



The State of the College in 2011-2012

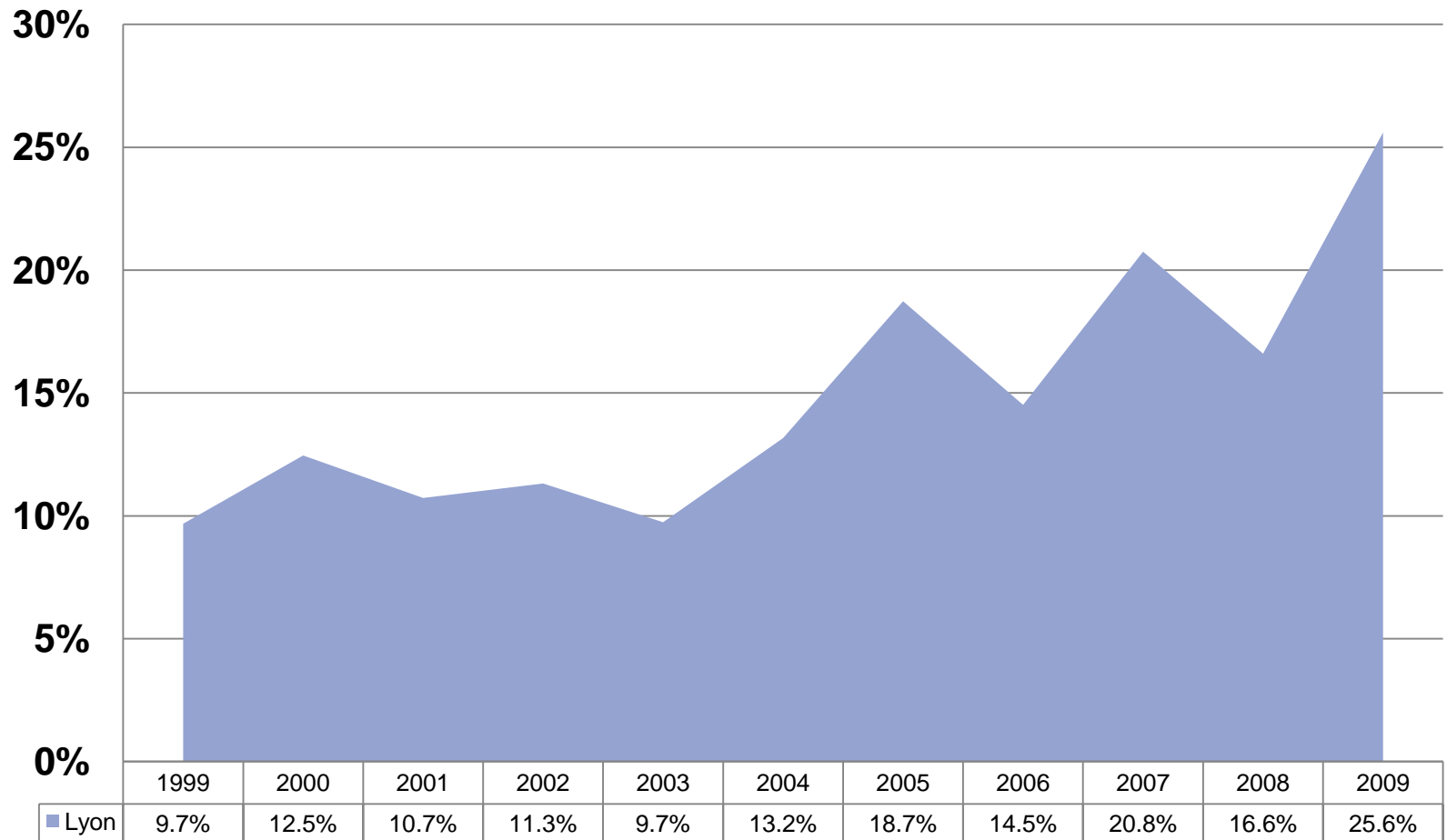
A Restart

. . . in a time of catastrophic change . . .

Let's not forget what we were able to do between 2000-2012

- 29% increase in fall to spring persistence
- 35% increase in degrees and certificates
- Financial aid application numbers nearly tripled
- Total award dollars increased by nearly 500%
- Minority student population nearly doubled
- Full-time degree seekers more than doubled
- High school to college transition rate doubled

Access Improvement: Lyon County High School to Western Nevada College Transition



Major loss in State support: General Fund \$ per FTE slipped by 40%!

Year	FTE Enrollment	State support per FTE
2008	2427	\$8465
2009	2438	\$8185
2010	2908	\$6620
2011	2950	\$6261
2012	2950	\$5094
2013	2950	\$5094

State leaders are saying what we have been able to do is not enough . . .

- But how can we do even more with so much less?
- Level of change required will be transformative

Impact of Nevada Legislature 2011 on Western Nevada College

- Net annual general fund budget cut of \$3.5 million dollars from FY '11 to FY '12
- 2.5% salary cuts / 2.3% furloughs for all full-time employees
- 13% tuition increases for all students
- Deteriorating PEBP medical coverage
- Increased PERS retirement cost
- Loss of 30 colleagues from buyouts, attrition and layoffs
- All staff eliminated at all sites except the three campuses
- Legislative fight undermined fall enrollment at small institutions

Impact of Nevada Legislature 2011 on Western Nevada College *(continued)*

- Rural site support preserved via IAV with the help of school districts and communities
- Elimination of all courses at all sites that do not support degree completion
- Board of Regents elimination of senior citizen and other tuition discounts
- Consolidation of various administrative functions as defined in support review
- Proposed elimination of low yield, low enrollment academic programs that do not support NSHE priorities or state economic development

Our World in 2011-2012

- **Our college is in trouble:** Every department, campus and office has been diminished by a series of budget cuts
- **Our communities are in trouble:** neighbors and students may well be unemployed, “under water” on their homes, or foreclosed
 - One of our service area counties is ranked third most economically distressed in the country (Lyon)
 - Reno bonds have recently been rated as “junk” and that city is struggling to pay its bills

Our World in 2011-2012 *(continued)*

- **Our state is in trouble:** The state budget is exposed to two potential lawsuits from Washoe and Clark County that could produce a midyear reversion, and the state unemployment rate still hovers at 13%
 - The state does not produce enough educated young people to attract new industries
- **Our country is in trouble:** Our students who do not complete college degrees will be unlikely to thrive in their future lives
- The governor, the legislature, the chancellor and the regents are all challenging us to change the way we do business. We **will** change

The Nevada Dilemma

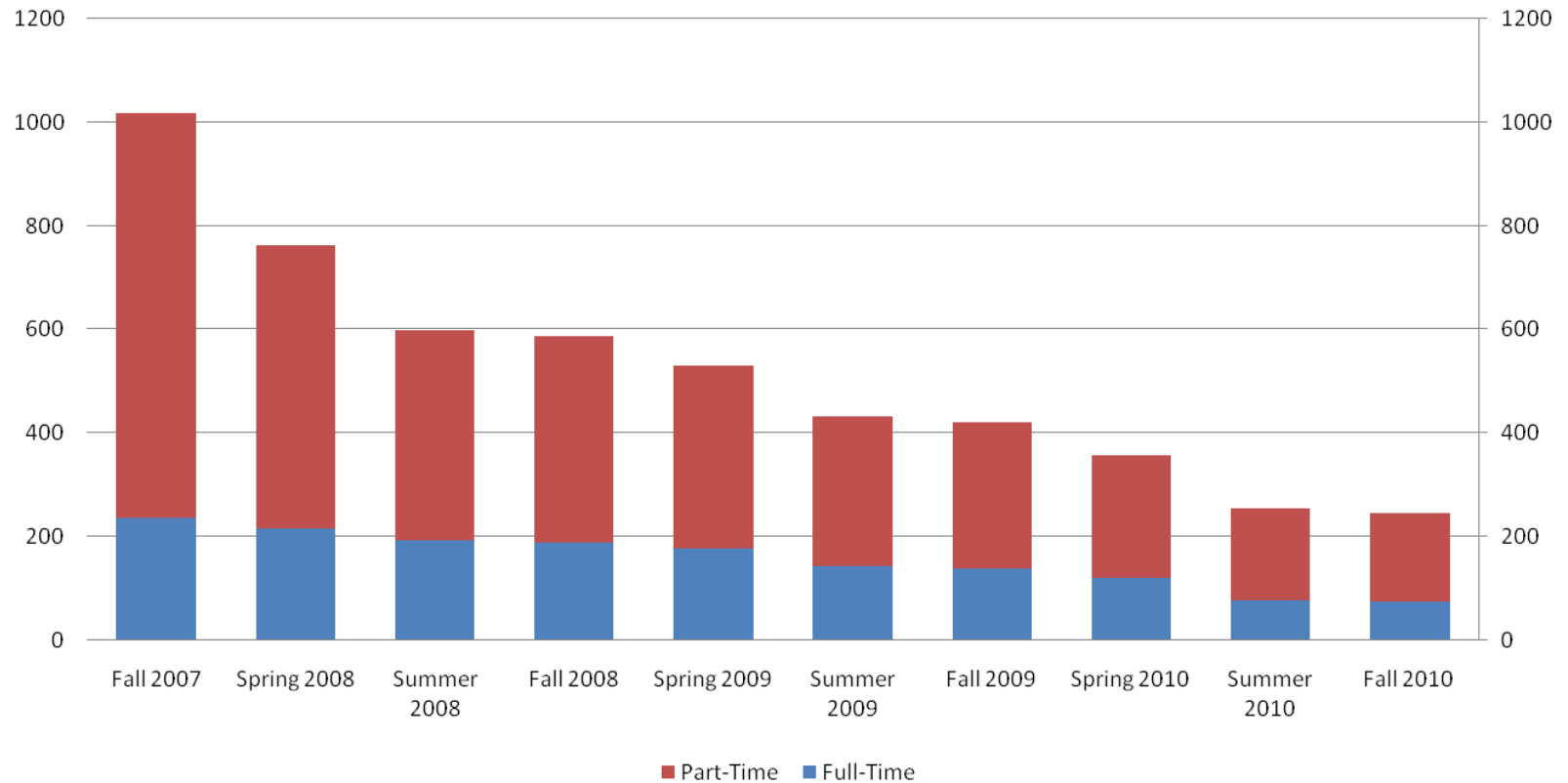
- State economic survival requires economic diversification
- No economic diversification possible without a highly educated workforce
- Currently, of every 100 children entering 9th grade in Nevada, only 50 graduate from high school, 24 go to college, and 8 graduate with a college degree
- Two of every three new WNC students require remediation

The Nevada Dilemma (*continued*)

- The state does not currently have the funding to improve the K-12 or NSHE education system
- State leadership does not believe they can risk raising taxes without further jeopardizing the state economy
- State leaders believe the only solution is to build better K-12 and NSHE degree production capacity without additional money
- But how?

First-time Full-time Degree Seekers

Retention of New Students Fall 2007 Cohort - by Enrollment Status



Transformation II

- Our last transformation (in 2000) was driven by (just!) accreditation problems
- Our new transformation will be driven by a world, a country, a state and a college in crisis

Challenge of Transformation II:

- Convert Western Nevada College from a course-oriented college to a degree-oriented college
- Compared to Transformation I
 - Our faculty is smaller
 - Our staff is smaller
 - We have less money
 - We have only a year in which to do it
- The only way we will succeed is by working smart and working together

Close the book, turn the corner, move on ...

- We are about to face our greatest challenge yet
- We have succeeded in the past and we can succeed again
- The college's and our students' futures are at stake

How will we succeed?

- If so inclined, like St. Paul, practice “ceaseless prayer”
- And “carry on”

- If not so inclined, then meditate
- But “carry on”

- Mostly . . .
- Carry on . . .

The year's "To Do" list

- Faculty will conduct program consolidations and eliminations by spring 2012. Goal is to get to 12.
- College will develop effective advisement activity that permeates the college culture. All academics and professionals should advise and mentor students.
- Faculty in general education disciplines will maintain successful university articulation agreements for all transfer degrees.
- Faculty in career and technical disciplines will maintain active curricular advisory committees of employers, for all degree and certificate programs.

The year's “To Do” list *(continued)*

- Faculty will assure that all classes offered are part of regularly scheduled certificate, two year or four year degree programs
- College will participate in development of a System-wide remediation strategy
- College will design a college admission and matriculation process, to accommodate students affected by new system admission standards.

Our New Year

- I. External challenges
- II. Focus on entrepreneurship
- III. Broaden funding sources
- IV. Institutional and individual change
- V. New strategic planning

I. External Challenges: NSHE “reforms” in response to various external mandates

- Expand degree production capacity without enhanced state financial support
- Eliminate all activities that do not directly recruit, support and produce college graduates
- Require outcomes assessment at program and course level, and mandate that all common courses meet common outcomes standards
- Appropriately schedule classes for every program to promote on-time graduation
- Assure all programs support state, business and community needs by maintaining curriculum advisory committees for all career programs
- All programs will be targeted at 60 credit hours (120 for BTech) and unnecessary courses identified by advisory committees will require regular “weeding”

I. External Challenges *(continued)*

- Eliminate or combine programs which do not produce graduates
- Improve the high school to college transition process via summer bridge programs for remedial students
- Board of Regents' modification of "open admission" policy at Nevada's community colleges
- Hard flag all community college courses with appropriate course or skills prerequisites
- Restrict ability of students to repeat courses
- Increase percent of full-time degree seekers by prioritizing services to full-time students.
- Expect to see differential tuition in the future. Full-time students may pay less per credit hour than part-time students. Students who must repeat a course may be charged more tuition for the second registration.

I. External Challenges *(continued)*

To assure WNC complies with NSHE reforms, we must all respond to some urgent and immediate challenges

- Our new goal is producing college graduates. Nothing else.
- We have too many weak or outdated degree programs which sap our resources, confuse our students and our public. We will cut the number of degree programs to about 12 by spring 2012.
- All full-time faculty will identify at least one of the remaining academic degree programs in which they can advise and mentor students.
- We must accept that we all have responsibility to see that every student graduates. Every professional at the college must become an advisor and mentor of students.

I. External Challenges *(continued)*

To assure WNC complies with NSHE reforms, we must all respond to some urgent and immediate challenges

- Too many Nevada community college students require remediation. NSHE as a system is struggling with what can be done about this. We will be part of the solution.
- Non-teaching staff no longer have enough support. **This will not change.** Any newly identified resources will be spent to hire new academic faculty. Thank you, most of you, who are working so hard with fewer helping hands.
- Academic faculty are attempting to serve increasingly more students with diminished numbers of full-time colleagues and to stay up to date in rapidly changing areas. We will add faculty in new or remaining degree programs that are important to the state's economic well being, and which produce graduates. Thank you to all of you who are working so hard to serve our students.

I. External Challenges *(continued)*

To assure WNC complies with NSHE reforms, we must all respond to some urgent and immediate challenges

- Faculty advise students by being around students. That means long hours on campus outside of scheduled classes, and scheduling classes around times that work for full-time students who are attempting to complete degrees. Thank you, most of you, who spend so much time with our students, and who already advise and mentor them.
- Full-time students require a five-day work week from all of us.

Advisement challenges for each of us

- Each of us is responsible to see that each of our students graduates.
- We will become intrusive about our students' academic goals. Every student we meet or instruct should trigger some questions:
 - 1) What degree are you pursuing?
 - 2) What are you planning to do with your WNC education (AAS students)?
 - 3) When will you graduate from WNC?
 - 4) Where will you transfer to when you leave (for AA and AS students)?

II. Focus on Entrepreneurship: Economic Development and Continuing Education Center

- Replaces previous campus based continuing education departments
- Mission changes to provide services previously supported on the state general fund budget
- Provide quality of life classes throughout service area to meet needs of seniors, community people, non-degree seeking students, on a self sustaining basis
- Provide workforce training to support community economic development and business and industry on a self sustaining basis
- Provide remediation to students who lack basic skills in reading, writing and mathematics on a self sustaining basis

III. Broaden Funding Sources: We'll get by with a little help from our friends

- Carson Nugget “Community First” has provided a major gift to fund the “Always Lost” visit to Washington DC, as well as support for veterans’ scholarships.
- Carson Tahoe Regional Healthcare has made a major, two-year pledge that will protect and stabilize our nursing program.
- The cities of Fernley and Yerington will host interactive video classes for Fernley and Yerington residents in city-owned facilities.

III. Broaden Funding Sources: We'll get by with a little help from our friends

- The Lyon County School District has agreed to provide staff support to assure continuation of college IAV classes in Lyon County high schools.
- The Mineral County and Pershing County school districts will continue to host and help facilitate dual enrollment and IAV classes in school district facilities, allowing us to continue to support these communities without college onsite staff.
- Volunteers like Linda Ritter, who guided SPFIE's development of the new strategic plan, and past Foundation chair, Don Hummer, who registered as a lobbyist at the end of the session and helped immensely in the frantic last days of the legislative session to get the "four point plan" approved.

IV. Institutional and Individual Change:

In an unstable and changing world . . .

- A Transformation II committee will be organized immediately to identify shared governance processes by which institutional change will be achieved in the spring.
- At the end of the spring semester, there will be about a dozen remaining degree programs.
- The college academic organization may be modified to assure that degree programs are managed most efficiently and that regular two year schedules for program delivery are assured.
- Standing committees will be reevaluated to determine how many need to exist and how large they need to be. New or modified standing committees will support new college priorities and may include: academic standards, advisement, admission and matriculation, remediation, curriculum advisory committees and transfer and articulation. Some committees may change their mission or be disbanded.

V. The New Strategic Plan

- SPFIE is leading the development of a new strategic plan.
- Empowering students and communities while meeting NSHE goals
- Fostering economic and business development in service area
- Providing an opportunity for all college areas to demonstrate how their activities support institutional goals
- The new strategic plan will go to the Board of Regents in April, 2012

Advice from Kipling . . .

“(If you can) watch the things you gave your life to,
broken,
And stoop and build ‘em up with worn-out tools;...
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"...
Yours is the Earth and everything that's in it...”

KUDOS

Human Resources

- Kendall Buscay, Linda Ranieri, and Brenda Yenkole earned their Human Resources Management Certificate from UNR
- Irene Tucker and Brenda Yenkole earned their Professional in Human Resources (PHR) certification from the HR Certification Institute
- Jose Martinez completed his bachelor's degree in Information Systems from UNR

KUDOS

Finance and Administrative Services

- Ron Belbin obtained a Masters in Library Science degree from the University of North Texas
- Darla Dodge obtained her Bachelor's degree in Business Management from Western Governor's University and began work on her MBA
- Erich Holcombe completed coursework with 'A's for a Masters in Library Science from the University of North Texas; degree to be awarded in September.

KUDOS

Finance and Administrative Services

- Computing Services Staff transitioned the entire college to new servers, upgraded the college to Windows 7 and Lotus Notes 8.5.2. Special Kudos to Song Liu who played an important role in the server transitions.
- Information and Marketing Services won the first place Paragon Award for the best radio advertisement in a national community college marketing competition. The department also won three regional marketing awards for WNC's radio advertisement, movie theater ad, and online class schedule/catalog.

KUDOS

Academic and Student Affairs

- Josh Galarza, a WNC Academic Skills Center tutor and Lone Mountain Writers member received the \$5,000 Artist Fellowship for Literary Arts award from the Nevada Arts Council.
- Susan Priest won a \$500 Literary Arts honorable mention from the Nevada Arts Council
- The iNtegrate implementation team—nothing short of a miracle! And thanks to the entire WNC community for your patience during this implementation
- Eric Thornton – Obtained his Master’s degree in Information Systems
- Ryan Stryffeler – Obtained his Ph.D. in English

KUDOS

Academic and Student Affairs

- The Distance Education Committee for the commitment to increasing standards across the distance education curriculum, and for supporting the training for and the transition to Moodle—saving the college \$\$\$
- The Academic and Student Services Team for its demonstration to student success and its effort to make this a thriving college in spite of the difficult economy that faces this institution. Faculty and staff demonstrated over and over again their ability to do everything within their power to help one another, accept additional assignments, transition to other job duties, and respond to the changing needs of our students. We thank all of you.

KUDOS Students

- Latino Cohort Retention Fall to Spring (2010-2011) = 100% (n = 29)
- Latino Cohort Retention Fall to Fall (2010-2011) = 93% (n = 27 of 29)

KUDOS: AWARDS

- Classified Employee of the Year – *Delia Bottoms*
- Administrative Faculty Member of the Year – *Susan Trist*
- Academic Faculty Member of the Year – *Sherry Black*
- Team of the Year: *Biology Department*
- WNC Academic Advisor: *Deb Case*
- Student Employee of the Year Award – *Rachel Gill*