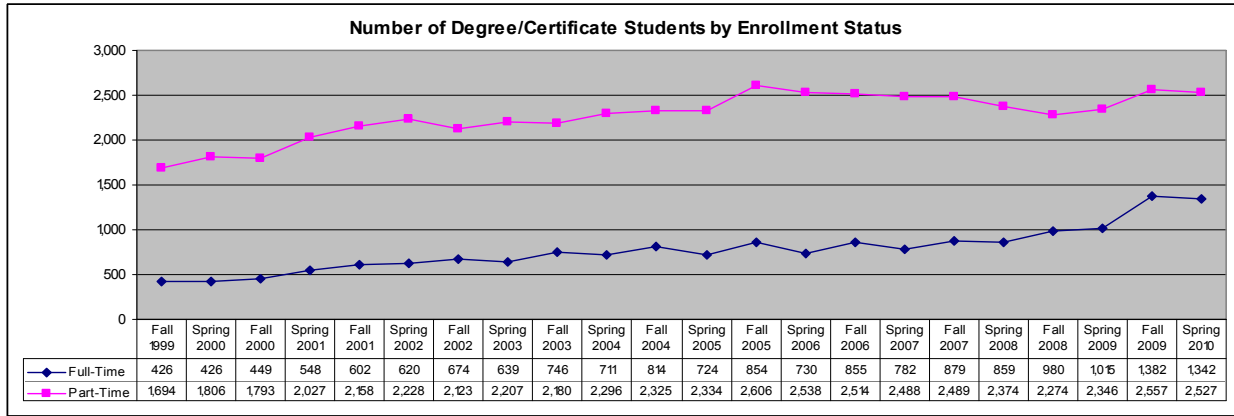
# ENROLLMENT TRENDS

### FTE and Headcount: 1999-2010



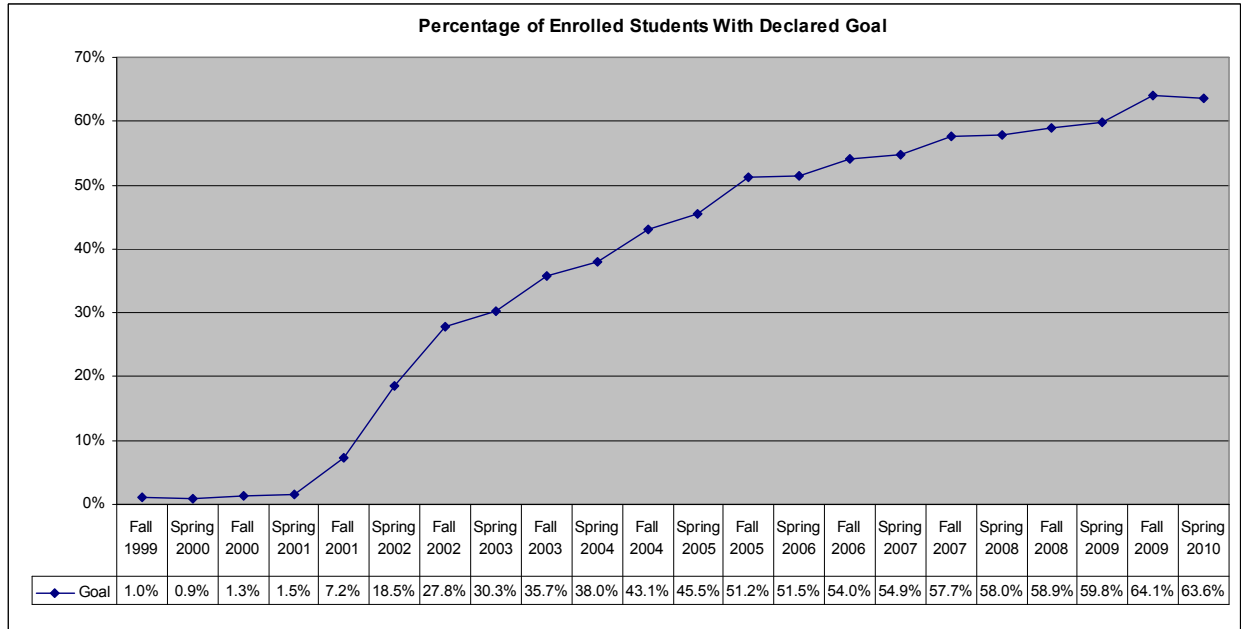
Semester	Headcount	FTE	FTE as % of Headcount	Semester	Headcount	FTE	FTE as % of Headcount
Fall 1999	5,359	2,045	38.2%	Fall 2005	5,514	2,407	43.7%
Spring 2000	5,773	2,074	35.9%	Spring 2005	5,104	2,189	42.9%
Fall 2000	5,466	2,036	37.3%	Spring 2006	5,303	2,250	42.4%
Spring 2001	5,555	2,083	37.5%	Fall 2006	5,531	2,463	44.5%
Fall 2001	5,500	2,128	38.7%	Spring 2007	5,358	2,320	43.3%
Spring 2002	5,540	2,170	39.2%	Fall 2007	5,334	2,423	45.4%
Fall 2002	5,199	2,164	41.6%	Spring 2008	5,087	2,353	46.2%
Spring 2003	5,329	2,155	40.4%	Fall 2008	5,218	2,438	46.7%
Fall 2003	5,059	2,180	43.1%	Spring 2009	5,397	2,542	47.1%
Spring 2004	5,144	2,140	41.6%	Fall 2009	5,712	2,909	50.9%
Fall 2004	5,302	2,275	42.9%	Spring 2010	5,649	2,871	50.8%

# Full-Time Degree-/Certificate-Seeking Students



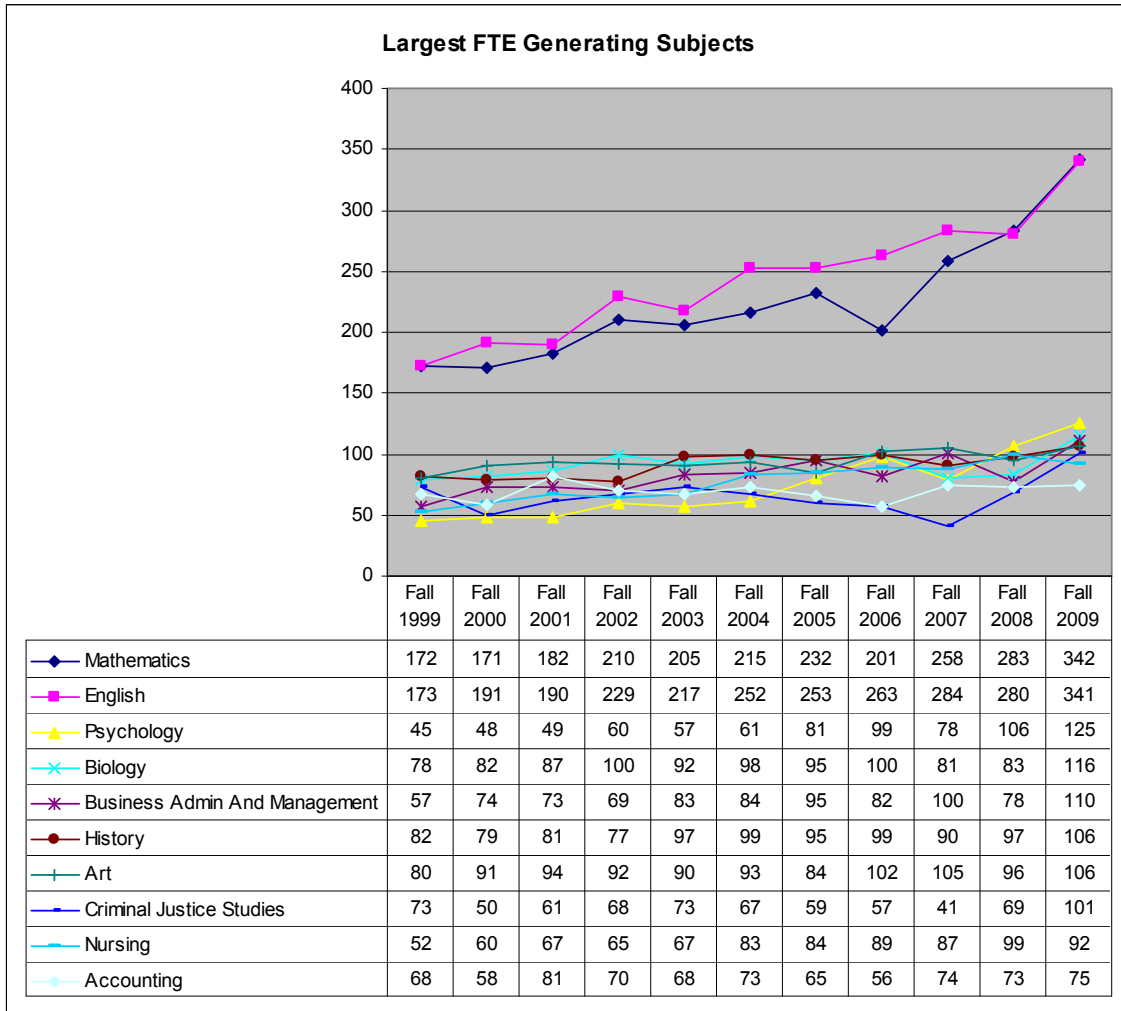
	Full-Time: Non-Degree	Full-Time: Degree Seeking	Part-Time Non-Degree	Part-Time Degree Seeking	Total Headcount
Fall 1999	277	426	2,962	1,694	5,359
Spring 2000	259	426	3,282	1,806	5,773
Fall 2000	229	449	2,995	1,793	5,466
Spring 2001	167	548	2,813	2,027	5,555
Fall 2001	154	602	2,586	2,158	5,500
Spring 2002	156	620	2,536	2,228	5,540
Fall 2002	187	674	2,215	2,123	5,199
Spring 2003	144	639	2,339	2,207	5,329
Fall 2003	145	746	1,988	2,180	5,059
Spring 2004	127	711	2,010	2,296	5,144
Fall 2004	125	814	2,038	2,325	5,302
Spring 2005	108	724	1,938	2,334	5,104
Fall 2005	113	854	1,941	2,606	5,514
Spring 2006	99	730	1,936	2,538	5,303
Fall 2006	138	855	2,024	2,514	5,531
Spring 2007	115	782	1,973	2,488	5,358
Fall 2007	135	879	1,831	2,489	5,334
Spring 2008	107	859	1,747	2,374	5,087
Fall 2008	122	980	1,842	2,274	5,218
Spring 2009	131	1,015	1,905	2,346	5,397
Fall 2009	148	1,382	1,625	2,557	5,712
Spring 2010	115	1,342	1,665	2,527	5,649

## Percentage of Students with Declared Goals



The collection of student goal information on our admissions form was initiated fall 2001.

## Largest FTE Generating Subjects





# STUDENT ACCESS

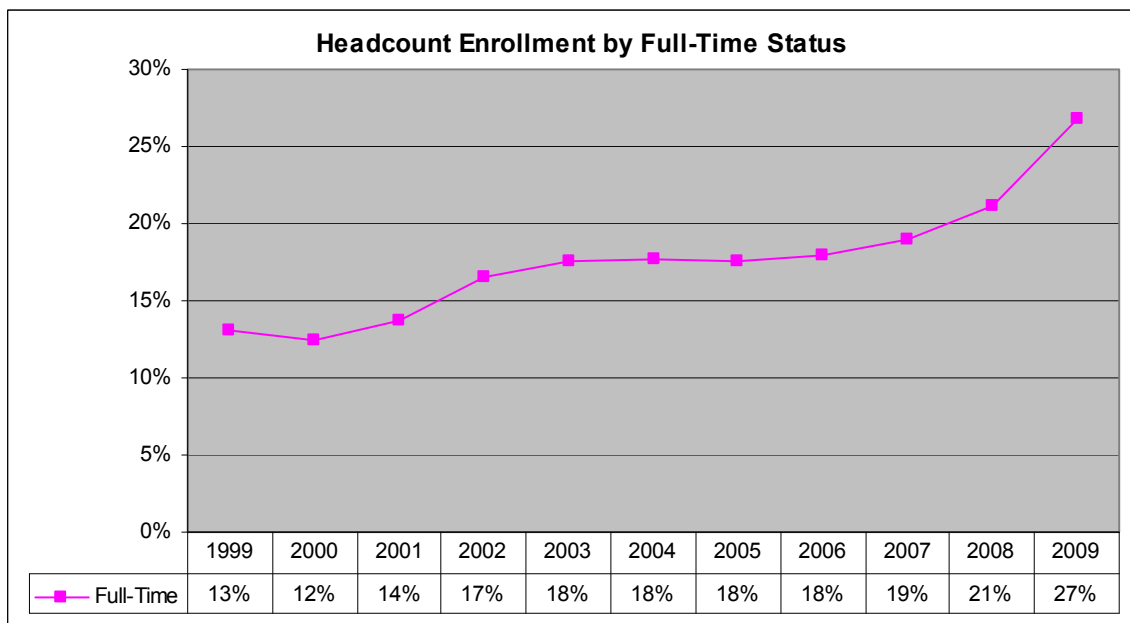
## Headcount Enrollment by Full-Time Status

**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:** This year the college has experienced a significant increase in the number of full-time students.

**Source:** Student Information System.



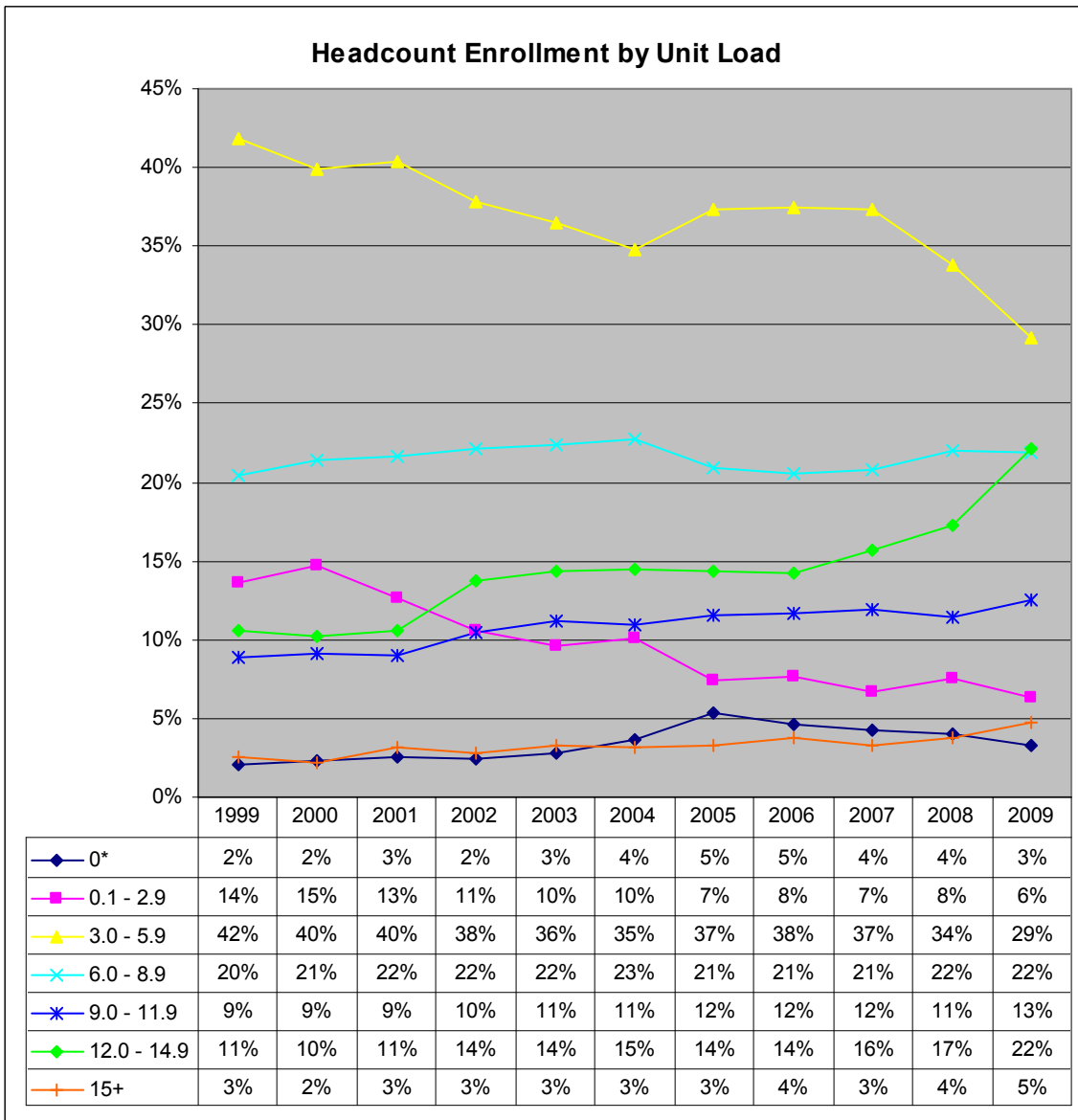
## Headcount Enrollment by Unit Load

**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 continue to enroll in six credits or more.

**Source:** Student Information System.



\* Students who withdrew after 100% refund date

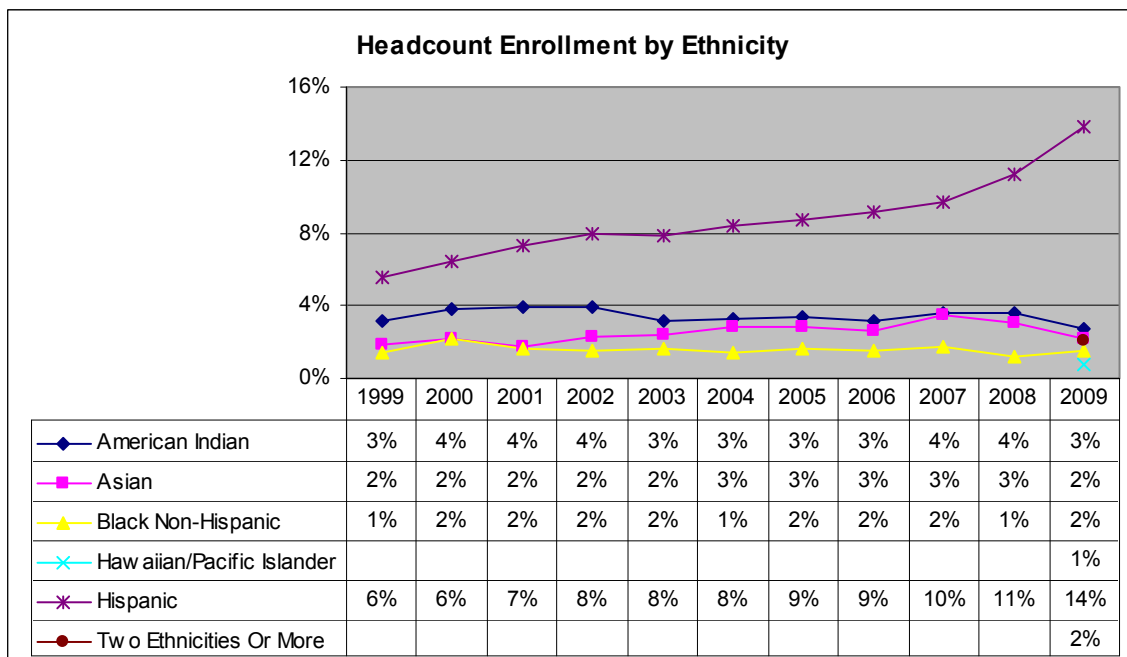
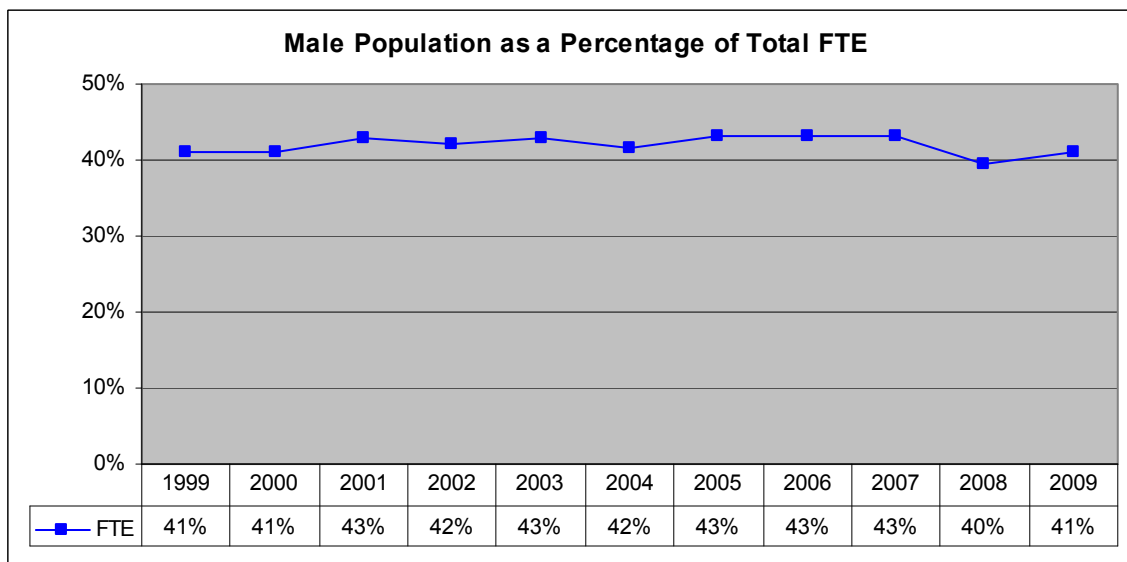
## Headcount Enrollment by Gender and Ethnicity

**Definition of Measure:** This measure shows headcount enrollment by gender/ethnicity. Percentage 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 relatively stable. This year, the minority population at WNC makes up almost 25% of the entire student population

**Source:** Student Information System.



Headcount by ethnicity reflects the new ethnicity categories used by the Department of Education

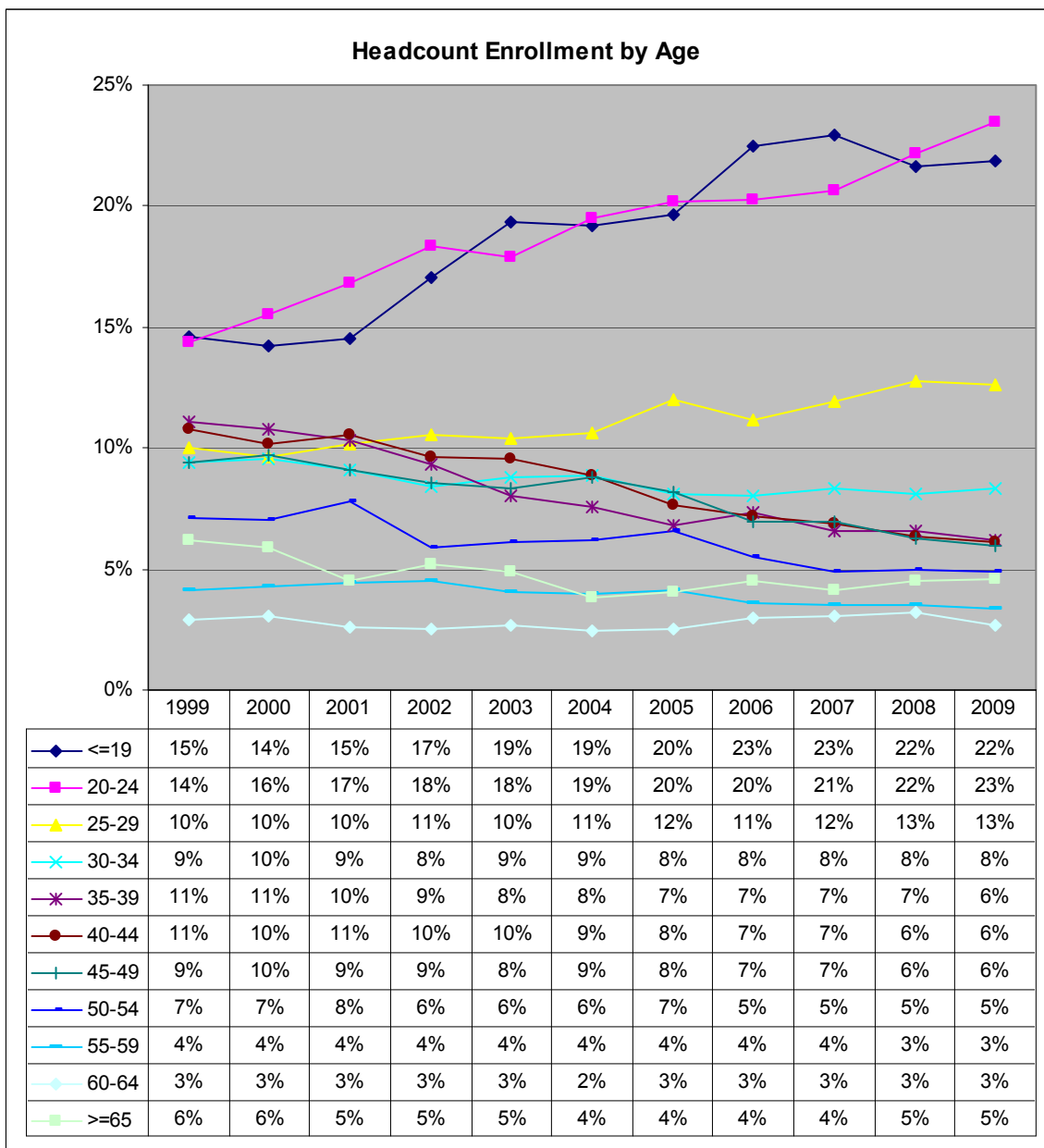
## Headcount Enrollment by Age

**Definition of Measure:** This measure shows unduplicated headcount enrollment of all students by age categories. To be counted, a student must have been enrolled in 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 number of students 24 years or younger continues to increase; they make up 45% of the student population this year.

**Source:** Student Information System.

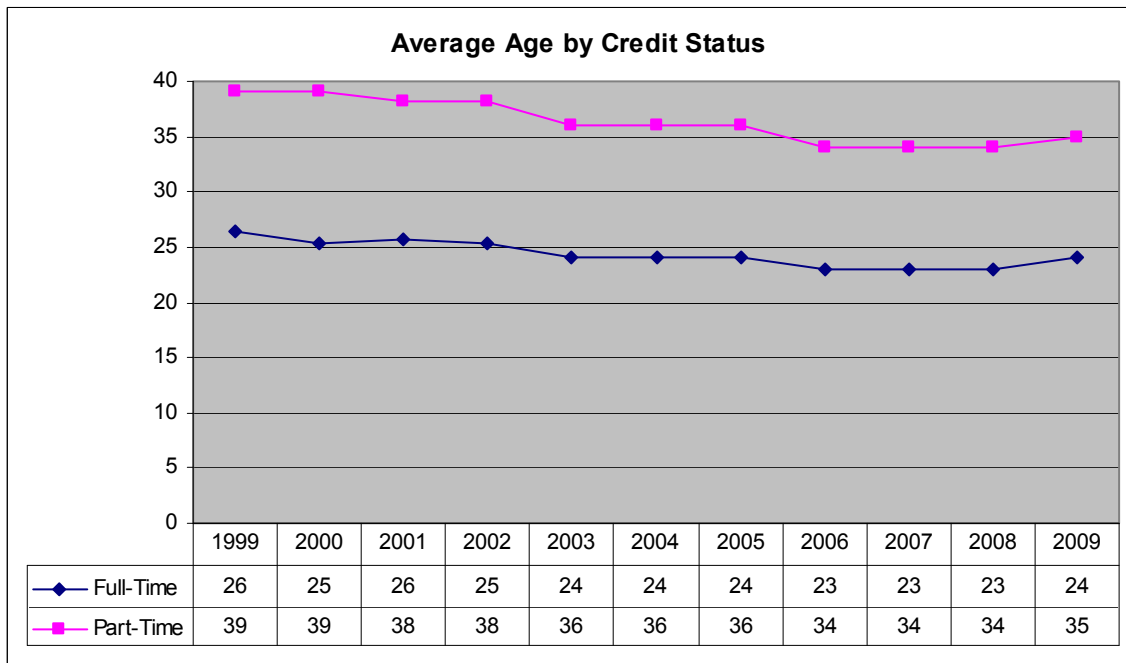


## Average Age by Credit Status

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

**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.



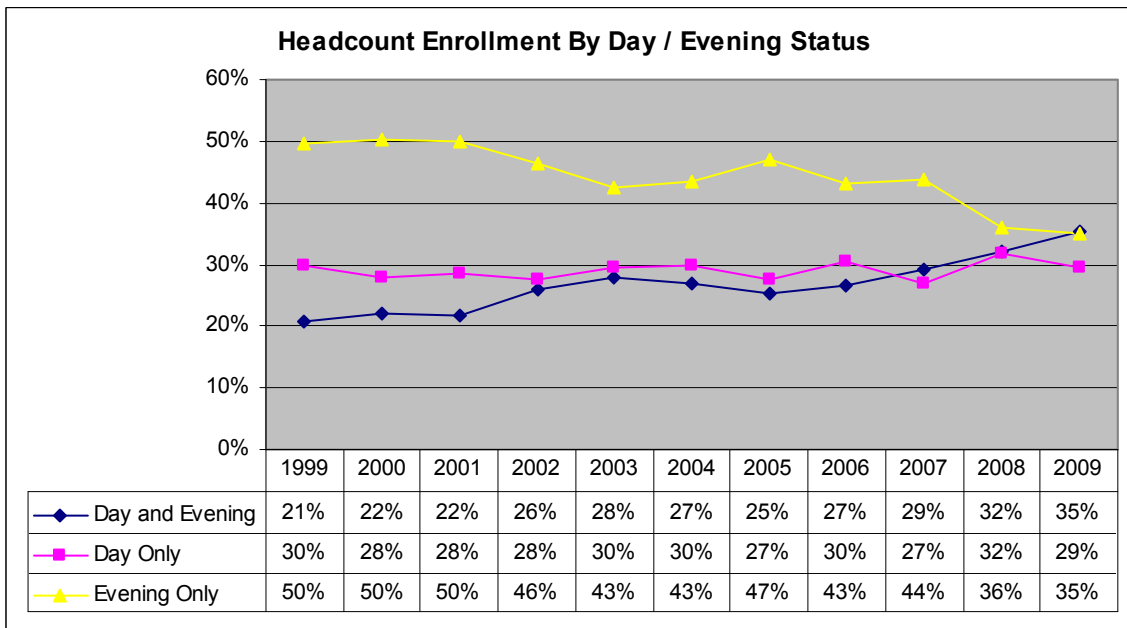
## Headcount Enrollment by Day/Evening Status

**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. Students in classes with unknown start/end times are not included.

**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:** The number of students attending both day and evening classes continues to increase since fall 2005. This year, the majority of students are taking their classes in the evening.

**Source:** Student Information System.



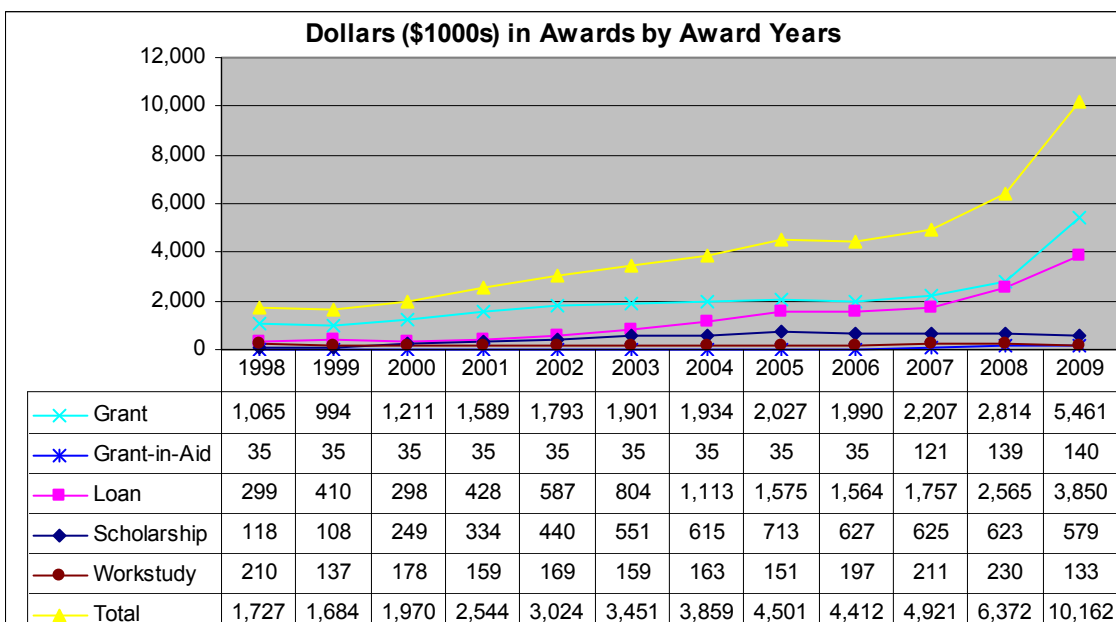
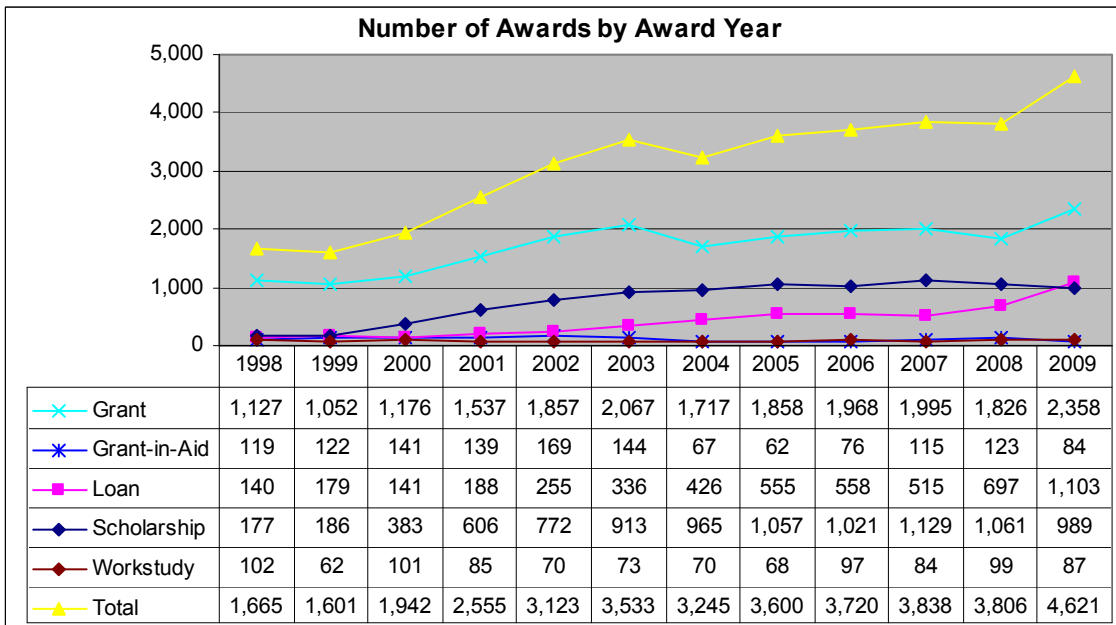
## Number of Awards and Dollars Provided in Financial Aid

**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 from 2008 to 2009.

**Source:** Student Information System.

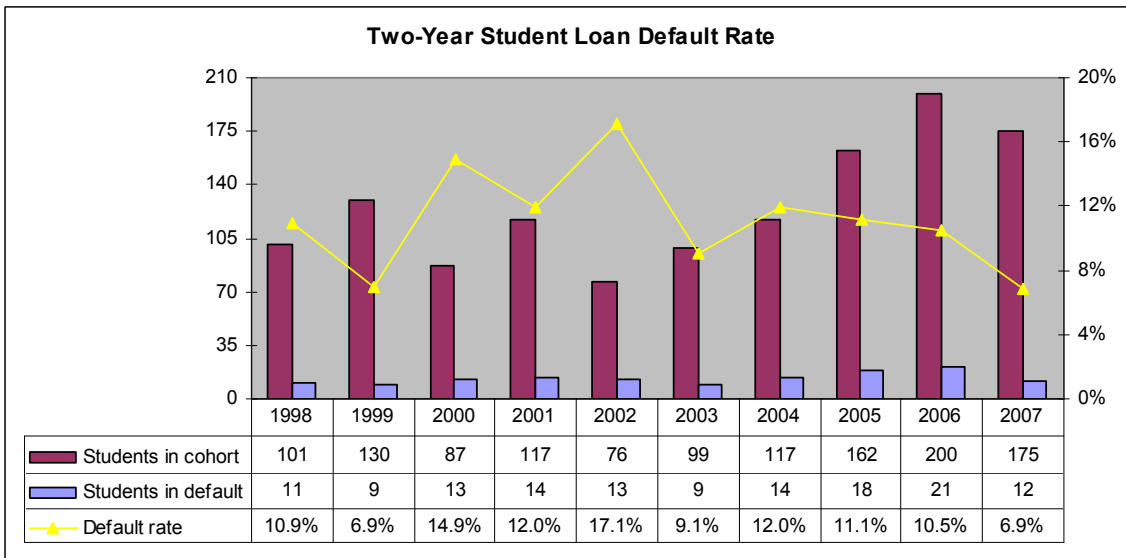


## Two-Year Student Loan Default Rate

**Definition of Measure:** The cohort default rate is the percentage of borrowers who enter repayment in a fiscal year and default by the end of the next fiscal year. Federal fiscal years begin October 1 of a calendar year and end on September 30 of the following calendar year. Each federal fiscal year refers to the calendar year in which it ends.

**Analysis:** The student loan default rate has been decreasing since 2004 with the biggest drop from 2006 to 2007

**Source:** WNC Financial Assistance office, NSLDS.



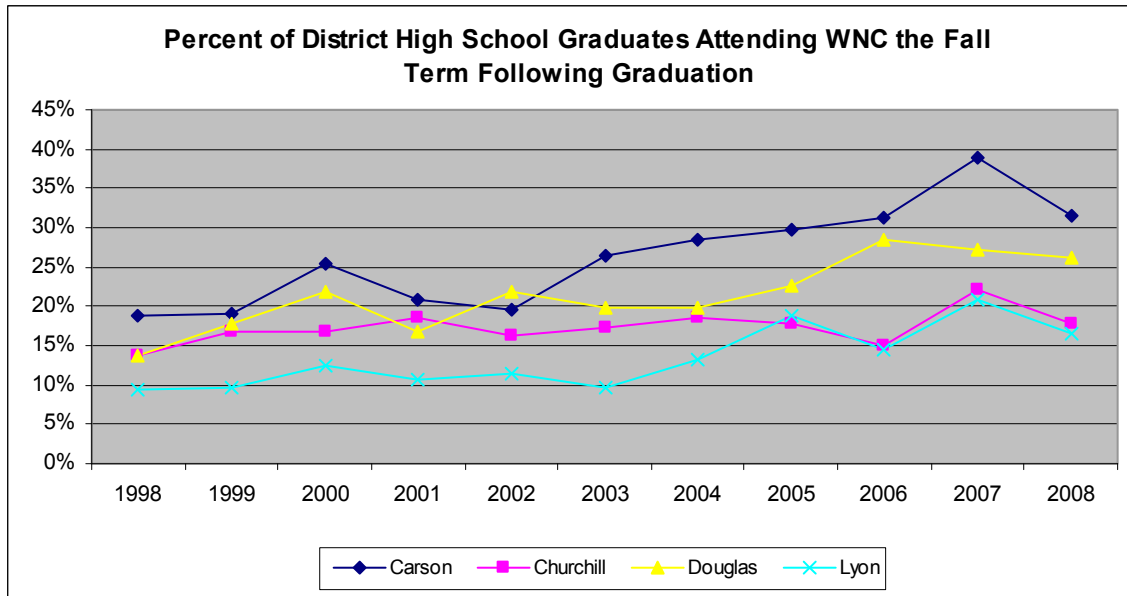
## Percent of Recent Service Area High School Graduates

**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:** There was an overall decrease in the number of students attending WNC from the service area high schools. 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, 2008 Data: NSHE Capture Rate Report.  
Graduate counts include standard and advanced high school diplomas only.  
2009 HS graduate data not yet available.

# STUDENT SUCCESS

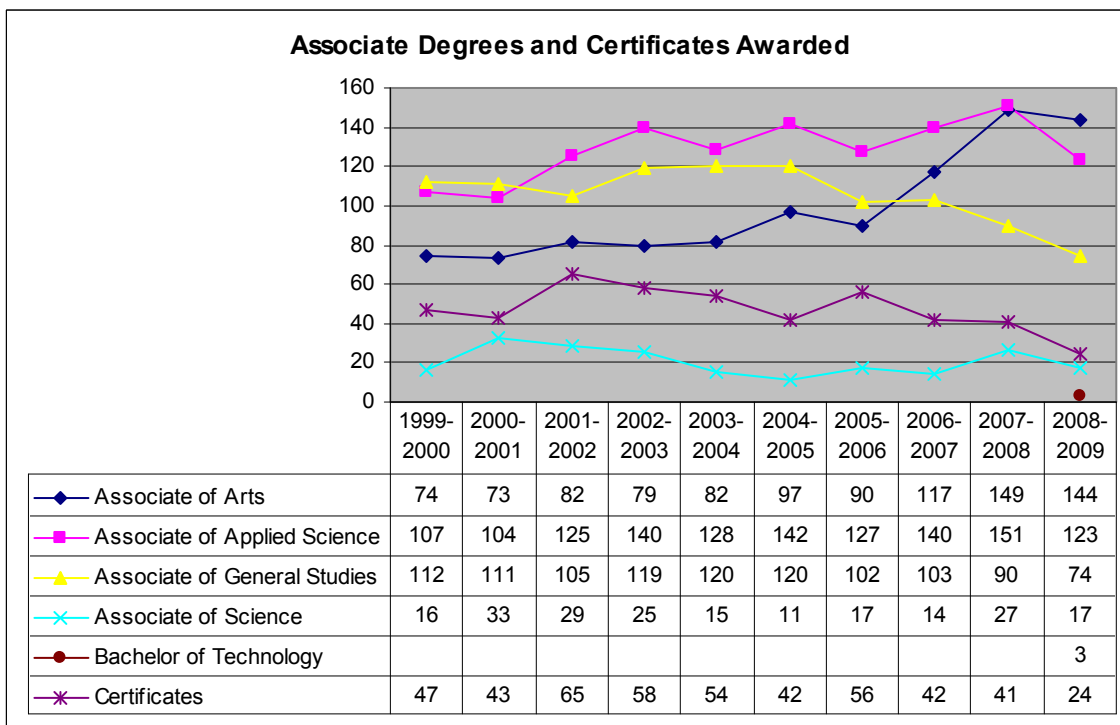
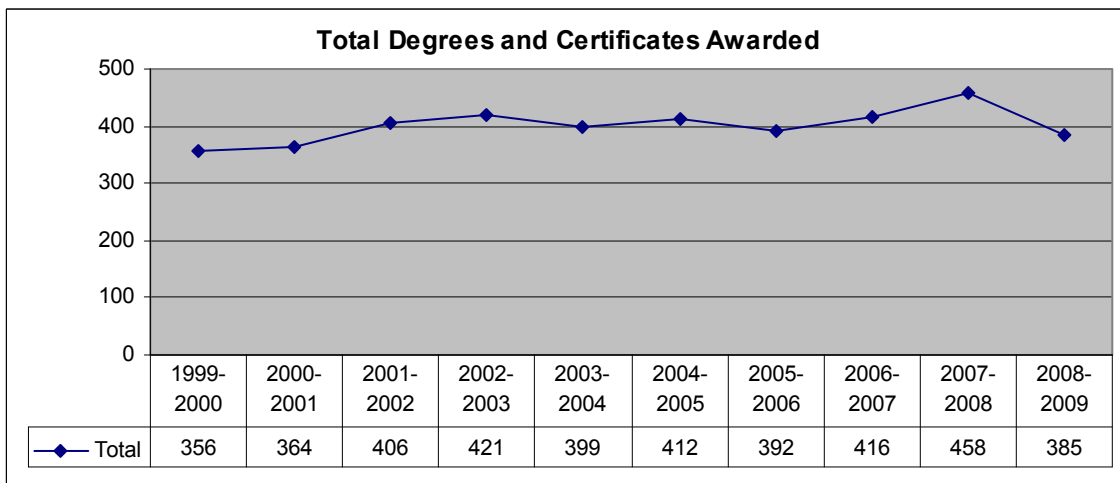
## Number of Associate Degrees and Certificates Awarded

**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:** The number of degrees/certificates awarded 2008-2009 is lower, due in part to the decrease of instruction in the prison program and the suspension of the surgical technology program. AA and AAS degrees remain the most commonly awarded degrees accounting for almost 70% of all degrees/certificates awarded this year.

**Source:** Student Information System.

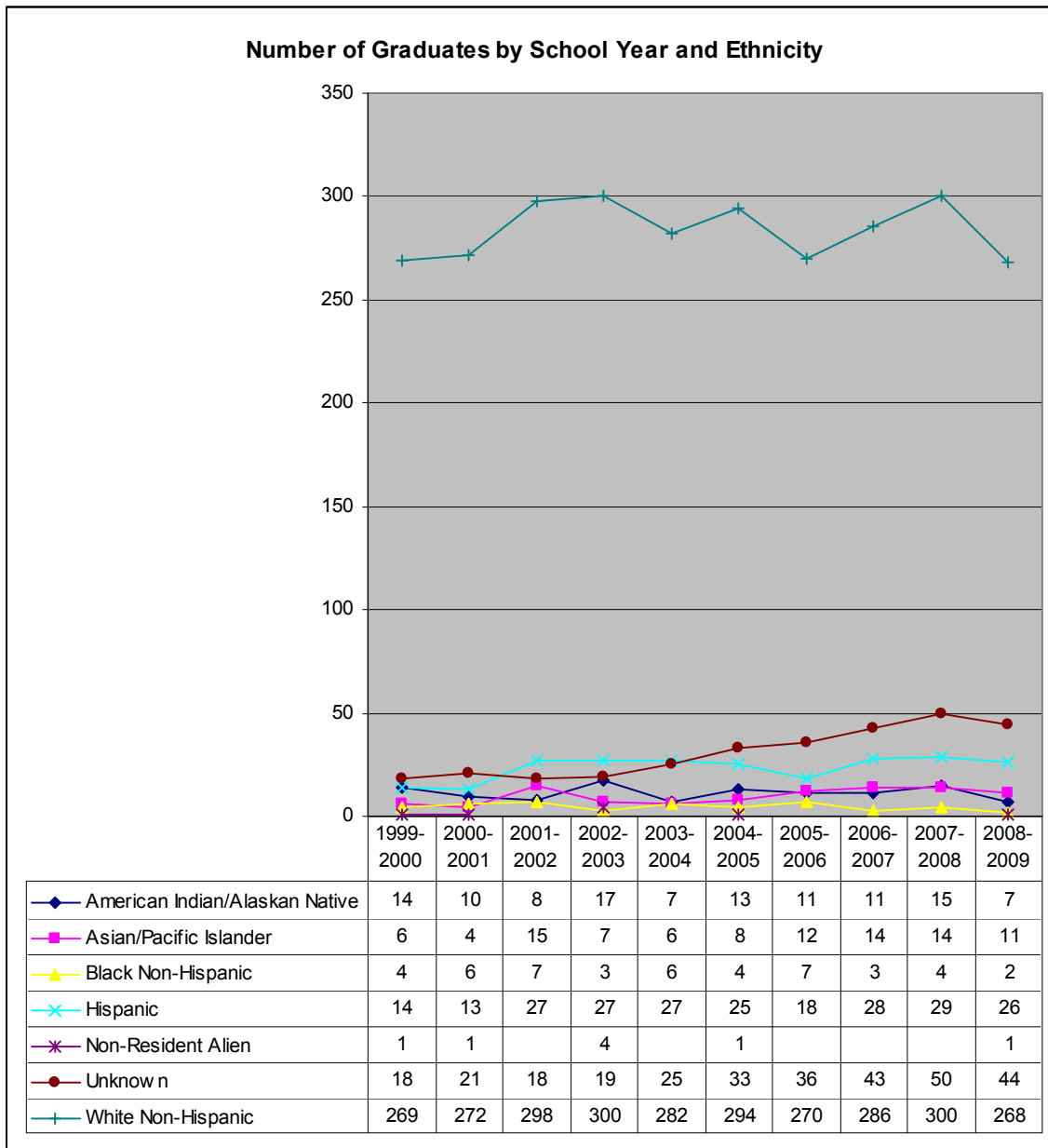


# Number of Associate Degrees and Certificates Awarded by Ethnicity

**Definition of Measure:** This measure shows the total number of degrees and certificates awarded in an academic year by ethnicity. This is unduplicated count; a student is counted once regardless of the number of degrees and/or certificates awarded in an academic year.

**Analysis:** All ethnic groups had a decrease in the number of graduates in 2008-2009. Caucasian students remain the largest group of graduates averaging 78% of all graduating students.

**Source:** Student Information System.



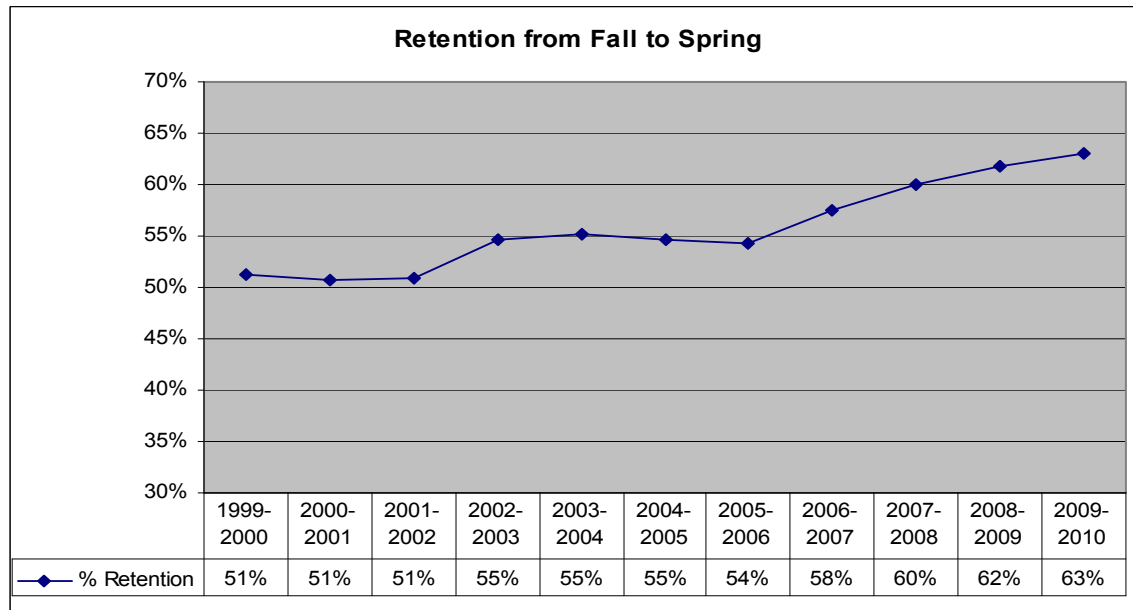
## Retention Fall to Spring

**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.

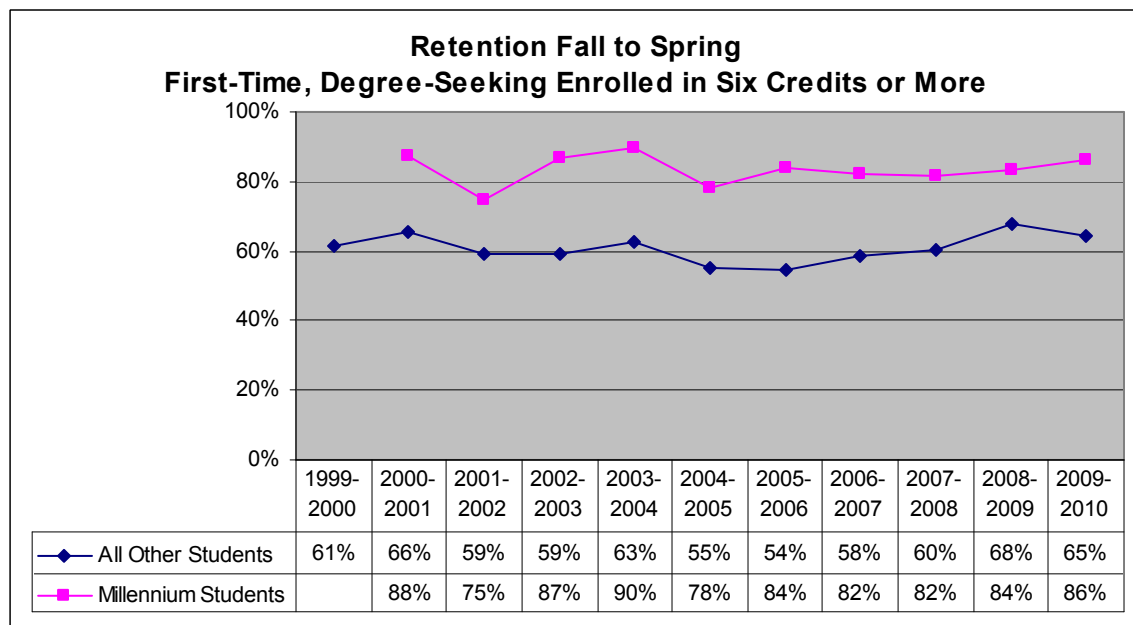
**Use of Measure:** Retention rate is a measure of persistence by students in their continued pursuit of studies (from term to term) towards the completion of an educational goal or training objective.

**Analysis:** Since 2005-2006, the retention rate has been gradually increasing.

**Source:** Student Information System.



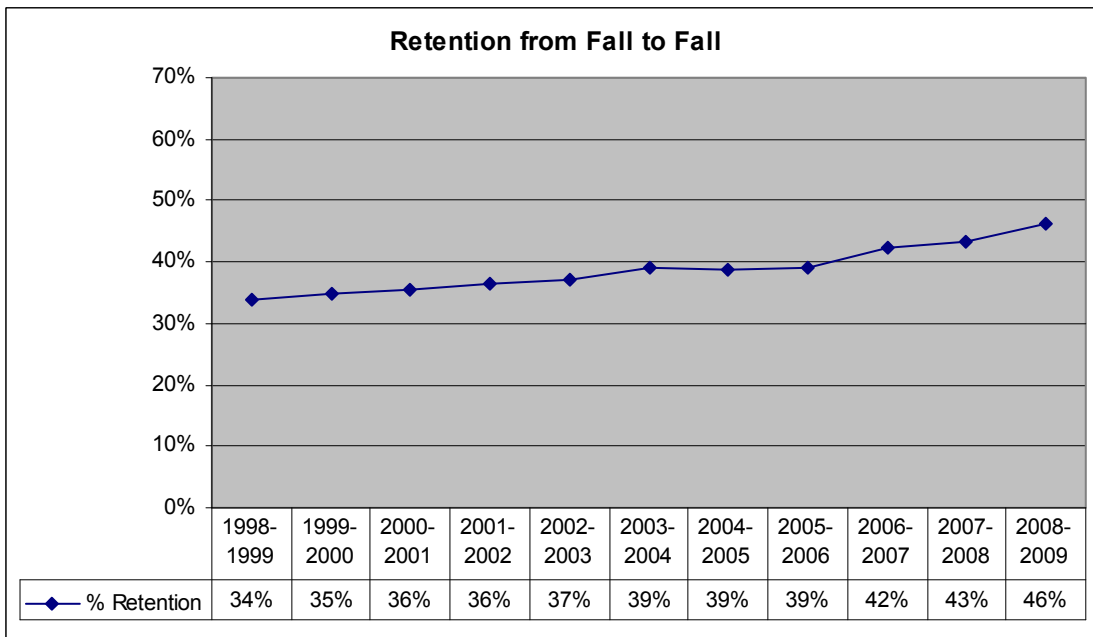
**Analysis:** The retention rate for Millennium students continues to be higher than for all other students.



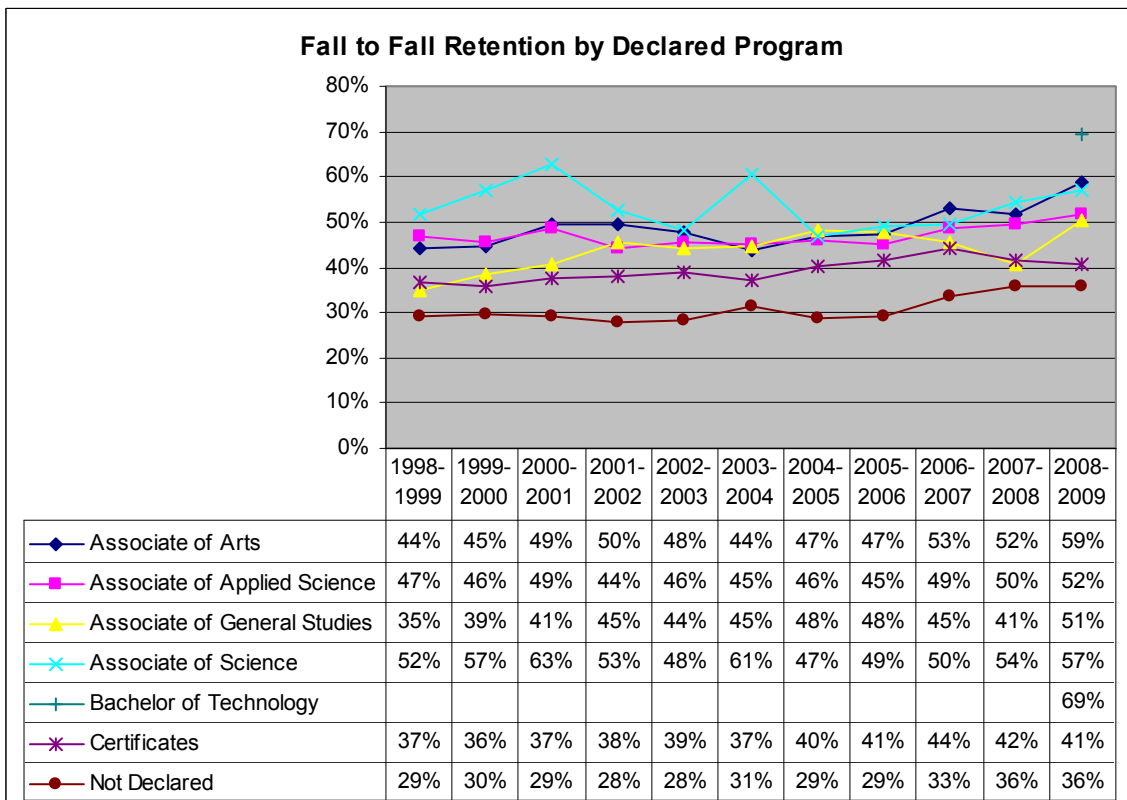
## Retention Fall to Fall and Declared Program

**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.



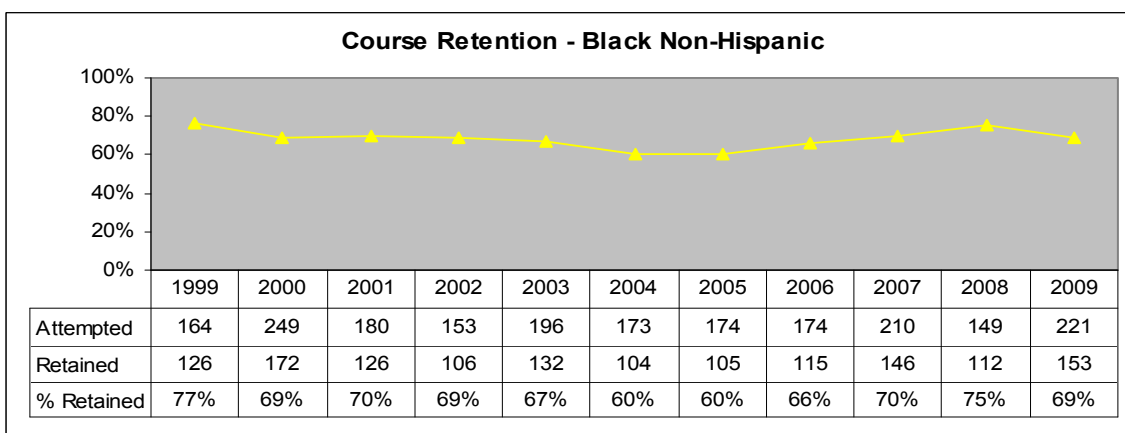
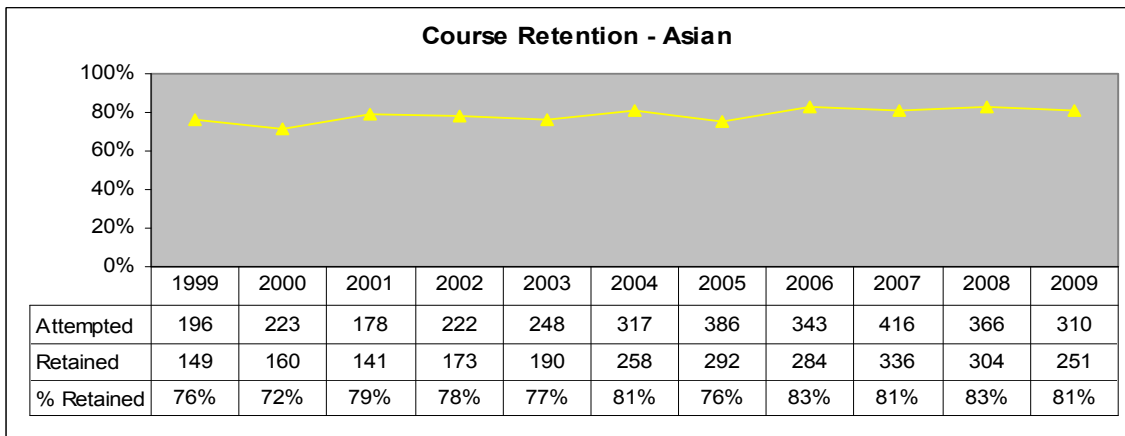
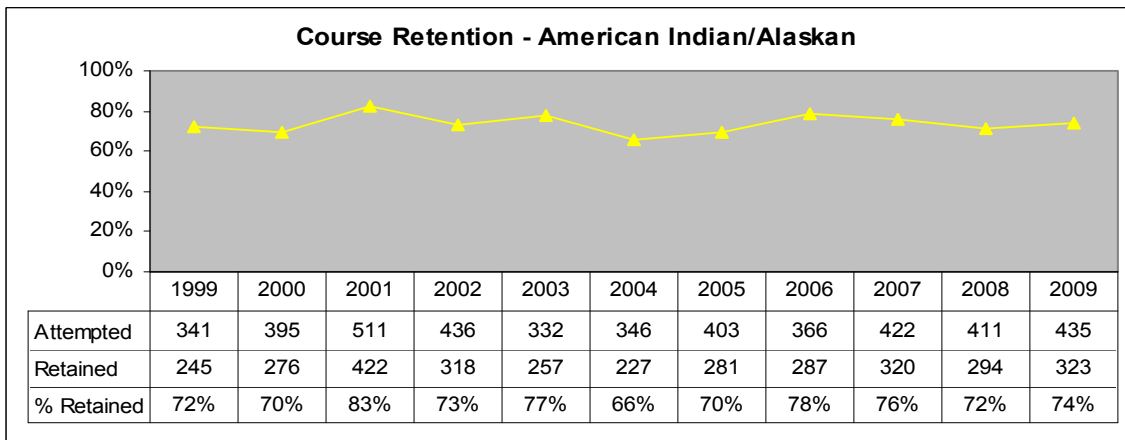
## Course Retention by Ethnicity

**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).

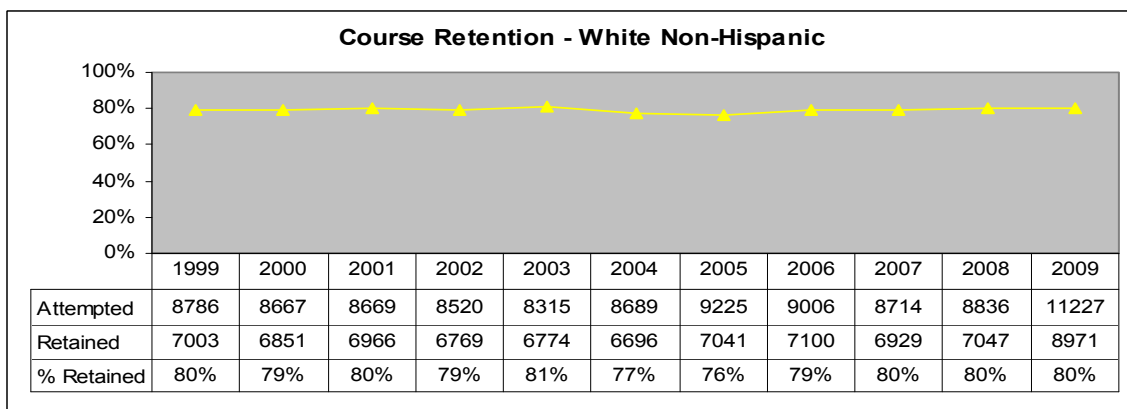
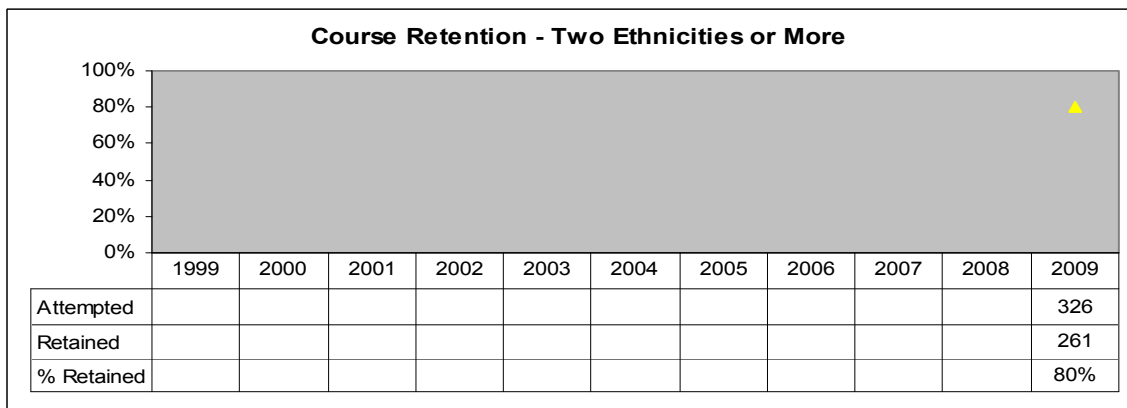
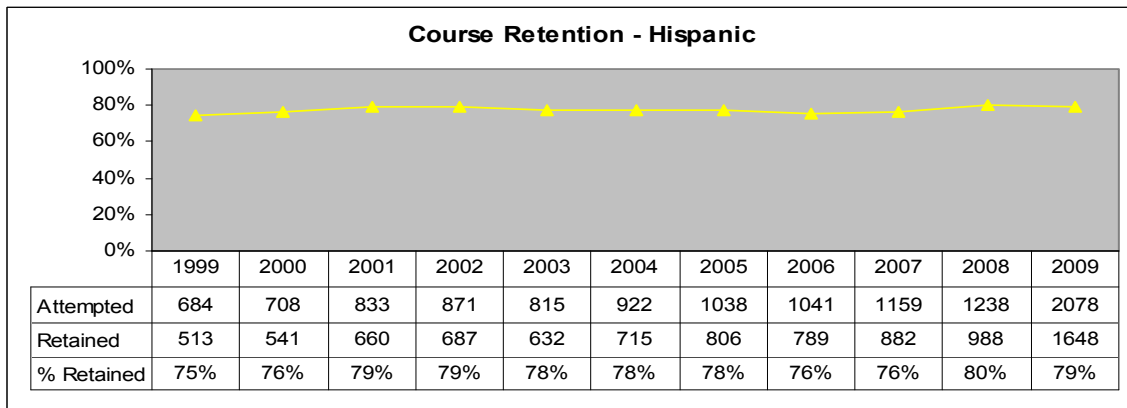
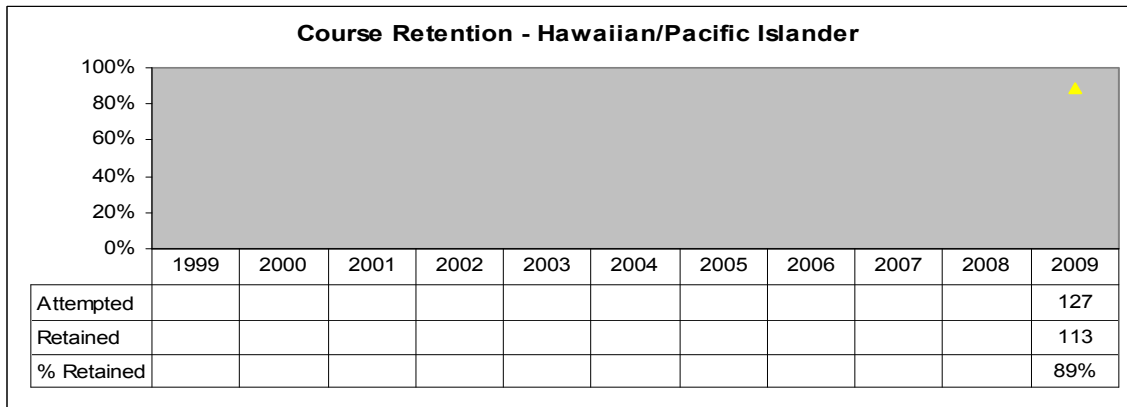
**Uses of Measure:** The retention rate measures how well an instructor or institution is performing in retaining students in the learning process through the completion of the course, regardless of the achievement level of students.

**Analysis:** Though the course retention rate has remained relatively stable for all groups, White and Asian students, overall, have the highest retention rates.

**Source:** Student Information System.



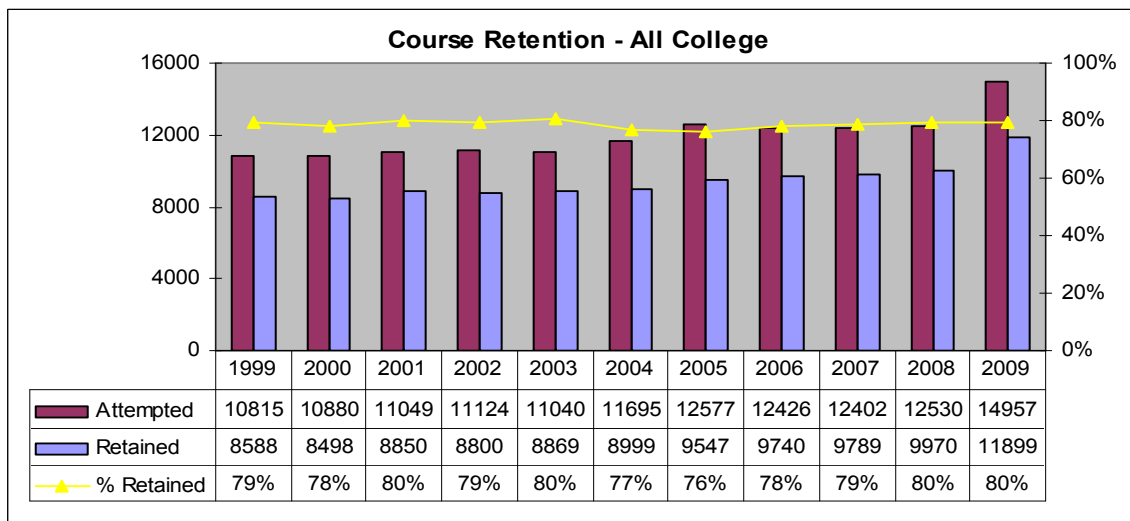
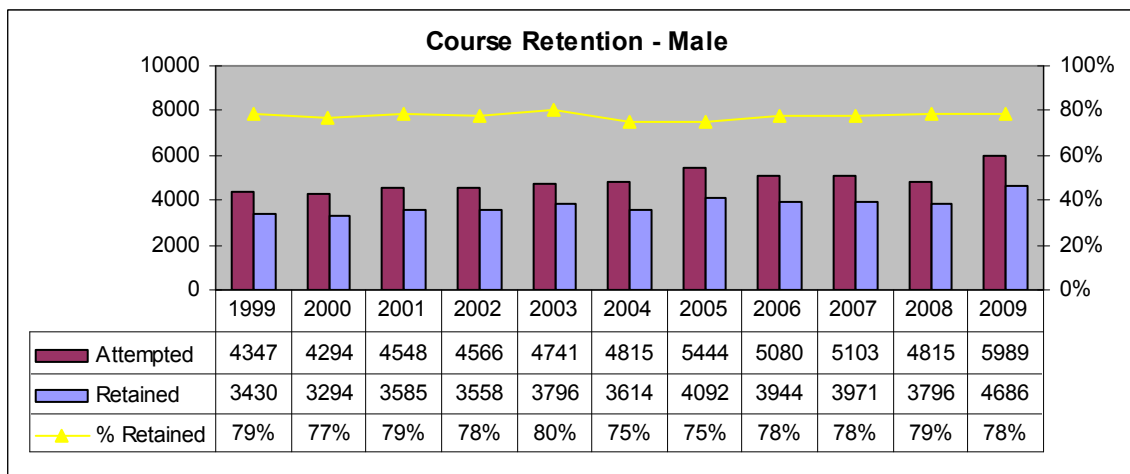
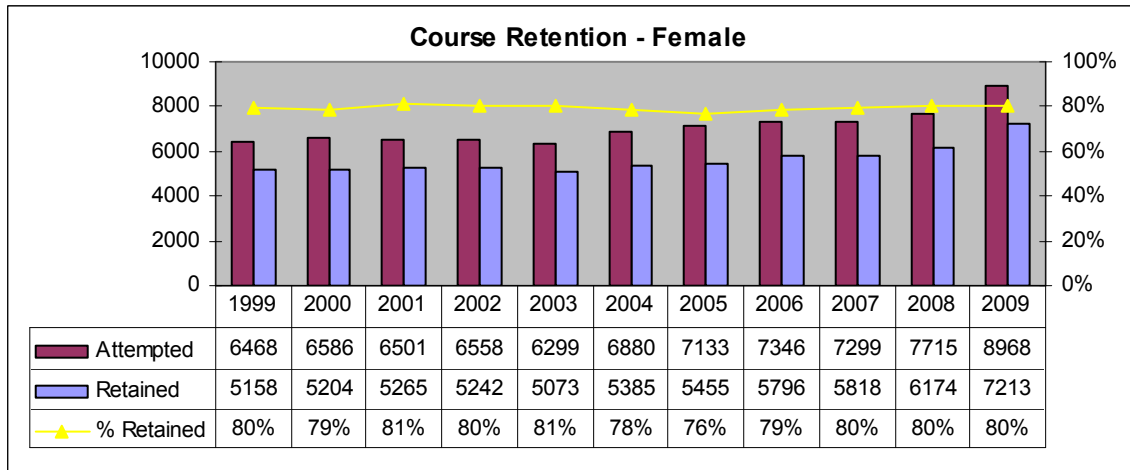
## Course Retention by Ethnicity (Cont.)



## Course Retention by Gender

**Analysis:** The course retention rate remains relatively stable for all college; the rate for female students is consistently higher than for male students.

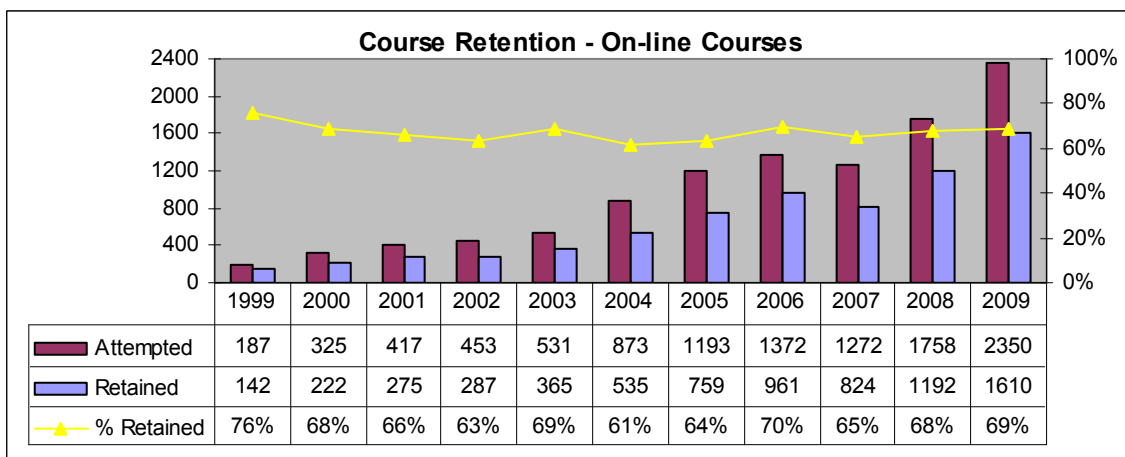
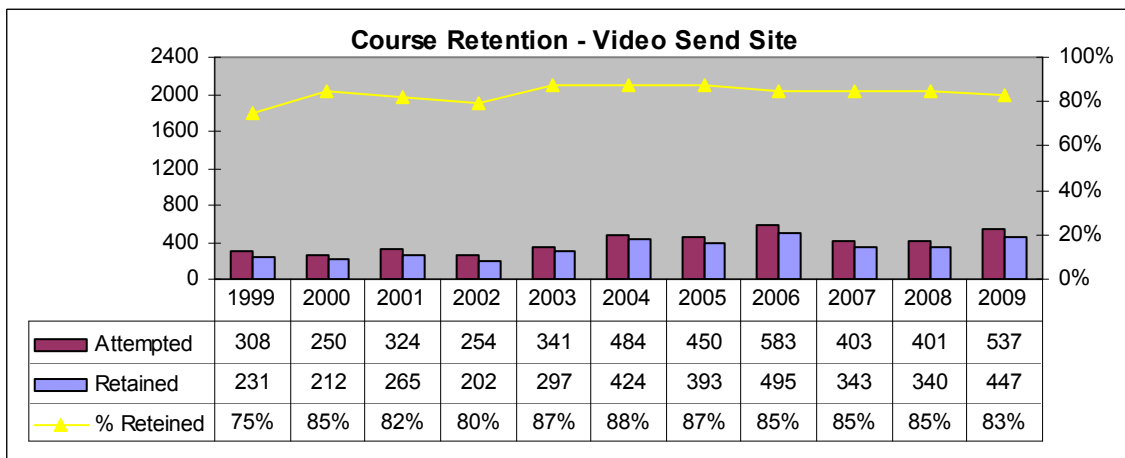
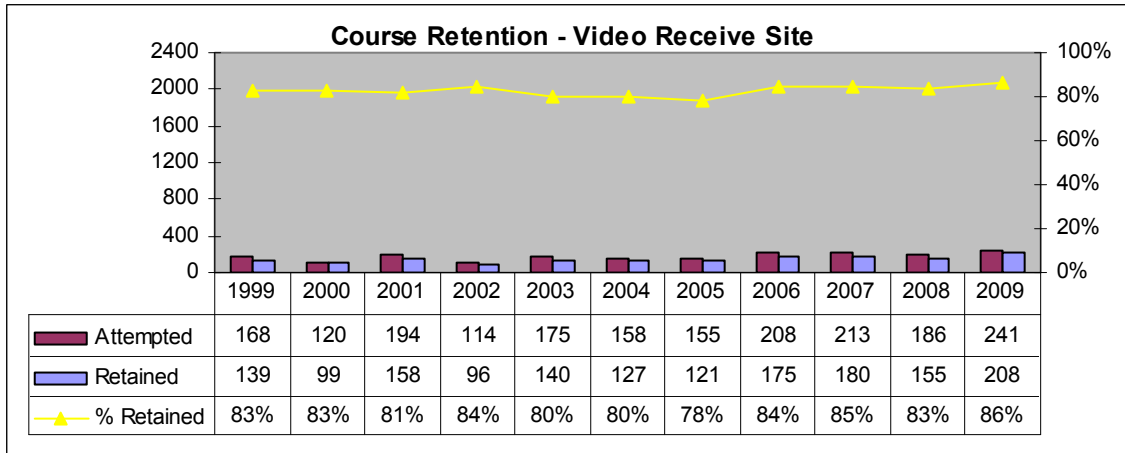
**Source:** Student Information System.



## Course Retention in Distance Education/Web Courses

**Analysis:** The retention rate for on-line courses is significantly lower than retention rates for other distance education modes of instruction.

**Source:** Student Information System.



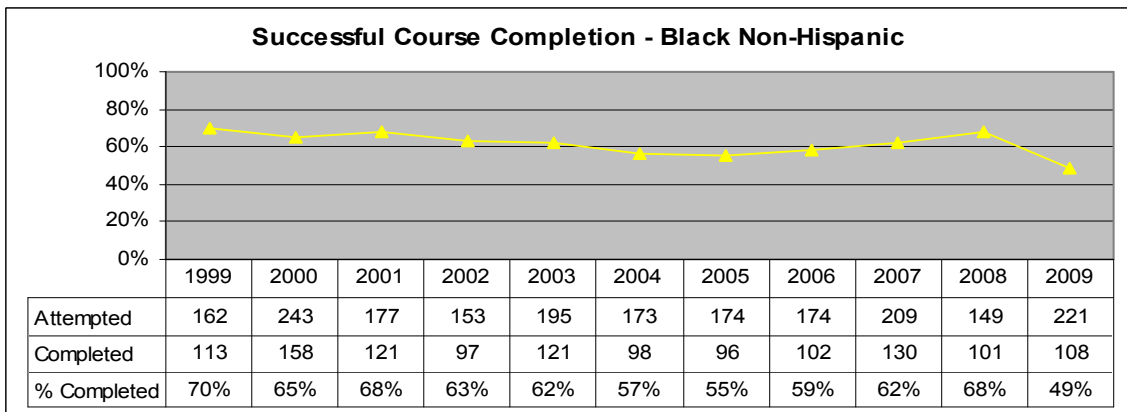
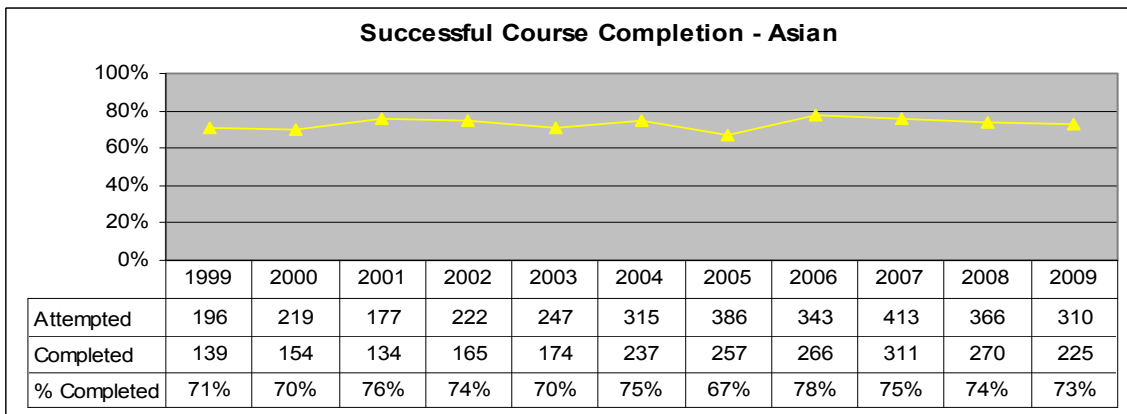
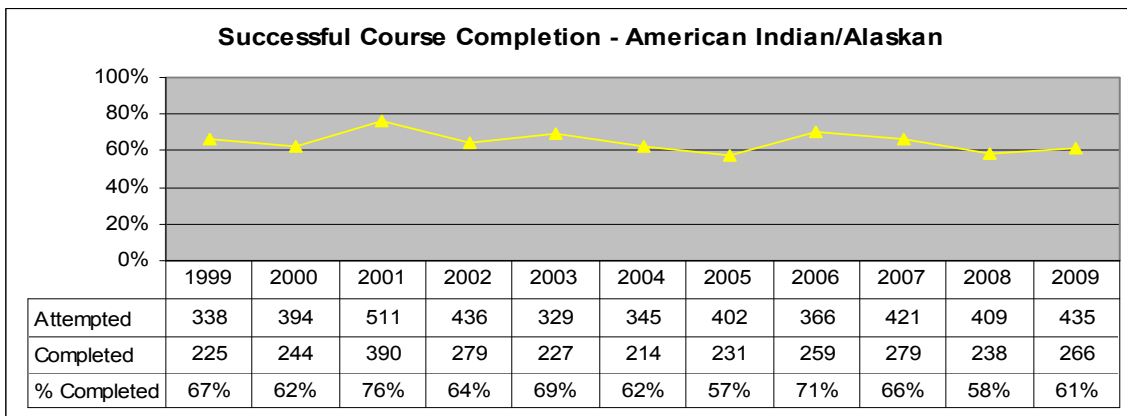
## Successful Course Completion by Ethnicity

**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.

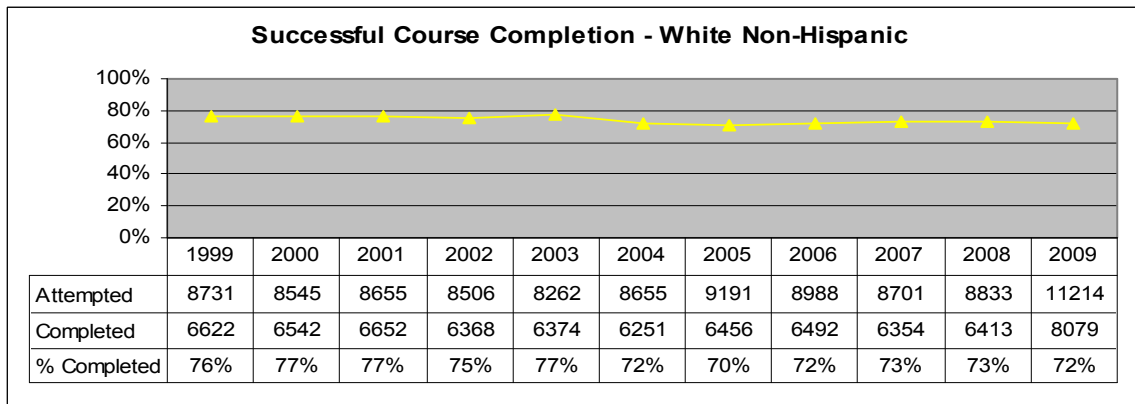
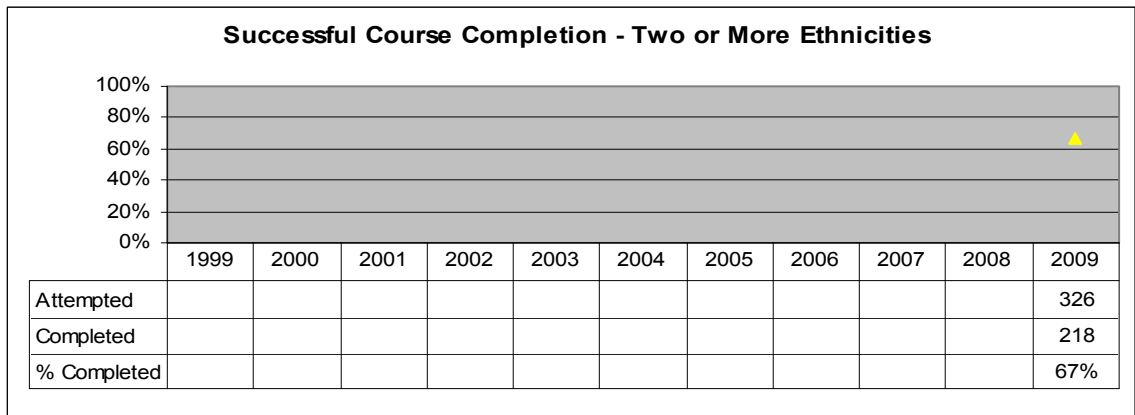
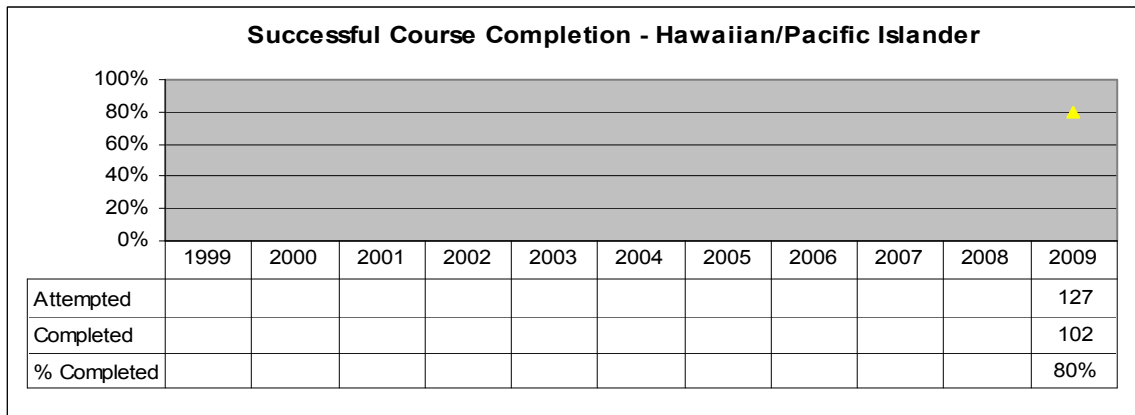
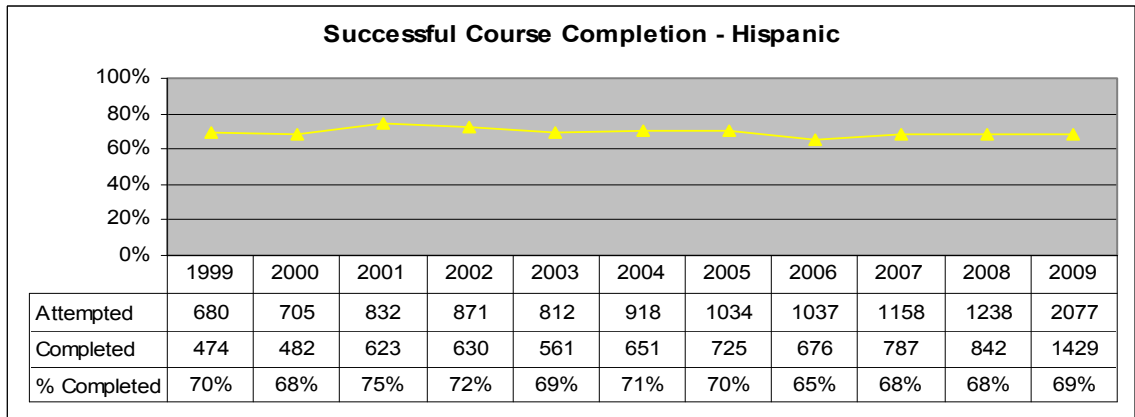
**Uses of Measure:** Successful course completion is an indicator of student academic performance.

**Analysis:** Successful course completion rates have remained relatively stable for all groups with the exception of the Black Non-Hispanic group, whose rate has noticeably decreased from the prior year.

**Source:** Student Information System.



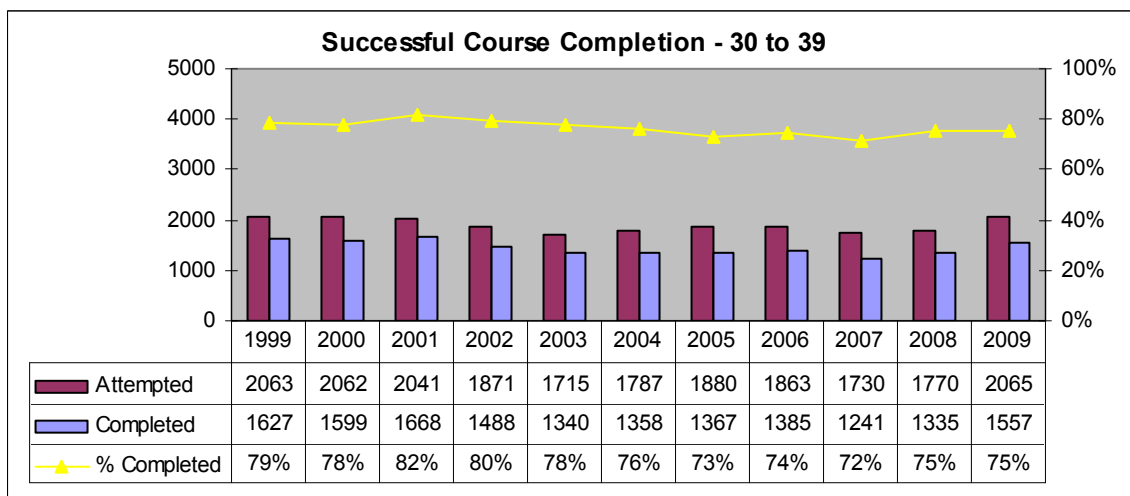
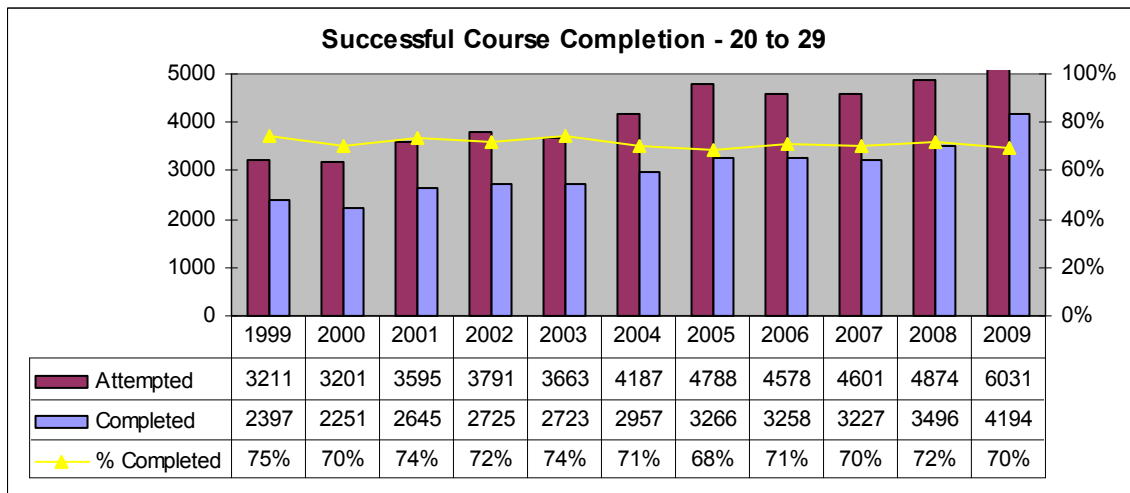
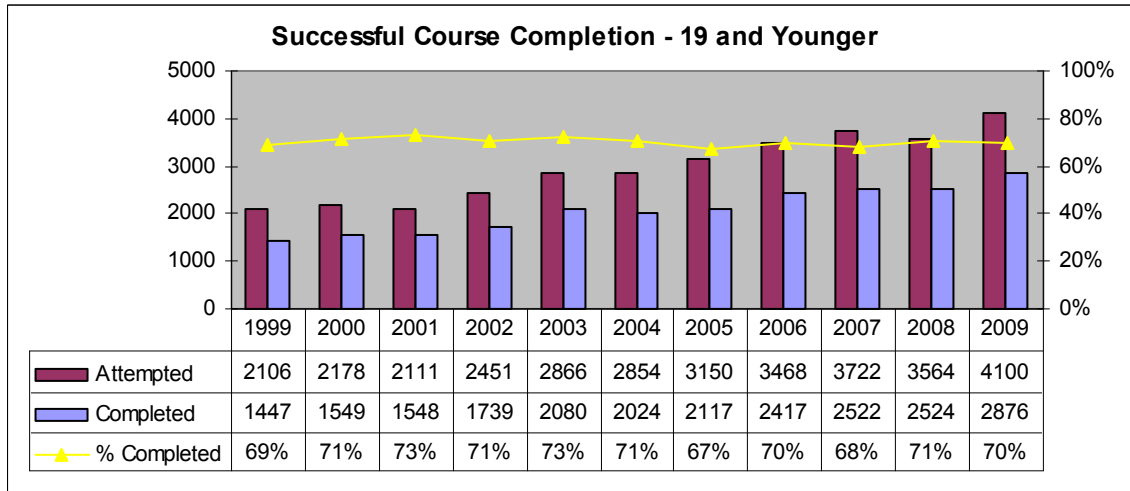
## Successful Course Completion by Ethnicity (Cont.)



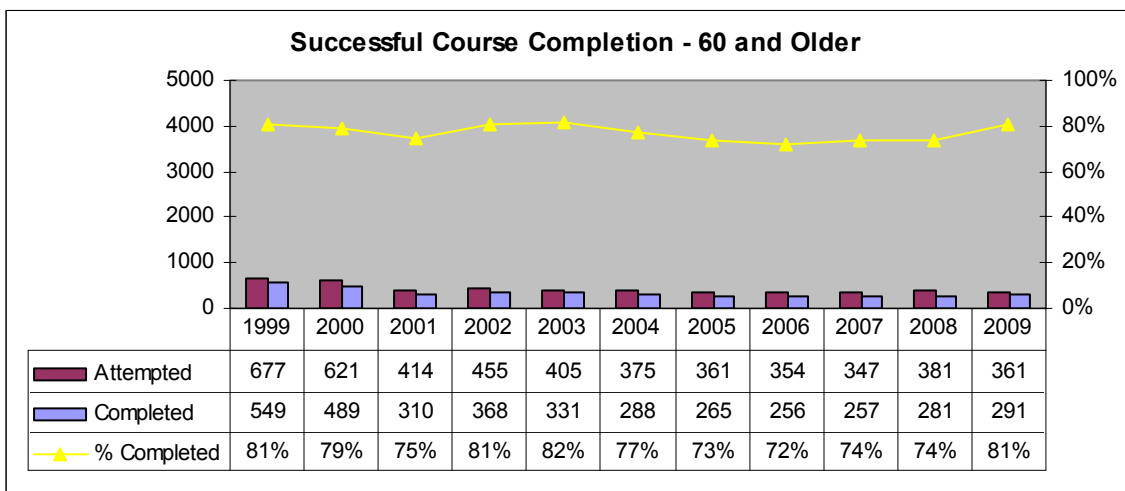
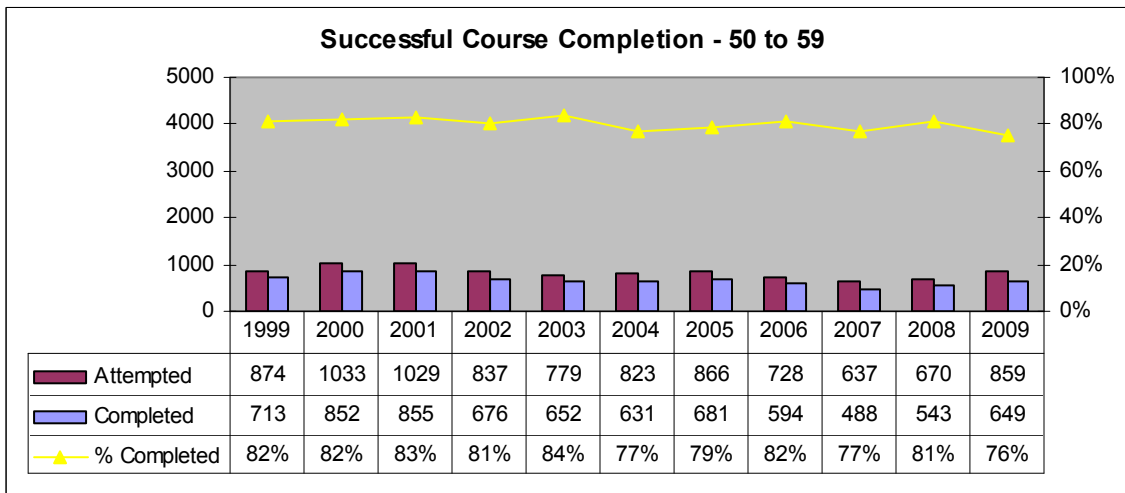
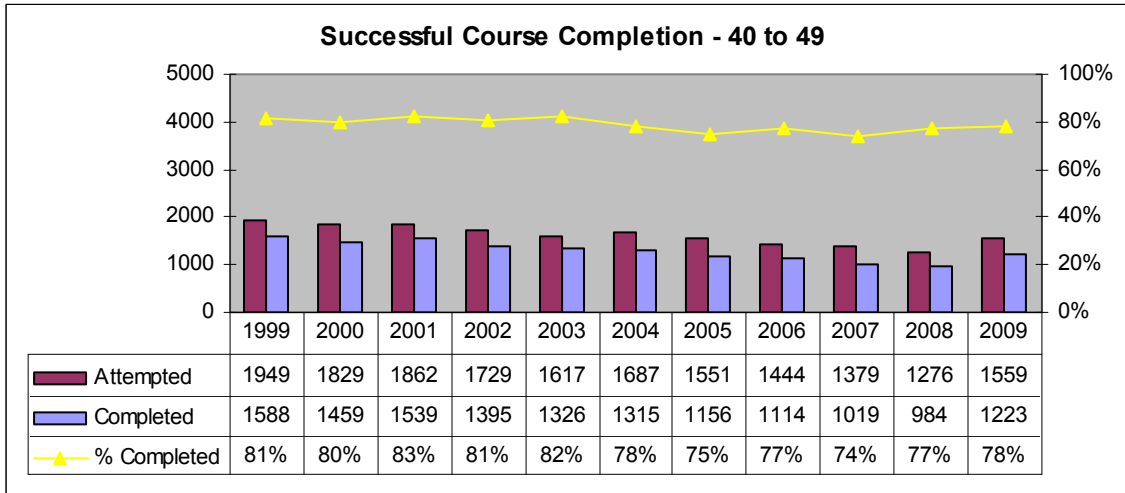
## Successful Course Completion by Age

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

**Source:** Student Information System.



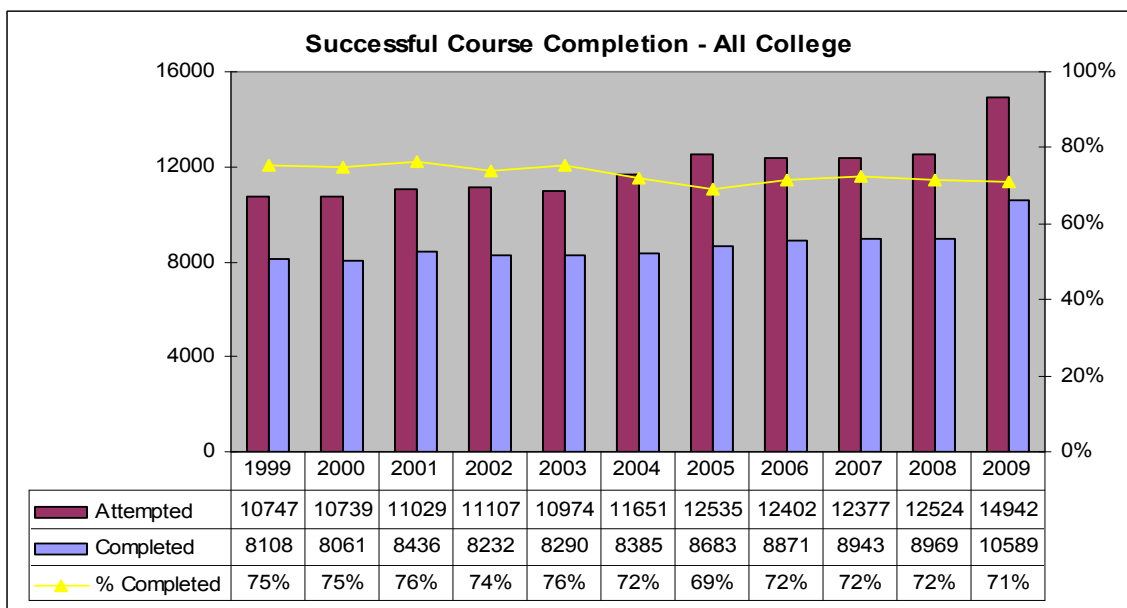
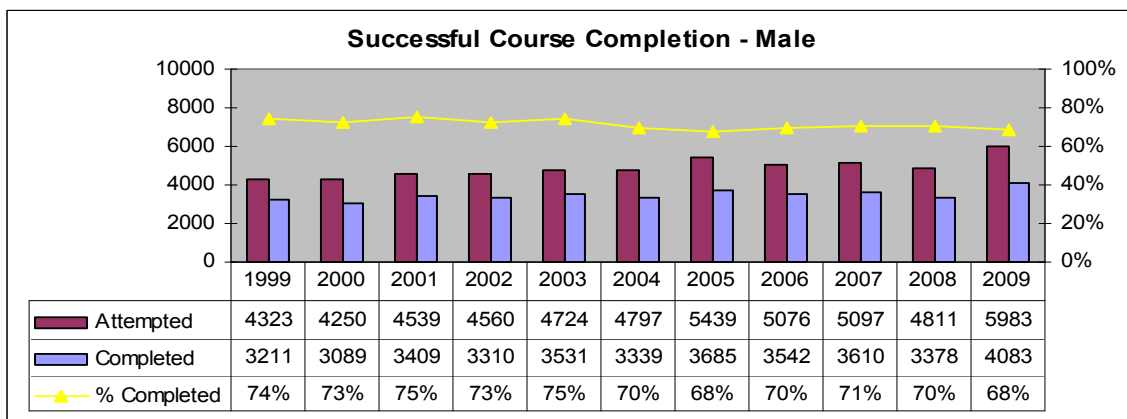
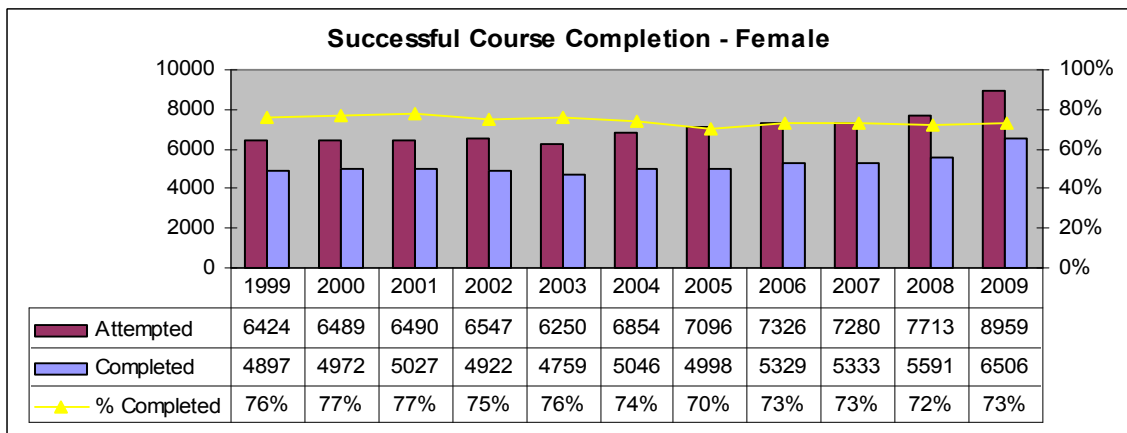
## Successful Course Completion by Age (Cont.)



## Successful Course Completion All College and by Gender

**Analysis:** The successful course completion rate for female students remains higher than for male students. The completion rate for all college decreased by one percentage point from the previous year.

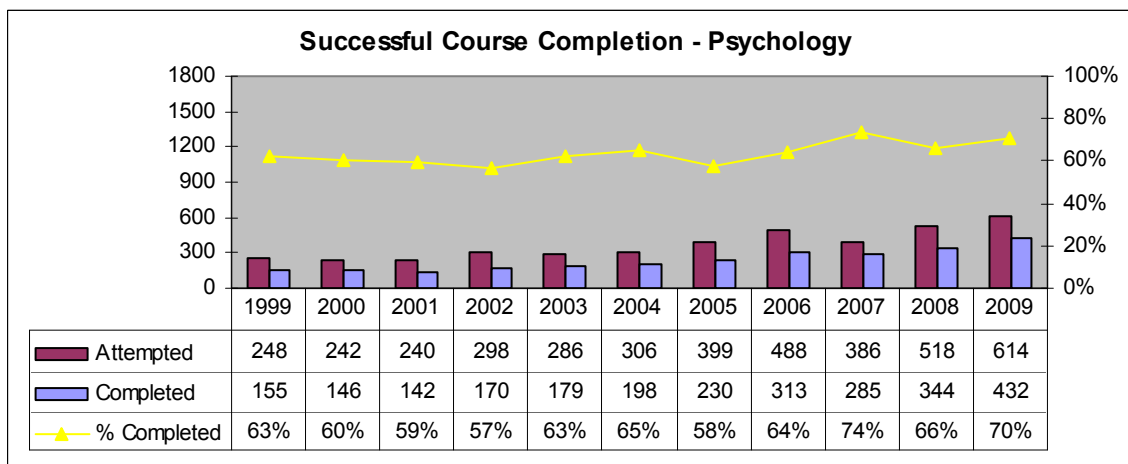
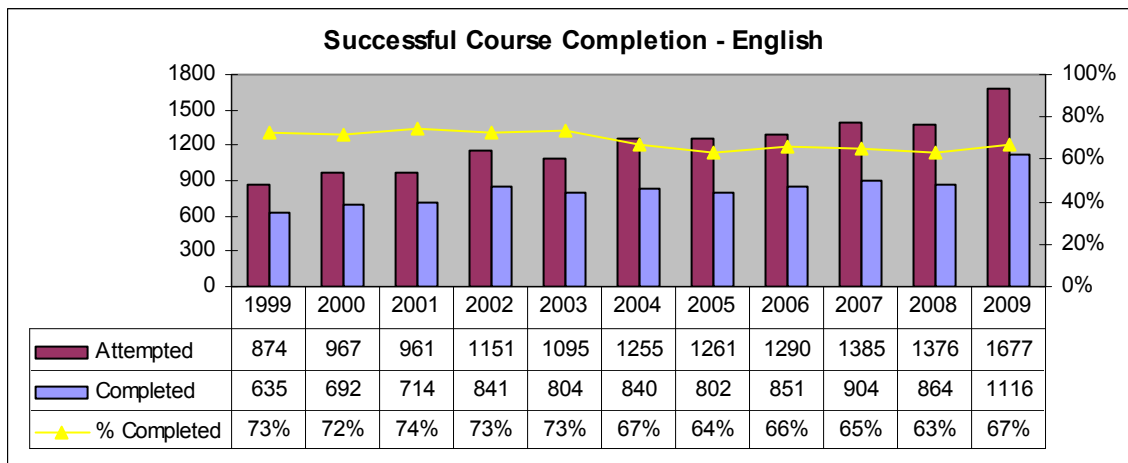
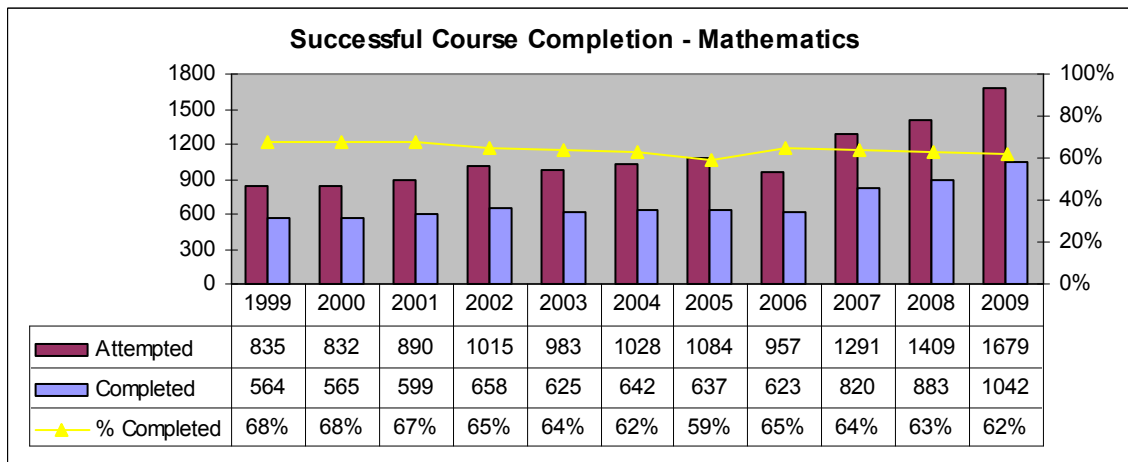
**Source:** Student Information System.



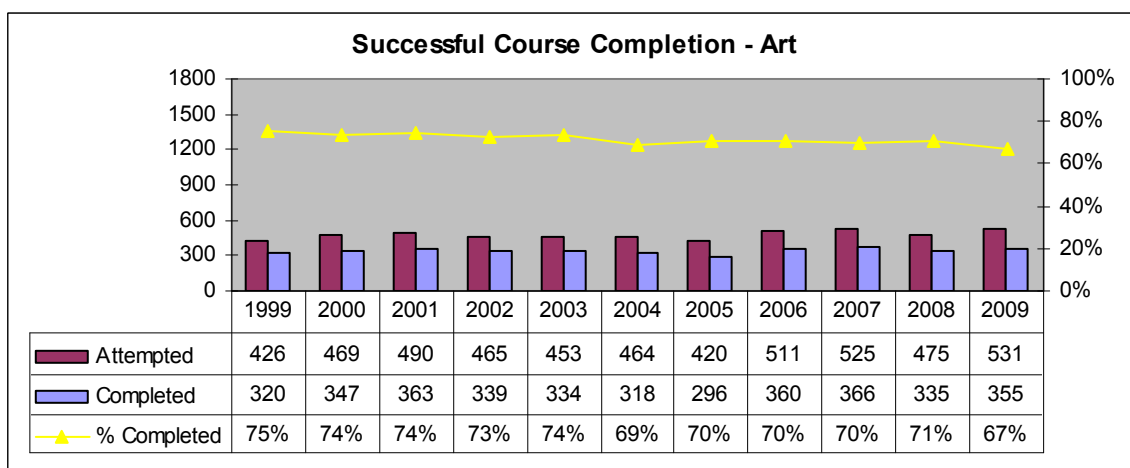
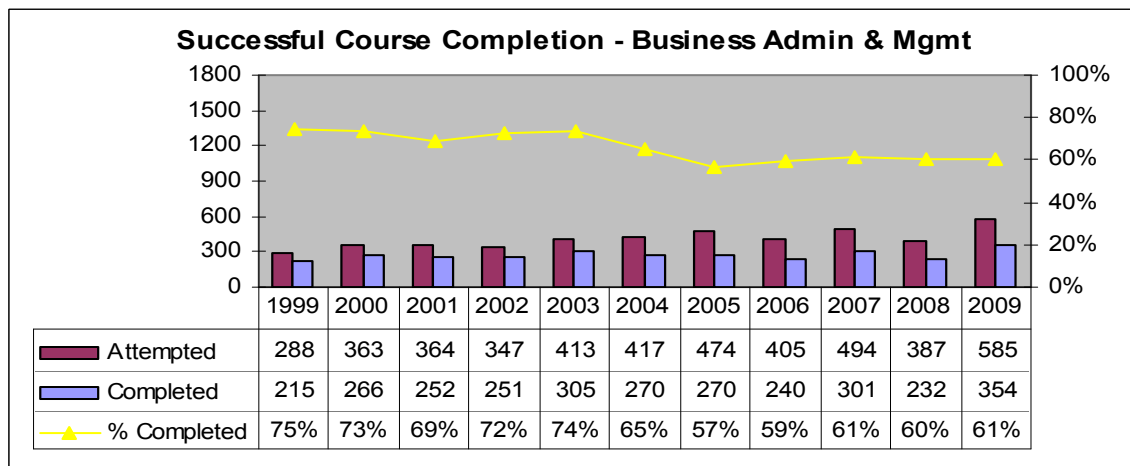
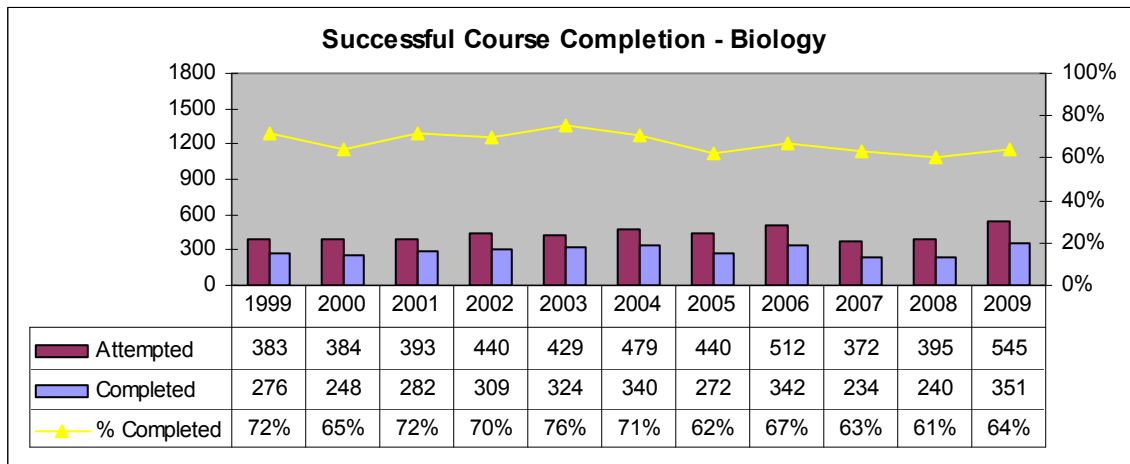
## Successful Course Completion Subject Areas

**Analysis:** Of the top nine highest FTE generating subject areas, nursing consistently has the highest successful course completion rate.

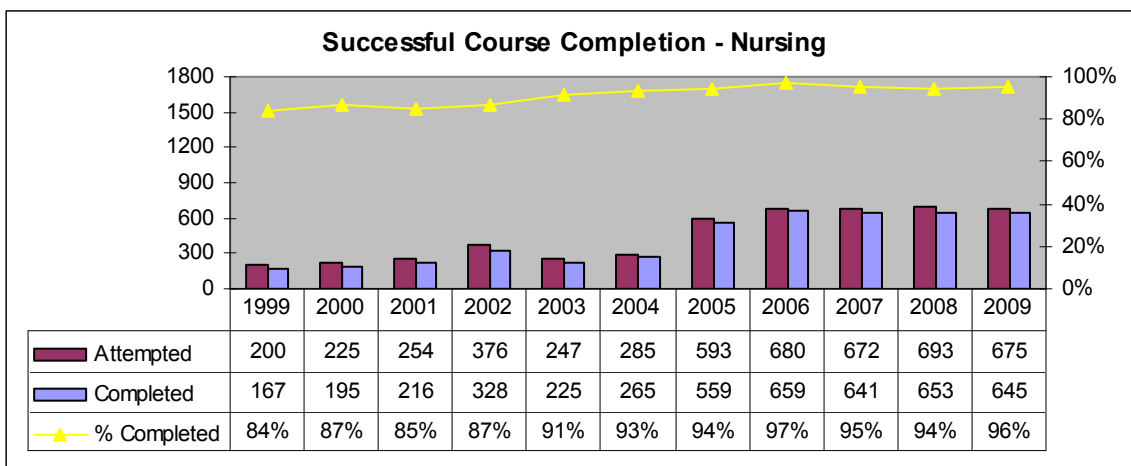
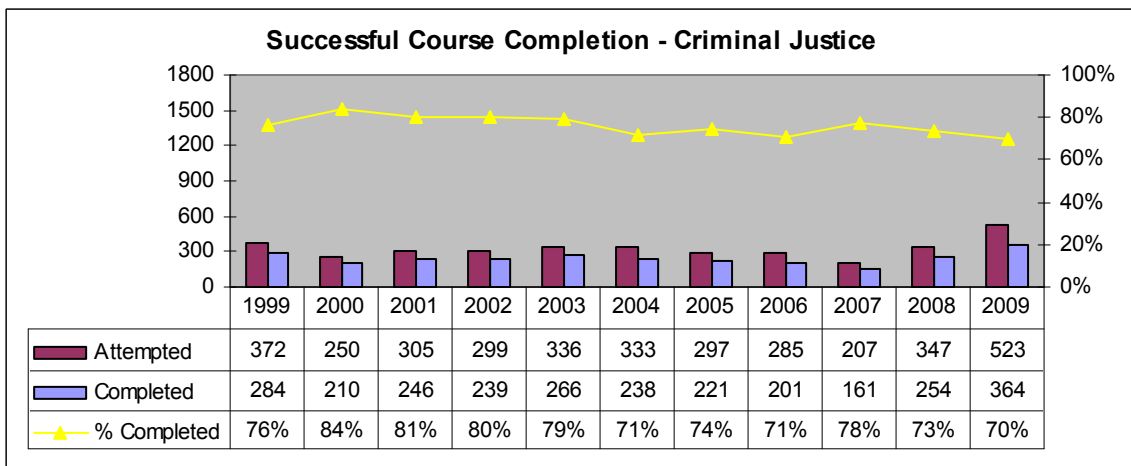
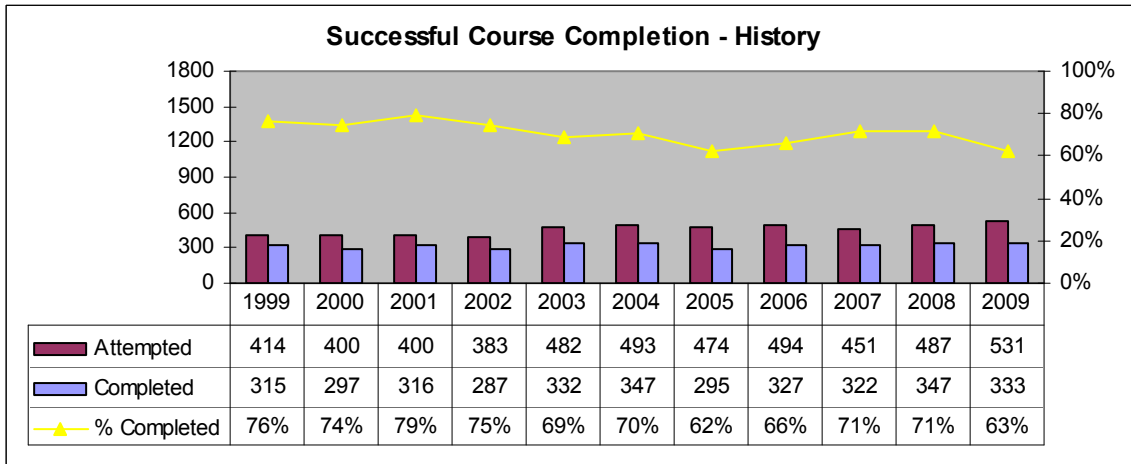
**Source:** Student Information System.



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



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



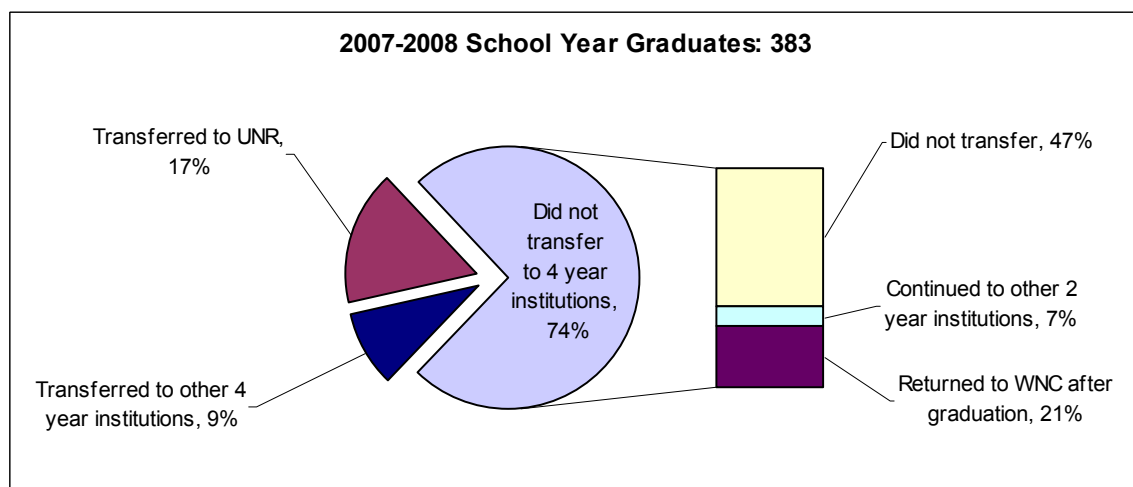
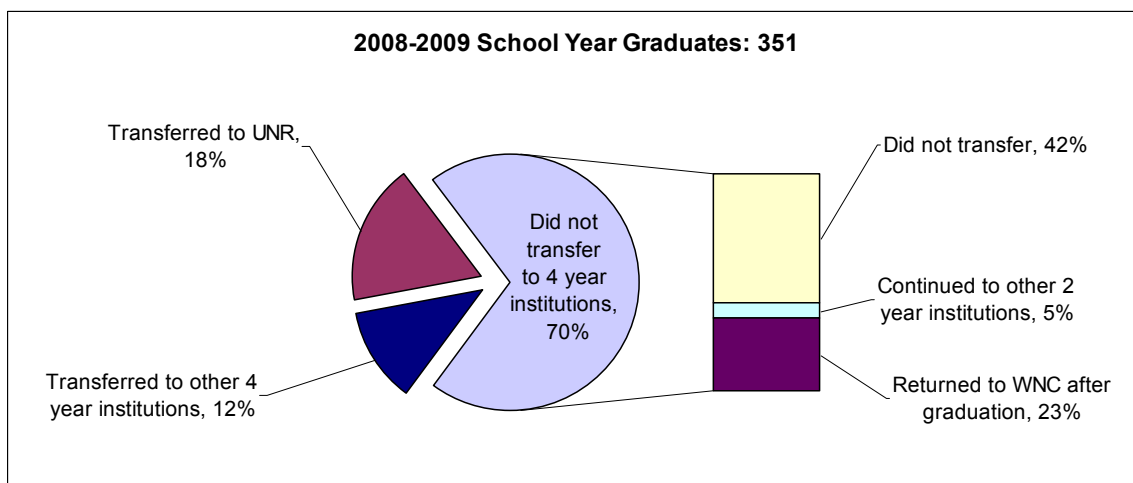
## Rate of Transfer to Four-Year Institutions

**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.

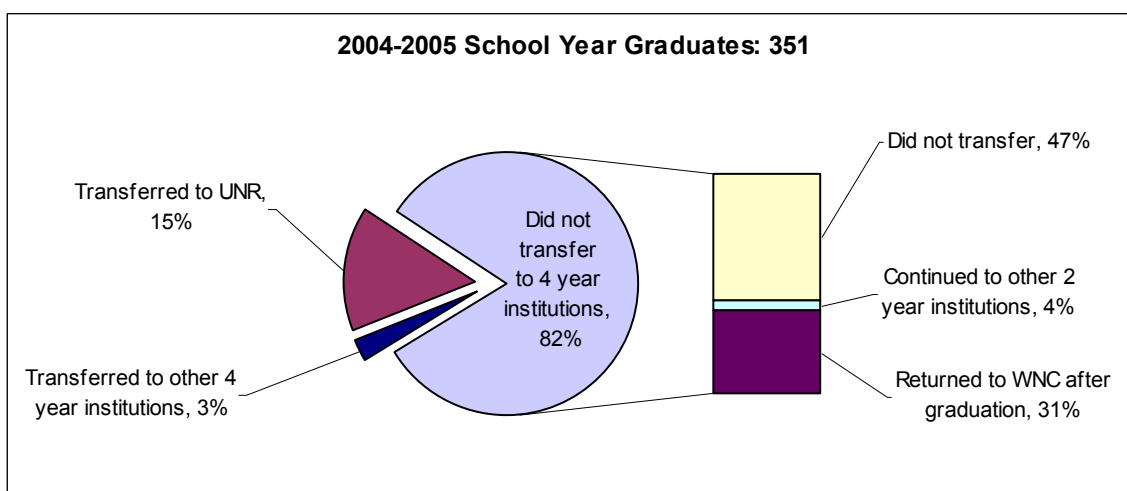
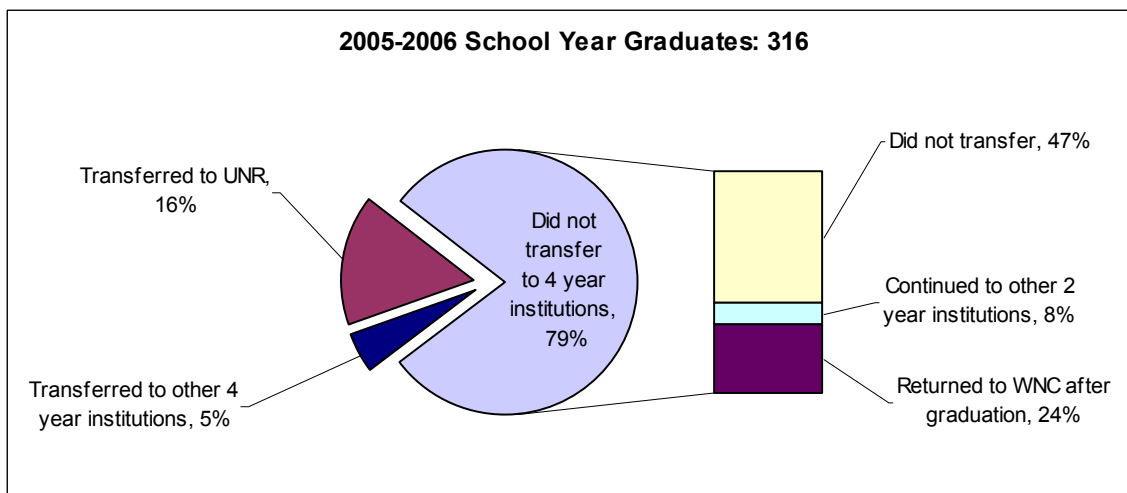
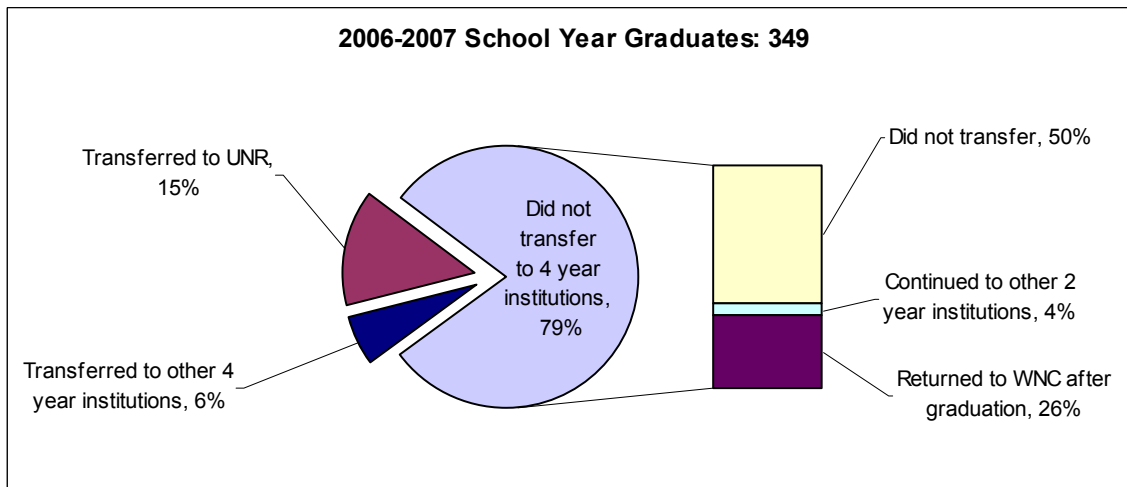
**Uses of Measure:** A graduate who successfully transfers to a four-year or higher institutions represents a completed educational goal for the student and the institution.

**Analysis:** The transfer rate to four-year institutions continues to increase. UNR remains the school of choice for those students transferring to four-year institutions.

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



## Rate of Transfer to Four-Year Institutions (Cont.)



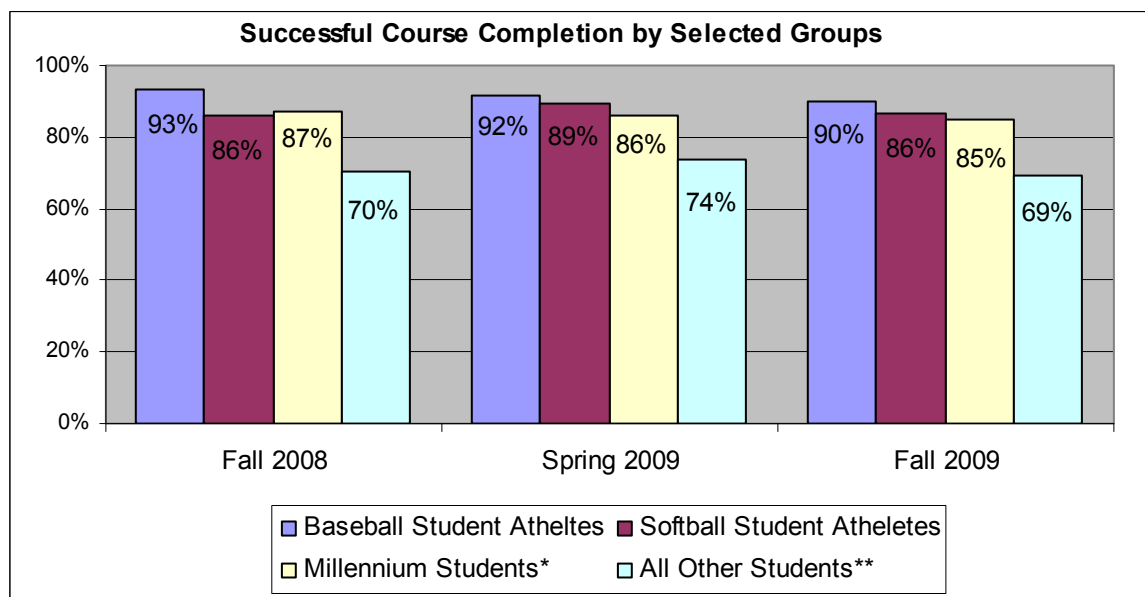
## Successful Course Completion by Student Groups

**Definition of Measure:** The successful course completion rate is the sum of courses completed with a grade of A, B, C or P divided by the number of courses attempted.

**Use of Measure:** This measure is a performance indicator for full-time student in the group categories.

**Analysis:** The success rate is consistently higher for baseball student athletes than for the rest of the student population.

**Source:** Student Information System.



\* Does not include student athletes.

\*\* Does not include athletes and/or Millennium student.

## FACULTY & STAFF

## Employee Quick Facts

	2004	2005	2006	2007	2008	2009
<b>Instructional Faculty</b>						
Full-Time	77	79	80	75	66	61
Part-Time	288	295	307	284	236	273
<b>Non-Instructional Faculty</b>						
Full-Time	56	59	59	59	81	61
Part-Time	144	169	167	122	112	119
<b>Classified Staff</b>						
Full-Time	84	85	89	92	84	87
Part-Time	14	19	19	14	13	16
<b>FTE Instruction to FTE Support Ratio</b>						
Instructional Support	298	332	334	287	290	283
Instructional Faculty	365	374	387	359	302	334
Support FTE / Faculty FTE	0.8 : 1	0.9 : 1	0.9 : 1	0.8 : 1	1.0 : 1	0.8 : 1
<b>Student to Instructional Faculty FTE Ratio</b>						
Student FTE	2158	2275	2407	2464	2423	2423
Faculty FTE	171	180	188	176	156	157
Student FTE / Faculty FTE	12.6 : 1	12.6 : 1	12.8 : 1	14.0 : 1	15.6 : 1	15.4 : 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.

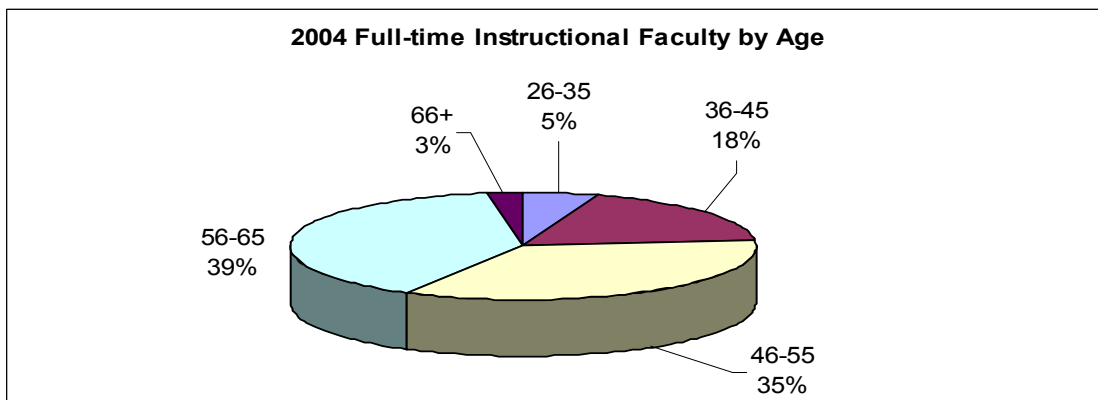
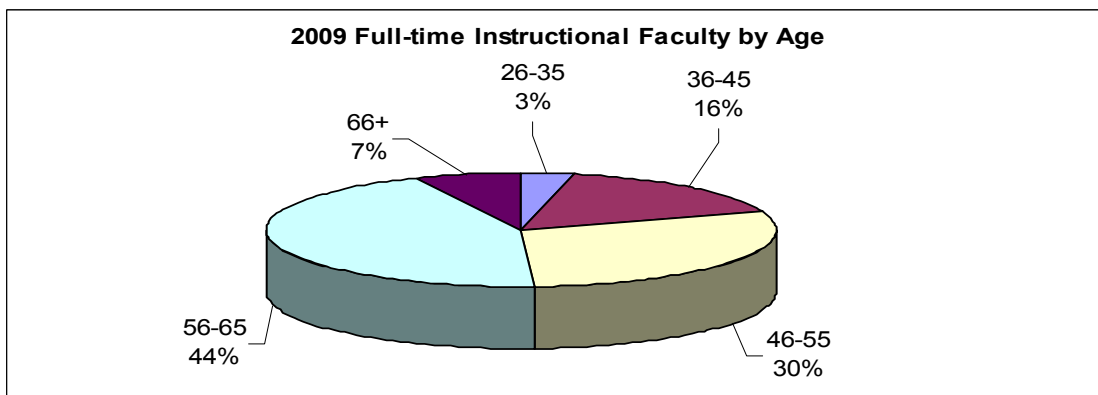
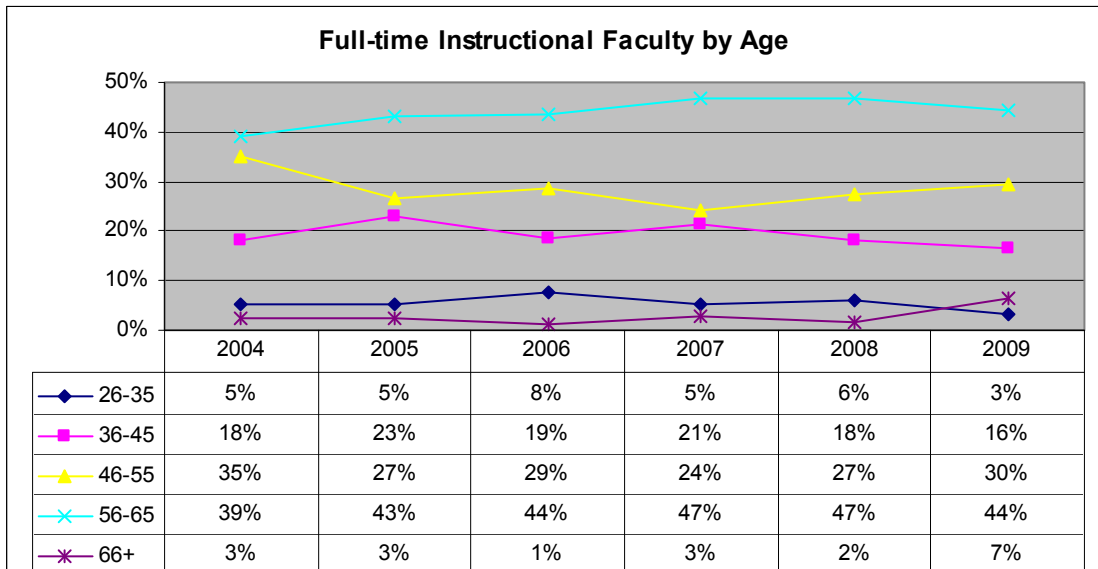
## Full-Time Instructional Faculty by Age

**Definition of Measure:** Full-time faculty headcount by age.

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

**Analysis:** Currently, the majority of our instructional faculty is 56 or older.

**Source:** Human Resources System.



## Full-Time Instructional Faculty by Ethnicity

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

**Analysis:** The ethnicity distribution of full-time instructional faculty has remained constant over time.

**Source:** Human Resources System.

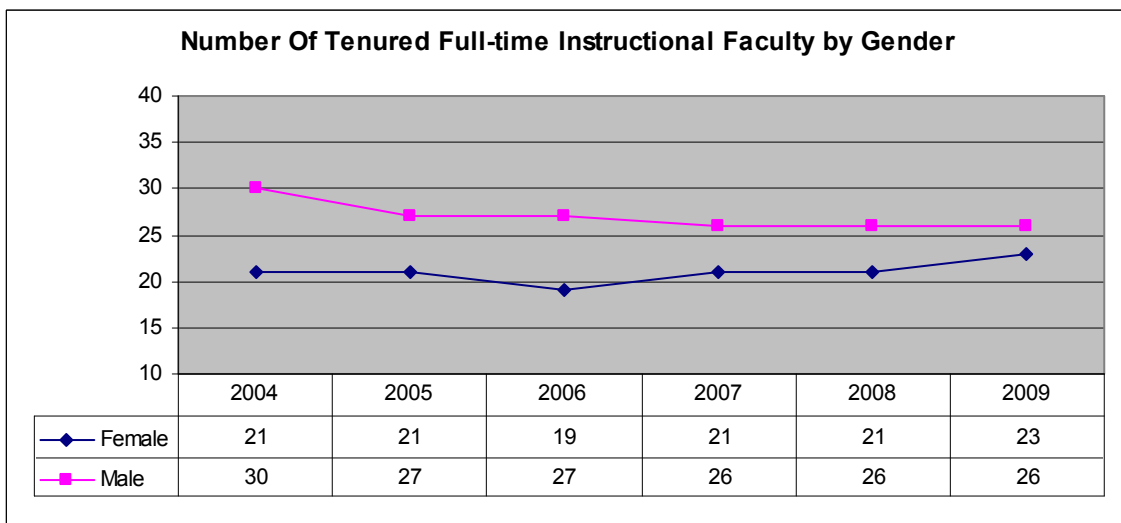
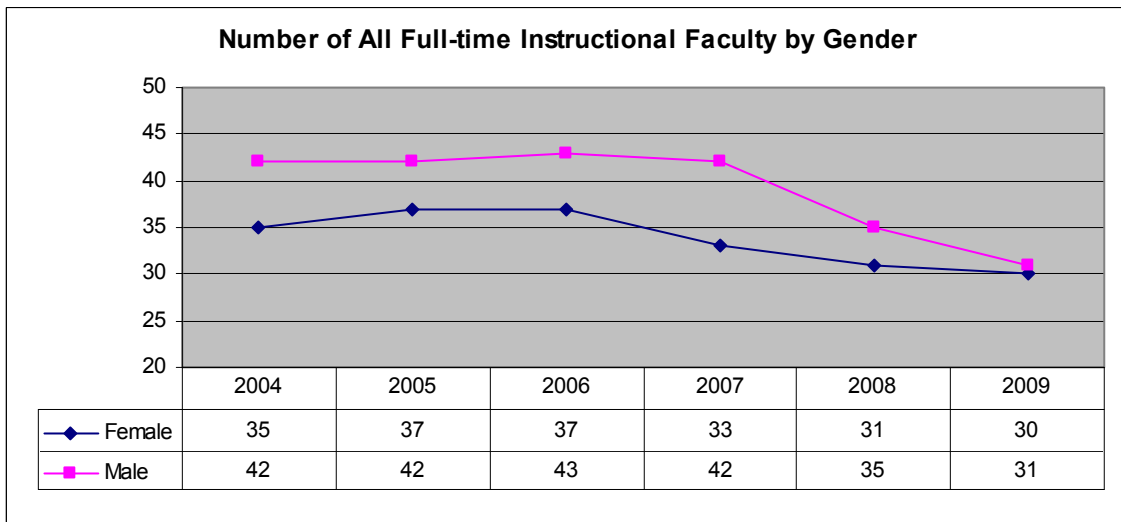
<b>Faculty Ethnicity</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
American Indian/Alaskan Native	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	3	2	2	2	2	3
White, Non-Hispanic	74	76	76	72	64	58
Unknown	0	0	1	0	0	0
Non-resident Alien	0	1	1	1	0	0
<b>Total</b>	<b>77</b>	<b>79</b>	<b>80</b>	<b>75</b>	<b>66</b>	<b>61</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:** Beginning in 2007, the impact of the recession on the State’s economy resulted in sharply lower State funding levels for NSHE institutions. WNC responded to the crisis by leaving vacant positions open unless they were critical to the delivery of services to students and the college. In addition, WNC implemented a voluntary buy-out program for faculty and staff interested in early retirement and whose positions could be left vacant. These measures have resulted in the decrease in the number of tenured faculty illustrated below.

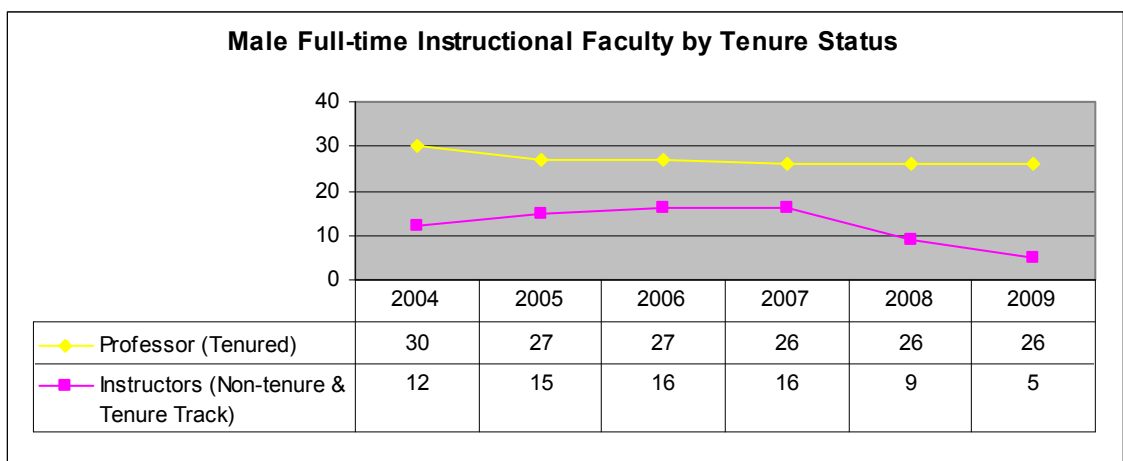
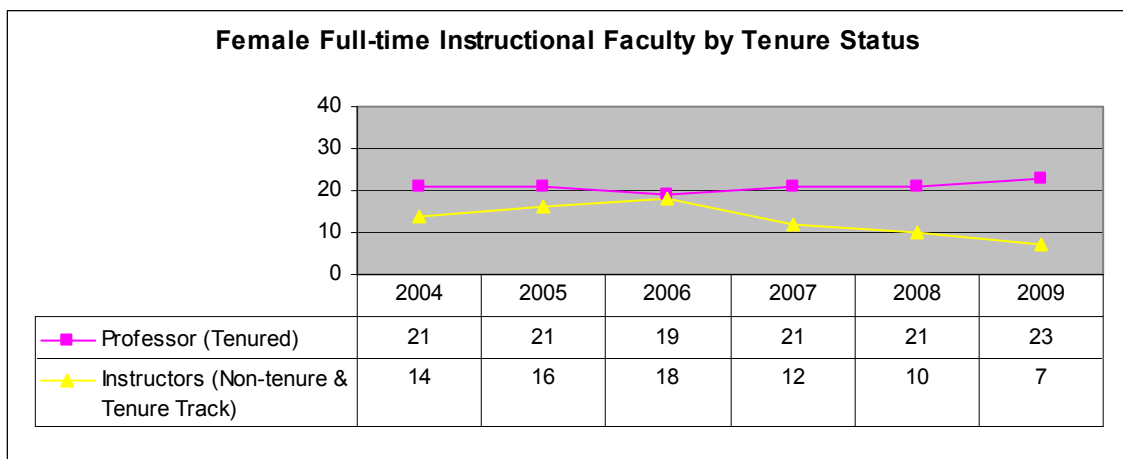
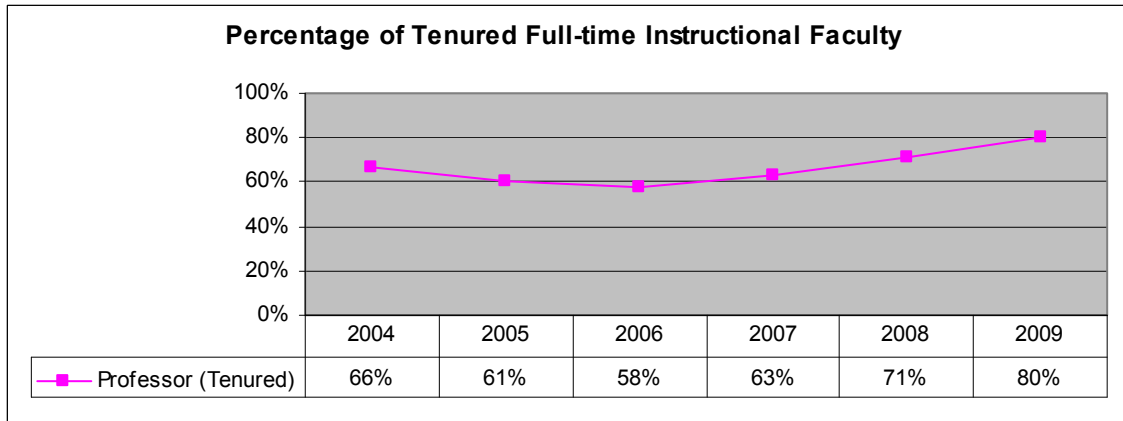
**Source:** Human Resources System.



## Full-Time Instructional Faculty by Tenure Status

**Analysis:** The percentage of tenured full-time faculty has increased by 14 percentage points since 2004.

**Source:** Human Resources System.

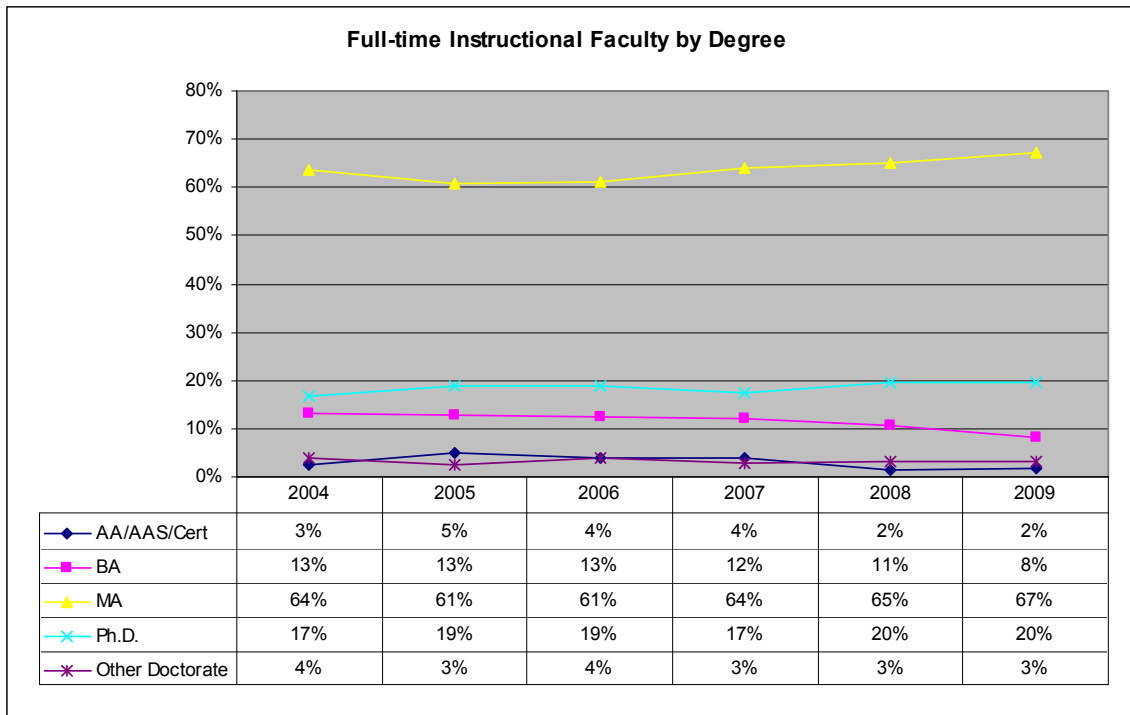


## Full-Time Instructional Faculty by Degree

**Definition of Measure:** This measure shows distribution by highest 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.



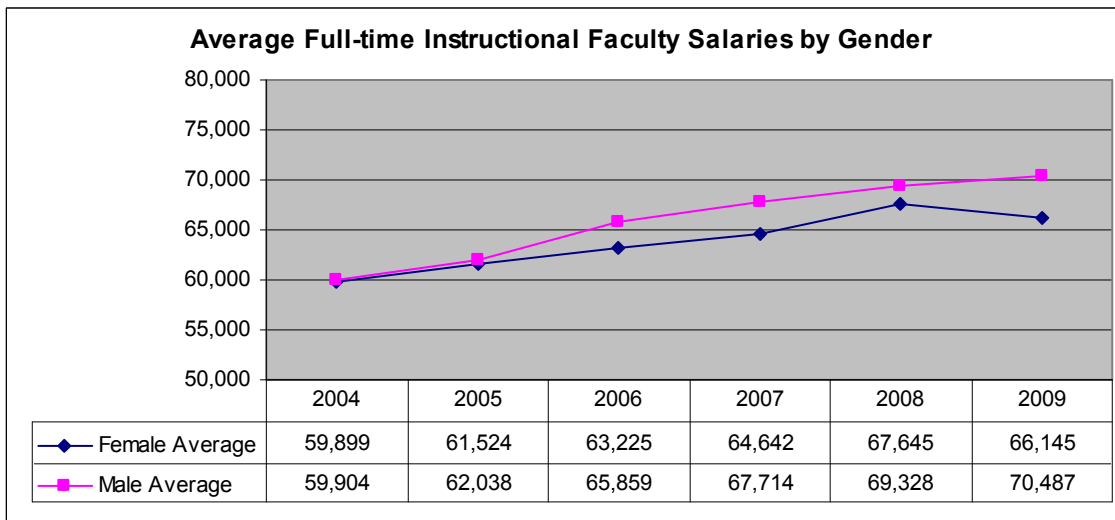
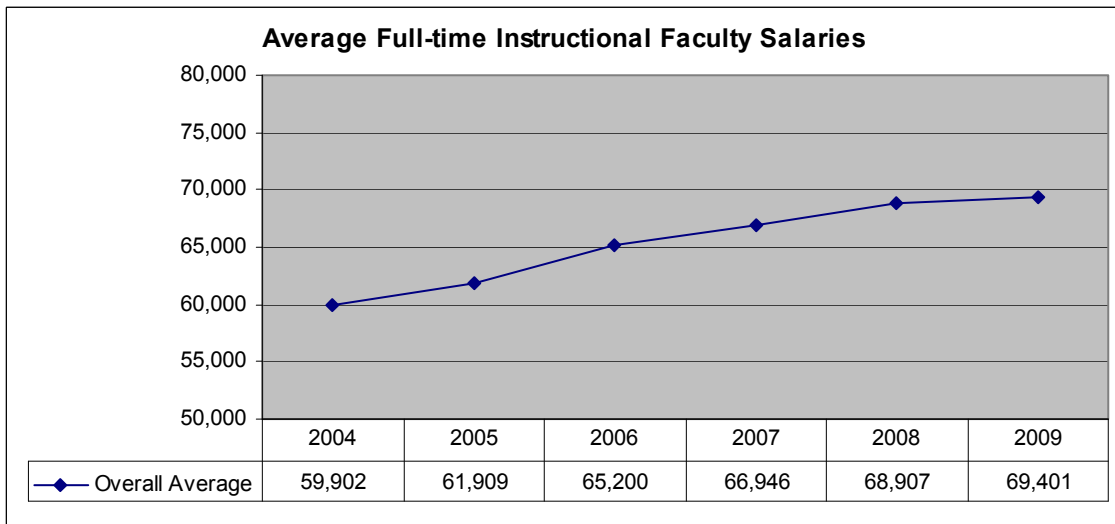
## Full-Time Instructional Faculty Salaries by Gender

**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.



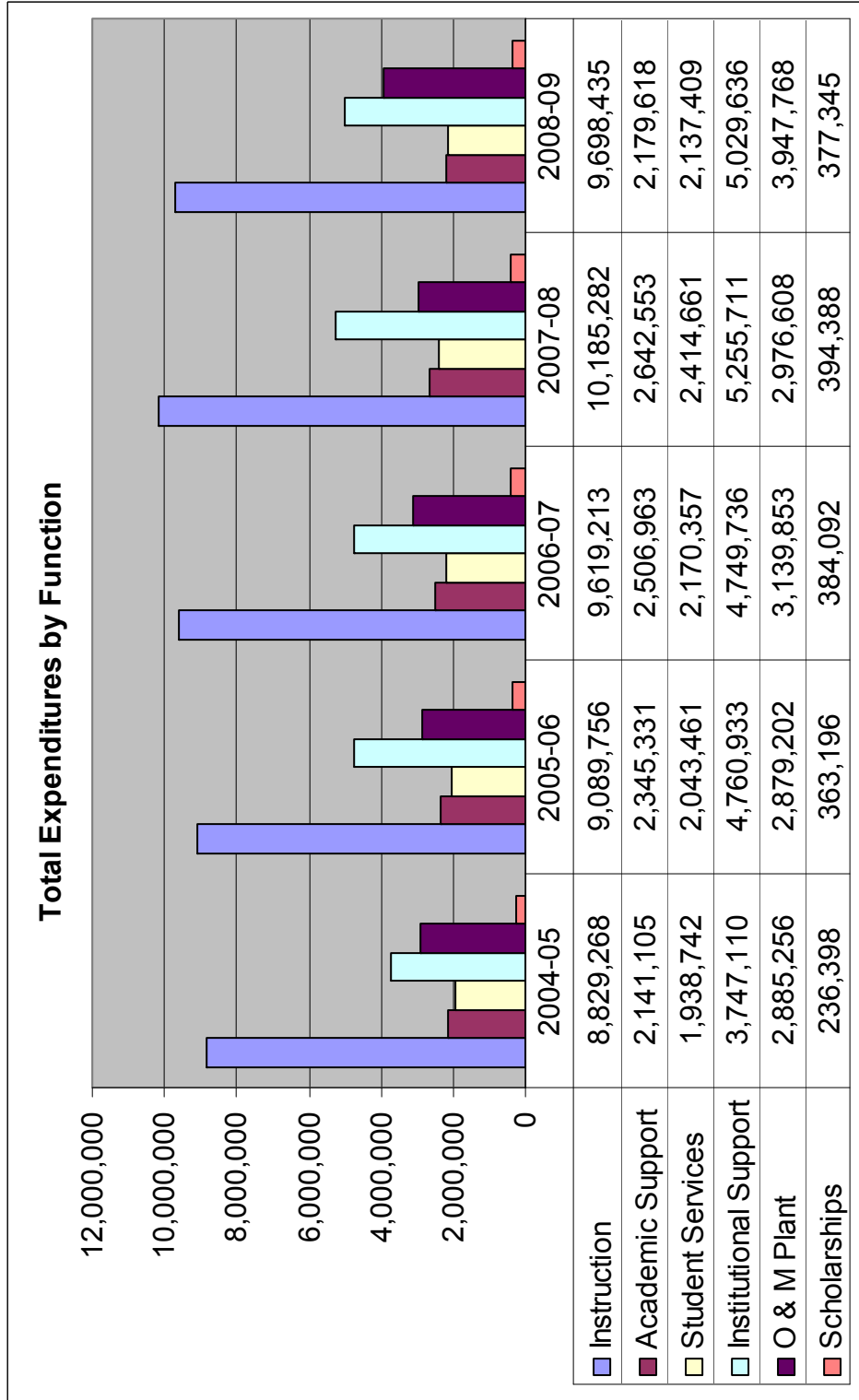
# FISCAL RESOURCES

## Annual State Appropriations

State Appropriations Five-Year Summary											
Revenues											
Description	2004-05		2005-06		2006-07		2007-08		2008-09		% of Total
	Actual	% of Total	Actual	% of Total	Actual	% of Total	Actual	% of Total	Actual	% of Total	
State Appropriations	17,135,598	86.59	18,810,870	87.57	19,716,165	87.35	20,545,009	87.15	19,956,417	85.39	
Registration Fees	2,477,515	12.52	2,433,781	11.33	2,599,898	11.52	2,700,003	11.45	3,182,226	13.62	
Non-resident Fees	115,421	0.58	164,200	0.76	200,439	0.89	190,383	0.81	203,303	0.87	
Misc. Student Fees	16,998	0.09	16,949	0.08	17,181	0.08	16,944	0.07	16,654	0.07	
Operating Capital	96,380	0.49	95,507	0.44	91,816	0.41	122,752	0.52	11,611	0.05	
Estate Tax Credit	-	-	-	-	-	-	-	-	-	-	
Reverted to State	-52,813	-0.27	-39,428	-0.18	-55,285	-0.25	-	-	-	-	
<b>Total</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>23,370,211</b>	<b>100</b>	<b>100</b>
Expenditures by Function											
Instruction	8,829,268	44.62	9,089,756	42.31	9,619,213	42.62	10,185,282	43.20	9,698,435	41.50	
Academic Support	2,141,105	10.82	2,345,331	10.92	2,506,963	11.11	2,642,553	11.21	2,179,618	9.33	
Student Services	1,938,742	9.8	2,043,461	9.51	2,170,357	9.62	2,414,661	10.24	2,137,409	9.15	
Institutional Support	3,747,110	18.94	4,760,933	22.16	4,749,736	21.04	5,255,711	21.29	5,029,636	21.52	
O & M Plant	2,885,256	14.58	2,879,202	13.4	3,139,853	13.91	2,976,608	12.63	3,947,768	16.89	
Scholarships	236,398	1.19	363,196	1.69	384,092	1.70	394,388	1.67	377,345	1.61	
Vacancy Savings	11,220	0.06	-	-	-	-	-294,112	-	-	-	
Reserves	-	-	-	-	-	-	-	-	-	-	
<b>Total</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>23,370,211</b>	<b>100</b>	<b>100</b>

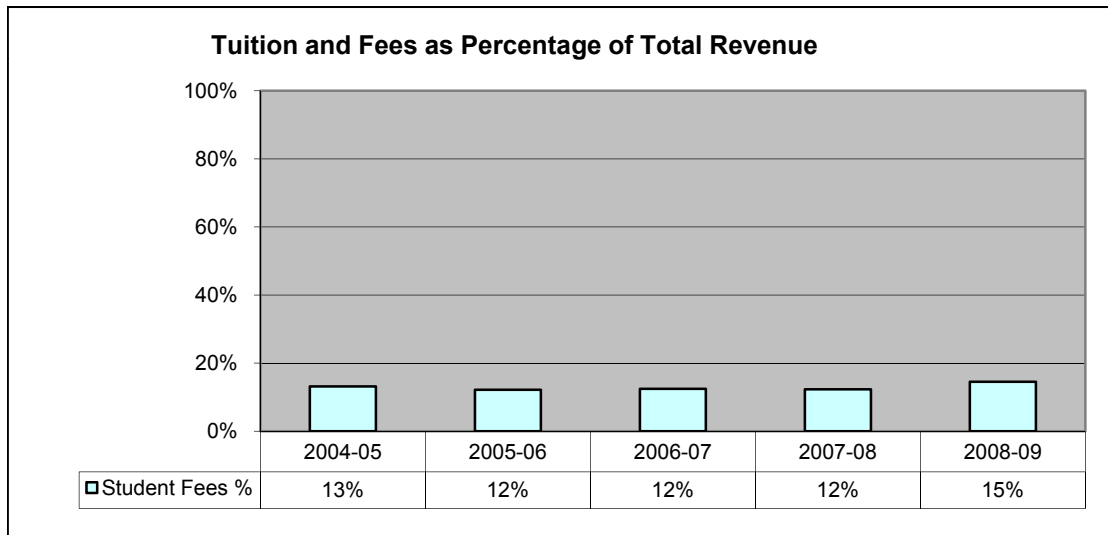
Source: V.P. of Finance &amp; Administrative Services

## Total Expenditures by Function 2005-2009



Source: V.P. of Finance & Administrative Services

## Annual Tuition and Fees

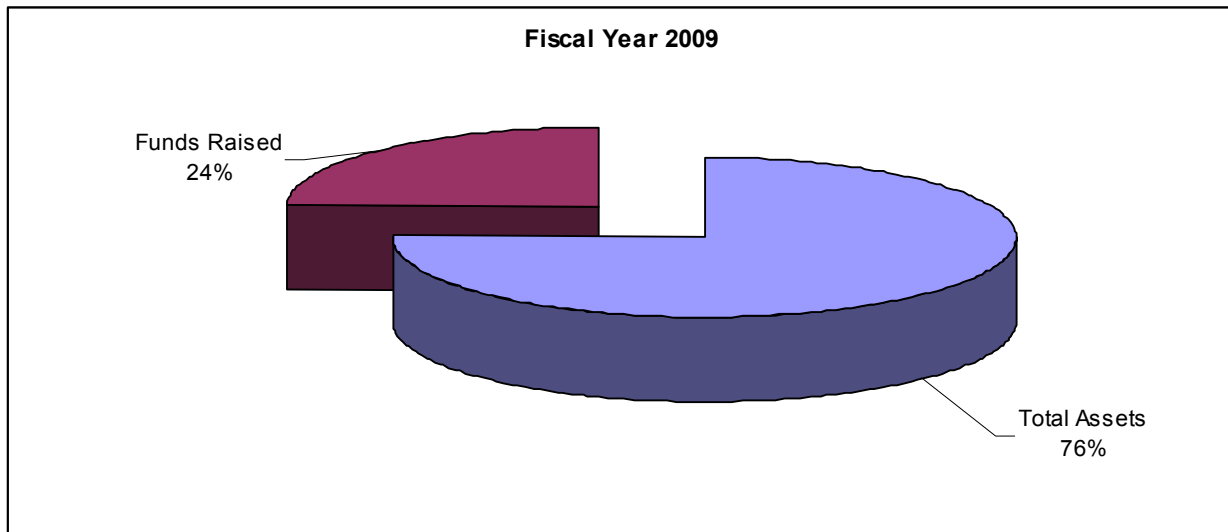
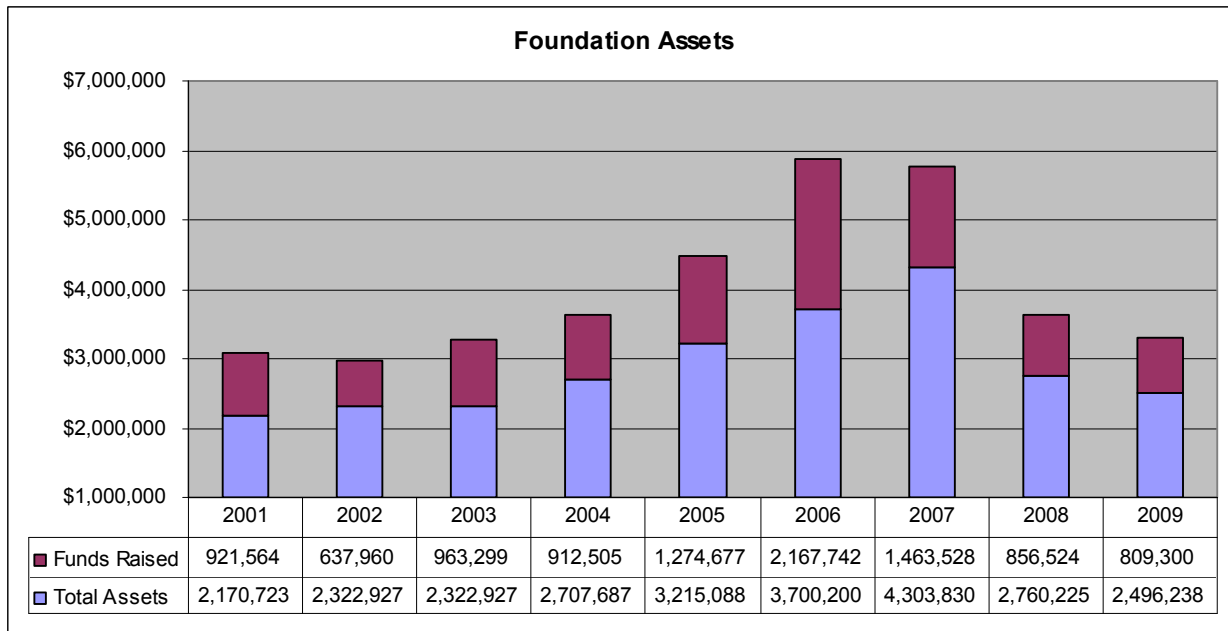


Academic Year	Undergrad	Annual	Undergrad	Annual	Annual Additional Non-Resident Tuition
	Cost Per Credit	Undergrad Cost	Cost Per Credit	Undergrad Cost	
	Lower Division	Lower Division	Upper Division	Upper Division	
2003-04	47.25	1,417.50			4,507.00
2004-05	49.00	1,470.00			4,692.00
2005-06	50.75	1,522.50			4,915.00
2006-07	52.50	1,575.00			4,962.00
2007-08	54.75	1,642.50	85.75	2,572.50	5,385.00
2008-09	60.00	1,800.00	96.25	2,887.50	5,709.00
2009-10	63.00	1,890.00	102.75	3,082.50	6,188.00

Annual undergrad cost equals the cost per full-time student (15 credits per semester) for two semesters.  
Cost per credit does not include 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 use information sources independently and effectively and to provide a physical and virtual environment conducive to 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 45,000 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 over 30 major research databases, the library provides online access to nearly 17,000 journals, magazines, and newspapers.

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

<b>Materials</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>FY 2009</b>
Print Volumes	44,457	45,981	45,613	45,462	44,425
Print Subscriptions	217	197	201	196	191
Online Periodicals <sup>1</sup>	9,000	11,000	15,700	16,180	16,659
<b>Library Use</b>					
Circulation	8,583	7,951	7,784	7,926	7,119
Group Instruction <sup>2</sup>	2,031	1,385	1,388	1,513	1,161
Typical Weekly Visits <sup>3</sup>	2,093	2,178	2,270	2,283	3,282
<b>Staff</b>					
Professional	6	6	6	6	11
Classified <sup>4</sup>	14.5	16	16	16	11

<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.

<sup>4</sup>Five classified positions were moved to administrative status.

Source: Library & Media Services

## Building Descriptions

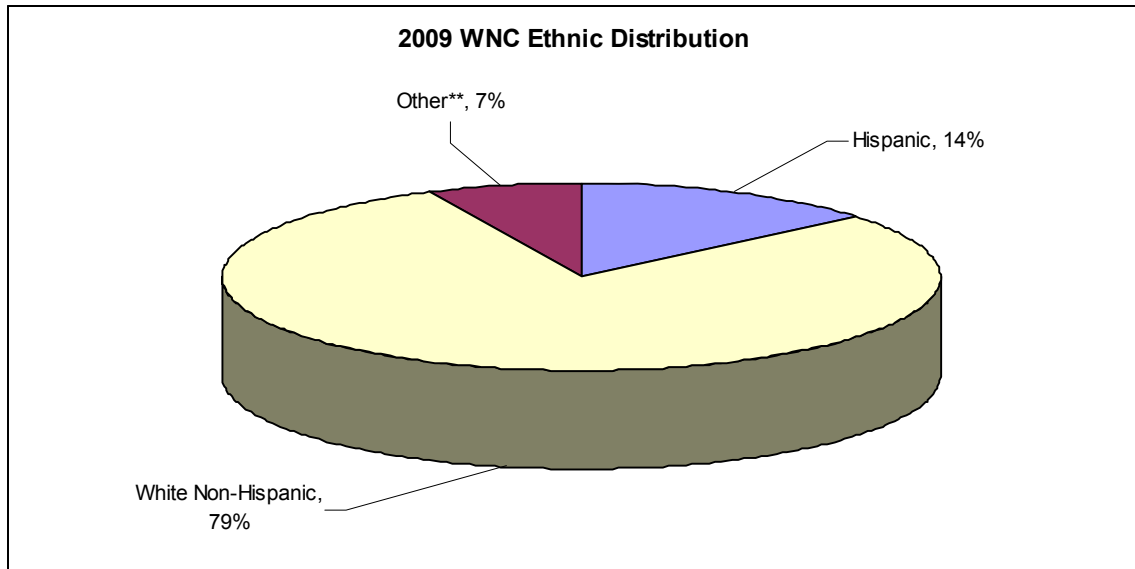
	Area (sf)	Year Built
<b>Carson Campus</b>		
Aspen Building	24,855	1991
Bristlecone Building	24,855	1974/1992
Carson High Tech Center	34,890	1999
Cedar Building	70,667	1998
Central Receiving Building	2,500	1997
Child Development Center	2,500	1993
Donald W. Reynolds Center for Technology	28,472	1999
Jack C. Davis Observatory	33,472	2003
Joe Dini Jr. Library and Student Center	33,472	2003
John Sheldon Trade Complex:		
• E.L. Cord Auto Tech Center	20,388	1997
• Andi Butti Welding Tech Center	20,388	1997
• Woody Wurster Machine Tool Tech Center	8,483	1987/1997
<b>Carson Total</b>	<b>304,942</b>	
<b>Douglas Campus</b>		
Bently Hall	14,965	1997
<b>Douglas Total</b>	<b>14,965</b>	
<b>Fallon Campus</b>		
Bookstore	1,440	1985
Piñon Hall	7,632	1988
Sage Hall	10,800	1981
Virgil Getto Hall	16,245	1992
<b>Fallon Total</b>	<b>36,117</b>	
<b>College Total</b>	<b>356,024</b>	

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

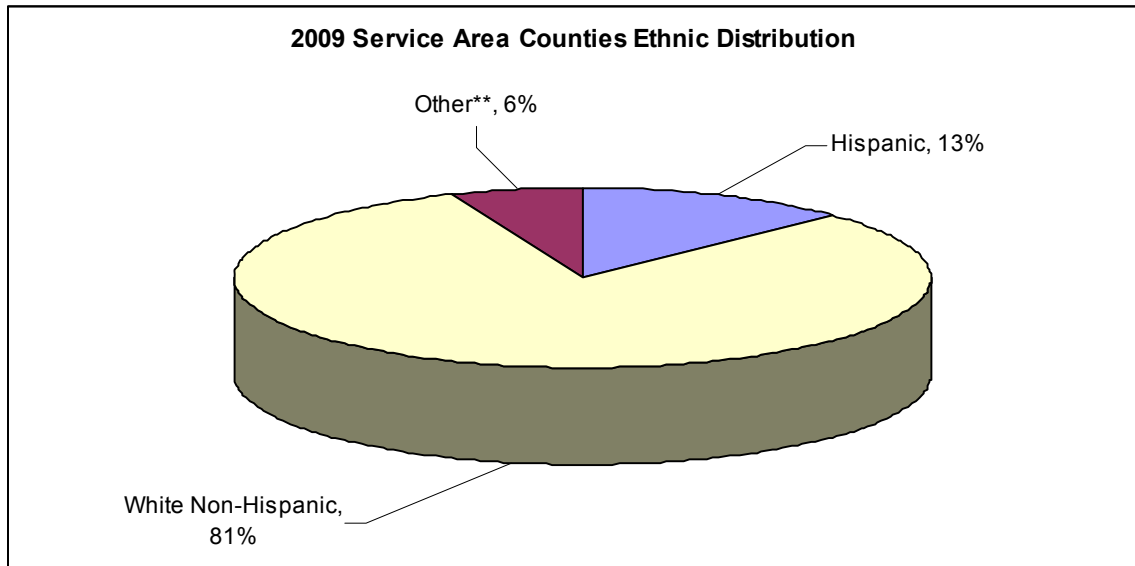


# EXTERNAL ENVIRONMENT

## WNC Service Area Ethnic Distribution

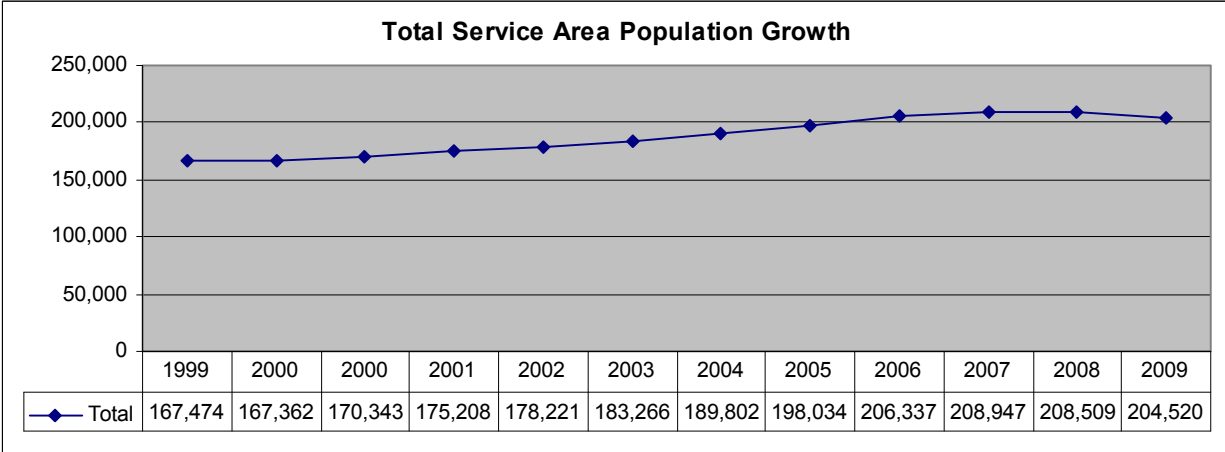
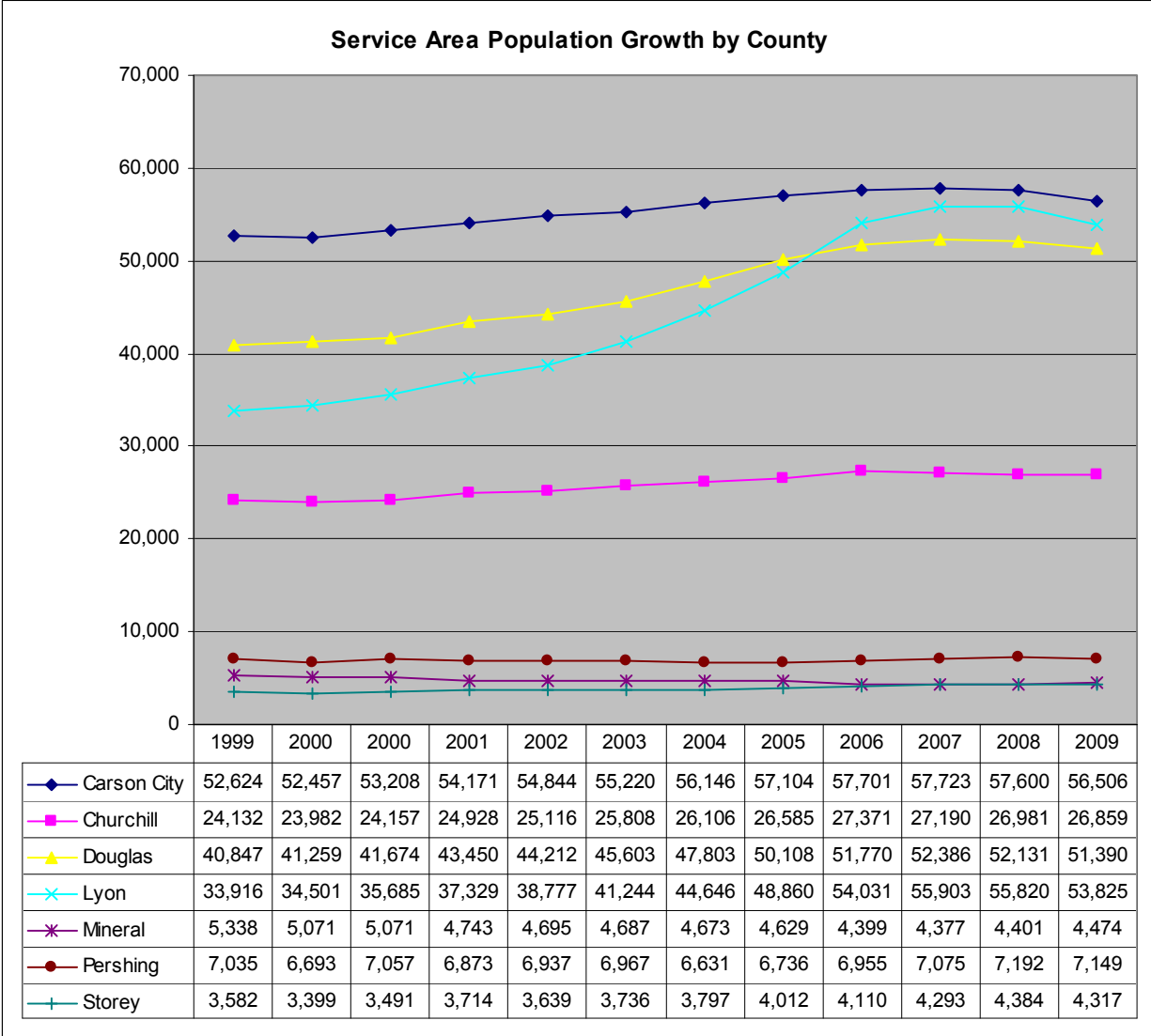


WNC percentage does not include students whose ethnicity is unknown and students with multiple ethnicities.



\*\*Native American/Alaskan Native, Asian, Black Non-Hispanic, Hawaiian/Pacific Islander  
Source: State Demographer Nevada Population Estimates 2006 -2009

# WNC Service Area Population Growth by County



# Western Nevada College

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