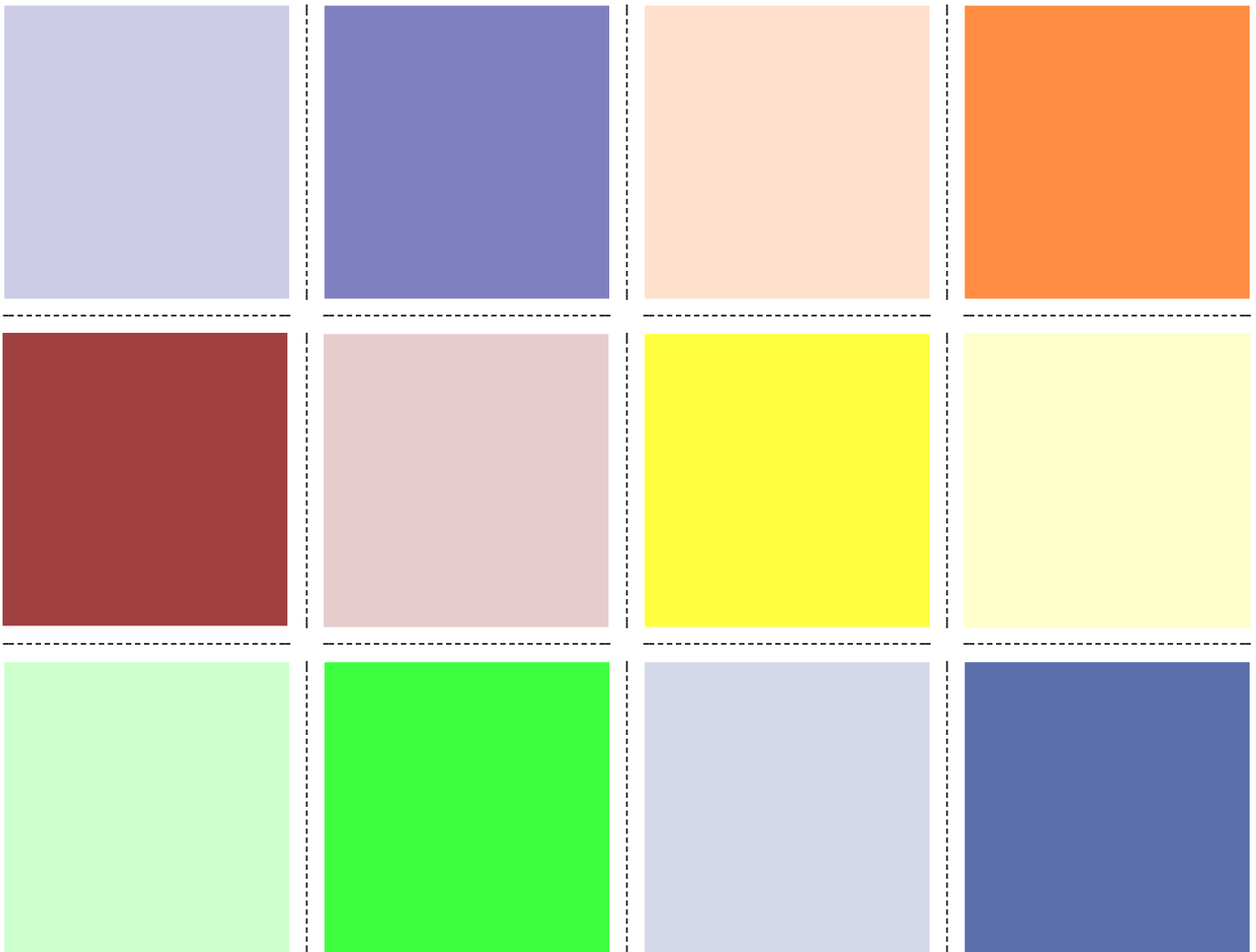


Institutional Portfolio

Western Nevada Community College

2004

Office of Institutional Research



PREFACE

What is an Institutional Portfolio?

Dear Colleagues:

Welcome to the first edition of Western Nevada Community College's *Institutional Portfolio*—a collection of essential information about our students, our programs, our faculty and staff, and our facilities and resources. We hope this book becomes an important resource for the college as a planning tool, for the community as a source of information about our institution, and for various state, federal and educational entities as a user-friendly reference tool.

Publishing the *Institutional Portfolio* has become increasingly important as the college becomes more systematic in its approach to institutional effectiveness. Recent planning, accreditation, program review, and assessment efforts have resulted in the proliferation of information throughout the college. Having one repository for this information makes good sense. The Institutional Portfolio will make it easier to share information across the college and with the community so that we can effectively work together to accomplish the college's mission and goals.

Distilling the multitude of available institutional research down to what is essential for the *Institutional Portfolio* is a daunting task, and to accomplish it, Institutional Research staff analyzed our currently available reports, our reporting history, and our reporting requirements to determine where information gaps exist. Sometimes we are lucky and have access to new services or technologies that grant us access to information we previously could not obtain. For the first time, we will have access to student transfer data from The National Student Clearinghouse that will allow us to track the success of our students once they leave for other institutions.

Institutional Research is extremely proud to present this comprehensive portfolio of information about Western Nevada Community College to you. We hope it proves to be a fundamental reference tool for all who need to have information at their fingertips. It is imperative for us to collect what we know about ourselves in order to plan for our future.

Institutional Research

Susan Riggs, Director

Tracy Viselli, Programmer/analyst

Barbara Ford, Computer System Technician II

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

First-Time Student: A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit 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 either 11 semester credits or less each term.

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

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

Student Persistence: A student persists from term to the term if he/she is enrolled in at least one course during each term and receives a letter grade of A, B, C, D, F, P, W or I upon completion of the course.

Student 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 or I).

Unduplicated Headcount: Headcount which includes only one count for each student who is simultaneously enrolled in courses on any two or more campuses.

INTRODUCTION

Mission Statement & Goals

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

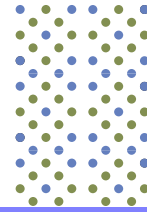
To achieve the educational goals of our college, we have hired faculty, both full-time and part-time, dedicated to the proposition that students come first. These teachers have committed their lives to the art of teaching and advising students. Our faculty are master teachers who are engaged in professional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

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

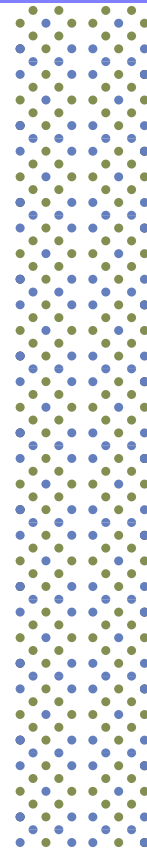
Our college is also firmly grounded in community involvement. As an institution, Western is an important resource for the community and strives to provide both culturally enriching and intellectually stimulating activities and events that are open to all members of our community. Our commitment to our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

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

2000-2006 Strategic Goals

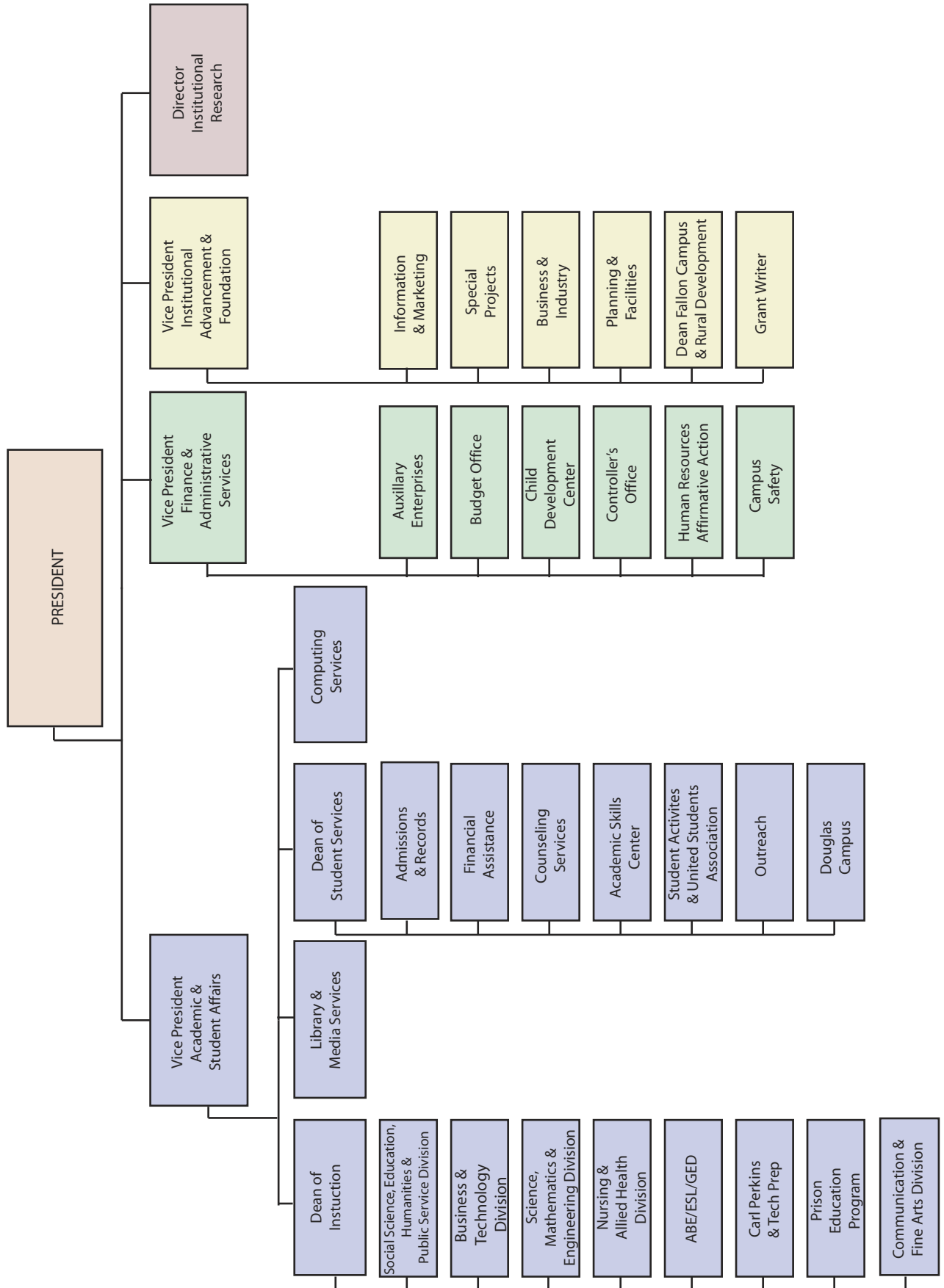


- Goal 1 Increase Number of Degree-seeking Students by 300 percent by 2006
- Goal 2 Improve Student Success
- Goal 3 Support Regional Economic Diversification
- Goal 4 Enhance the Cultural Life of the Community
- Goal 5 Implement Northwest Accreditation Commission Recommendations



Organizational Chart - Western Nevada Community College

Organizational Chart



Administration

WNCC Presidents

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

WNCC Administration

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

Board of Regents, University and Community College System of Nevada

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

WNCC Foundation Board of Trustees

Shelly Aldean	Randall M. Long
Gayle Block	Virgie Miller
Joe Bookwalter	Linda Morsani
Don Carter	James Parker
Virgil M. Getto	Dorothy Ramsdell
Jerry Gregory	Pam Robinson
Lillian Hack	Richard Schulze
Kathy Halbardier	Fred Schmidt
Donal Hummer, Jr.	Bernice Sheldon
Harold Jacobsen	Roger Williams
Phillip Leathers	Robin Williamson
Steve Lewis	Sally Zola
Randall M. Long	

Accreditation & Historical Highlights

College Accreditation

Northwest Commission on Colleges and Universities, 2000 - 2010

Program Accreditation

Nursing
Surgical Technology

Accrediting Body

National League for Nursing Accrediting Commission, 2004 - 2012
Commission on Accreditation of Allied Health Programs, through 2004 - 2007

Historical Highlights

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

1974 - Bristlecone Building opens on the Carson City Campus.

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

1981 - Fallon Campus opens – Sage Hall.

1985 - Fallon Campus bookstore opens. Fernley Center opens.

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

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

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

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

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

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

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

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

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

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

Degrees & Divisions

ASSOCIATE OF ARTS

Criminal Justice
Musical Theatre

ASSOCIATE OF APPLIED SCIENCE

Accounting (Applied Accounting)
Automotive Mechanics
Computer Technology (Computer Networking Technology; Office Technology; Web Technology)
Construction Technology (Project Management; Craft Training)
Criminal Justice (Corrections; Juvenile Justice; Law Enforcement; Law Enforcement/Academy)
Drafting Technology (Architectural; Mechanical)
Early Childhood Education
Electronics Technology (Computer; Electrical; Electronics)
General Business
Geographic Information Systems
Golf Facilities Management
Graphic Communications
Legal Assistant
Machine Tool Technology
Management
Nursing
Real Estate
Welding Technology

ASSOCIATE OF GENERAL STUDIES**ASSOCIATE OF SCIENCE**

Biophysical Sciences
Chemistry
Engineering Science
Geosciences
Mathematics
Physics

CERTIFICATE OF ACHIEVEMENT

Accounting Technician
Automotive Mechanics
Business
Computer Technology (Cisco Systems; Microcomputer/Network Technician; Network Administration)
Criminal Justice (Corrections; Juvenile Justice; Law Enforcement; Law Enforcement/Academy)
Drafting Technology (Architectural; Mechanical)
Early Childhood Education
Electronics Technology
Financial Operations Management
Geographic Information Systems
Golf Facilities Management
Graphic Communications
Legal Office Specialist
Machine Tool Technology
Practical Nursing
Surgical Technology
Welding Technology

ACADEMIC DIVISIONS

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

College Quick Facts

Service Area 18,000 square miles

Campus Size

Carson	156 acres
Douglas	10 acres
Fallon	12 acres

Enrollment

Fall 2004

Total Headcount Students	5379
Total FTE Students	2288
Total Ethnic Minorities	749 (does not include unknown)
Total Female Students	3227 (60%)

Tuition & Fees

2004-2005

Annual

Resident	\$1300.00
Non-resident	\$6000.00

*Per-credit

Resident	\$ 49.00
Non-resident	\$103.00

Source: 2004-2005 IPEDS

*Does not include \$4/credit technology fee. Non-resident tuition reflects fee per credit for students enrolled in six or less credits. Students enrolled in more than six credits in a semester must pay an additional \$2,346.

Financial Aid

AY 2003

Total Aid	\$3,401,136
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State Appropriated Revenues

FY 2003

General Fund	\$16,420,877
Other Revenue Sources	\$ 2,515,621
Total Revenue	\$18,936,498

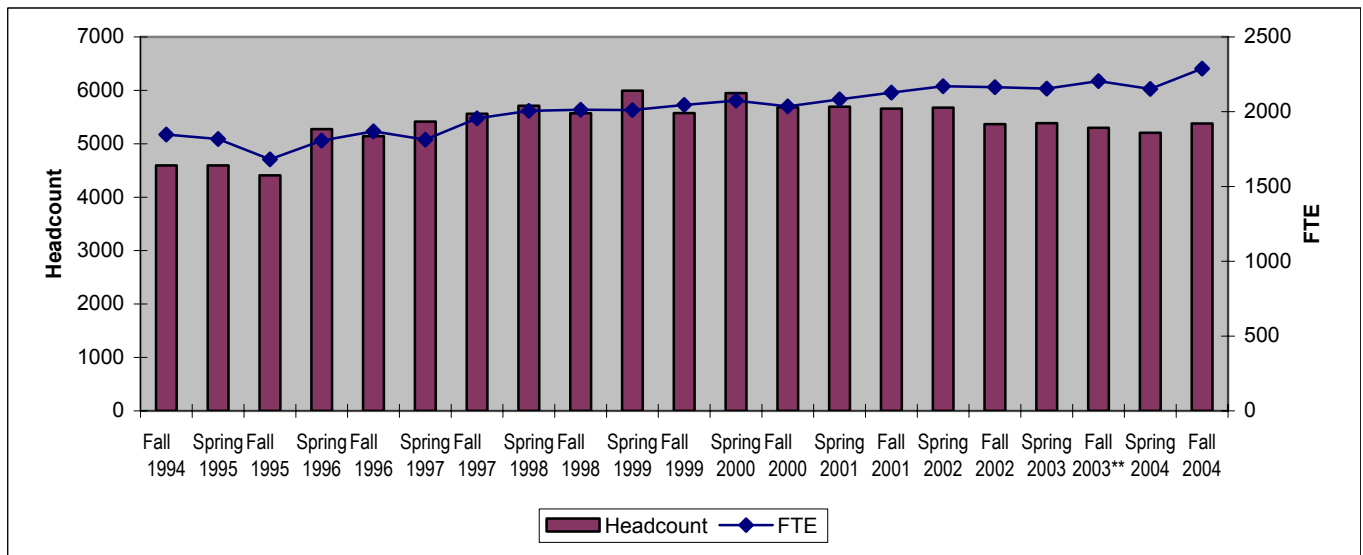
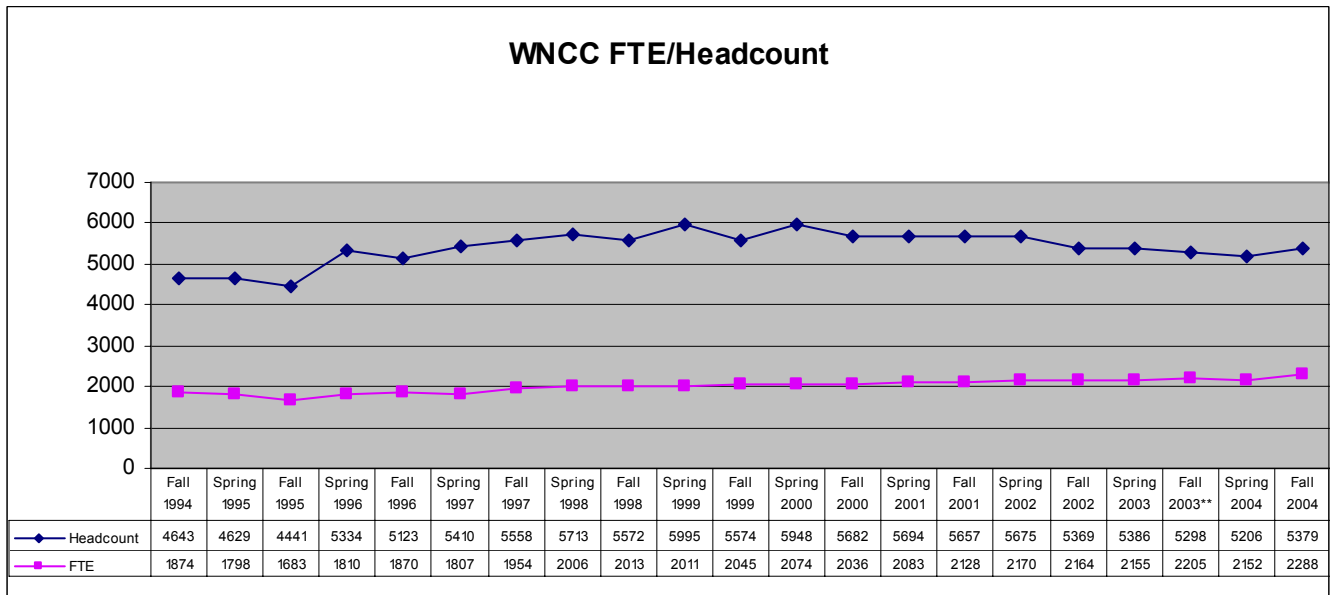
Endowments

FY 2003

Total Value	\$2,707,687
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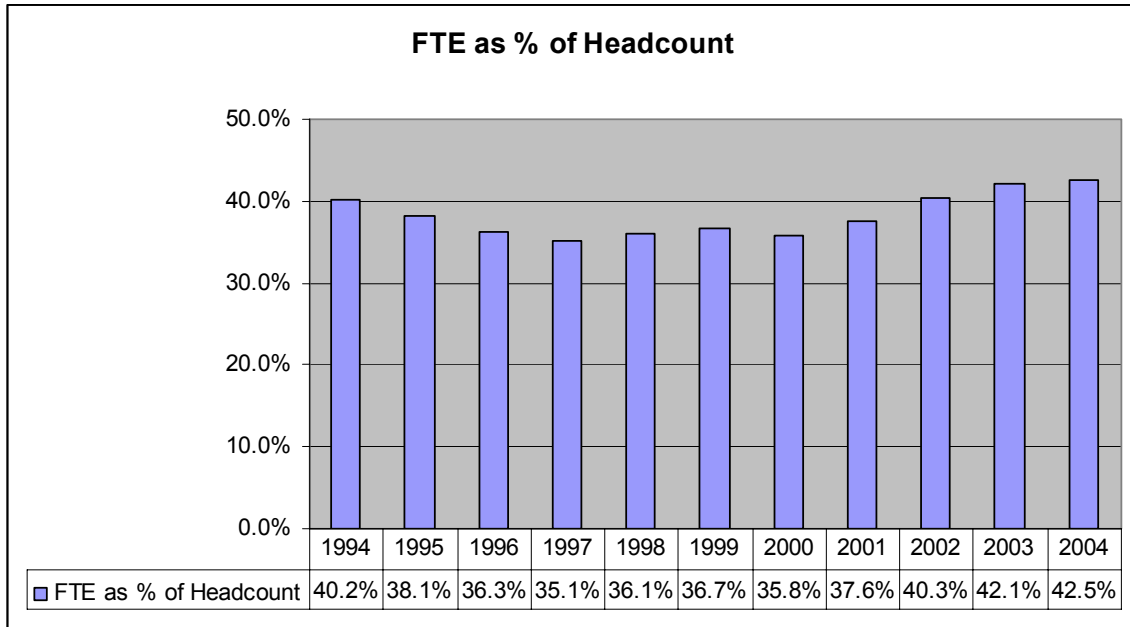
ENROLLMENT TRENDS

FTE and Headcount: 1994-2004



Source: Student Information System

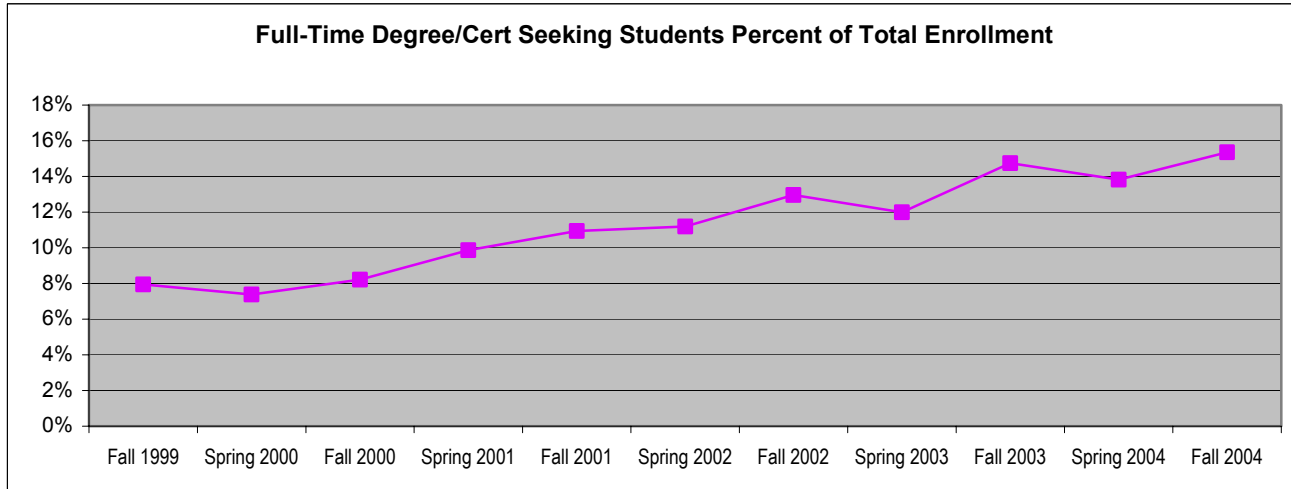
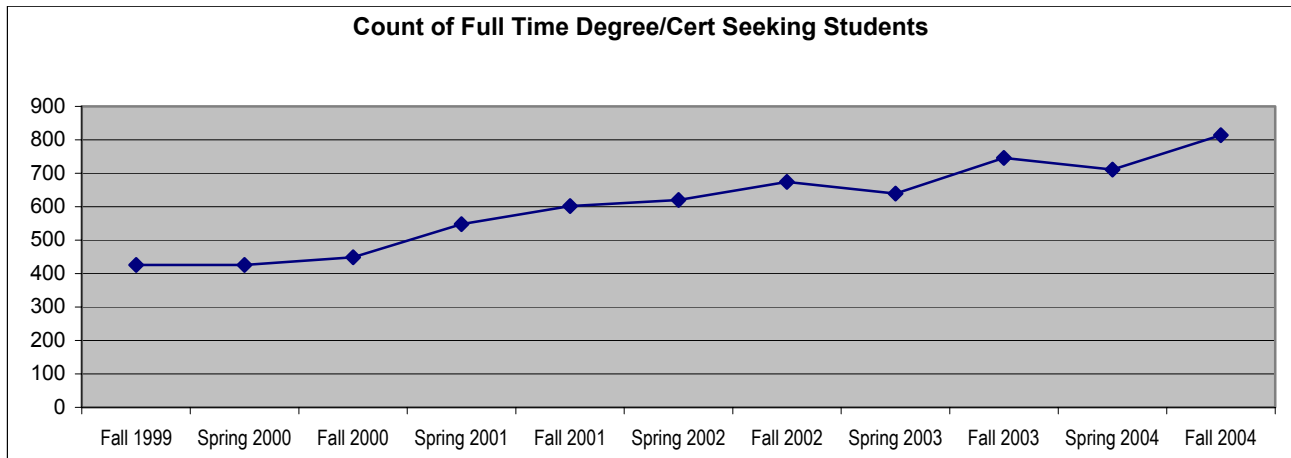
FTE as a Percentage of Headcount



Fall	Headcount	FTE	FTE as % of Headcount
1994	4595	1847	40.2%
1995	4410	1682	38.1%
1996	5143	1869	36.3%
1997	5563	1955	35.1%
1998	5572	2013	36.1%
1999	5574	2045	36.7%
2000	5682	2036	35.8%
2001	5657	2128	37.6%
2002	5369	2164	40.3%
2003	5174	2180	42.1%
2004	5379	2288	42.5%

Source: Student Information System

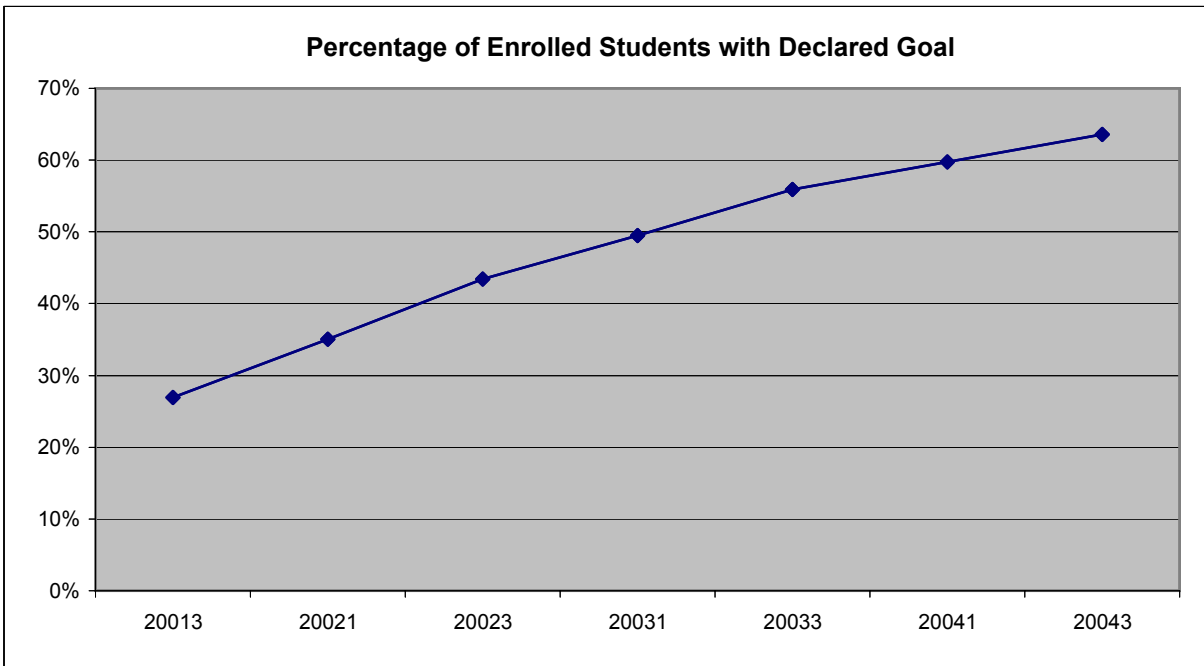
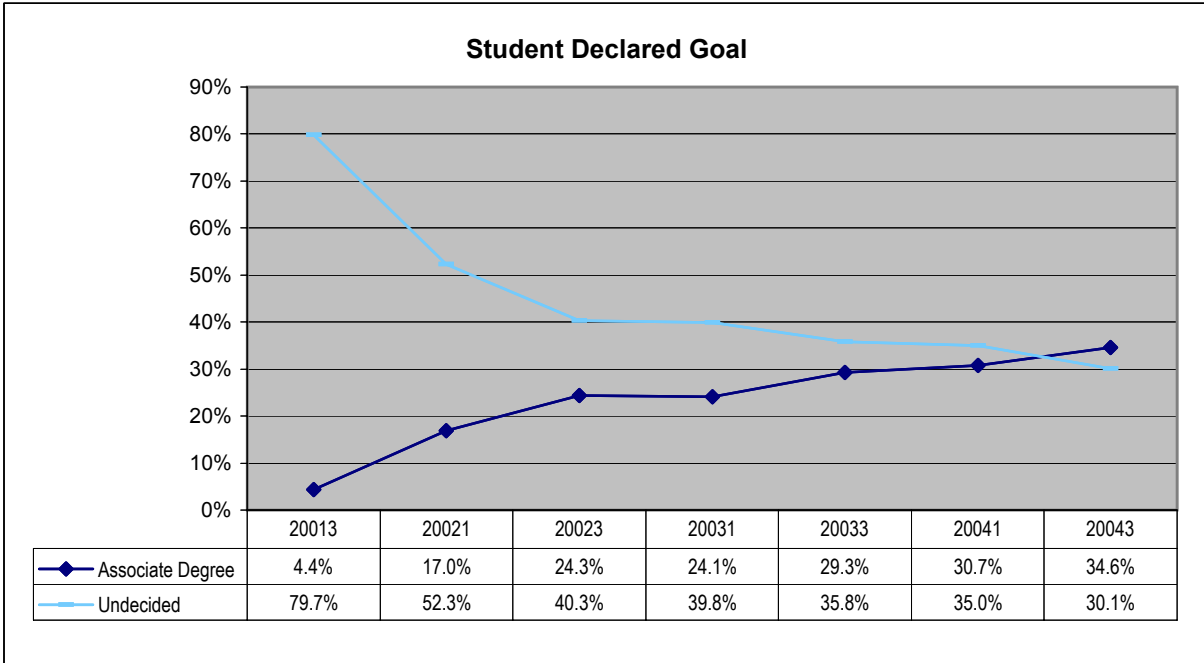
Full-Time Degree/Certificate Seeking Students



	FT - Degree/Cert Seeking	Total Enrollment	% of Total Enrollment
Fall 99	426	5359	8.0%
Spring 2000	426	5773	7.4%
Fall 2000	449	5466	8.2%
Spring 2001	548	5555	9.9%
Fall 2001	602	5500	10.9%
Spring 2002	620	5540	11.2%
Fall 2002	674	5199	13.0%
Spring 2003	639	5329	12.0%
Fall 2003	746	5059	14.7%
Spring 2004	711	5144	13.8%
Fall 2004	814	5302	15.4%

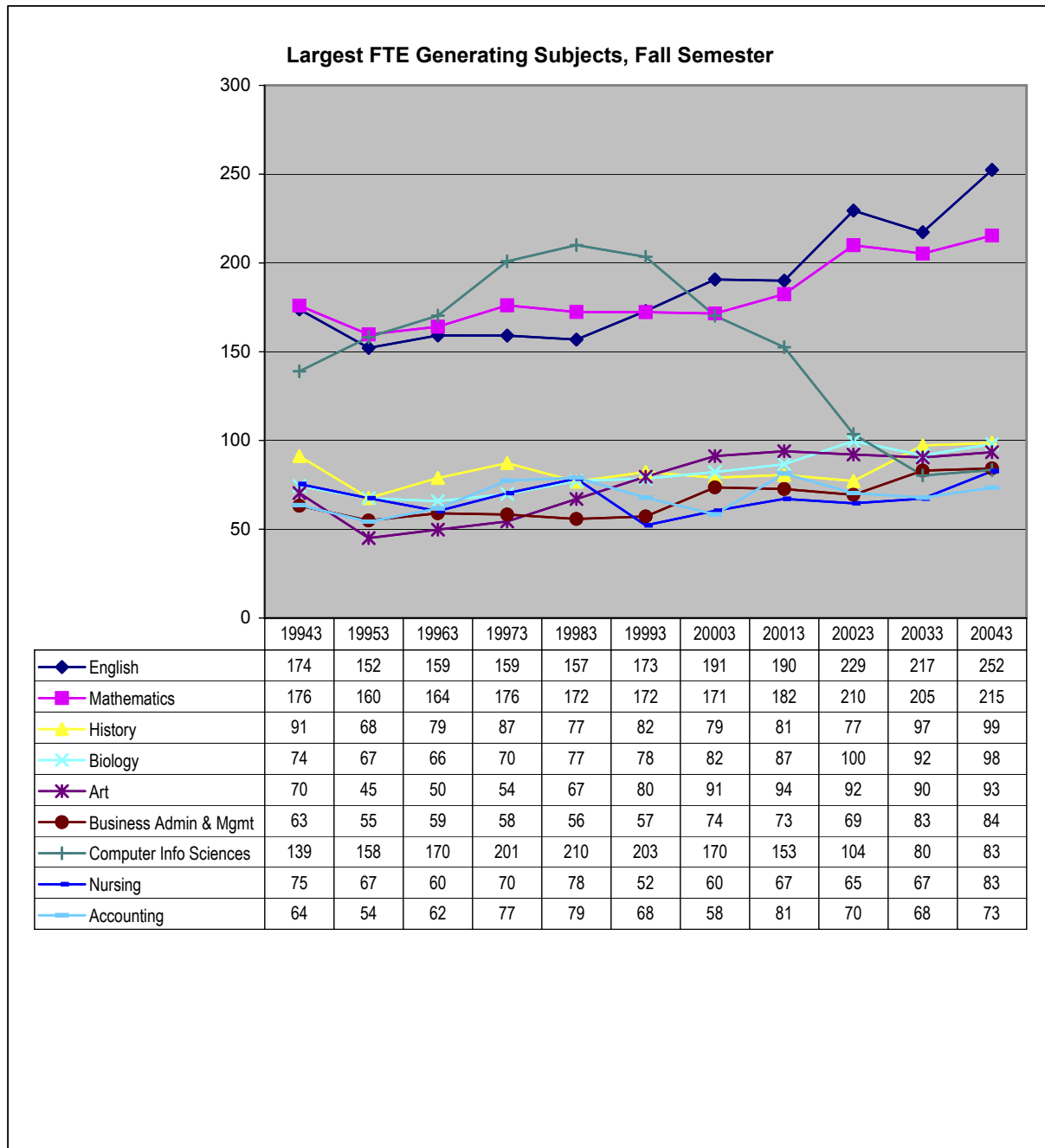
Source: Student Information System

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

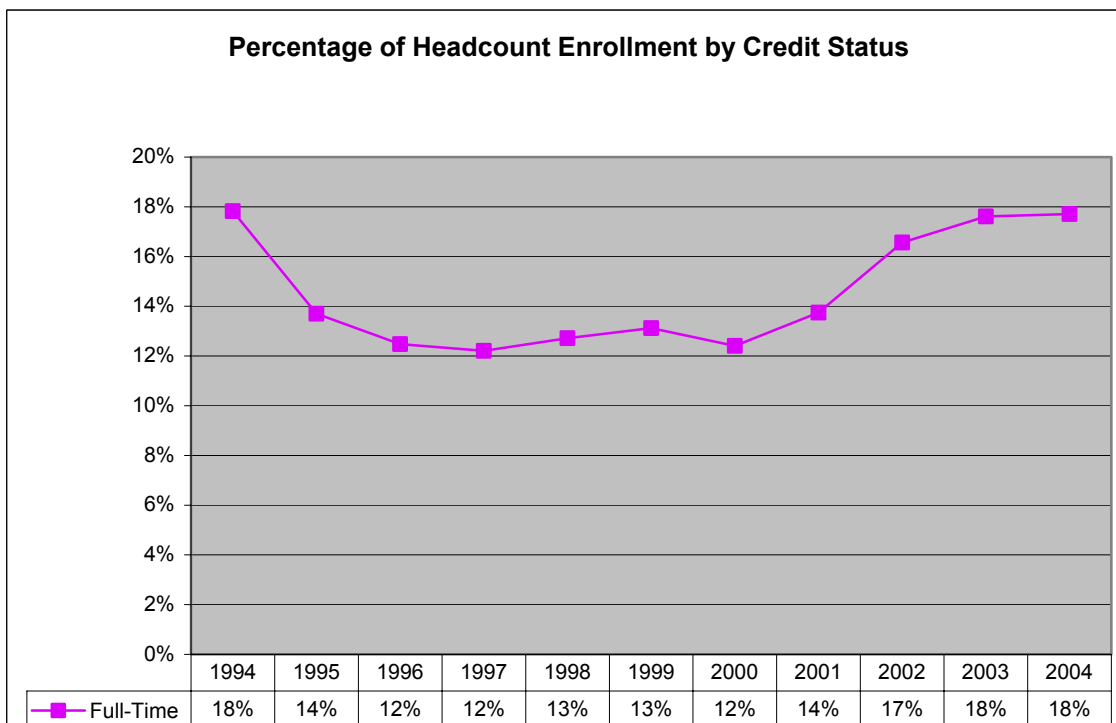
Headcount Enrollment by Credit Status

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

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

Analysis: The overall percentage of full-time and part-time students has remained at 18% and 82% respectively for the last two years.

Source: Department of Institutional Research, Student Information System



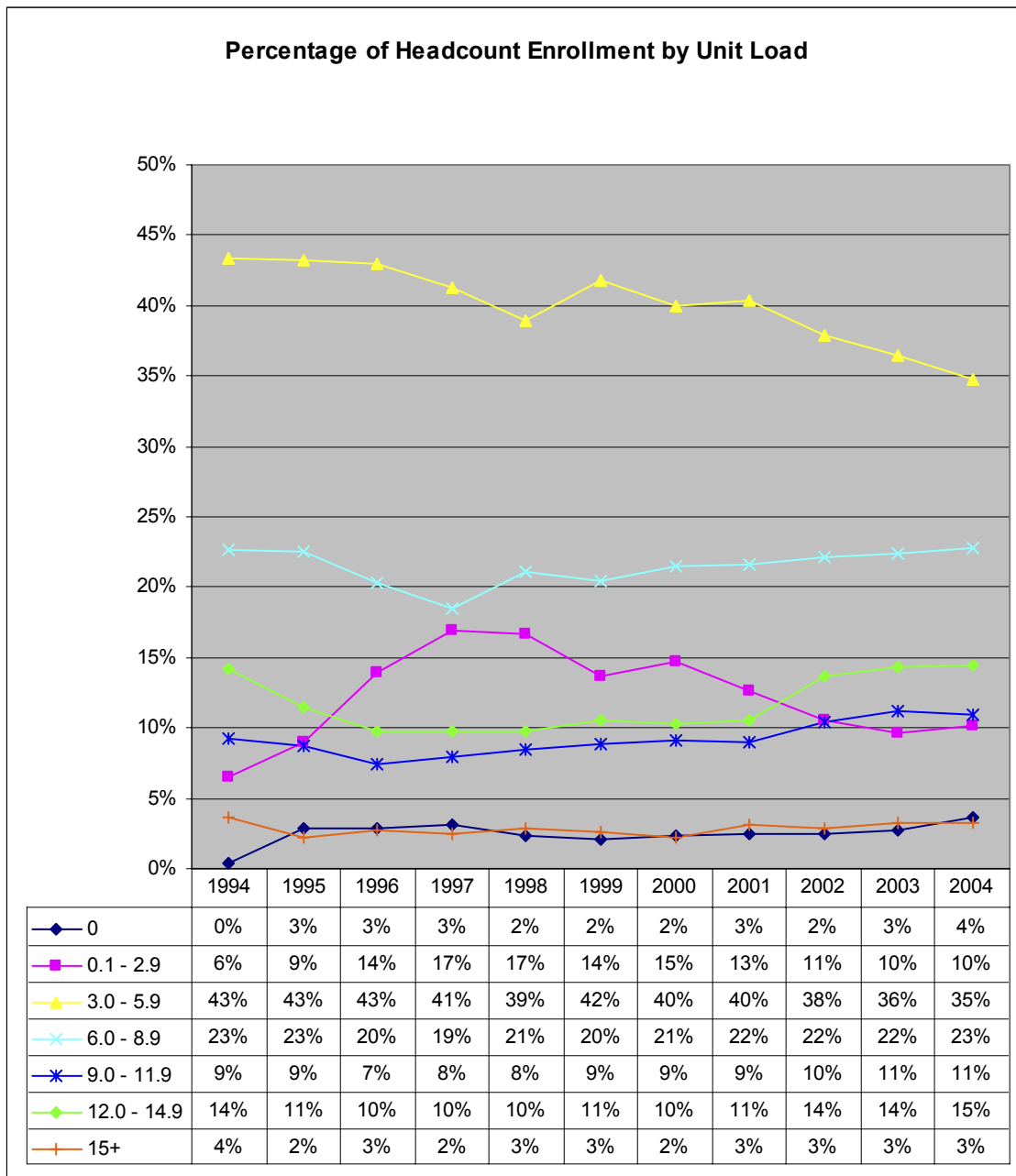
Headcount Enrollment by Unit Load

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

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

Analysis: The majority of students enroll in at least 3.0 but less than 6.0 credits. There has been a 1% increase in the percent of students enrolled in at least 12 but less than 15 credits and in the percentage of students enrolled in at least 6.0 but less than 9 credits since fall 2003.

Source: Department of Institutional Research, Student Information System



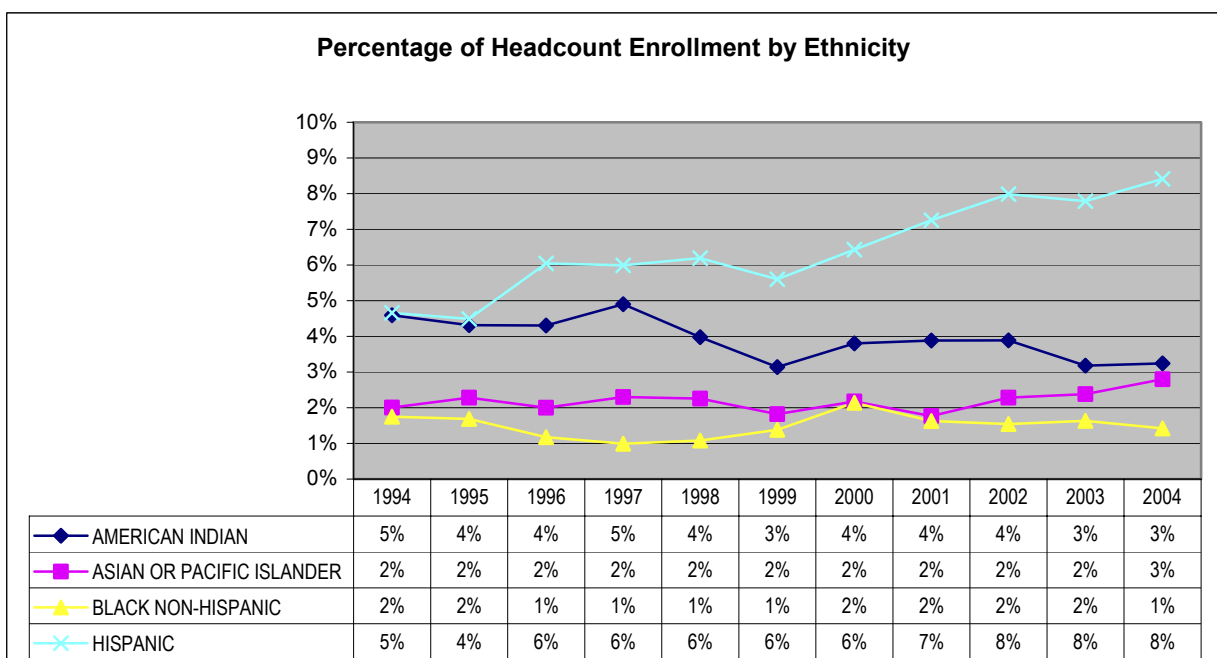
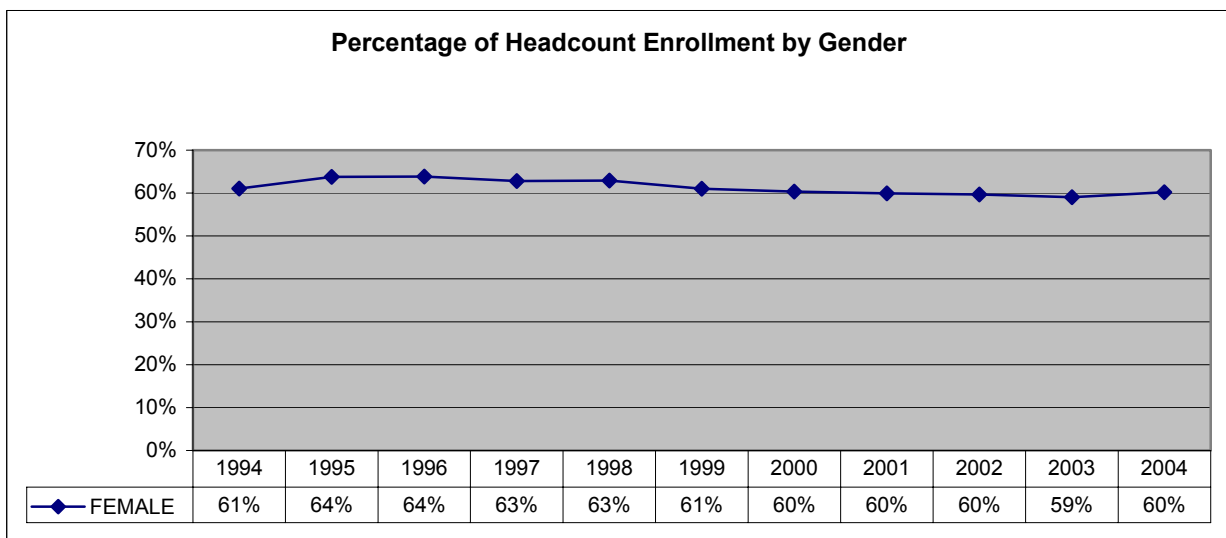
Headcount Enrollment by Gender and Ethnicity

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: There has been an overall 1% increase in the percentage of Asian or Pacific Islander students and a 3% increase in the percentage of Hispanic students. Male and female headcount enrollment has remained relatively stable overall.

Source: Department of Institutional Research, Student Information System



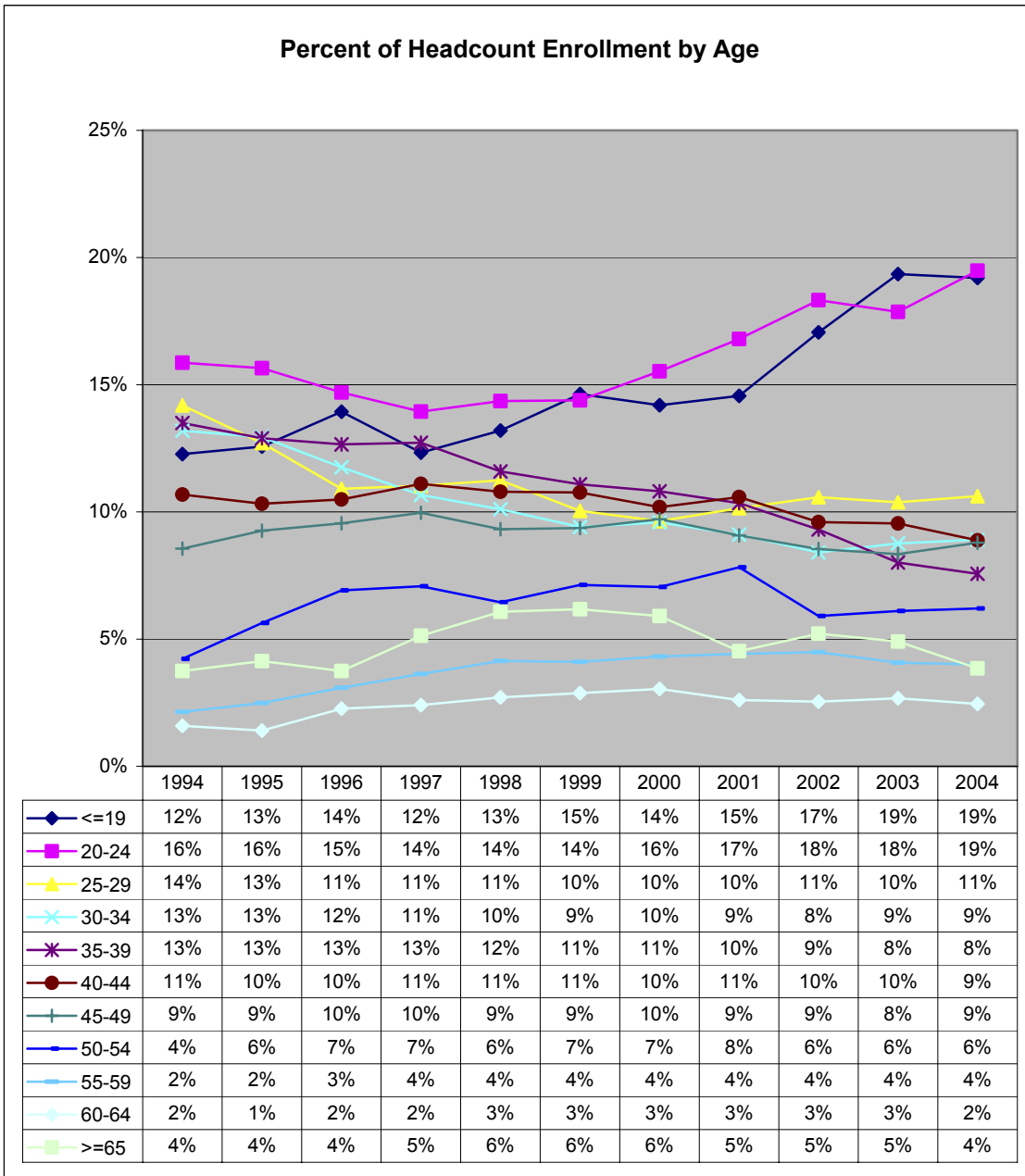
Headcount Enrollment by Age

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

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

Analysis: While the percentage of students 24 and under has been increasing, the percentage of students 25-44 has been decreasing.

Source: Department of Institutional Research, Student Information System



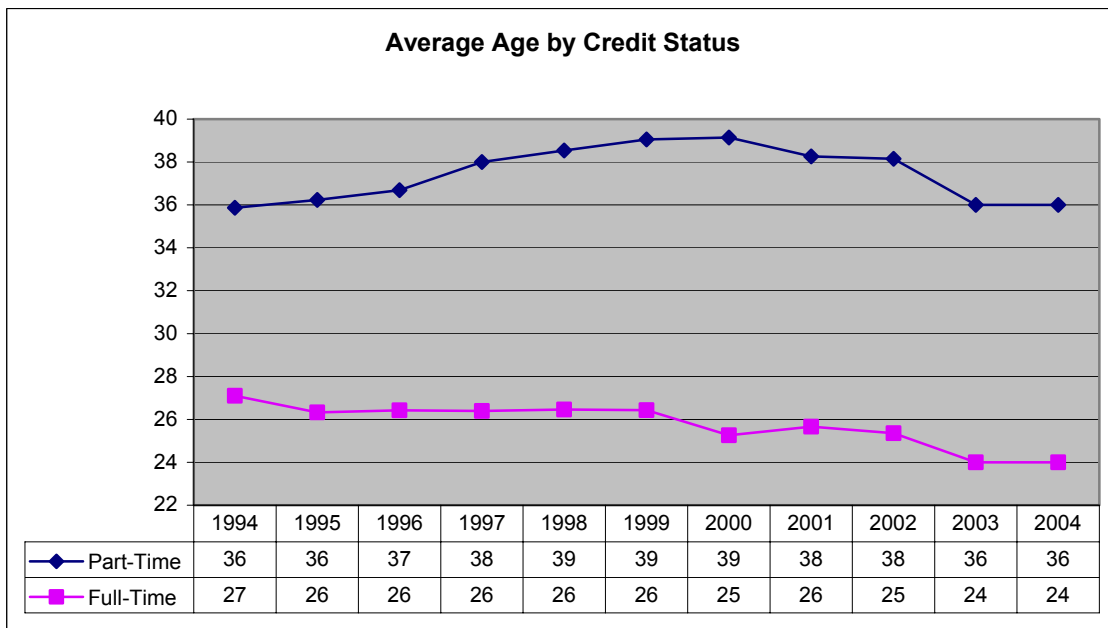
Average Age by Credit Status

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

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

Analysis: The average age of full-time students is decreasing.

Source: Department of Institutional Research, Student Information System



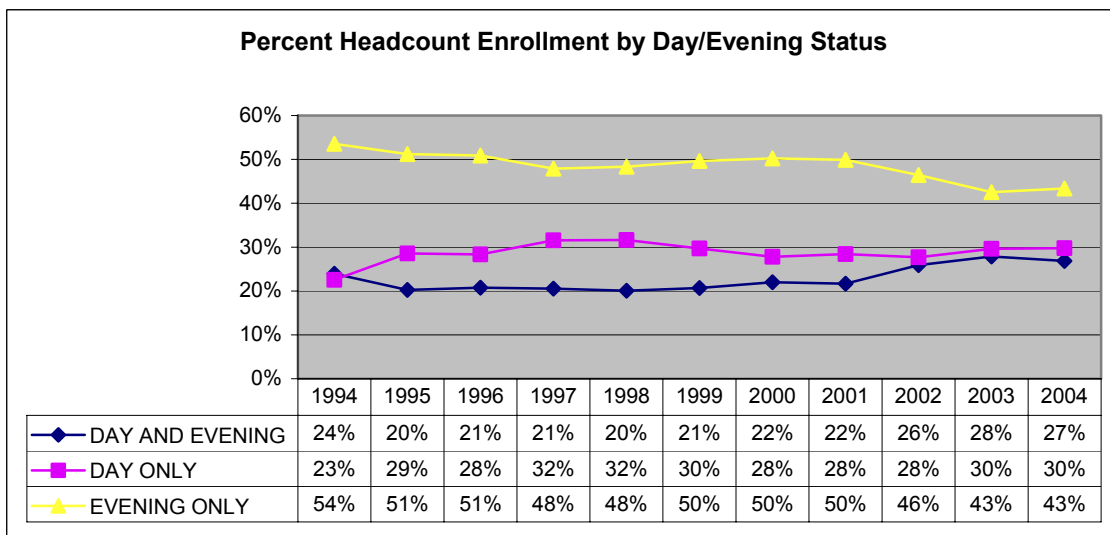
Headcount Enrollment by Day/Evening Status

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

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

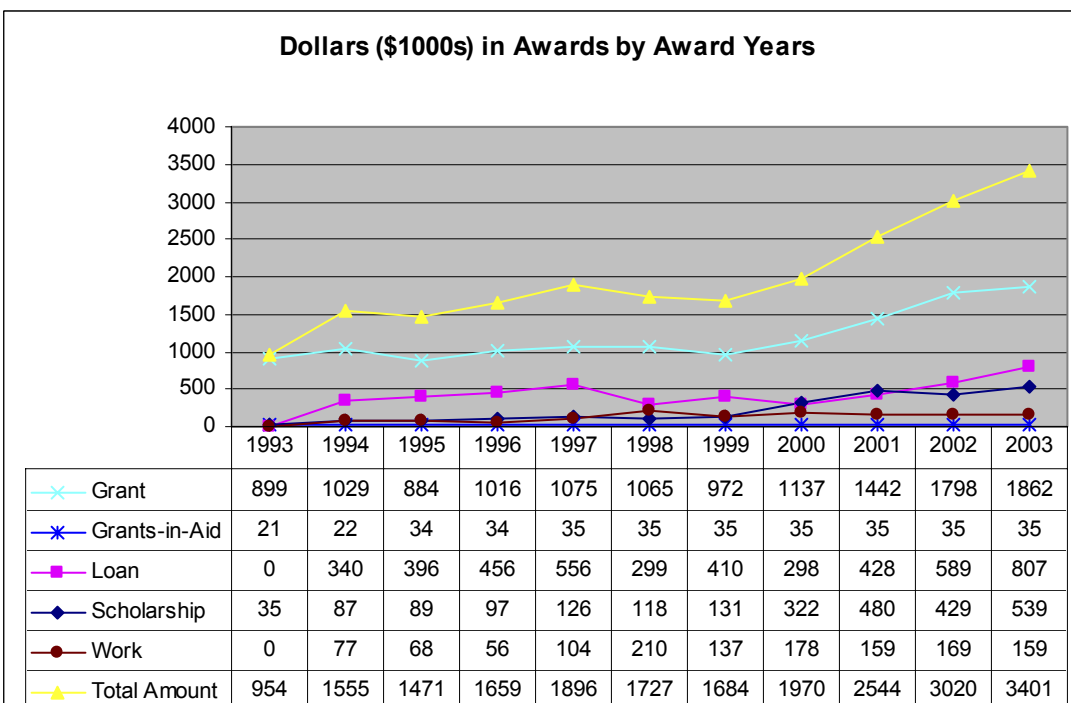
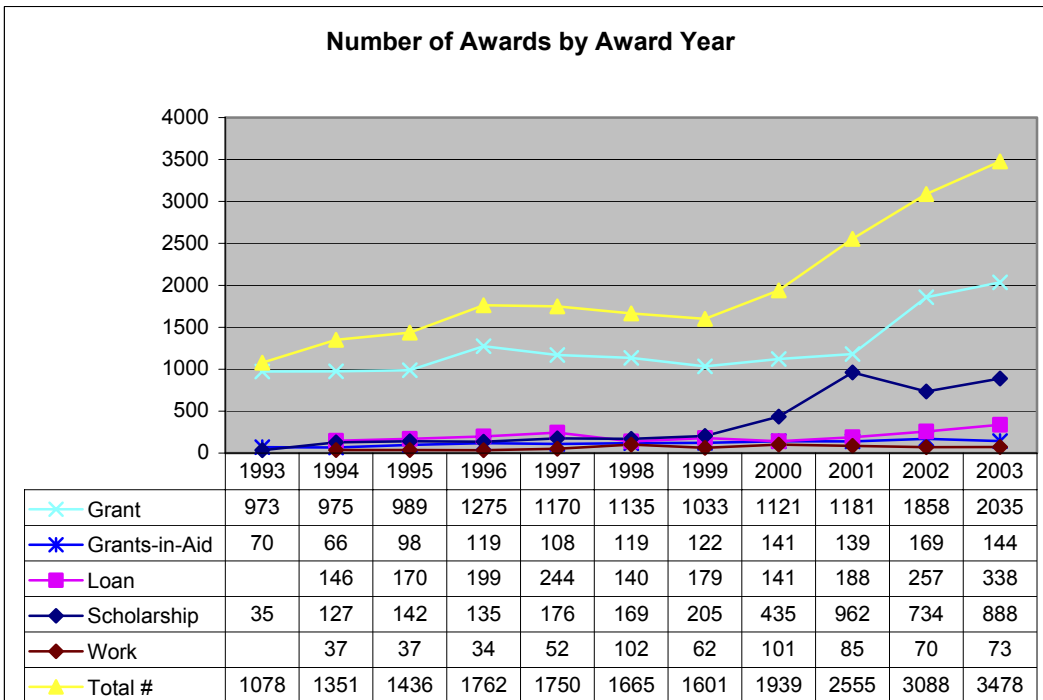
Analysis: The percentage of students attending day classes only has increased by 7% since fall 1994, while there has been an 11% decrease in the percent of students attending evening only classes.

Source: Department of Institutional Research, Student Information System



Number of Awards and Dollars Provided in Financial Aid

- Definition of Measure:** This measure shows the number of financial aid awards and the total dollar amount of aid provided, by type of aid. An award year is Jul 1 to Jun 30. A student often receives more than one award.
- Use of Measure:** This measure shows changes in the number of financial aid awards and aid dollars.
- Analysis:** The total dollar amount of financial aid awards has increased by 2,447,000. This total excludes aid provided by the Veterans Administration.
- Source:** Department of Institutional Research, Student Information System



Percent of Recent Service Area High School Graduates

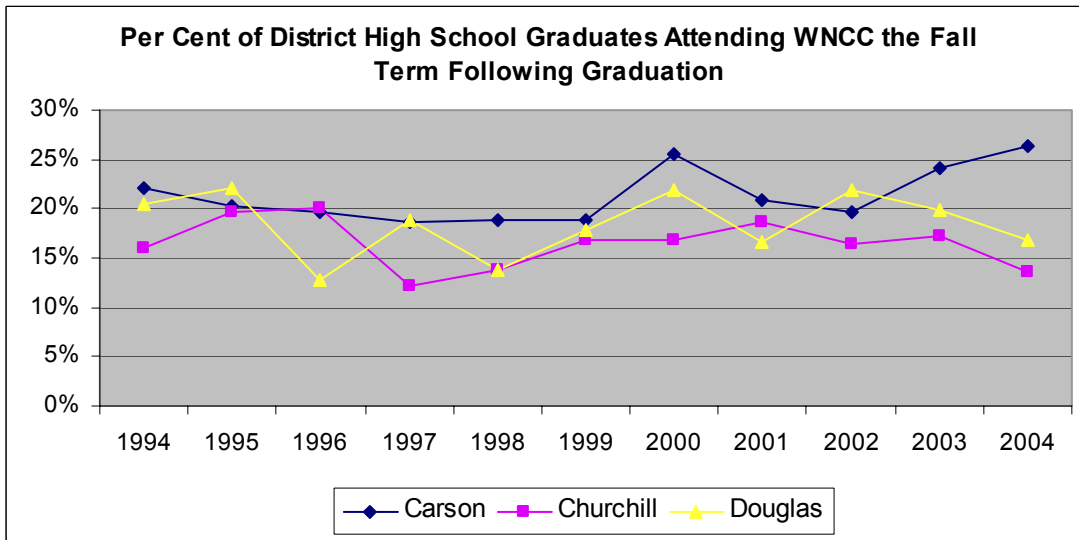
Definition of Measure: This measure shows the fall term enrollment of recent high school graduates as a percentage of service area high school graduates.

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

Analysis: The participation of recent graduates from Carson High School continued to increase by just under 2% in 2004. The participation rate of recent graduates from Churchill and Douglas high schools decreased by 3.6% and 3% respectively in 2004.

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

Source: NV Department of Education, Department of Institutional Research, Student Info System



STUDENT SUCCESS

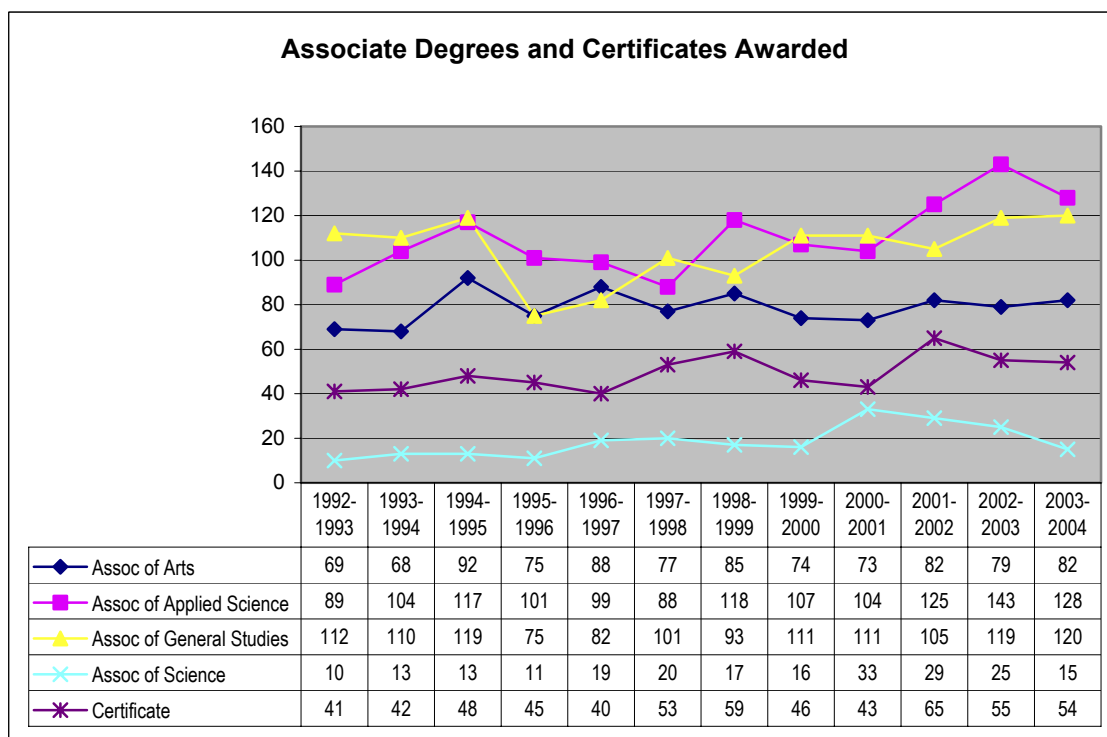
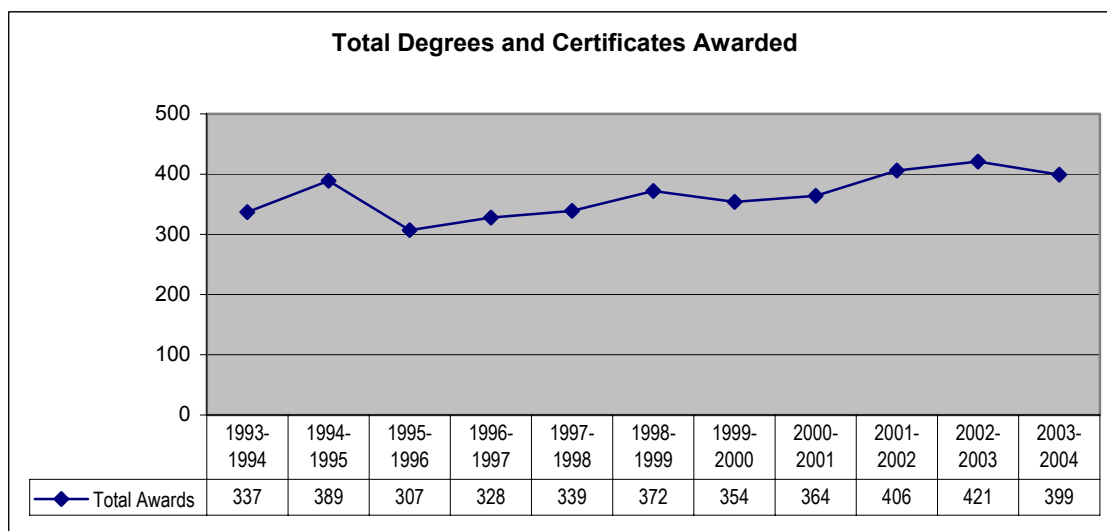
Number of Associate Degrees and Certificates Awarded

Definition of Measure: This measure shows the total degrees and certificates awarded in an academic year by type. An academic year was defined as fall, spring, 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 but steady increase in the number of degrees granted overall with the greatest increases occurring in the Science (AS) and Applied Science (AAS) degrees.

Source: Department of Institutional Research, Student Information System



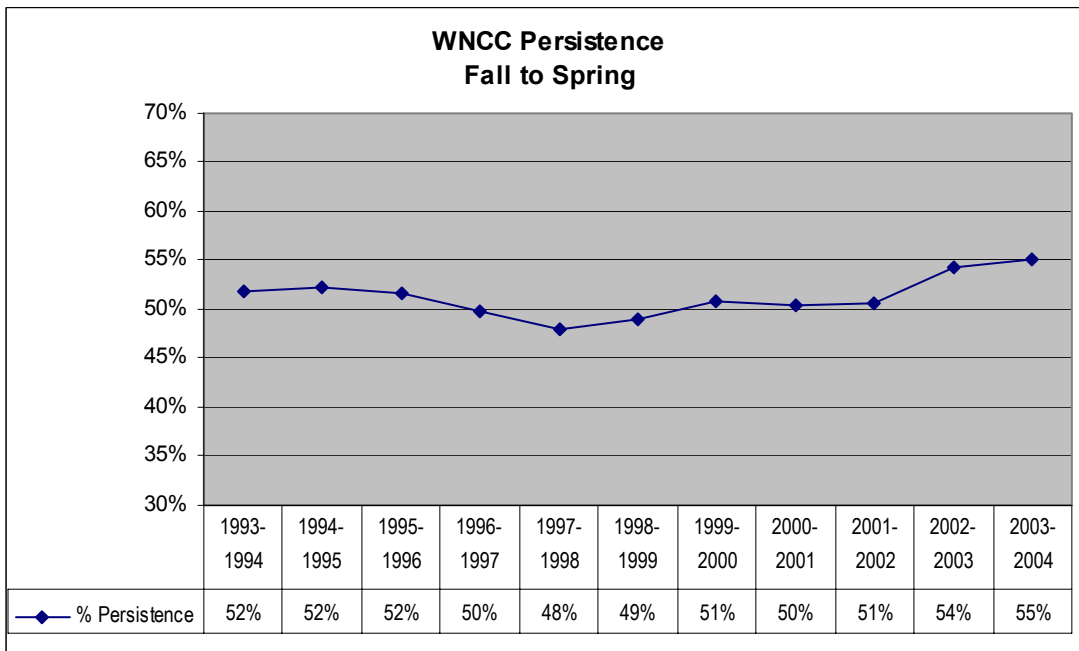
Persistence Fall to Spring

Definition of Measure: A student persists from term to the term if he/she is enrolled in at least one course during each term and receives a letter grade of A, B, C, D, F, P, W or I upon completion of the course. Persistence rate is calculated as the headcount enrollment persisting in the second term, divided by the total headcount enrollment during the first term minus the number of graduates.

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

Source: Dept of Institutional Research, Student Information System

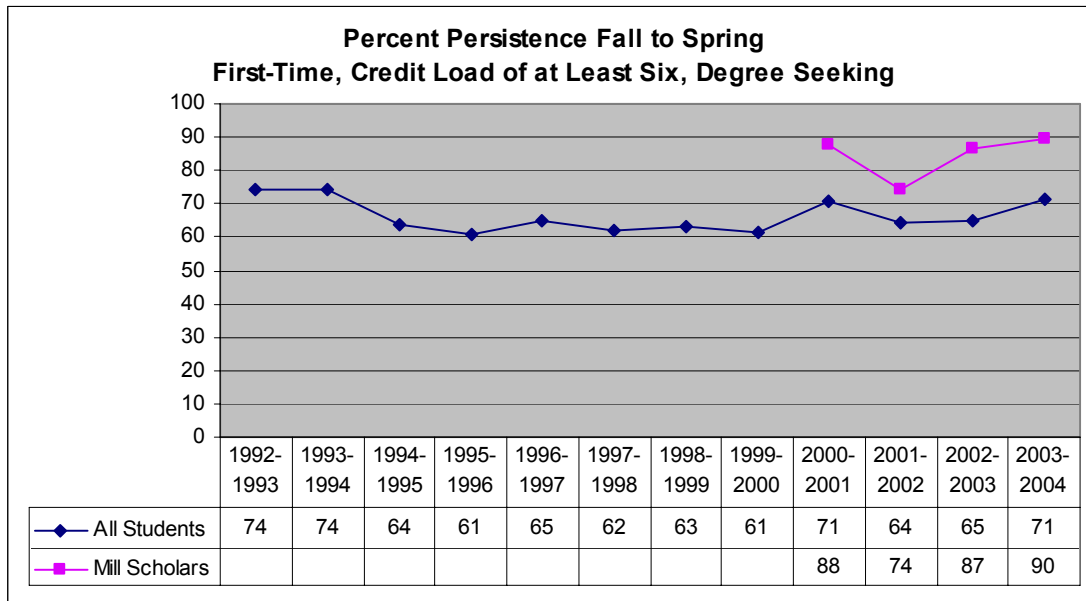
Analysis: Since 1993-1994, fall to spring persistence rates have increased by 3%.



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

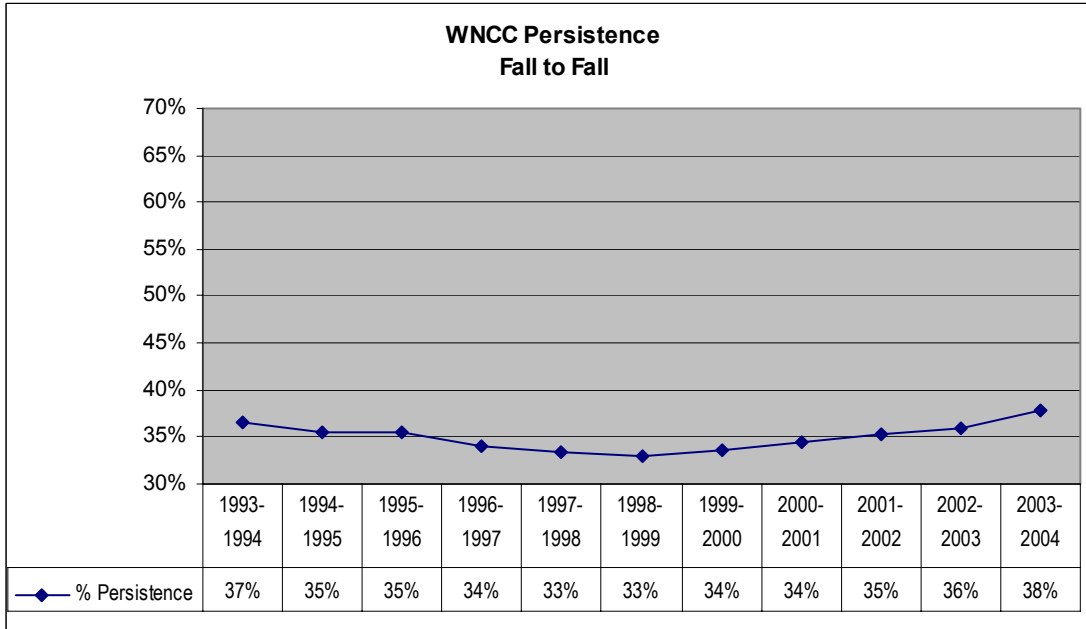
Analysis:

Fall to spring persistence rates for first-time, degree-seeking students carrying a credit load of at least six, began rising in 2002-2003 and continued to rise in 2003-2004. Millennium Scholars in this category have a significantly higher persistence rate than non-Millennium Scholars.

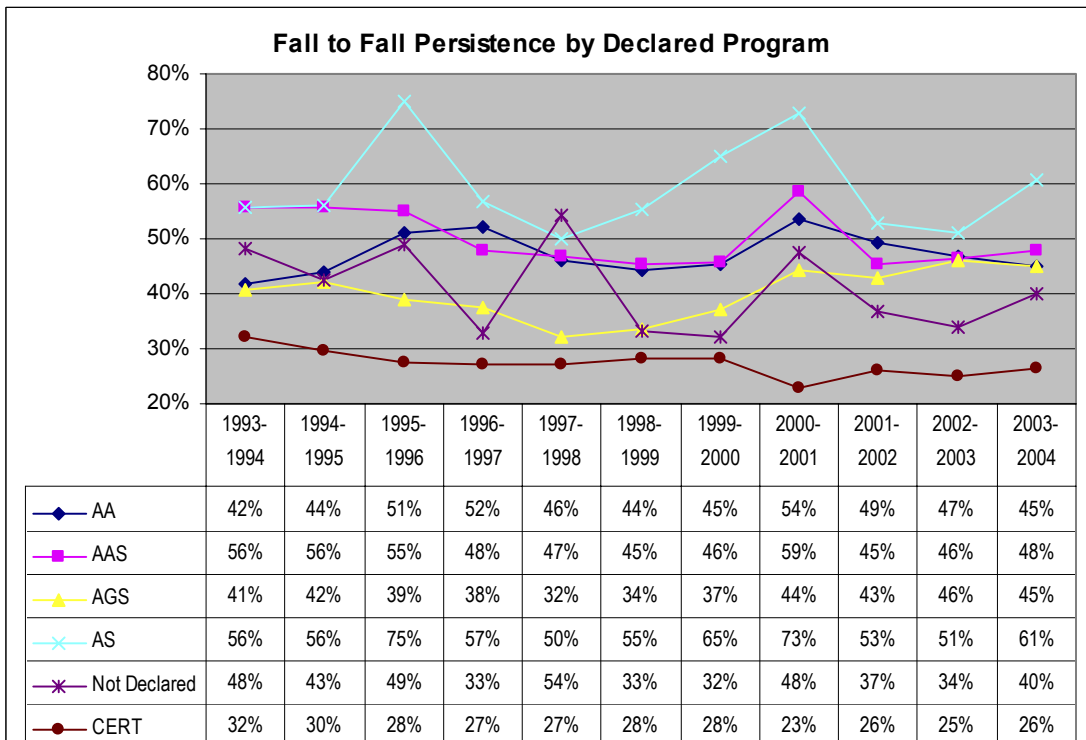


Persistence Fall to Fall and Declared Program

Analysis: Fall to fall persistence rates have been steadily increasing since 1999.



Analysis: Persistence by students enrolled in the Applied Science program has increased by 5% while the percentage of students not declaring a program has decreased by 8%.



Retention by Ethnicity

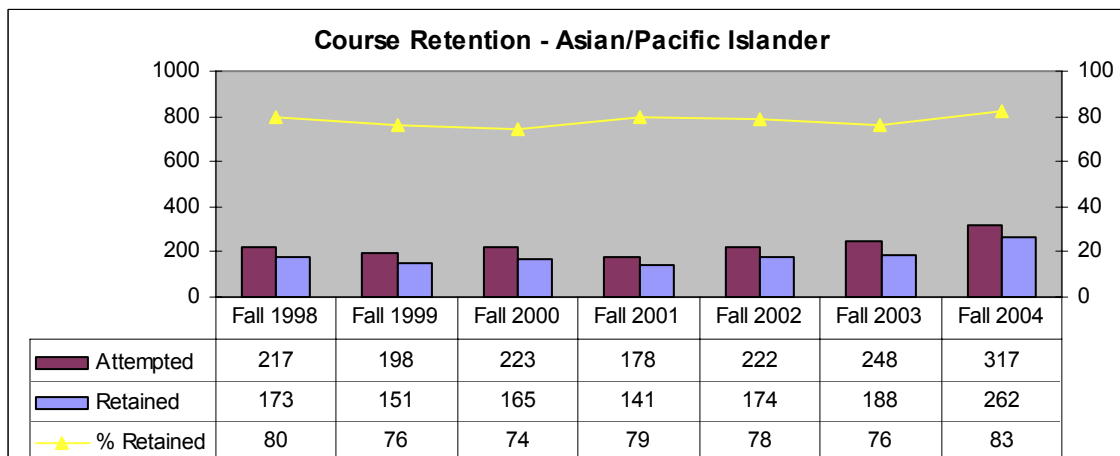
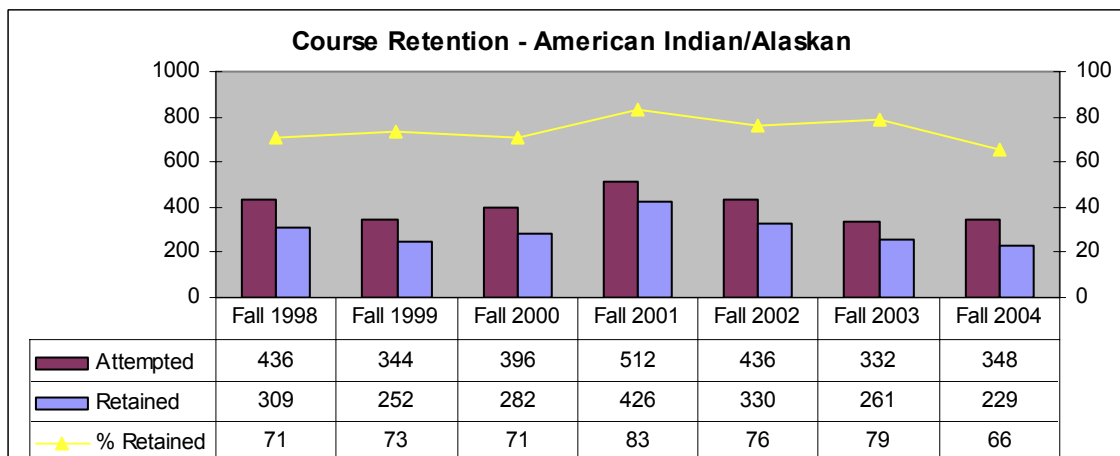
Definition of Measure: The course retention rate is the initial course enrollment that remains enrolled at the end of the course (end of term grade of A, B, C, D, F, P or I).

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.

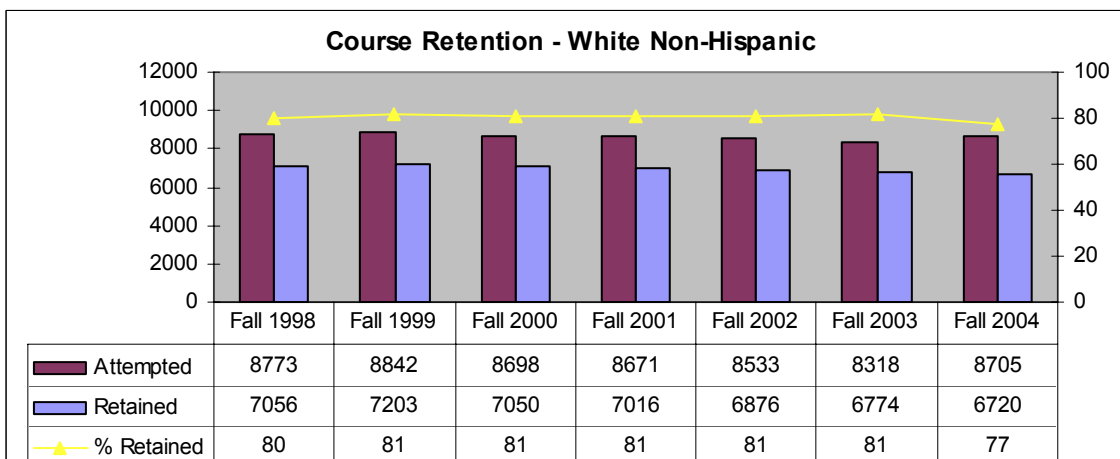
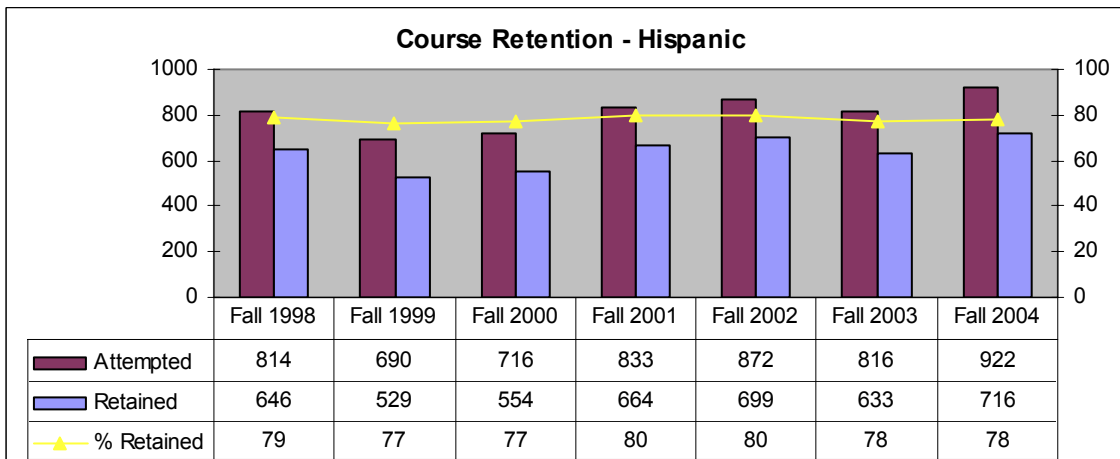
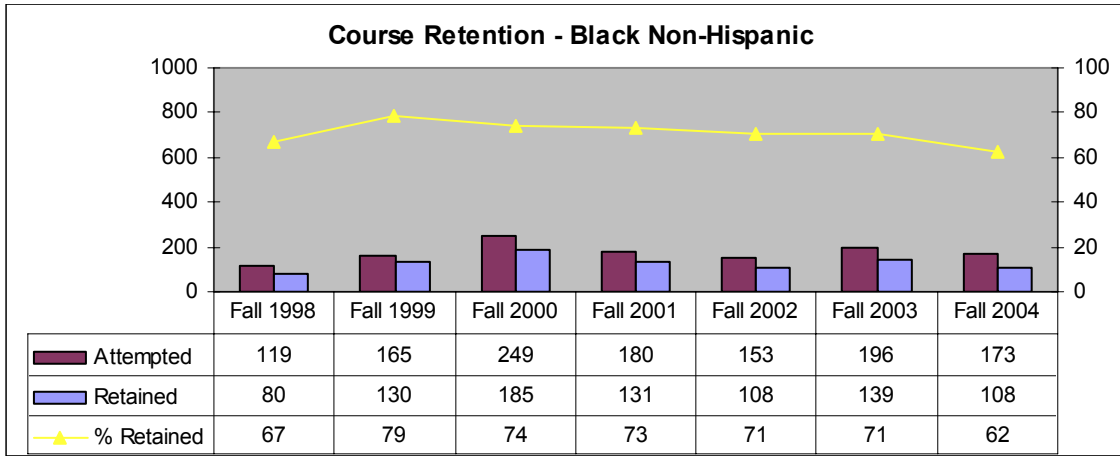
Analysis: In Fall 2004, a significant decrease occurred across the board in retention rates (gender, ethnicity, etc.). Further review of this data will be conducted to see if there is a systemic explanation.

Over the last year in the ethnicity category, the course retention rate for Asian/Pacific Islander students has increased by 7% while it has decreased for American Indian/Alaskan Native students by 13%.

Source: Department of Institutional Research, Student Information System

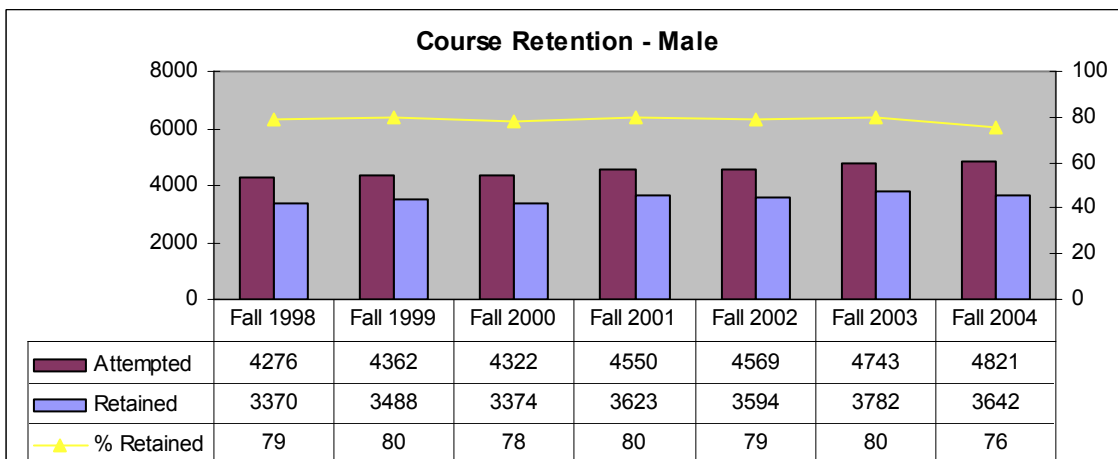
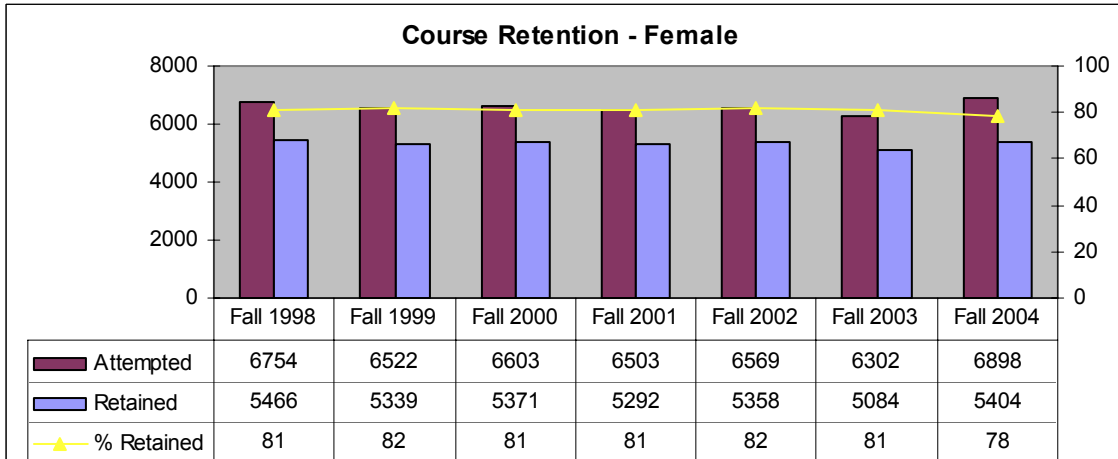


Retention by Ethnicity Cont.



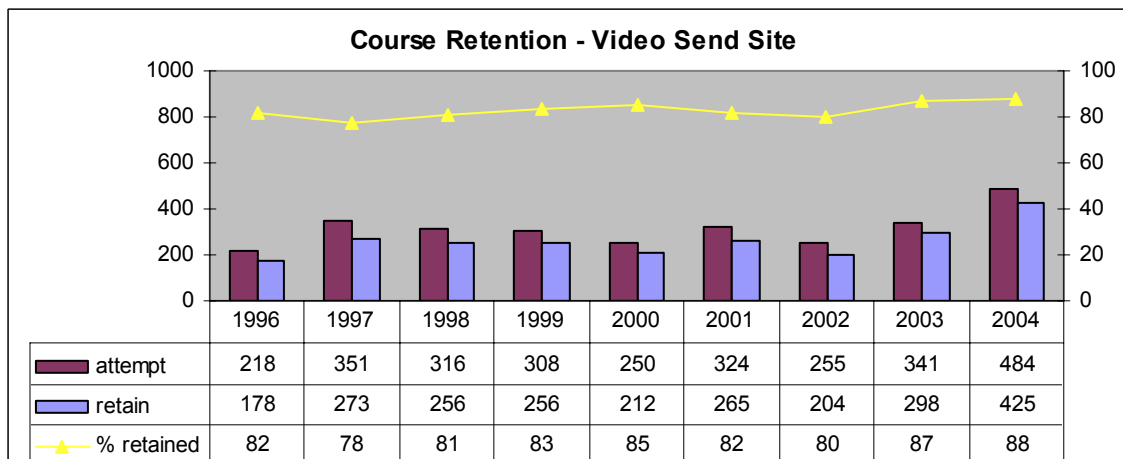
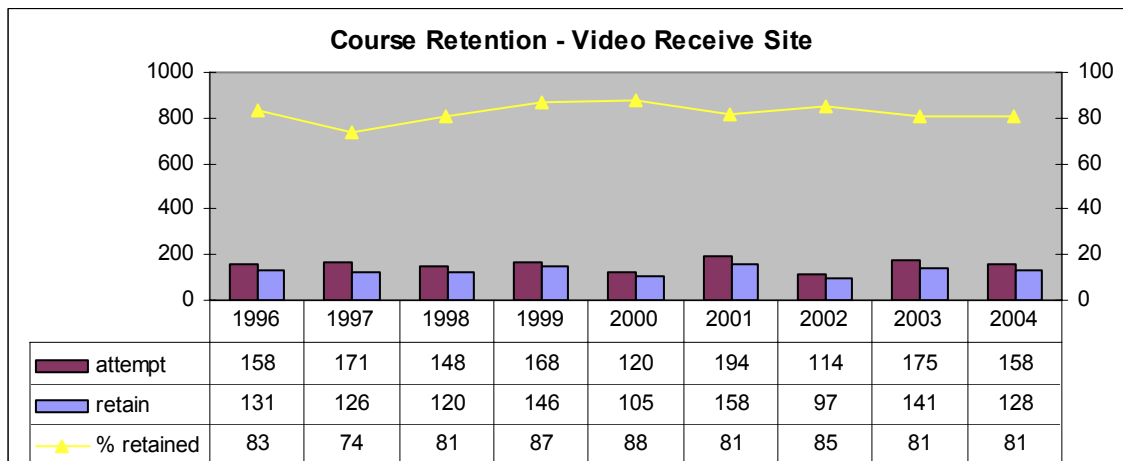
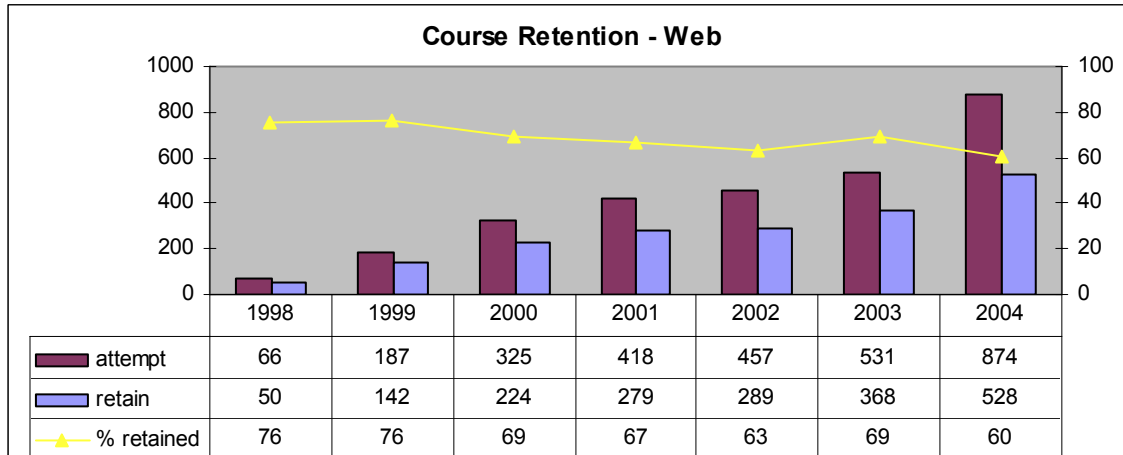
Retention by Gender

Analysis: Overall, the female course retention rate has been higher or the same than for males.



Retention in Distance Education/Web Courses

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



Successful Course Completion by Gender

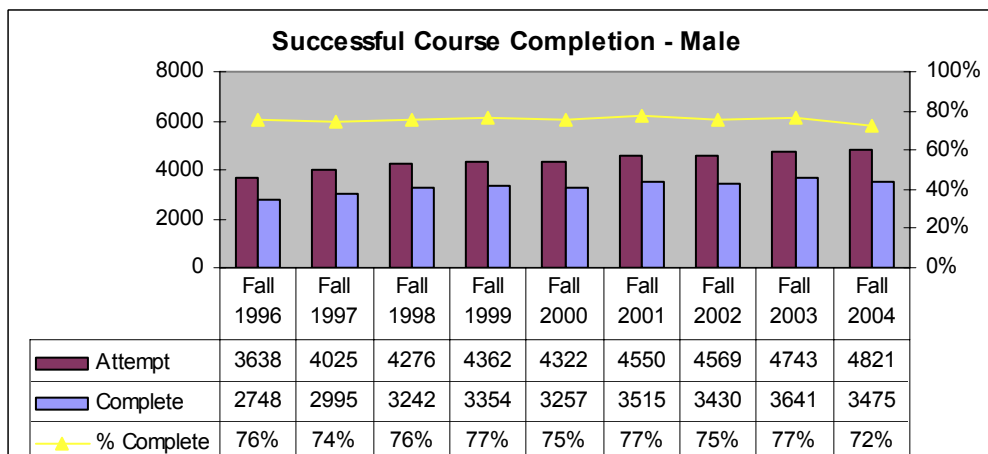
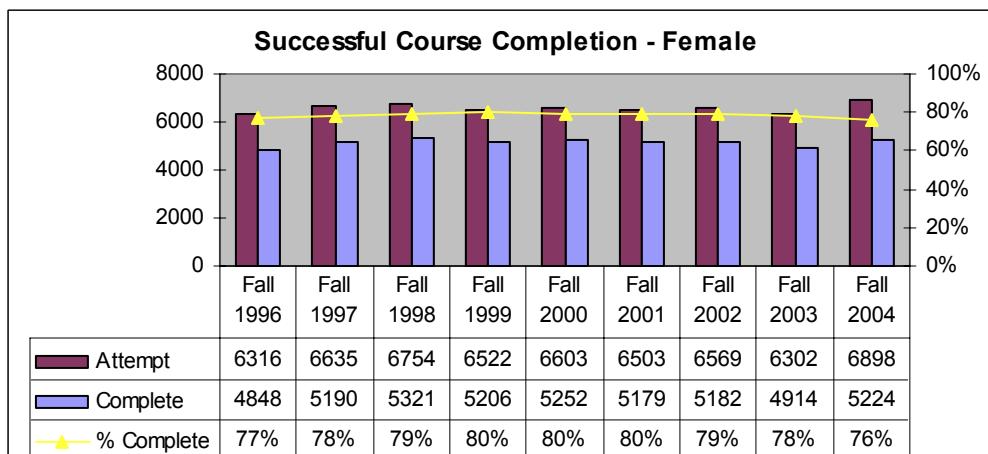
Definition of Measure: Successful course completion rate is the sum of course enrollments receiving a grade of A, B, C, or P divided by attempted course enrollment.

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

Analysis: In Fall 2004, a significant decrease occurred across the board in course completion rates (age, gender, ethnicity, etc.). Further review of this data will be conducted to see if there is a systemic explanation.

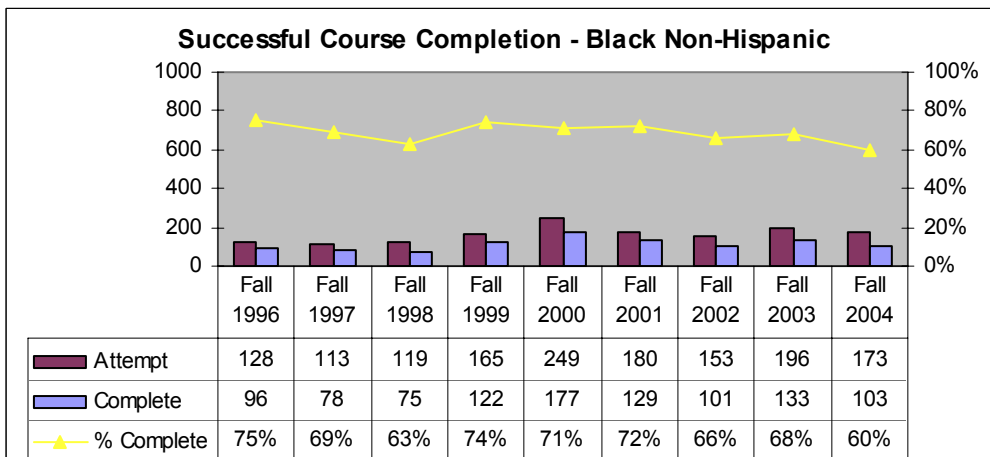
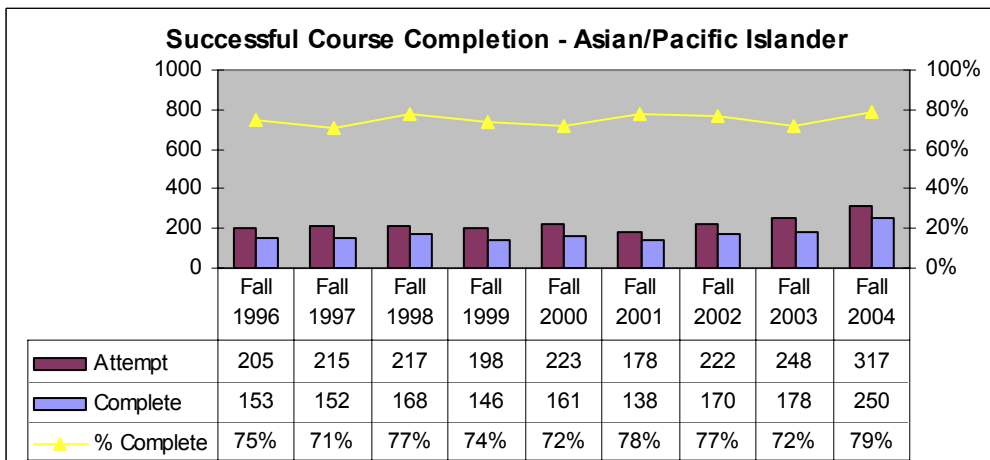
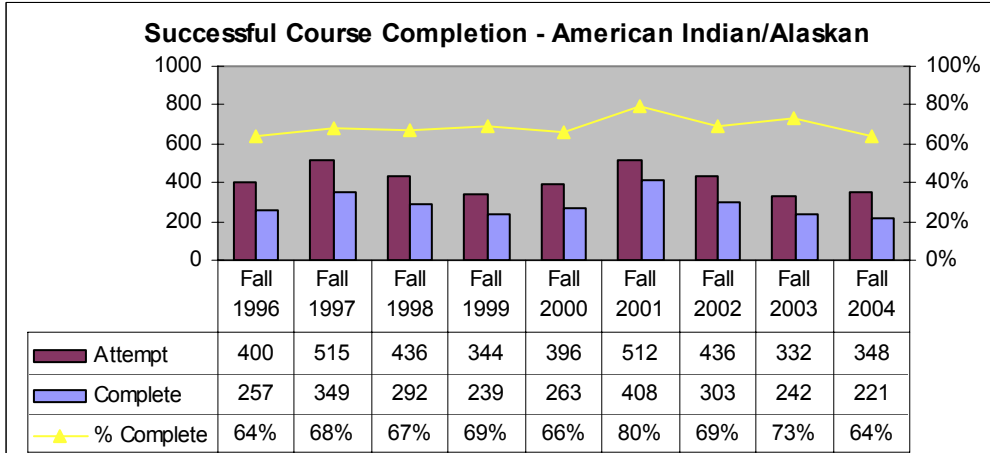
In the gender category, the female successful course completion rate has consistently been higher than the rate for males overall.

Source: Department of Institutional Research, Student Information System

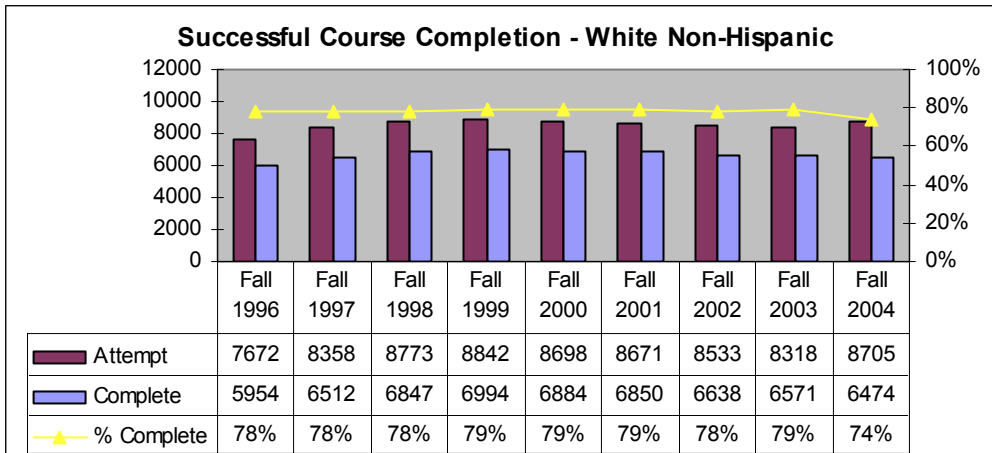
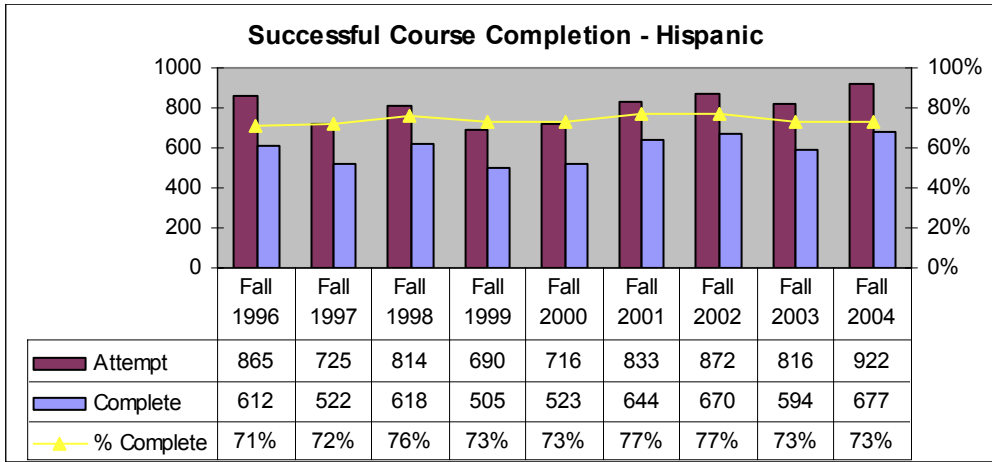


Successful Course Completion by Ethnicity

Analysis: In 2004, the course completion rates dropped for all groups with the exception of Hispanic and Asian/Pacific Islander students.

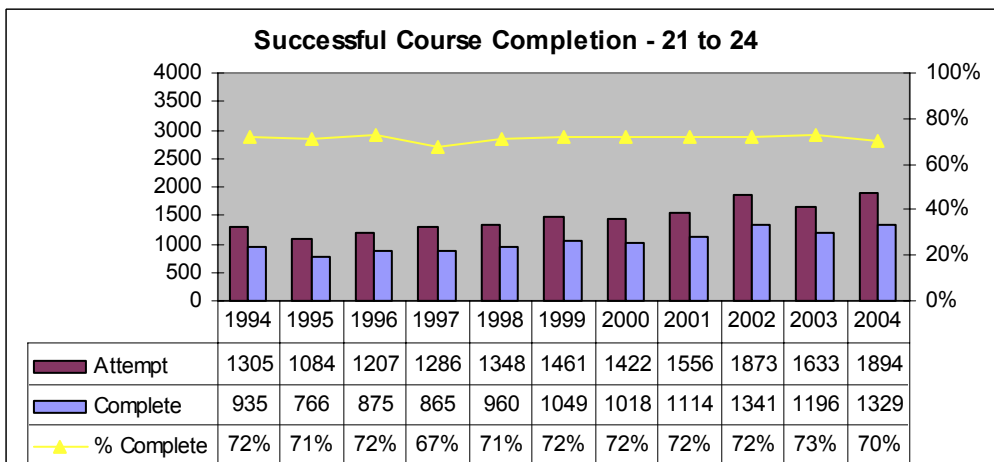
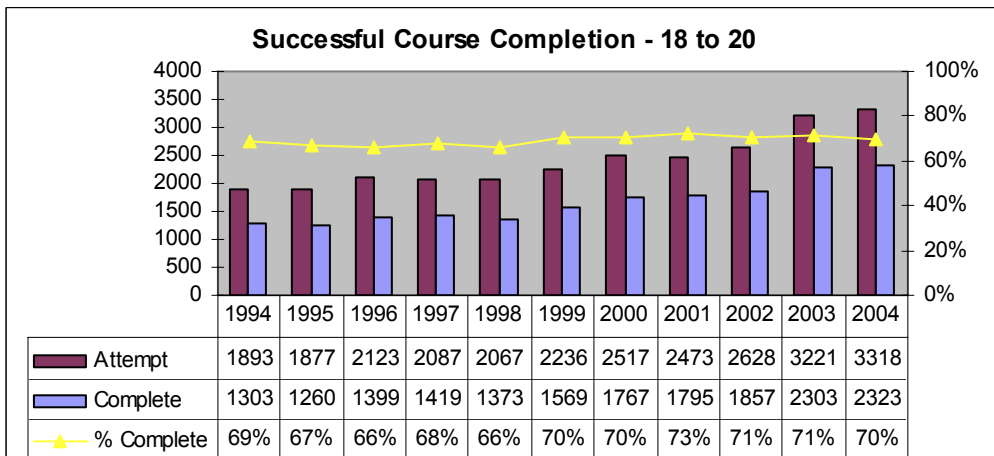
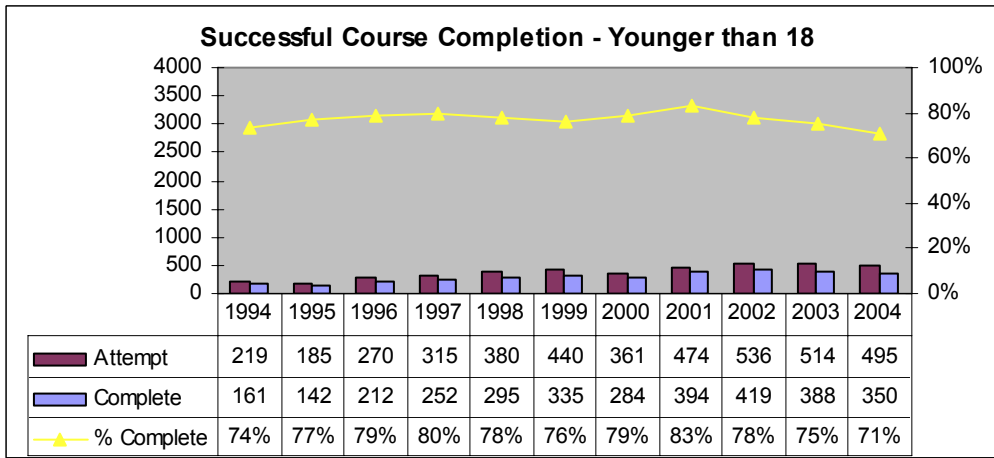


Successful Course Completion by Ethnicity Cont.

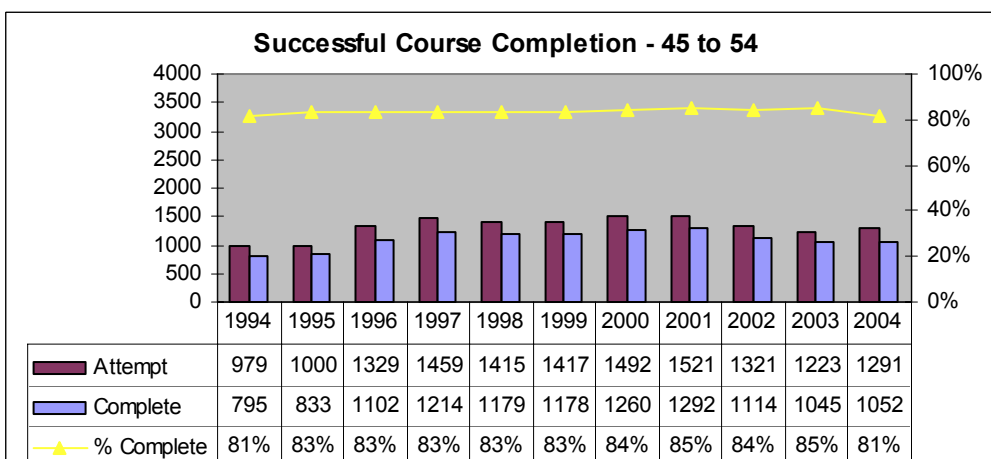
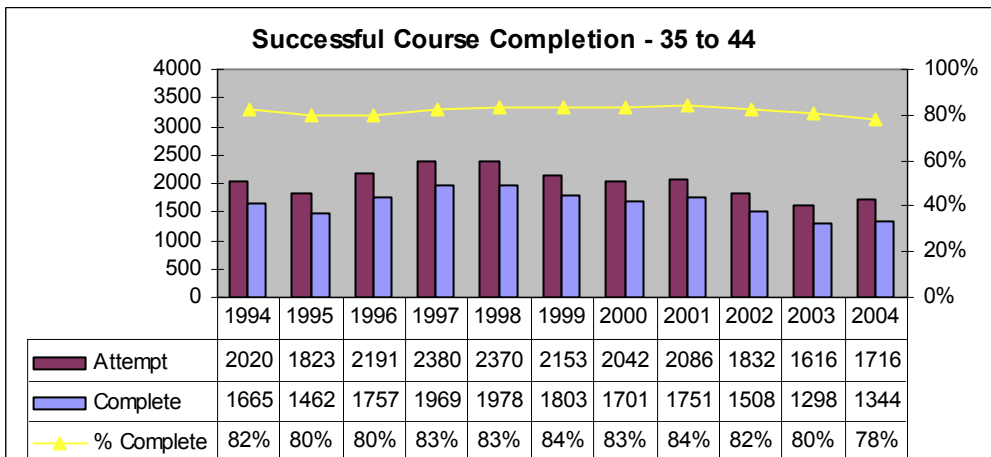
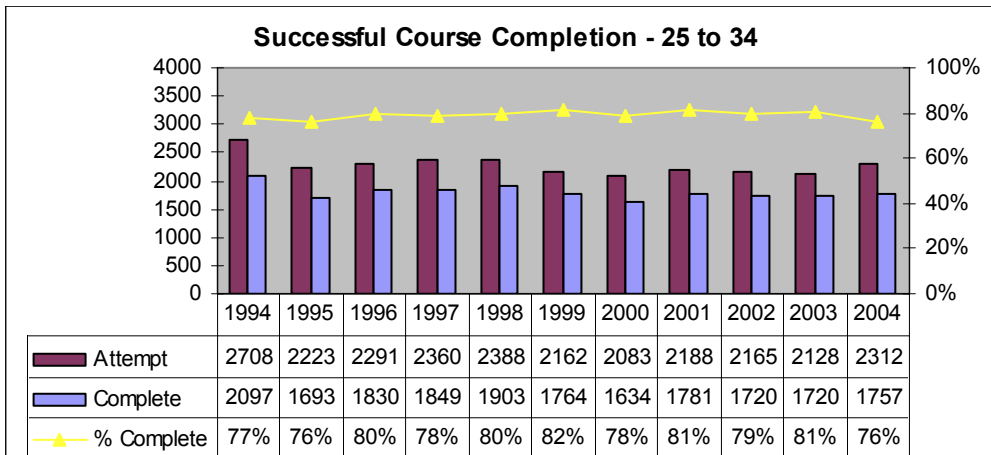


Successful Course Completion by Age

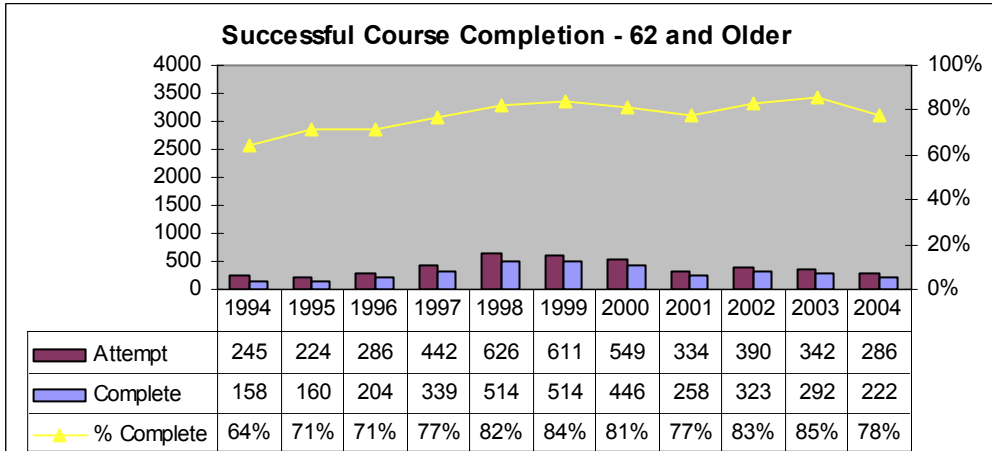
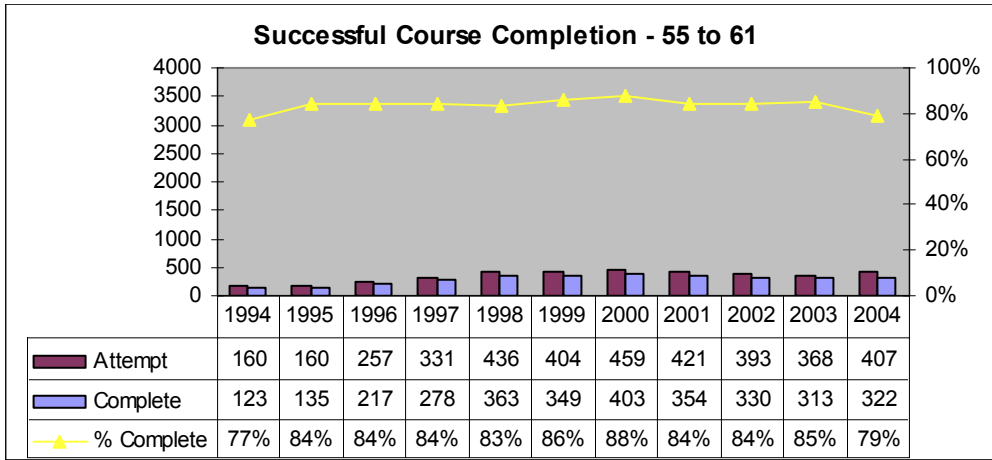
Analysis: Overall, older students have higher completion rates than younger students.



Successful Course Completion by Age Cont.

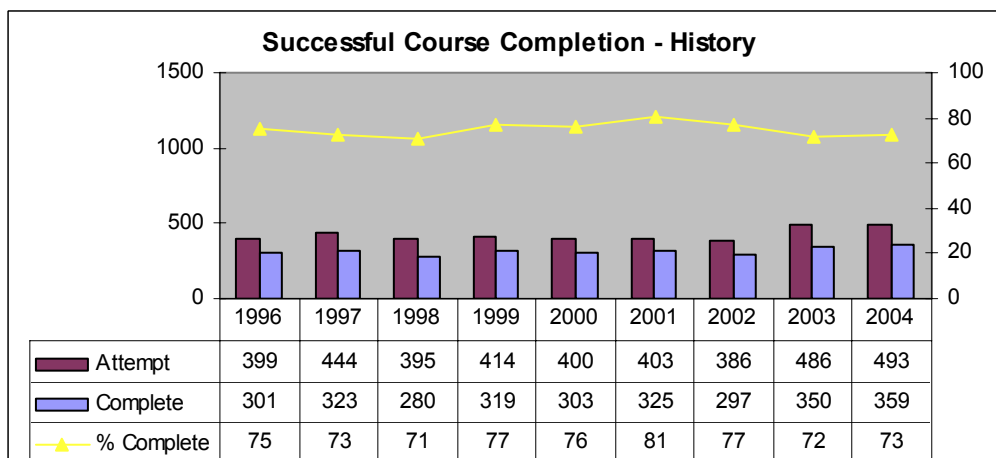
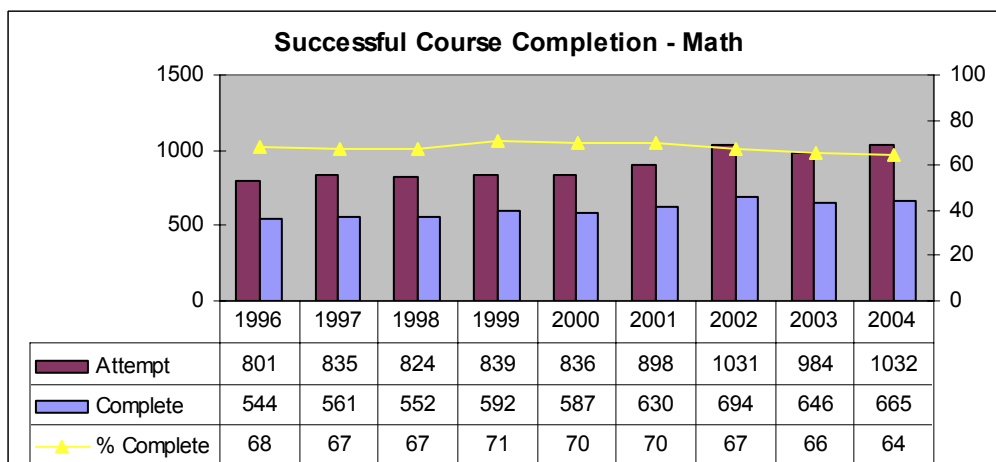
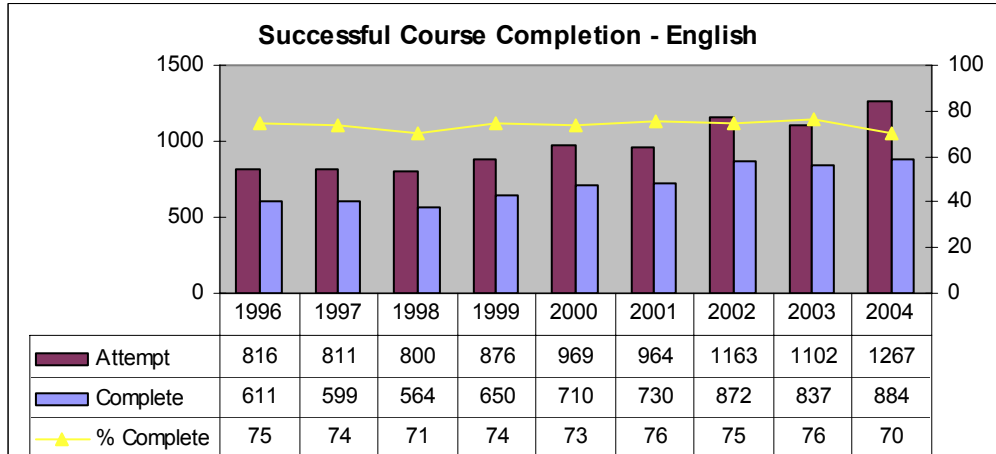


Successful Course Completion by Age Cont.

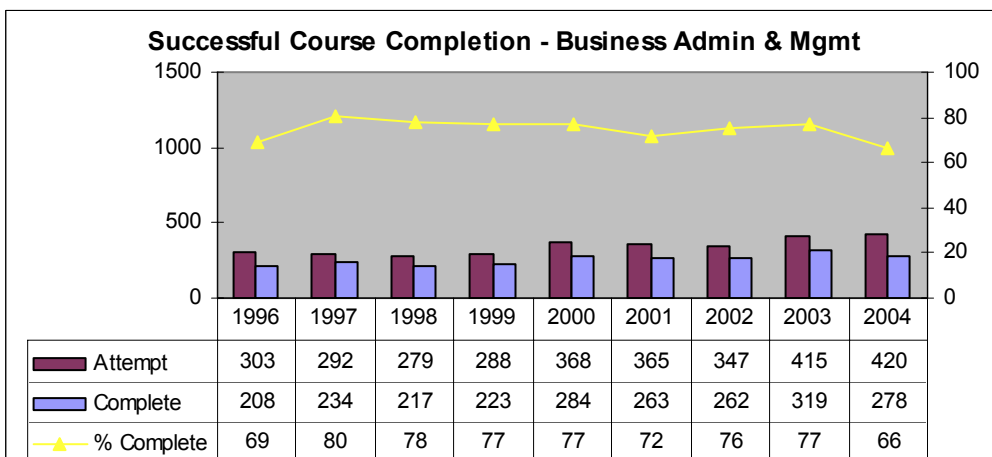
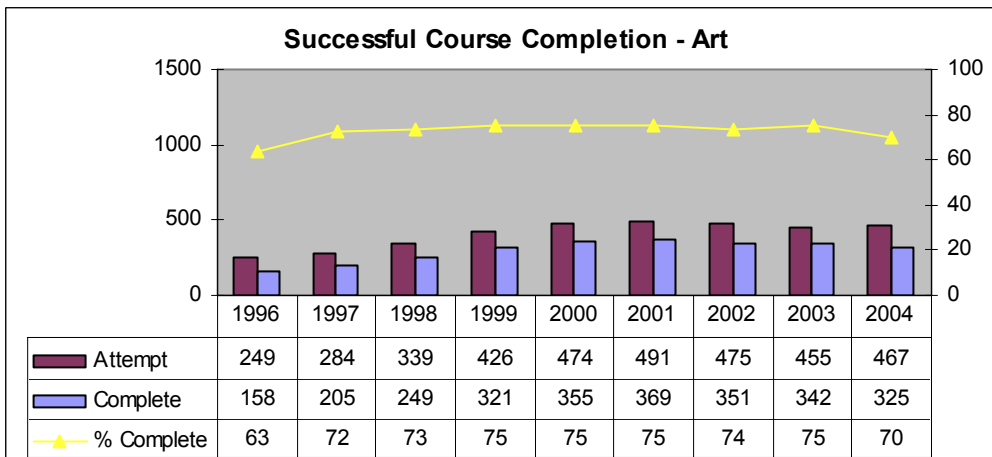
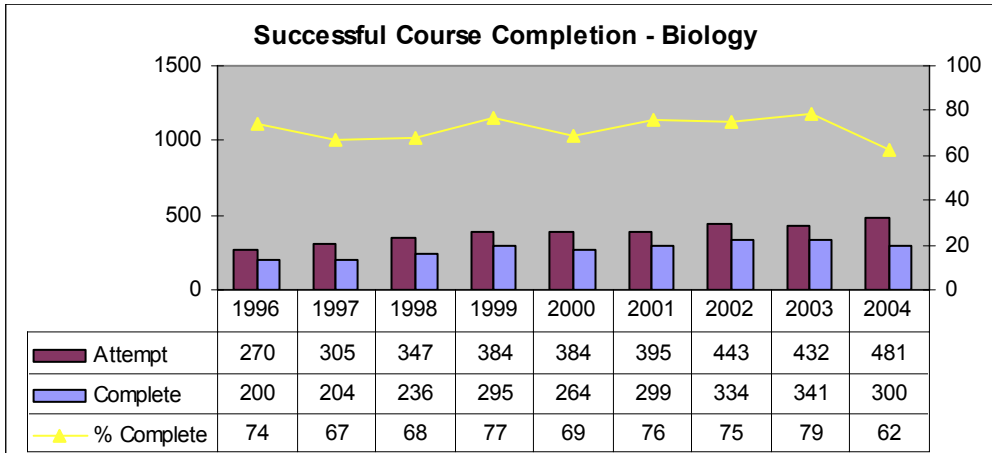


Successful Course Completion by Subject

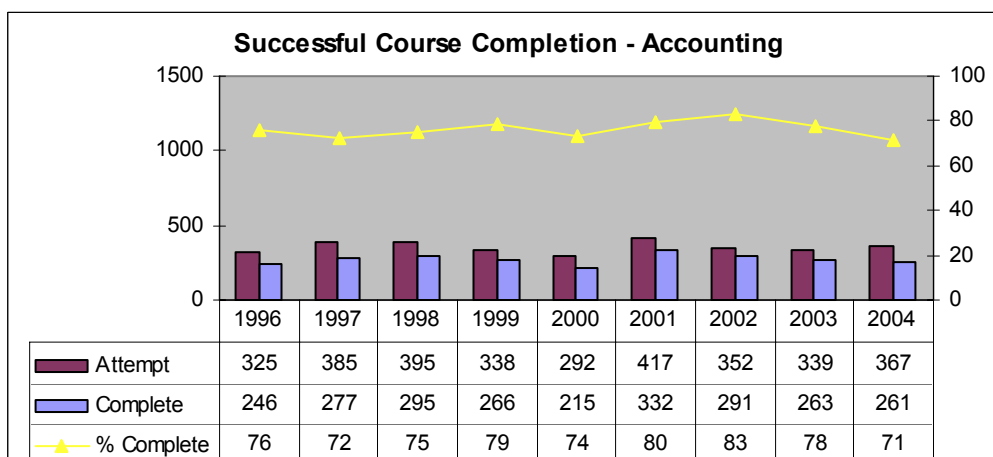
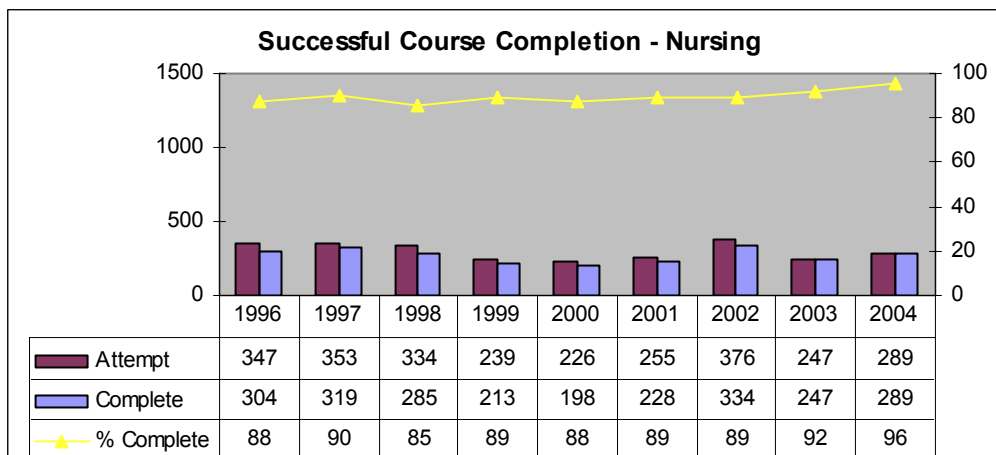
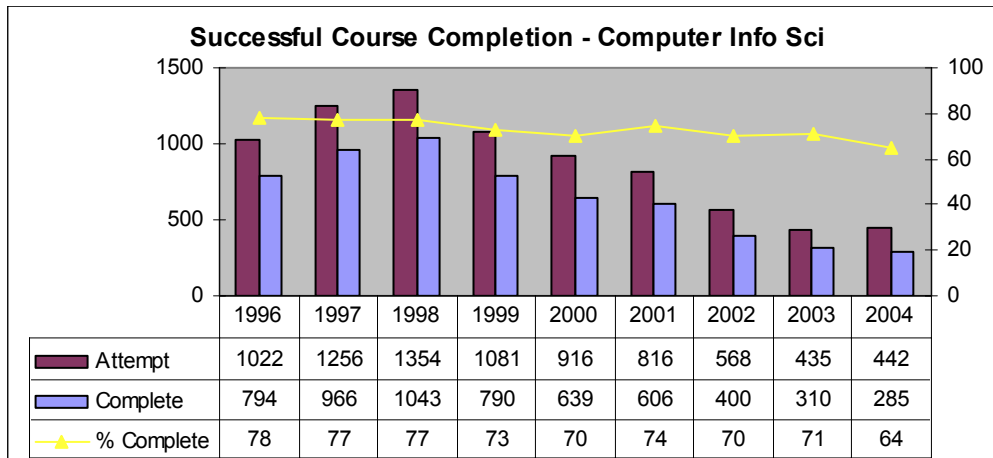
Analysis: Nursing consistently has the highest successful course completion rate.



Successful Course Completion by Subject Cont.



Successful Course Completion by Subject Cont.



Rate of Transfer to Four Year Institutions

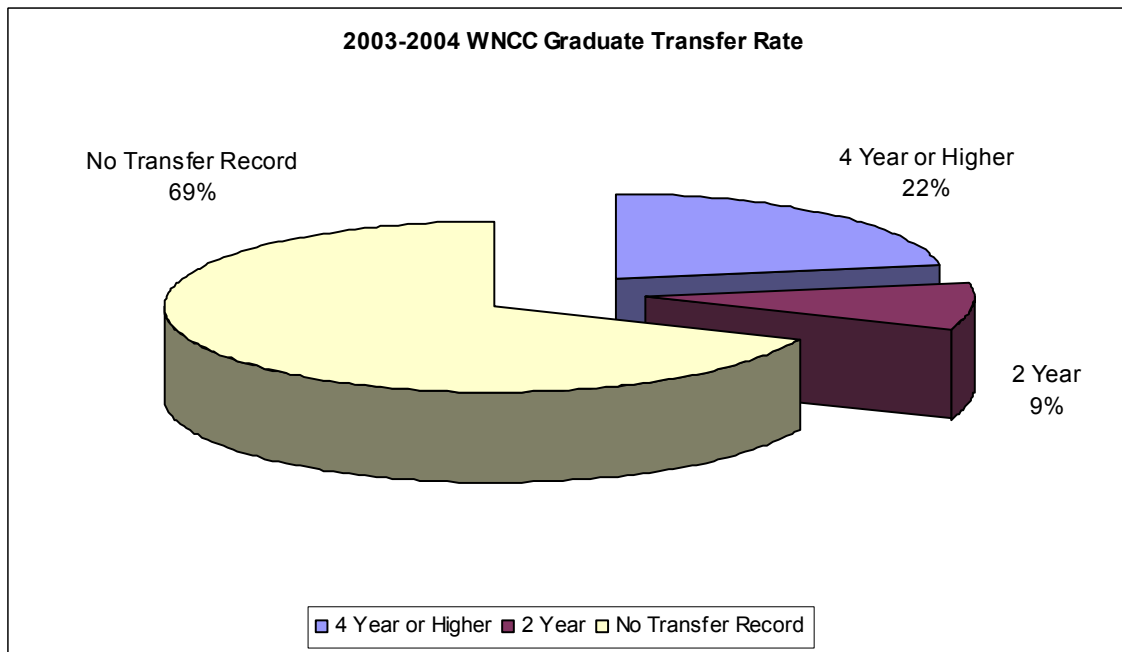
Definition of Measure: This measure shows the number of WNCC graduates who transferred to a 4 year or higher institution by spring semester 2005.

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

Analysis: This is the first year this measure has been used. 22% of WNCC 2003-2004 graduates transferred to a 4 year or higher institution by spring semester 2005.

Source: Department of Institutional Research, Student Information System
National Student Clearinghouse

Total 2003-2004 Graduates	280	100.0%
4 Year or Higher	62	22.1%
2 Year	25	8.9%
No Transfer Record	193	68.9%



FACULTY & STAFF

Employee Quick Facts

Instructional Faculty		Fall 2004
Full-time		77
Part-time		288
Non-Instructional Faculty		
Full-time		23
Part-time		N/A
Classified Staff		
Full-time		85
Part-time		14

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

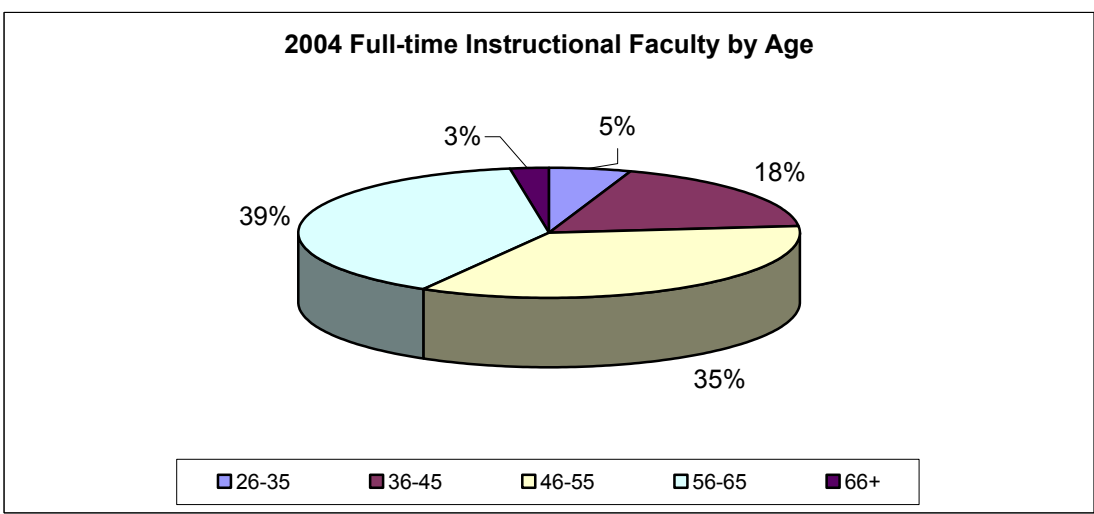
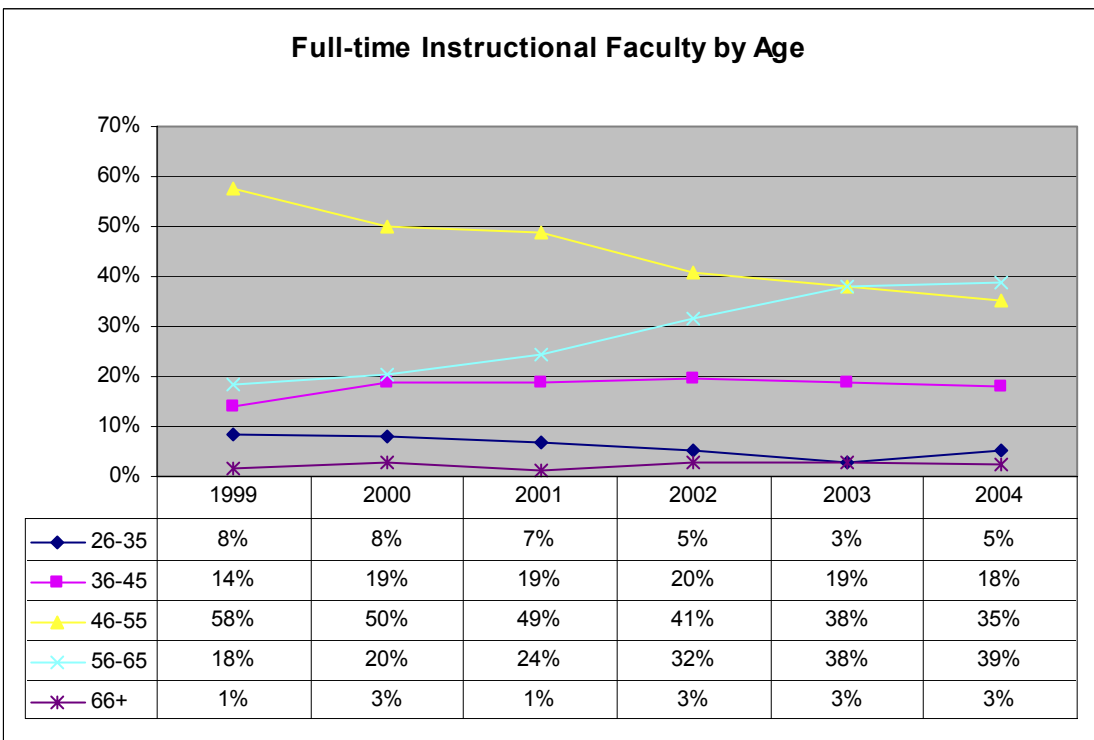
Full-time Instructional Faculty by Age

Definition of Measure: This measure shows headcount of full-time instructional faculty members as of the 2004 fall (IPEDS) Integrated Postsecondary Education Data System reporting date. Full-time instructional faculty members are defined by IPEDS as teaching faculty. This category does not include non-teaching faculty or administrative faculty.

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

Analysis: Overall, the number of instructional faculty aged 56-65 has increased by 21%. The number of instructional faculty aged 45-56 has decreased by 23%.

Source: Department of Human Resources, Human Resources System



Full-time Instructional Faculty by Ethnicity

Definition of Measure: This measure shows headcount of all full-time instructional faculty members as of the 2004 fall (IPEDS) Integrated Postsecondary Education Data System reporting date by ethnicity. Full-time instructional faculty members are defined by IPEDS as teaching faculty. This category does not include non-teaching faculty or administrative faculty.

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

Analysis: The number of Hispanic instructional faculty has increased slightly while the number of white/non-Hispanic faculty has remained stable.

Source: Department of Human Resources, Human Resources System

Faculty Ethnicity	1999	2000	2001	2002	2003	2004
Black, Non-hispanic	0	0	0	0	0	0
American Indian/Alaskan Native	1	0	0	0	0	0
Asian/Pacific Islander	0	0	1	0	0	0
Hispanic	1	1	3	3	3	3
White, Non-hispanic	68	72	70	72	69	74
Unknown	0	0	0	1	2	0
Non-resident Alien	1	1	0	0	0	0
Total	71	74	74	76	74	77

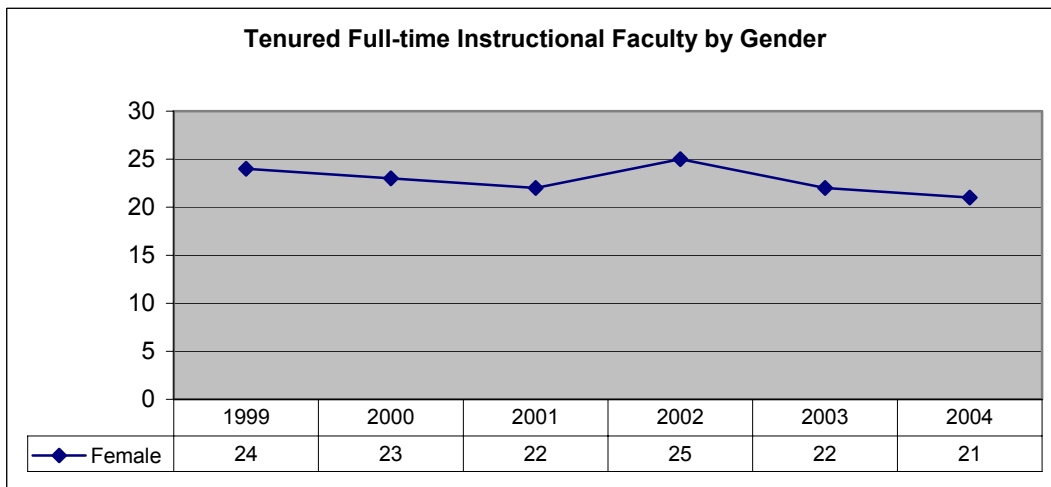
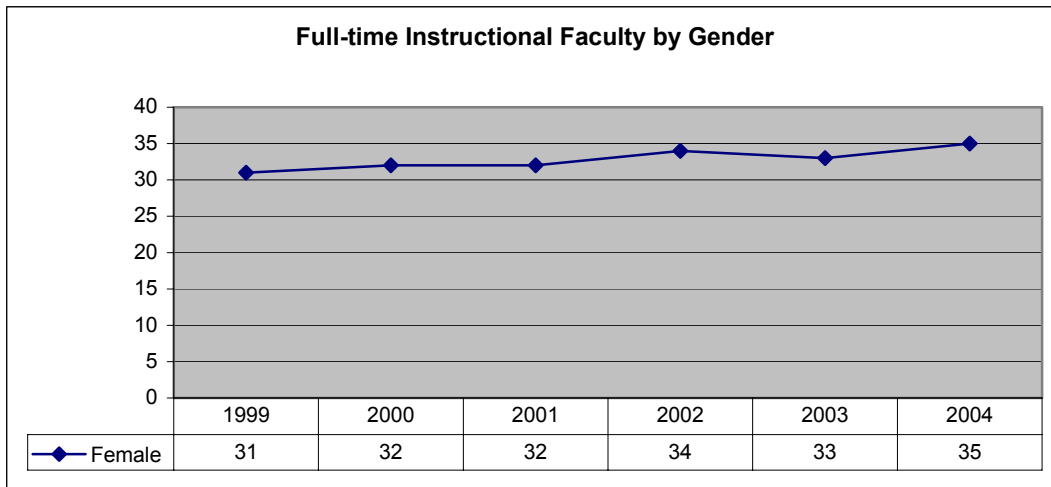
Full-time Instructional Faculty by Gender and Tenure

Definition of Measure: This measure show headcount of full-time instructional faculty members as of the 2004 fall (IPEDS) Integrated Postsecondary Education Data System reporting date by gender and tenure status. Full-time instructional faculty members are defined by IPEDS as teaching faculty. This category does not include non-teaching or administrative faculty.

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

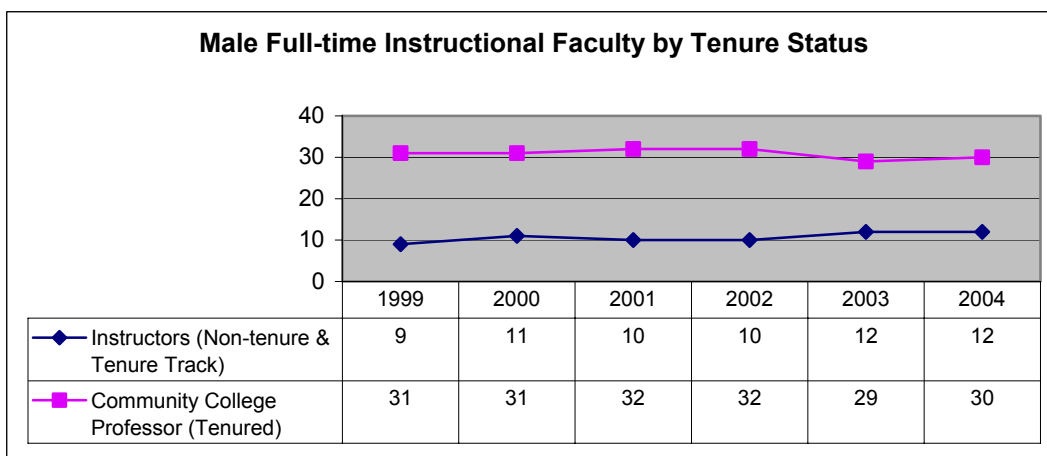
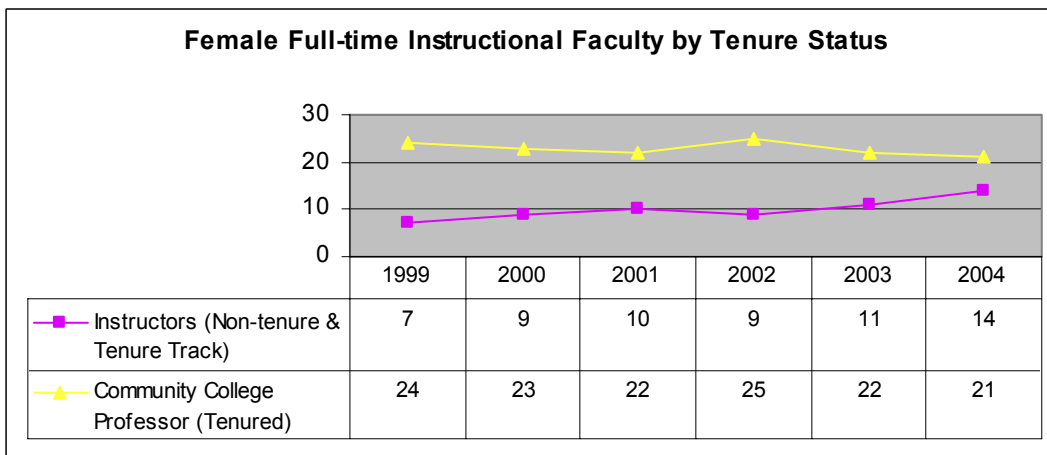
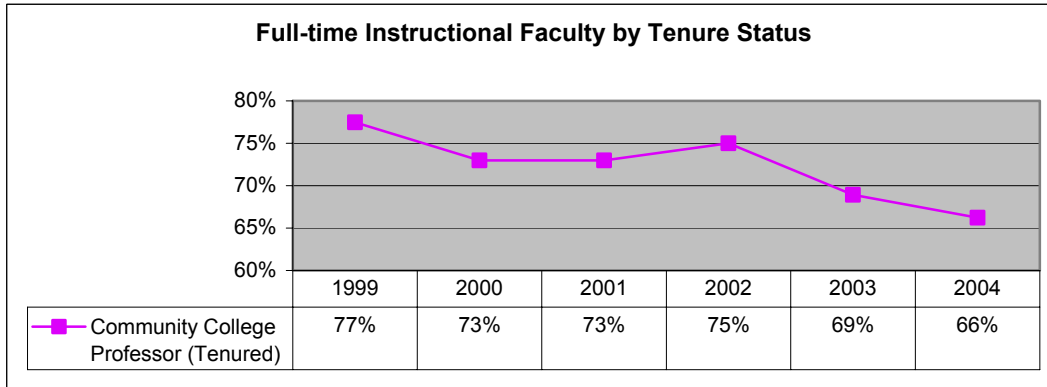
Analysis: Overall, there has been a slight increase in the number of female full-time instructional faculty members and a slight decrease in the number of female full-time instructional faculty who are tenured.

Source: Department of Human Resources, Human Resources System
Department of Institutional Research, Student Information System



Full-time Instructional Faculty by Tenure Status

Analysis: The number of female tenured instructors has decreased. The number of male non-tenured instructors and tenured professors has remained relatively stable.



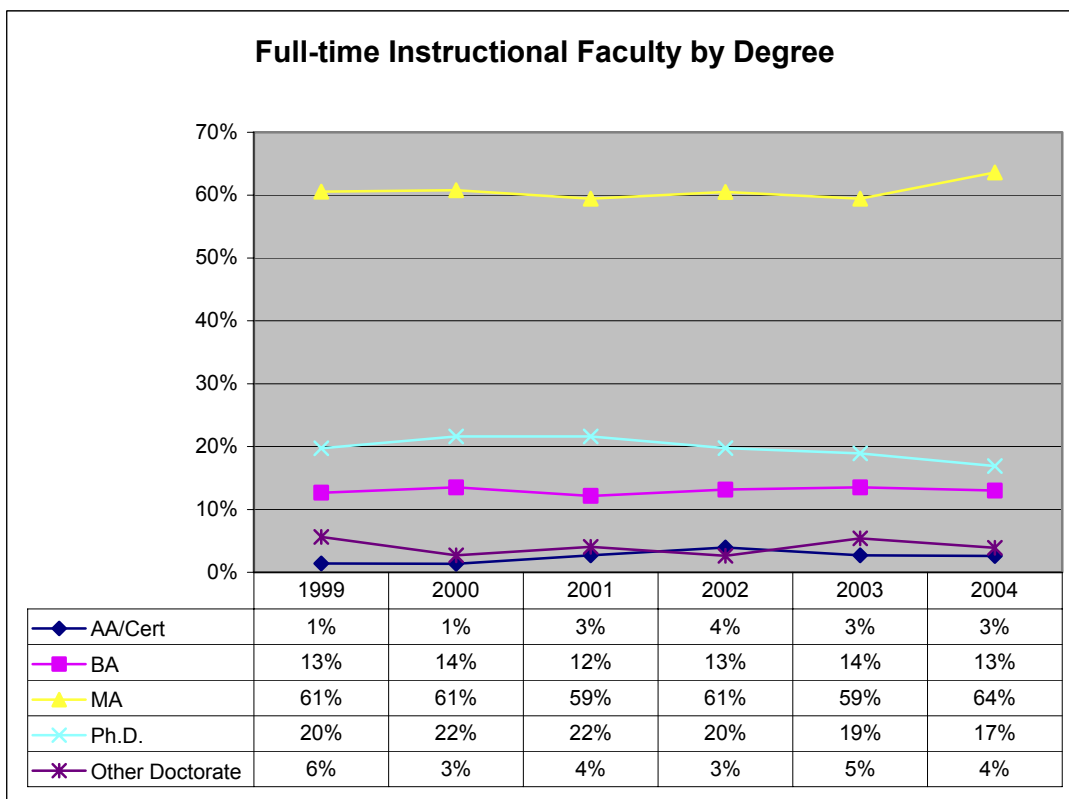
Full-time Instructional Faculty by Degree

Definition of Measure: This measure shows headcount of full-time instructional faculty members as of the 2004 fall (IPEDS) Integrated Postsecondary Education Data System reporting date by degree earned. Full-time instructional faculty members are defined by IPEDS as teaching faculty. This category does not include non-teaching faculty or administrative faculty.

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

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

Source: Department of Human Resources, Human Resources System



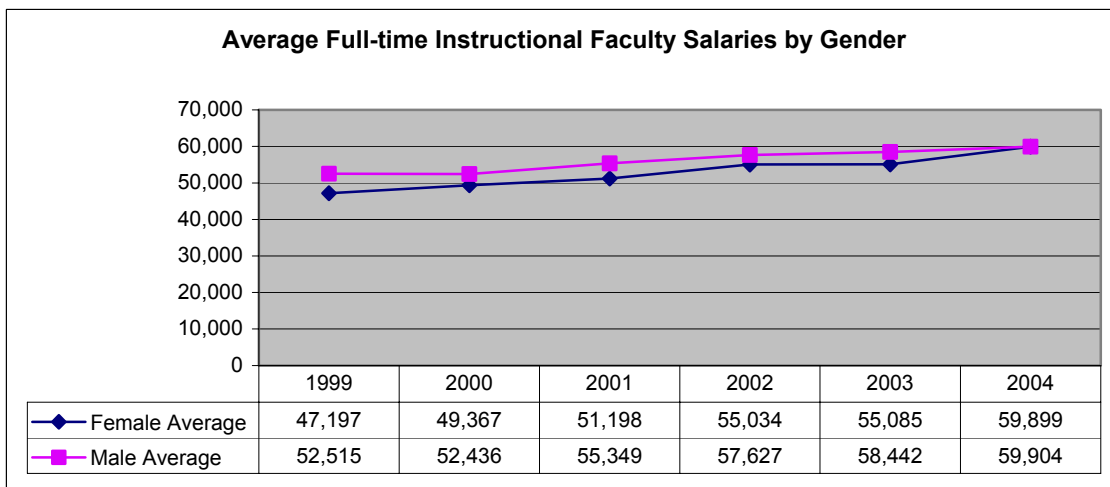
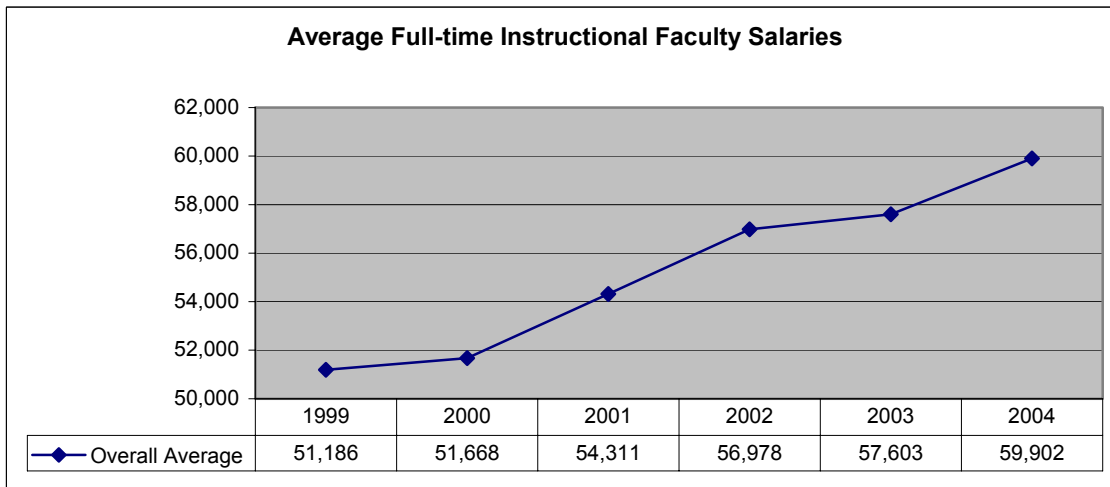
Full-time Instructional Faculty Salaries

Definition of Measure: This measure shows the average salaries of full-time instructional faculty members as of the 2004 fall (IPEDS) Integrated Postsecondary Education Data System reporting date. Full-time instructional faculty members are defined by IPEDS as teaching faculty. This category does not include non-teaching faculty or administrative faculty.

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

Analysis: The average salary for full-time instructional faculty members has increased by \$8,716.00 since 1999. The average salary for full-time female instructional faculty members has increased by \$12,702.00 since 1999 to almost match that of their male counterparts.

Source: Department of Human Resources, Human Resources System



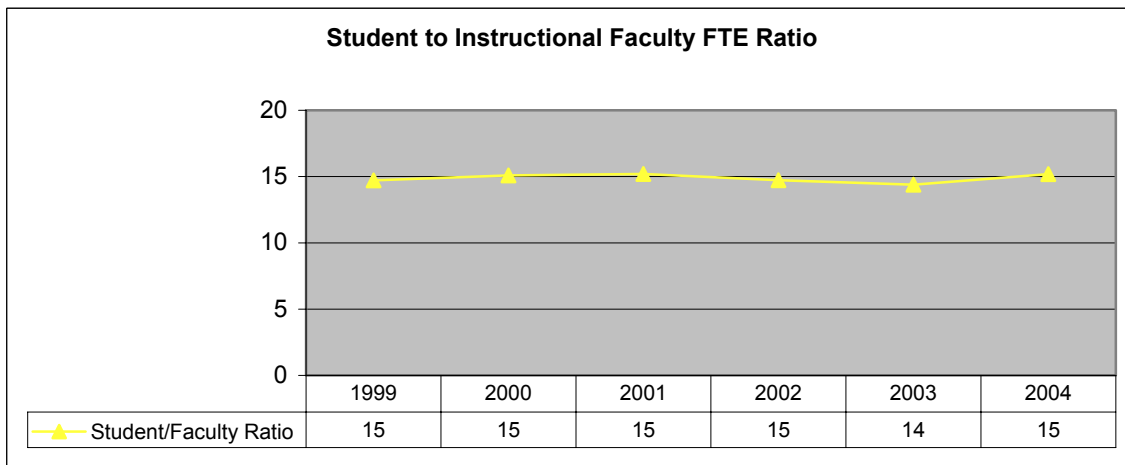
FTE Student to FTE Instructional Faculty Ratio

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

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

Analysis: The FTE student to FTE faculty ratio has remained stable since 1999.

Source: Department of Human Resources, Human Resources System
Department of Institutional Research, Student Information System



FTE	1999	2000	2001	2002	2003	2004
Faculty	139	135	140	147	153	151
Student	2045	2036	2128	2164	2205	2288
Student/Faculty Ratio	15	15	15	15	14	15

All Full-time Employees

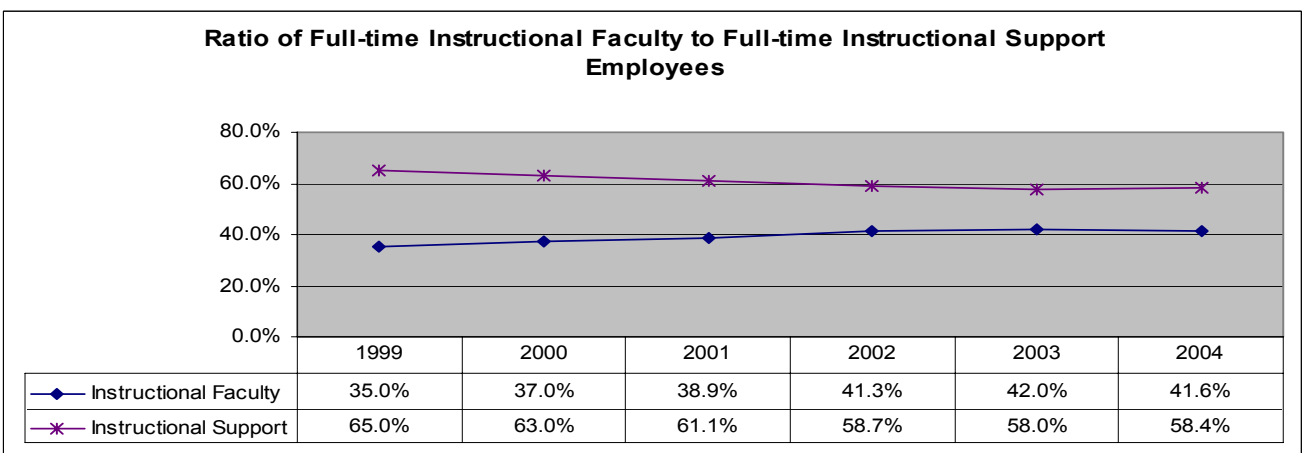
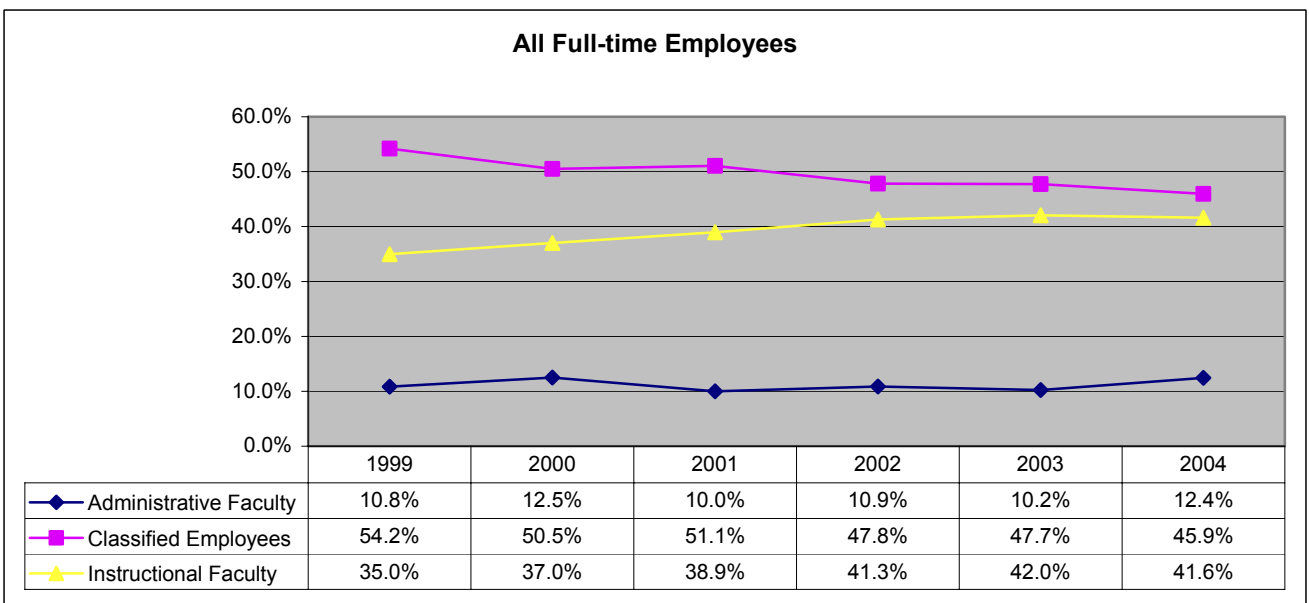
Definition of Measure: This measure shows headcount of all full-time employees* as of the 2004 fall (IPEDS) Integrated Postsecondary Education Data System reporting date.

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

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

Analysis: The percentage of instructional faculty has increased by 6.5%. There has been a significant drop in the percentage of classified employees since 1999. However, the decrease, beginning in 2002, reflects an IPEDS reporting change. The definition of "full-time" was changed to include only those classified employees designated as full-time rather than including all employees who were "benefits eligible."

Source: Department of Human Resources, Human Resources System



FISCAL RESOURCES

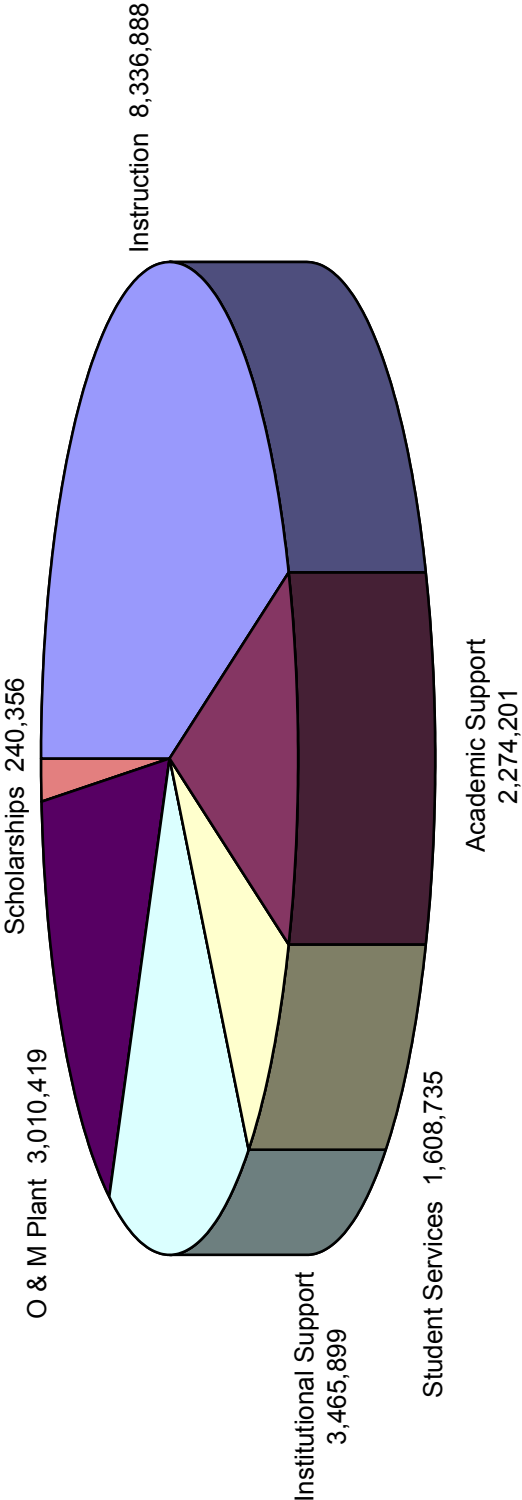
Annual State Appropriations

		General Expenditures											
		1999-00		2000-01		2001-02		2002-03		2003-04			
1998-99		Actual	%	Actual	%	Actual	%	Actual	%	Actual	%	Actual	%
State Appropriations		11,272,792	84.8	12,966,510	86.0	13,112,632	80.4	13,281,351	80.4	16,420,877	78.6	16,420,877	86.7
Registration Fees		1,872,105	14.1	2,028,950	13.0	2,212,450	13.4	2,274,562	13.6	2,372,081	13.5	2,372,081	12.5
Non-resident Fees		69,365	0.5	71,950	0.5	60,972	0.4	67,238	0.4	128,930	0.8	86,656	0.5
Misc. Student Fees		18,240	0.1	17,659	0.1	20,640	0.1	19,441	0.1	17,384	0.1	15,391	0.1
Operating Capital		21,357	0.2	65,595	0.5	46,524	0.3	76,716	0.5	55,192	0.3	85,219	0.5
Estate Tax Credit		37,500	0.3	37,500	0.3	37,500	0.2	822,287	5.0	1,134,447	6.7	-	-
Revert to the State		-	-	(50,167)	(0.3)	-	-	(11,427)	(0.1)	-	-	(43,726)	(0.2)
Total		13,291,359	100.0	14,484,131	100.0	15,161,096	100.0	16,299,337	100.0	16,891,866	100.0	18,936,498	100.0
Student Fees %		15		14		14		14		14		14	13
Expenditures by Function													
Instruction		6,863,162	51.6	7,492,018	51.7	8,021,920	52.9	7,739,721	47.5	7,905,541	46.8	8,336,888	44.0
Academic Support		1,459,389	11.0	1,507,795	10.4	1,558,838	10.3	2,115,632	13.0	2,181,768	12.9	2,274,201	12.0
Student Services		1,008,522	7.6	1,106,290	7.6	1,106,173	7.3	1,444,713	8.9	1,461,527	8.7	1,608,735	8.5
Institutional Support		1,812,252	13.6	1,870,287	12.9	1,935,710	12.8	2,504,334	15.4	2,756,977	16.3	3,465,899	18.3
O & M Plant		1,933,111	14.5	2,265,242	15.6	2,353,111	15.5	2,277,665	14.0	2,358,076	14.0	3,010,419	15.9
Scholarships		214,923	1.6	242,499	1.7	244,206	1.6	217,272	1.3	227,977	1.4	240,356	1.3
Vacancy savings						(58,862)	(0.4)						
Reserves													
Total		13,291,359	100.0	14,484,131	100.0	15,161,096	100.0	16,299,337	100.0	16,891,866	100.0	18,936,498	100.0

Source: V.P. of Finance & Administrative Services

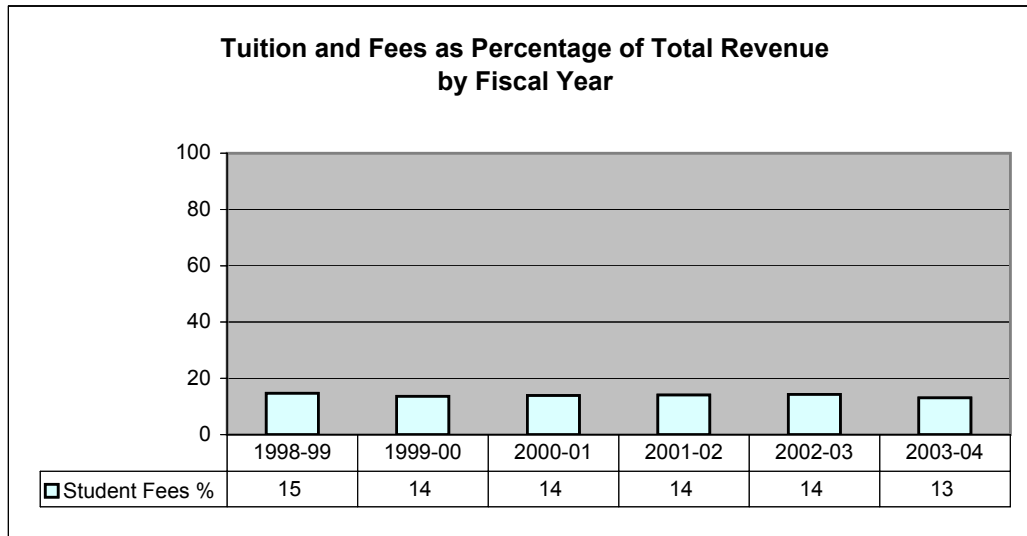
Total Expenditures by Function: FY 2003-2004

Total Expenditures by Function in Dollars FY 2003-2004



Source: V.P. of Finance & Administrative Services

Annual Tuition & Fees

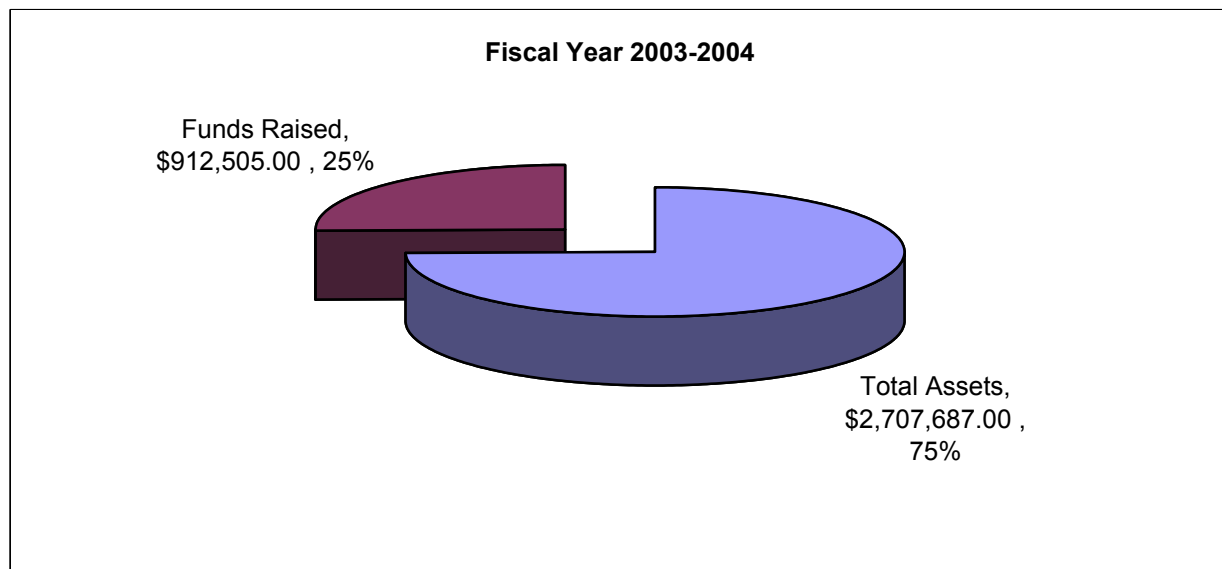
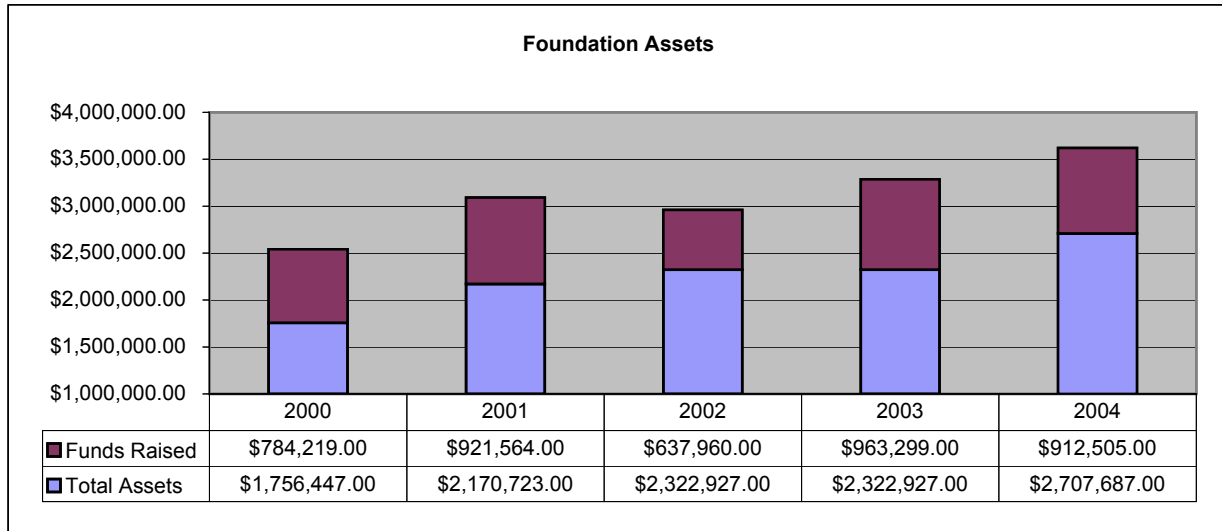


Academic Year	Undergrad Cost Per Credit	Annual Undergrad Cost	Annual Additional Non-Resident Tuition
1999-00	41.00	1230.00	3990.00
2000-01	42.50	1275.00	4150.00
2001-02	44.00	1320.00	4290.00
2002-03	45.50	1365.00	4430.00
2003-04	47.25	1417.50	4507.00
2004-05	49.00	1470.00	4692.00

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

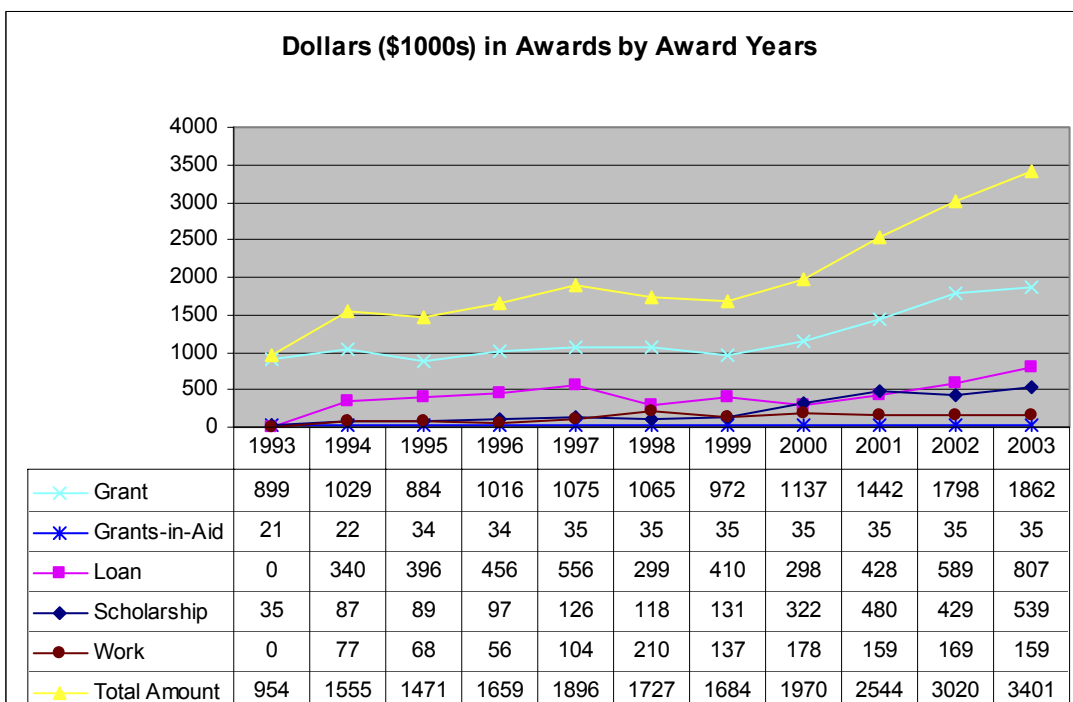
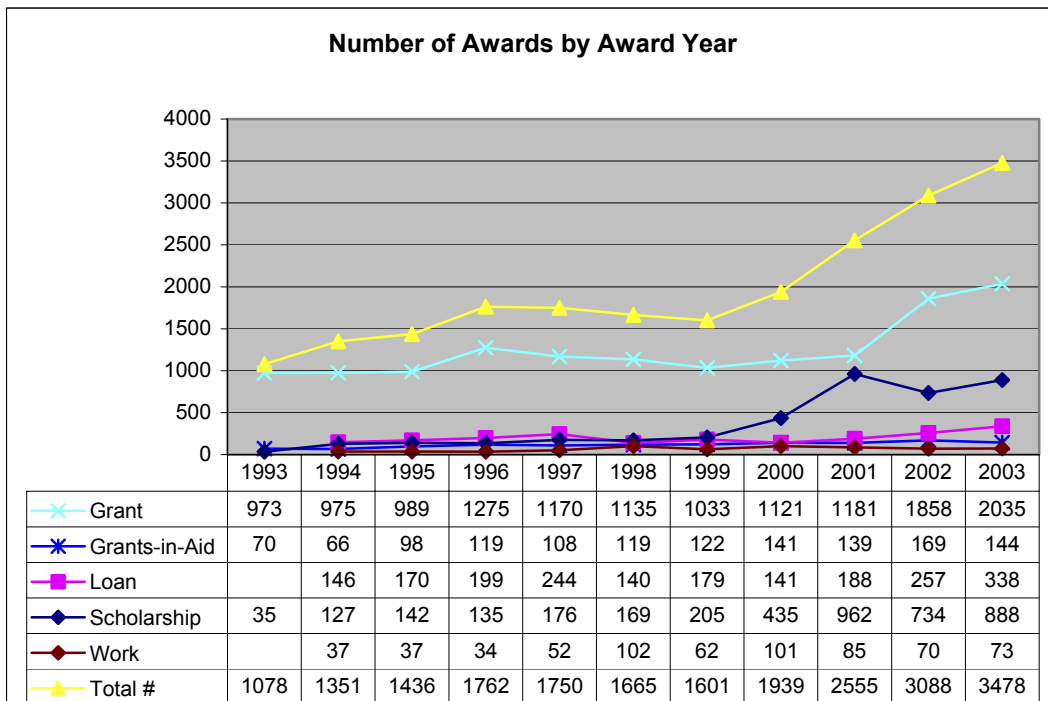
Foundation Assets



Source: Advancement Office

Financial Assistance Dollars by Award Year

- Definition of Measure:** This measure shows the number of financial aid awards and the total dollar amount of aid provided, by type of aid. An award year is Jul 1 to Jun 30. A student often receives more than one award.
- Use of Measure:** This measure shows changes in the number of financial aid awards and aid dollars.
- Analysis:** The total dollar amount of financial aid awards has increased by 2,447,000. This total excludes aid provided by the Veterans Administration.
- Source:** Department of Institutional Research, Student Information System



FACILITIES & RESOURCES

Library & Media Services

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

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

Collections and resources at all facilities are focused on supporting the college's curriculum. In addition to the library's 42,500 volume book collection, recent emphasis has been placed on acquiring electronic resources such as general and specialized databases that are available both in our facilities and via the World Wide Web. The Library provides access to over 8,000 full-text journals, newspapers, and books through its research databases. The Library also owns thousands of educational videos, DVDs, and audio cassettes.

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

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

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

² The number of students who attended orientations.

Revised June 24, 2005

Source: Library & Media Services

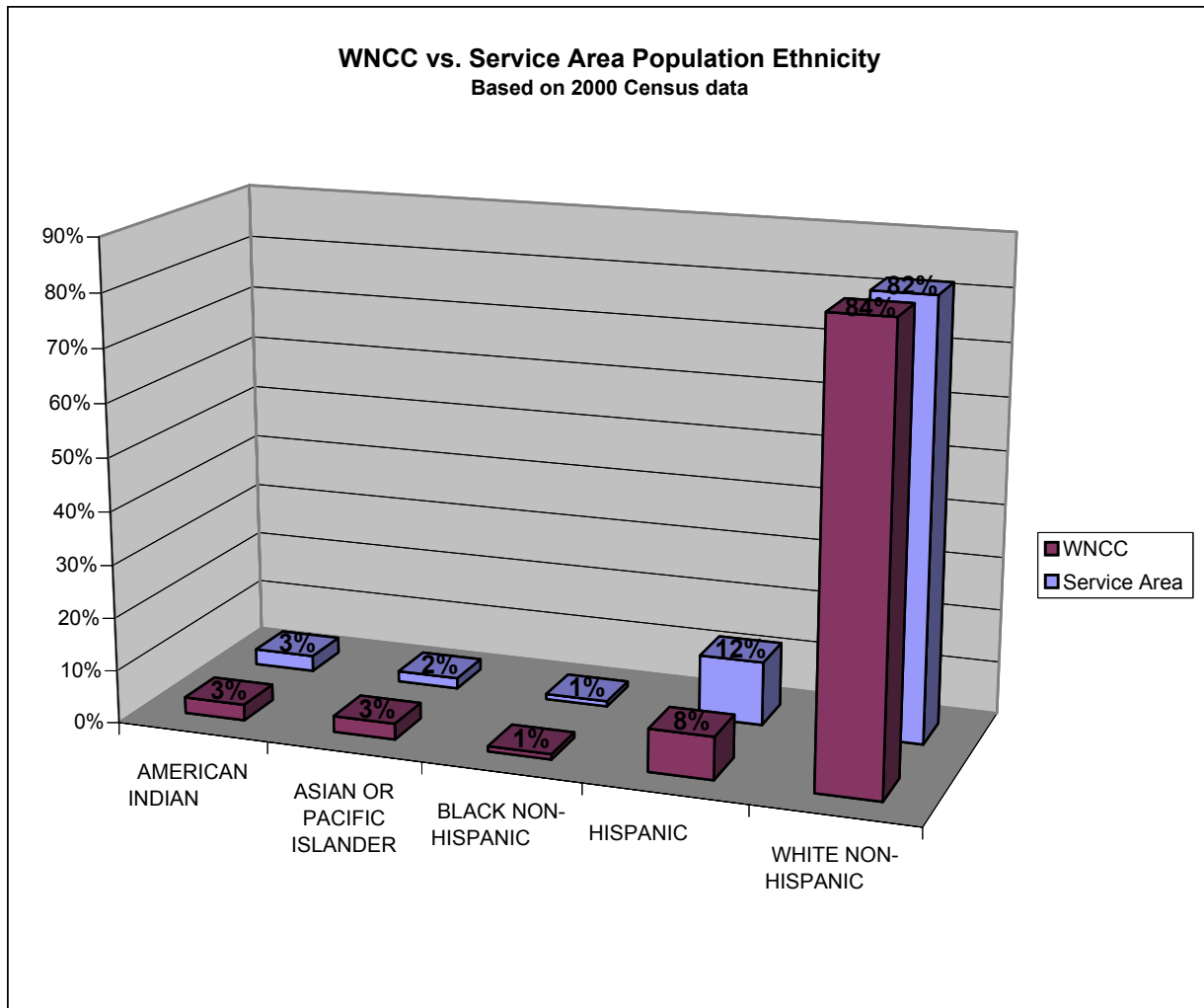
Building Descriptions

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

*Educational centers and satellite locations not included in totals.

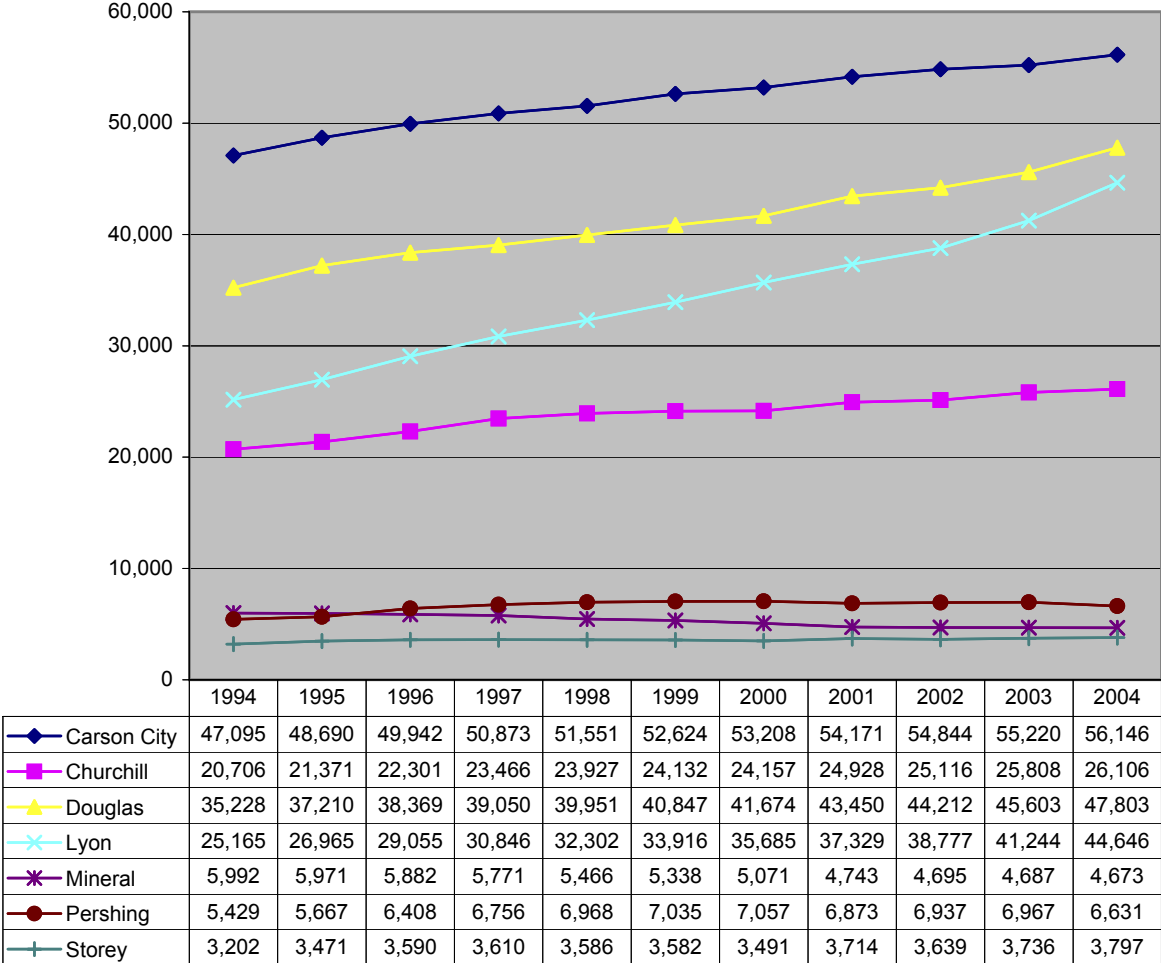
EXTERNAL ENVIRONMENT

WNCC Service Area Ethnic Distribution

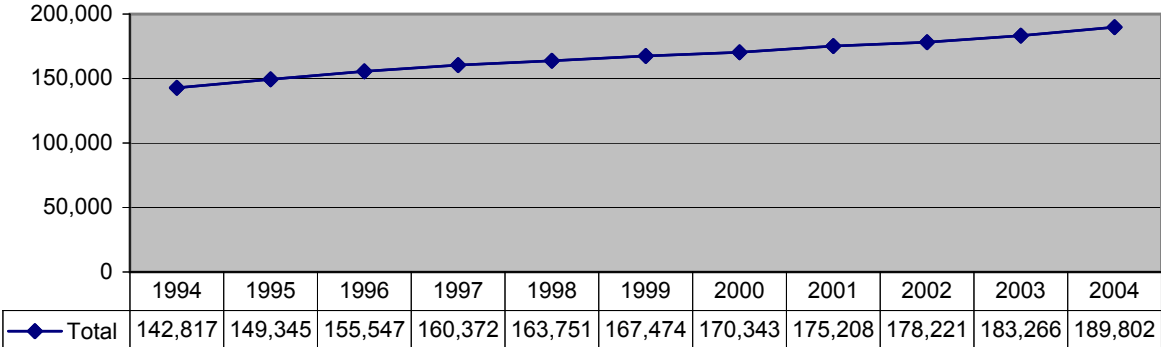


WNCC Service Area Population Growth by County

Service Area Population Growth by County
 State of Nevada Demographer's Office - Nevada Population Estimates 1986-2004



Total Service Area Population Growth
 State of Nevada Demographer's Office - Nevada Population Estimates 1986-2004



WNCC Service Area Income Per Capita by County - 2002

2002 Personal Income Per Capita by County
Federal Bureau of Economic Analysis - May 25, 2004

