Standard Two

Educational Program and Its Effectiveness

Introduction

The community college is such a significant component of higher education in the United States because it addresses directly the educational needs of the community in which it is located. In the case of WNC, that community comprises 18,000 square miles. Quite a challenge. However, as daunting as that challenge is, WNC has been true to its mission and continues to provide quality educational opportunities to more than 5,000 students a semester.

The primary mission of the college is to hire the very best people to fulfill the promise of the mission and to create an atmosphere conducive to learning. This WNC has done in terms of its human, physical, and financial resources. It must be noted, however, that due to continuing budget shortfalls, the college has not been able to maintain the same degree of fiscal support as it has in the past.

Courses and programs are carefully designed and evaluated, again in terms of the mission and goals of the college. Although no college, not even the community college, can be all things to all people, WNC serves exceptionally well the needs of multiple constituencies, offering a variety of degrees, certificates, and special programs. And every year the college does a better job of assessing teaching and learning in an attempt to continually improve its offerings.

Students are attracted to the college's reasonable costs and its focus on teaching and meeting their individual educational needs. What always comes first, whether one is academic faculty, administrative faculty, classified employee, or administration, is the student. Like all of the best community colleges, WNC is devoted to instruction and service. In sum, then, though there are numerous faculty who pursue scholarly activities, teaching is primary, and all who serve students at WNC never lose sight of that objective.

Resources

Western Nevada College is committed to providing the human, physical, and financial resources to support its educational programs and to facilitate student achievement of program objectives.

WNC’s human resource base comprises executive faculty, administrative faculty, academic faculty, and classified staff. The academic faculty are organized into five divisions for the purpose of academic programming and delivery. (See Standard Six.)

Because class sizes are relatively small, faculty are able to interact more with students both in the classroom and out. Faculty maintain a minimum of five office hours per week spread over three or more days dedicated to providing assistance and guidance to students.

Due to the economic slowdown from 2007 to the present, the college has had to leave some full-time faculty positions open, rely more on part-time faculty, increase class sizes, and reassign some duties and assign some extra ones. In 2009, some vacant positions have been filled on a temporary basis, and searches are underway to fill others. These hires will depend on the...
availability of funding. (See Standard Four.) (Table 2.1)

<table>
<thead>
<tr>
<th>Table 2.1: Vacant Full-Time Academic Faculty Positions as of December 2009</th>
<th>Carson</th>
<th>Fallon</th>
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</thead>
<tbody>
<tr>
<td>Automotive Technology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Computer Applications</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Construction Management</td>
<td>1</td>
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<td>Drafting</td>
<td>1</td>
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<td>Engineering</td>
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<tr>
<td>English</td>
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<td>2</td>
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<tr>
<td>Health Information Tech.</td>
<td>1</td>
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<td>History</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Paralegal Studies</td>
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<tr>
<td>Surgical Technology</td>
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<tr>
<td>Web Technology</td>
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<td>Welding Technology</td>
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WNC continually strives to improve its physical resources. For example, on the Carson campus, the Jack C. Davis Observatory opened in 2003; the Joe Dini, Jr. Library and Student Center went into operation in 2004; and the first pitch was thrown at the John L. Harvey baseball field in 2006. In addition, the Bristlecone Building, the oldest building on the Carson campus, has been remodeled and now houses a new art gallery. Parking on the Carson campus has also been expanded. On the Fallon campus, the library underwent an extensive remodel. In addition, college-wide ADA renovations are underway at the three main instructional sites. (See Standard Eight.)

The college provides quality educational services at all of the campuses and rural instructional centers through a variety of delivery systems. For example, interactive video (IAV) and web technologies enable students throughout the seven-county service area to access higher education and pursue a degree or certificate program in their own community. Retention rates for web classes are lower than those of traditional or IAV classes.

As a public institution, WNC relies primarily on the Nevada Legislature and the Nevada System of Higher Education (NSHE) for its financial resources. Legislatively-approved appropriations have consistently constituted approximately 87% of the institution’s total budget. WNC demonstrates its strong commitment to funding educational programs by expending approximately 54% of its total state-funded budget on instruction and academic support. However, due to the economic slowdown, the college has experienced a series of mandated budget reductions. As a result, the college has been forced to stretch its financial resources.

The college has also successfully instituted and conducted private fund-raising activities to complement and supplement State of Nevada appropriations through the operation and efforts of the WNC Foundation. The Foundation engages in fund-raising activities in the service area of the institution, and it has also established a very successful Employee Giving program. The Foundation exists to maintain and enhance the quality of life in Western Nevada by developing friends and funds for the support of WNC’s educational, cultural, and service goals. (See Standard Seven.) (Exhibit 2.1) (2.A.1)
Program Goals

The goals of the educational programs offered by WNC are developed, approved, and systematically evaluated according to established institutional policies and procedures compatible with the mission of the college, in particular that the college inspire student success “through opportunities that cultivate creativity, intellectual growth, and technological excellence.” These program goals are envisioned and articulated by faculty, administrators, and industry and community partners (e.g. Nursing Advisory Committee) in response to community needs.

Once the goals of an educational program are developed or revised, it is the responsibility of the college’s Curriculum Committee to review and ultimately approve them. (Exhibit 2.2) (2.A.2)

Program Design

All degrees and certificates demonstrate a coherent design that is consistent with academic standards and appropriate pedagogy. For example, students are encouraged to start a program sequence with entry level classes, then proceed to the upper level classes. This approach provides a sound foundation which enhances student success and enables full-time students to earn their degree within two years.

Degrees and certificates are developed through a collaborative process that includes faculty, administration, and students. The appropriate breadth and depth of programs are assured as a result of this collaboration. Faculty develop the programs; the Curriculum Committee, in some cases also advisory boards, review them; student success is assessed; and every five years the program is systematically reviewed. (Table 2.2)

Program development is overseen by the Curriculum Committee. An integral component of program development is the New Curriculum Proposal Form, which establishes clear, systematic guidelines for proposing a new program. In certain disciplines, advisory committees also review the proposal and offer input and evaluation. In developing new programs, it is imperative that these programs further the mission of the college, are sustainable, and are premised upon demonstrated needs of students and the community.

Table 2.2: Advisory Committees
Source: Academic and Student Affairs

| American Sign Language       |
| Automobile Technology       |
| Business                    |
| Computer Information Technology |
| Construction Technology     |
| Criminal Justice Technical Skills |
| Early Childhood Education   |
| Emergency Medical Services  |
| Engineering                 |
| Geographic Information Systems |
| Graphic Communications      |
| Machine Tool Technology     |
| Nursing                     |
| Surgical Technology         |
| Welding Technology          |

Synthesis of learning is assured in a number of ways. For example, some programs are broad-based, with different subject areas within a discipline. For these programs, synthesis of learning is addressed by the following student learning outcome: “know the subject matter appropriate to the emphasis of the degree or certificate.” Other programs have a specific course or courses that address “synthesis of learning.” For example, the Bachelor of Technology in
Construction Management requires three capstone courses. Other programs require an internship.

Full-time faculty in every program are required to develop an annual assessment plan at the conclusion of the spring semester and to write an annual assessment report. Results of assessment activities are used to improve programs. Both the assessment plan and report are forwarded to the Program Assessment and Review Committee (PARC) and published on the college website.

As appropriate, faculty require student use of library resources, including reference assistance, print collections, and full-text research database collections, to complete assignments. (See Standard Five.) (Appendices 2.1, 2.2, 2.3, 2.4; Exhibits 2.2, 2.3) (2.A.3)

**Degree Designators**

All degree designators are consistent with program content. For example, the designator “AS in Mathematics” is used for an Associate of Science degree in Mathematics that will either place students on career tracks as university mathematics majors or prepare them for a different career, e.g., teaching or engineering.

Programs have published mission statements and student learning outcomes in the WNC Academic Program Guide, the catalog, and on the college website. Program student learning outcomes are mostly content specific. For example, students in the AS in Mathematics program will:

- understand the content of calculus and differential equations.
- be able to apply the content of calculus and differential equations at the appropriate level in mathematics, science, and engineering courses.

For each program, the content to be covered is clearly identified with a list of required courses (see WNC Academic Program Guide). Additionally, most courses have course outlines that are published online. All course outlines include a course description, course objectives, and linkage of courses to appropriate programs.

Intellectual skills, creative capabilities, and methods of inquiry have normally been addressed by general education student learning outcomes. As an example, general education SLOs three and four expect students to:

- have problem solving, creative, and critical thinking skills.
- have effective and efficient learning skills, including the location and evaluation of information.

Career preparation competencies to be mastered, when appropriate, are listed in the WNC Academic Program Guide, where they are listed as student learning outcomes for those programs. For example, upon completion of the AAS program in Welding, students should be able to:

- acquire skills and perform tasks necessary for employment or for career enhancement in the welding field.
- present themselves effectively to a potential employer.
- demonstrate communication and computation skills appropriate to the welding field.

(Exhibit 2.3) (2.A.4)
Abbreviated Programs

The college does not offer shortened or concentrated versions of its existing educational programs. (2.A.5)

Credits and Registration Fees

The office of Admissions and Records follows the policies and best practices established by the American Association of Collegiate Registrars and Admissions Offices (AACRAO). Classes are based on the semester system and the 50-minute hour. WNC applies the recognized formula for semester credits, and for those students transferring to WNC from institutions using quarter credits, the quarter credits are converted to 2/3 semester credits. The process of establishing common course numbering for all of NSHE proceeds.

All degrees at WNC require a minimum of 60 credits. The Bachelor of Technology in Construction Management degree requires 128 credits. And all certificates of achievement require a minimum of 30 credits. Program lengths are equivalent to similar programs offered at regionally accredited colleges and follow the guidelines set forth by AACRAO.

All registration fees at WNC are credit-based. Standard registration fees are determined by the Board of Regents, and these amounts are published on the college’s website. When the registration fees have to be increased, the college will give students as much advance notice as possible. In fact, students will be asked to help make up part of the current budget shortfall with a 5% registration fee surcharge beginning in spring 2010 and an additional 5% in the fall. Lab fees at WNC, which are course-specific, are uniform regardless of course location and are reviewed annually. (Appendix 2.5; Exhibits 2.3, 2.4, 2.5) (2.A.6)

Curriculum Development and Implementation

The primary oversight responsibility for design, approval, and implementation of the curriculum is that of the Curriculum Committee. It plays the primary role in evaluating courses and programs, and according to the Curriculum Committee’s bylaws, “makes all final decisions regarding curriculum at the college for new and current degrees, emphases, programs, majors, certificates, and courses.” No program or course can be added to the curriculum without first going before the Curriculum Committee, nor can one be changed or removed. In addition, the committee oversees one subcommittee (General Education). It also reviews the curriculum of all programs undergoing program review.

The make-up of this committee consists of 10 members and includes academic faculty, administrative faculty, and a student. Five academic faculty members represent all of the program areas, and one of them has historically served as chair. The remaining five members are the dean of instruction (or a representative of the vice president of Academic and Student Affairs); a member of the Division Chairs Council; the director of Information and Marketing Services; the director of Admissions and Records (or designee); and a representative of the Associated Students of Western Nevada (ASWN).

Faculty who wish to design a new course must first present their proposal to their respective division chair, who, upon approval, submits the proposal to the dean of instruction, who then submits it to the vice president of Academic and Student Affairs. Then the proposal goes to the Curriculum Committee for final approval.
Program design begins with individual faculty members who present their proposal to their respective division chair, who reviews the proposal and then presents it to the Division Chairs Council for further review. Once the dean of instruction signs off but before the Curriculum Committee reviews the proposal, an all-college e-mail is sent to inform the college community of the proposed new program. Once the Curriculum Committee approves the proposal, it goes to the vice president of Academic and Student Affairs.

Approval and implementation of curriculum is systematic and thorough, as documented in the New Curriculum Proposal Form. To have new curricula approved and implemented, among other requirements, the author of a new program must present a plan for assessing the degree objectives, demonstrate the “intrinsic academic value” of the program, justify the existing or projected need of the program, and prepare a resource analysis.

A new program developed at Western and approved by the Board of Regents in December 2006 is the college’s first bachelor’s degree: the Bachelor of Technology in Construction Management. Approval from NWCCU for a major substantive change (“addition of a new degree level not listed in the NWCCU Directory”) came to the president in a letter dated August 23, 2007. The first classes were offered in fall 2007.

The development and approval for this program was the culmination of several years of collaboration between faculty and with the cooperation of staff in Student Services. It was also the result of a collaboration between the college and business and industry. The program responded to a need expressed by business and industry members in Nevada for a bachelor’s degree that would enable inexperienced students and experienced workers with advanced technical and vocational skills to earn a degree in construction management. In fact, three representatives from business and industry spoke to the need for the program at the board’s meeting in 2006. Support for this degree also came from Bachelor of Technology Advisory Board members and school districts within the college’s service area.

The program is neither unique nor unrecognized. It complies with the standards of the American Council for Construction Education (ACCE), the internationally recognized accrediting agency for construction education programs. The college intends for the program to receive accreditation from ACCE as soon as possible.

WNC can be proud of the fact that the college had its first three B-Tech graduates in May 2009 and anticipates another eight graduates in May 2010. (Exhibits 2.2, 2.6, 2.7) (2.A.7)

### Use of Library and Information Resources

At Western, viable working partnerships exist between the library staff and the teaching faculty. For example, each instructional division has a librarian liaison who is responsible for working directly with faculty to incorporate library and information resources into the learning process. The liaisons solicit collection development information, help with developing class assignments, tailor research lectures to specific classes, and provide reference services to faculty to facilitate course development.
The college’s new program development process requires an analysis of both the library and information services necessary to support the proposal and the financial impact on WNC’s total library operation. Additionally, the articulation form required to establish a new course strongly encourages faculty to communicate material and service needs to the library staff. To assist in the development of new programs and courses, one of the librarians has maintained an active presence on the Curriculum Committee until the current academic year.

Information literacy is addressed in one of the general education student learning outcomes. Specifically, students need the skills to locate and evaluate information. One library strategy in this regard is to reach students through the core curriculum of the college. English and social science are targeted in order to contact students at least once while at WNC. (See Standard Five.) (Exhibit 2.2) (2.A.8)

**Optimal Learning and Accessible Scheduling**

At WNC, the construction of the course schedule begins within the five instructional divisions. Faculty, including program coordinators and division chairs, design schedules which are both flexible and accessible. The college schedule is reviewed by the Division Chairs Council and dean of instruction before the process is finalized. In order to maximize use of college space, the academic scheduler provides important oversight and coordination in terms of room utilization and appropriate facilities.

WNC schedules its classes Monday through Friday between the hours of 8 a.m. and 9:45 p.m. Additionally, weekend classes, seminars and workshops appear on the schedule. A recurring example of Saturday offerings is the Latino Outreach Computer Applications course. Instruction is provided by the teacher with support from a bilingual teaching assistant. Classes are offered in a variety of different time frames, e.g., two or three sessions per week and once-per-week blocks.

Similarly, design and formatting of courses is equally diverse, which increases student options. For example, under the distance learning umbrella, both web and IAV courses are available. Web class sections and enrollments have grown dramatically since receipt of the 2005 Interim Evaluation Report. Students can earn an Associate of Applied Science degree in Accounting, Business, or Management and a Certificate of Achievement in Bookkeeping or Business entirely online. (Exhibit 2.1) (2.A.9)

**Prior Experiential Learning**

A policy for awarding credit for experiential learning is published in the catalog. Students may be awarded up to 15 credits from non-traditional sources, such as military training, correspondence courses, extension courses, post-secondary institutions without regional accreditation, and certificate training. These sources must “meet the minimum standards for accreditation by nationally or state recognized agencies,” and “credit is awarded only for those courses or training experiences that are comparable to those courses offered by WNC.” (Exhibit 2.4) (2.A.10, 2.G.9)

**Deletions of Programs or Courses**

Policies, regulations, and procedures for additions and deletions of courses or programs are systematically and periodically reviewed by the Curriculum Committee’s
Articulation Work Team, which consists of the director of Admissions and one other member of the Curriculum Committee. In the matter of the elimination of a program, students who previously began the program have up to six years, when a catalog is subject to expiration, to complete the program requirements. Arrangements are made on a case-by-case basis to offer classes to enable students to fulfill all program requirements. (Appendix 2.6; Exhibits 2.2, 2.4) (2.A.11, 2.A.12)

**Overall Planning and Evaluation Plan**

WNC's processes for assessing its educational programs are clearly defined, encompass all of its offerings, are conducted on a regular basis, and are integrated into the overall planning and evaluation plan. The assessment plan for WNC is a five-year plan that establishes multiple goals for each year of the plan. For example, one goal for 2006-2007 was “to use data from [a] nationally normed instrument.” That spring, WNC administered the Noel-Levitz Student Satisfaction Inventory to gauge progress toward achieving the 2006-2012 strategic goals.

In spring 2010, members of PARC are leading the effort to develop the assessment plan for the next five years, a process that affords stakeholders the opportunity to envision institution-wide improvements in assessment practices. In particular, those working on the 2010-2015 assessment plan will need to develop processes for systematic course-level assessment of general education outcomes and suggest changes to the organization of assessment efforts in order to foster deeper involvement from faculty at the division level.

The assessment process is a collaboration between PARC, the Curriculum Committee, Institutional Research, division chairs, faculty, students, and the administration. All programs at WNC are to be reviewed and assessed to ensure that the intended outcomes, both program outcomes and student learning outcomes, are being achieved and to determine what improvements need to be implemented.

Faculty play a central role in assessment beginning with PARC, which oversees program review and assessment of programs. Institutional Research assists all departments of the college with their institutional research, assessment, and data analysis needs. The Institutional Research assessment coordinator is a permanent member of PARC and works with other PARC members to facilitate annual assessment projects and the five-year program reviews as well as to provide training for faculty who are responsible for carrying out assessment and program review activities. One workshop focused on curriculum mapping. As a result of this partnership, student learning outcomes/course matrices are now published on the college website for almost all programs. PARC also began publication of the *PARC Assessment & Review News*, a bi-monthly newsletter containing information about assessment workshops and conferences and sharing of institutional best practices in assessment.

Similarly, the General Education Subcommittee completed a large-scale curriculum mapping project to determine to what extent the 10 general education student learning outcomes were addressed in general education courses applicable to the AA, AS, and AAS degrees. The subcommittee undertook this assessment project as part of the college's first review of the general
education program. The mapping project revealed that although all associate degree recipients are expected to demonstrate competency in all 10 outcomes, not all general education learning outcomes are addressed in every program at this time. As a result of this self-study, the General Education Subcommittee is partnering with PARC to lead faculty discussions on possible adjustments to the general education program and means for assessing these outcomes for all general education courses.

The General Education Subcommittee conducted an additional assessment project with an analysis of results from the 2008 Community College Survey of Student Engagement (CCSSE) as they pertain to general education student learning outcomes. WNC is committed to participating in this nationally recognized survey every two years during the 2006-12 strategic planning process. While the primary focus of the survey instrument is to assess student engagement, many questions ask specifically about student perceptions of general education. Relevant data from the 2008 CCSSE report may establish baselines for future assessment and program review of general education at WNC. Included in this self-study are findings from the “2008 WNC CCSSE Report,” which compared WNC’s findings to those of other medium-sized colleges, findings from a subcommittee of the Strategic Planning for Institutional Effectiveness (SPFIE) committee, and some statistical analysis of WNC raw scores.

Overall, there are no significant differences between the mean responses of WNC students and the mean responses of students at the similar medium-sized community colleges. WNC students’ perceptions of general education, based on the CCSSE Report questions, are not significantly different from other community college students. There is a significant correlation between the number of papers, of any length, students write and their rating of the writing general education question. This may suggest that increasing student writing assignments would improve their assessment of that particular general education student learning outcome.

Like students at other colleges, WNC students have limited conversations with people of different racial and ethnic backgrounds. Increasing emphasis on such conversations may increase students’ positive perception of diversity as a student learning outcome.

Institutional Research coordinates student course evaluations for every section of every course taught at Western. Other surveys coordinated by Institutional Research and implemented annually include the Recent Graduate Survey, the Nursing Program Graduate Survey, and the Nursing Program Employer Survey.

In fall 2007, just as the program review process was improved to integrate results from annual assessment activities and include input from external reviewers, the Institutional Research programmer/analyst responsible for assessment coordination left the college, and that position remained vacant for most of that year due to the hiring freeze brought on by the budget shortfall. A few months after that position was filled on a temporary basis, the department lost its director. That position remains unfilled. As a result of these disruptions to a portion of the administrative oversight, support for the assessment processes diminished just as faculty buy-in for assessment was gaining momentum.

Annual assessments of all programs, both academic and administrative, are required,
according to the college policy on assessment and evaluation. Each spring, programs are expected to submit a plan to assess at least one program goal during the following academic year and then report on the results at the end of the year. These reports are then collected by PARC and the assessment coordinator in Institutional Research. Institutional Research staff provide technical assistance and other resources to faculty to assist them in these assessments. (Appendices 2.1, 2.2, 2.7, 2.8; Exhibits 2.8, 2.9, 2.10, 2.11, 2.12, 2.13) (2.B.1)

### Learning Outcomes Assessment

WNC identifies and publishes mission statements and student learning outcomes for its academic programs, both in the catalog (on the college website) and in the WNC Academic Program Guide. Student learning outcomes, including general education outcomes, are found in the course outlines, and faculty assess their students’ proficiencies in demonstrating those outcomes.

Impressive outcomes assessment is taking place, but there is no denying that not enough faculty are documenting those assessments for their courses in a systematic way. Those who do provide annual assessment reports submit them to PARC for publication on the Institutional Research website. The commitment to assessment is less uneven than it was at the last accreditation visit, but getting full faculty participation remains a challenge. (Exhibits 2.3, 2.4) (2.B.2)

### Improvement of Teaching and Learning

According to the WNC Policy on Assessment and Evaluation:

> It is the responsibility of faculty who teach in an area to use the results of assessment to improve the educational program for the area. Failure to develop and implement ways of improving the educational program using assessment results may be used in the evaluation of a faculty member unless it is clear that the reasonable support needed to make improvements was not available.

Division chairs and faculty responsible for program-level assessment are encouraged to participate in PARC assessment workshops and are made aware of assessment processes and deadlines via the Institutional Research website, the PARC Assessment & Review News, and college e-mail, but the response to these efforts is uneven.

Most faculty are assessing the skills and knowledge of students at the course level and using assessment results to improve teaching and learning. For example, an adjunct developmental writing instructor administers pre- and post-tests on sentence skills in order to prioritize students' deficiencies and tailor his instruction.

As another example, an instructor of Composition II assesses his students’ writing using an analytic interdisciplinary writing rubric developed in 2006-07 by WNC faculty from several disciplines. In 2007-08, he used this assessment method in traditional Composition II classes to gauge improvement in students’ critical thinking skills. The next year, he also adapted this rubric to his online sections of the course.
Faculty have a greater understanding now of what student learning outcomes are and how to assess those outcomes, and through their participation in PARC assessment workshops are better able to apply the results of their outcomes assessment activities to improve teaching and learning. However, more faculty need to document evidence of improvements based on their assessment activities.

The Institutional Research office provides much of the data faculty use to make decisions about their programs. A number of assessments of general education learning outcomes were highlighted in the 2009 WNC General Education Program Review Report. (Appendix 2.2; Exhibits 2.9, 2.10, 2.11, 2.14, 2.15) (2.B.3)

**General Education**

The General Education Subcommittee of the College Curriculum Committee has the primary responsibility of overseeing the general education program at WNC. Over the past several years through a collaborative process spearheaded by this subcommittee, general education has been transformed from what was a collection of courses focused primarily on content and credits to a comprehensive outcomes-based program of study.

Ten student learning outcomes have been developed that will provide students with “critical life skills” that will benefit them in their “personal and professional endeavors.” These learning outcomes are the criteria by which the relevance of each course to the general education program is determined. The rationale for the general education program reflects the college’s mission, specifically that the college provides students with “opportunities that cultivate creativity, intellectual growth, and technological excellence, in an environment that nurtures individual potential and respects differences.” The rationale, general education program mission, and the ten student learning outcomes are published in the college catalog and the *WNC Academic Program Guide* as well as on the college website. Students who complete degrees and certificates are expected to demonstrate these outcomes.

While conducting the first-ever general education program review, the
subcommittee spent more than a year mapping the student learning outcomes for all degrees except the associate in general studies and the associate of arts with no emphasis. This was a meticulous process but did reveal that depending on which courses a student takes to fulfill the general education requirements, he or she may not be exposed to all ten outcomes.

As a follow-up to the General Education Program Review, PARC and the General Education Subcommittee sponsored a fall workshop to discuss the program review findings. The external reviewer, the director of the core curriculum at the University of Nevada, Reno, opened the workshop by presenting his recommendations to the many full- and part-time faculty in attendance.

Afterward, faculty met in small work groups to discuss whether the current general education student learning outcomes should be revised and how to ensure that graduates of the associate degree programs are exposed to all ten outcomes. In addition, faculty discussed how they assess critical thinking in their classes. Discussion points from each group were shared with all participants at the conclusion of the workshop. Following up on the workshop, members of PARC, the General Education Subcommittee, and interested faculty initiated a college-wide assessment project.

Three nationally normed critical thinking assessments are currently under review, and a pilot assessment is planned for fall 2010.

Although the number of credits may vary from program to program, all students completing the bachelor of technology, associate of arts, associate of science, and associate of general studies degrees must select courses that satisfy the English/communications, fine arts, humanities, mathematics, science, social sciences, and U.S. and Nevada Constitution...
general education requirements. Students seeking the associate of applied science degree do not have a fine arts requirement but must fulfill a human relations requirement. In addition, instruction related to safety or environmental awareness is embedded in the curricula of several programs, including nursing, surgical technology, lab sciences, and occupational areas. Students in certificate of achievement programs “are expected to demonstrate [that] they have the communication, computational, and human relations skills appropriate to the certificate area.” And the bachelor of technology degree in construction management requires nine credits of capstone courses to include a rigorous writing component and a formal oral presentation. (Appendix 2.2; Exhibits 2.3, 2.10, 2.16) (2.C.1, 2.C.2, 2.C.3)

## Transfer and Acceptance of Credit

WNC has clearly articulated transfer of credit policies. These policies are published in the college catalog and online. Courses from institutions with regional accreditation are usually transferable as long as they are comparable to WNC courses and can apply toward degree requirements. Common course numbering among NSHE institutions allows for efficient transfer of credits. Courses from outside the system are evaluated on a case-by-case basis according to course title and designator, number of credits, and course description.

WNC subscribes to CollegeSource Online to access up-to-date information about other institutions, including Carnegie Classification, calendar system, accreditation, and course descriptions. When course information on a transcript and in the institution's catalog is insufficient to allow Admissions and Records to determine a course's applicability toward a student's program, students may be asked to provide further evidence, such as a course syllabus, so that WNC faculty in the discipline can make an informed decision.

WNC may award up to 15 credits for prior experiential learning from sources including military training, correspondence courses, extension courses, post-secondary institutions without regional accreditation, and certificate training. Students may also be awarded credit by challenge examinations, College Board advanced placement examinations, and through the College Level Examination Program (CLEP) general examinations. Details of procedures for granting credit for non-traditional education and through examination can be found in the college catalog.

Transfer agreements exist between WNC and other system institutions and some non-system institutions. For example, WNC has articulation agreements for the bachelor of technology degree with the other NSHE community colleges. In addition, WNC has transfer agreements with Lake Tahoe Community College, a nearby college outside of NSHE. And thanks to the Nevada State College Teacher Education Partnership, students are able to earn a bachelor’s degree and prepare for certification as an elementary or special education teacher without leaving Western’s service area.

Credits from some recognized colleges and universities outside the United States may be awarded if a professionally translated transcript is provided. Credit for the English/communications requirement is accepted only from institutions located in Australia, Canada, England, Ireland, and New Zealand.
In addition, WNC has entered into transfer agreements with the local high schools in the service area to offer students the opportunity to earn college credits while they are still attending high school. These agreements are of three types: dual credit, Fast Track, and Tech Prep. Dual Credit allows high school students to earn both high school and college credit at the same time. Fast Track offers designated courses to high school students via the web or IAV at a discounted cost to the student. Tech Prep offers high school juniors and seniors the opportunity to earn college credit for occupational courses.

Students who graduate from WNC with an associate of arts or associate of science degree are guaranteed admission to NSHE's universities, state college, and community colleges offering bachelor's degrees and meet the institutions' core requirements, except the upper-division capstone requirement.

Courses with “B” designators after the number may not transfer or apply to programs at four-year universities within Nevada (UNR, UNLV). In some cases, these courses may transfer and apply to programs at two- and four-year colleges within Nevada and may transfer to out-of-state schools. (Exhibits 2.2, 2.4, 2.17, 2.18, 2.19) (2.C.4)

### Academic Advising

All formal advising at Western Nevada College is done by master’s degree certified academic counselors who are knowledgeable about the programs and degrees at the college as well as articulation and transfer issues. Trained peer advisors also assist with the advising load by helping students get started at WNC by following the Checklist to Success, which is displayed on the college’s website and on the back of the semester schedule.

Teaching faculty have served as informal advisors in the past, but a more formalized faculty advising pilot program began in fall 2009. Faculty contact information is published on the college website, and phone numbers are also published in the catalog. Faculty also have the option to post their office hours and course syllabi on their website directory pages. Many faculty have developed their own websites so that students can learn more about how a course transfers and how it may be used toward a degree.

Faculty participate in campus events such as College Days for high school juniors and seniors. Their presence and knowledge of programs and potential job markets are invaluable. Faculty and counselors work in partnership so that students are advised appropriately. (Exhibits 2.4, 2.20) (See Standards Three and Four.) (2.C.5)

### Developmental Education

WNC does not require developmental credit for admission to the college or to any of its programs. However, upon admission, completion of developmental credit may be required. Students who do not have recent ACT/SAT scores are encouraged to do placement testing to determine placement and/or ability to benefit in mathematics, English, and reading courses. (Placement testing in English is mandatory as determined by the Board of Regents.) The college uses ACCUPLACER, a computerized adaptive placement testing program, approved by the U.S. Department of Education for placement. After they have tested, students meet with counselors to determine appropriate placement in those courses. Students are encouraged to do any
developmental coursework as early as possible. Degree- or certificate-seeking students must complete this coursework within the first 30 credits.

Developmental courses are numbered below 100. The catalog and program guide clearly state that courses numbered below 100 are not applicable toward degrees or certificates of achievement.

Students who wish to take more than 18 credits must have written permission from a counselor on a Special Enrollment Authorization Form. (Exhibits 2.4, 2.21, 2.22, 2.23) (2.C.6)

Faculty Credentials

WNC faculty credentials are adequate for the educational levels offered. Faculty who teach lower-division courses in transfer-level programs or upper-division courses in the bachelor of technology program are required to hold at least a master's degree in the discipline. Faculty teaching lower-division courses in the occupational programs are required to have a combination of appropriate experience and post-secondary education.

Historically, the college has had full-time faculty representing every degree-granting program. As of the end of 2009, five associate-degree granting programs are without full-time faculty representation because of the budget shortfall. (See Standard Four.) (2.C.7)

Student Achievement and Success

WNC has only one pre-baccalaureate vocational program—nursing—whose graduates must pass a licensing examination before entering the workforce. (Table 2.3)

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>90%</td>
</tr>
<tr>
<td>2005</td>
<td>93%</td>
</tr>
<tr>
<td>2006</td>
<td>91%</td>
</tr>
<tr>
<td>2007</td>
<td>91%</td>
</tr>
<tr>
<td>2008</td>
<td>92%</td>
</tr>
<tr>
<td>2009</td>
<td>96%</td>
</tr>
</tbody>
</table>

Faculty assess the program's effectiveness in a number of other ways as well. Program faculty track job placement rates and implement annual surveys. An end-of-program survey is sent to second-year nursing students before graduation to determine their level of satisfaction with the program and how well they were prepared to meet program learning outcomes. Students are surveyed again a year after graduation to gauge how well prepared they were for employment. Another survey is administered to employers one year after they have hired WNC nursing graduates to determine their level of satisfaction with the graduates and how well they believe WNC prepared the students to function as entry-level registered nurses.

Other classes or groups of classes offer preparation for appropriate credentialing. For example, NURS 130 prepares students for the Nevada Certified Nursing Assistant Certification Exam. The average pass rate for these students from spring 2007 through spring 2009 was 95%. Other courses offered by the Nursing and Allied Health division prepare students for the National Registry Examination for EMT Basic (EMS 108B) and for the appropriate Nevada EMS certification examination for EMT Enhanced.
Educational Program and its Effectiveness

Standard Two

(EMS 112B). Spring 2007 through spring 2009 average pass rates were 79% and 62%, respectively. (2.C.8)

Continuing Education and Special Programs

WNC offers a variety of off-campus, continuing education, and special programs that reflect the college’s mission and goals. They are designed, approved, administered, and evaluated under established institutional procedures.

The off-campus programs consist of credit and non-credit offerings at the five rural instructional centers in Fernley, Hawthorne, Lovelock, Smith Valley, and Yerington. Each center is staffed by part-time employees living within the community. The college relies heavily on long-standing partnerships cultivated with local school districts for office and classroom space. Rural advisory boards, comprised of citizens and leaders within each rural community, regularly provide input concerning programs and classes.

In the past two years, WNC achieved its goal of scheduling traditional, IAV and online courses needed by rural students in order to obtain an associate of arts degree within a two-year period. In addition, the Science, Math and Engineering Division worked closely with rural center staff to provide prerequisite courses for the nursing program in a timely manner with minimum student travel required.

Special credit programs include the Western Nevada State Peace Officer Academy, which provides intense police officer training and prepares students for careers in law enforcement. Other special programs include correctional education and a Nevada State College partnership.

The State of Nevada maintains six incarceration facilities (one prison, four correctional centers, and one conservation camp) within the WNC service area. Western offers academic counseling and courses leading to the Associate of General Studies degree to incarcerated students living at these sites. Periodic GED testing is also made available to incarcerated students in the Silver Springs Correctional Center in Lyon County. Because of budget cuts, however, the Program Coordinator for the correctional education program was released. Nevertheless, division leadership continues to work with the state’s Department of Corrections personnel to offer limited educational opportunities for inmates.

Through a partnership with Nevada State College (NSC), students are able to earn a Bachelor of Arts in Elementary Education from NSC without leaving Western’s service area. NSC’s program uses primarily web and IAV technology to deliver instruction but supports local leadership to supervise classroom student-teaching experiences. Over the past five years, more than 41 students within the WNC service area have graduated from NSC with a degree in elementary education.

The Continuing Education Program at WNC consists of non-credit classes offered specifically for adults, children and/or teens, senior citizens, the workforce, and a combination of one or more of the named groups. Examples of Community Education classes for adults are ballroom dance, holistic living, financial planning for retirement, and private pilot ground school.

Senior College features non-credit offerings to meet the specific interests of older active adults. One of the most popular Senior College classes has been Health and Wellness for Seniors, a course developed in

Western Nevada College – www.wnc.edu
partnership with the University of Nevada Cooperative Extension and delivered to multiple communities via IAV. The class deals with such topics as basic nutrition, cooking for one or two, avoiding scams and preventing theft, and others critical to senior living.

The Driver Education Program provides a 30-hour driver education course required by the Nevada Department of Motor Vehicles (DMV) for new drivers under the age of 18. Classes are offered throughout the year but more frequently during the summer months.

The Motorcycle Safety Program consists of two types of classes, which are designed to increase basic and advanced levels of motorcycle safety. Both the Basic Rider and Experienced Rider courses are coordinated with the Nevada DMV and meet the requirements for a class M license.

The mission of the Specialty Crop Institute (SCI) is to provide education and training for Nevada growers who seek to move from a production-centered farm model to a market-centered approach. In cooperation with the Nevada Department of Agriculture and the University of Nevada Cooperative Extension, the SCI offers workshops on topics such as organic farming, community supported agriculture, viticulture, cut flowers, season extension techniques (hoop houses), and other areas of interest to northern Nevada farmers participating in direct marketing.

The College for Kids Program involves non-credit classes for youth under the age of 18. Classes include conversational Spanish, cooking, painting, and yoga. A popular College for Kids offering is Fallon’s summer theater production. Productions have included *No Strings Attached* (*Pinocchio*), *Aladdin Junior*, and *Jungle Book for Kids*.

The Workforce Development Center, located at both the Carson and Fallon campuses, specializes in education and training for businesses, industries, government agencies, non-profit organizations, and individuals, so employees can improve job skills and increase productivity. Instruction is tailored to an employer’s specific needs or provided as a “pre-packaged off-the-shelf” solution to a skill development request.

Workforce development needs may be fulfilled by academic or occupational credit courses held on campus or through non-credit training tailored to specific industry needs and conducted on-site. Examples of non-credit training include computer applications, construction safety and other OSHA-related instruction, CPR/AED/First Aid, and truck driving classes leading to a Commercial Drivers License.

Western works closely with the Nevada Commission on Economic Development (NCED) and Nevada Industry Excellence in helping new and emerging companies meet their training needs. The Train Employees Now (TEN) grant funds, available through NCED, have been key to providing training for employees of start-up and expanding companies.

Other examples of Continuing Education offerings and special programs include 9-1-1 dispatching, phlebotomy, pre-employment training through the Workforce Academy, certified nursing assistant, Spanish for law enforcement, and emergency medical services. Currently, WNC is partnering with local counties to provide a trained workforce for the geothermal and power plant industries operating in rural Nevada. (Exhibits 2.4, 2.24, 2.25, 2.26) (2.G.1)
Oversight of Continuing Education

The fiscal and academic responsibilities for all instructional programs are those of the dean of instruction and the vice president of Academic and Student Affairs. In addition, the dean of the Fallon Campus and Rural Development reports directly to the vice president regarding non-credit Continuing Education programs and collaborates with the dean of instruction in regarding special programs offered for credit. (Appendices 2.9, 2.10, 2.11) (2.G.2, 2.G.4)

Academic Standards for Continuing Education

All courses offered for academic credit, regardless of whether they are initiated through Workforce Development or one of the divisions, are expected to meet the appropriate academic standards and are reviewed by the Curriculum Committee. Non-credit Community Education courses are also reviewed by the Curriculum Committee, but they are not held to the same academic standards as credit courses. The Curriculum Committee’s interest in non-credit courses is to ensure that they do not compete with courses offered for credit. (Exhibits 2.2, 2.4) (2.G.3, 2.G.7, 2.G.8)

Access to Distance Learning Resources and Faculty

Western offers a variety of IAV and web-based courses. In addition, the college offers five associate degrees and one certificate of achievement online.

To help students determine if they are well suited for online instruction, they are encouraged to complete an online readiness quiz. To ensure that students have ready access to appropriate learning resources, the college provides laboratories, facilities, and equipment appropriate to the courses or programs.

Because web instructors are not in “classroom contact” with their students, and IAV instructors meet regularly with only a portion of those enrolled, most distance learning instructors expend considerable effort to be sure that they interact with their students. IAV instructors are encouraged to travel to the remote sites to teach some of their classes, and web instructors maintain discussion boards and provide chat rooms to be sure that students are able to exchange information with the instructor and with each other. The college hires IAV facilitators, who are responsible for operating the equipment and handling the course materials sent between the instructor and the remote sites.

In order for students to have ready access to appropriate learning materials, Library and Media Services has been developing methods to provide that access. Approximately 17,000 full-text journals are now available to students via authenticated access to the library’s website. Processes exist to provide library cards, books, and specific assistance to students via the library’s website and e-mail reference services. Electronic reserves are available to students taking web classes through the college’s Blackboard interface (known as WebCampus at WNC).

Informal arrangements with public libraries in the rural portions of the service area provide access to library collections for students in their home communities. The library buys a small number of books for the rural libraries in exchange for providing library assistance to students. A small electronic book collection provides access to monographs for distance education students.
Courses taught via distance learning undergo the same review and evaluation as the traditional courses. The institution evaluates the distance education courses to ensure that they are as educationally effective as campus-based courses. The Distance Education Committee, a new college standing committee, was formed in Fall 2009. It replaces a subcommittee of the Curriculum Committee.

A full-time coordinator had been responsible for oversight of web education until fall 2008 when he retired, and the budget deficits prevented the hiring of a replacement. There are plans to hire a new coordinator, but for now other staff have taken on the responsibilities. For example, the webmaster serves as WebCampus administrator, library personnel help students access their courses, a classified employee based at the Fallon campus provides web-based instructional support, and the faculty are temporarily getting by without technical and instructional design training and support. However, the Instructional Design Team at the University of Nevada, Reno allows WNC faculty to attend their workshops on a space-available basis.

The distance education support specialist handles Fallon and rural site support duties in addition to providing technical training to the college. On the Carson and Douglas campuses, the IAV responsibilities (scheduling, training, technical support, facilitator recruitment) have been divided among a number of Carson library personnel. (Exhibits 2.27, 2.28) (2.G.5)

Continuing Education Fee and Refund Policies

The fee structures and refund policies are equitable. Information about fees and refund policies is published in the printed schedule and online, and fee and refund policy information pertaining to courses for credit is also available in the catalog.

WNC strives to notify students as early as possible of any fee increases. To help students avoid having to pay a late fee, Admissions and Records goes to great lengths to notify students who have been dropped from for-credit classes due to non-payment.

Students may exchange courses of equal credit during the first two weeks of instruction for no extra fee, and the dropped class will not appear on students' transcripts. (Exhibits 2.4, 2.29) (2.G.6)

External or Special Degrees

The college does not offer external degrees, a degree-completion program, nor special degrees. (2.G.10)

Outcomes-Based Credit

The college does not grant credit based on outcomes alone or by any other non-traditional means. (2.G.11)

Travel/Study Courses

WNC has no formal study abroad program, but it does offer courses that require travel or study at locations other than the college. Travel/study courses are offered both for credit and not for credit, and credit is awarded based on successful completion of objectives and coursework and not for travel alone. WNC does not contract with organizations that are not regionally accredited in the delivery of courses involving travel. (2.G.12)
### Non-Credit Programs and Courses

The non-credit Continuing Education programs are administered under institutional policies that set procedures for budgeting, selection and compensation of instructors, and student registration. Most programs described in the Continuing Education Policies and Procedures conduct registration through the Student Information System (SIS). Exceptions to this rule are College for Kids, which admits students younger than 18, Workforce Development, which streamlines admission procedures for employers/employees, and Motorcycle Safety, because of contractual obligations with the Motorcycle Safety Foundation.

Faculty are involved in the planning and evaluation of all non-credit programs. The coordinator hires qualified instructors whom students evaluate at the end of the course. Course topics are determined after marketing research or in response to community or industry requests.

Information pertaining to class scheduling, enrollment, and course content for Continuing Education offerings is maintained for audit purposes within SIS. Separate records are kept for the Motorcycle Safety, College for Kids, and Workforce Development programs. Non-credit courses are offered year-round. The course schedules are available either online or in print. The Business Office personnel collect student fees.

WNC follows national guidelines for awarding and recording Continuing Education Units (CEU), awarding one CEU for 10 hours of instruction appropriate to the objectives of the course. Certifications are provided to students who receive CEUs, listing the course or courses attended and the number of CEUs issued. Instructors for classes offering CEUs keep daily attendance records, and the director of Workforce Development maintains those records. There is an additional fee for CEU courses. Few CEU courses are requested or offered at WNC. (Appendix 2.9) (2.H.1, 2.H.2, 2.H.3)

### Strengths

- WNC faculty and staff are committed to maintaining quality educational programs in spite of budgetary setbacks.
- PARC has developed a successful program review process which relies on faculty, community, and external professional expertise.
- Quality programs have been designed following best practices and/or accreditation/certification standards, and the college has made a commitment to acquiring those credentials where program appropriate.
- The design and implementation of courses and programs are collaborative processes that include administrators but are faculty driven.
- A culture of assessment continues to develop.
- The general education program is increasingly outcomes driven.
- The WNC Foundation has established an exemplary fund-raising model which includes a successful Employee Giving program.
- The two-year-old Bachelor of Technology in Construction Management program produced its first three graduates in 2009.
• Library and Media Services now provides students with access to full-text journals through the Library website and provides electronic reserves through the WebCampus interface.

Challenges

• Financial resources have been decreasing, necessitating registration fee surcharges and increases to other fees.

• The number of students applying for scholarships and financial assistance has increased dramatically.

• Assessment is viewed by some faculty as a responsibility that falls outside the normal realm of duties.

• The director of Institutional Research retired and has not been replaced.

• Of the two Institutional Research programmer/analyst positions, the one responsible for coordination of assessment was filled on a temporary basis after an eight-month vacancy.

• Faculty appointed to PARC are not always well-versed in assessment best practices and in WNC’s assessment processes in particular.

• There is some confusion as to how to distinguish between Continuing Education and Community Education and how the entire area or set of programs is organized.

• The distance education coordinator position has been vacant since 2008, leaving the college with inadequate faculty and student support for online instruction.

• Retention rates for web classes are lower than those for traditional classes.

Recommendations

• Continue to develop a culture of assessment by building on successful assessment activities that are used to improve teaching and learning.

• Provide members of PARC with more opportunities for professional development so that all PARC members can take a more active role in assisting program faculty and staff in their assessment and program review efforts.

• Create an assessment liaison in each academic division to work with PARC to review assessment plans and otherwise support assessment work.

• Clarify organizational responsibilities of Continuing/Community Education.

• Identify a counselor liaison for each division who would work with the division chair regarding updates of program information in those divisions and disseminate that information to all other counselors.

Actions Taken

• In 2008, guidelines and templates for assessment and program review were evaluated and then revised.
Standard Two Supporting Documentation

APPENDICES

2.1 PARC Bylaws
2.2 WNC Policy 14-1-1: Assessment and Evaluation
2.3 Academic Program Assessment Guidelines and Template
   2.3.1 Annual Assessment Guidelines for Academic Programs
   2.3.2 Annual Academic Program Assessment Report and Plan Template
2.4 Academic Program Review Guidelines and Forms
   2.4.1 Academic Program Review Guidelines
   2.4.2 Academic Program Review Report Template
   2.4.3 Five-Year Assessment Plan Form
   2.4.4 Curriculum Review Guidelines
   2.4.5 Guidelines for Internal and External Reviewers
   2.4.6 Action Plan Form
   2.4.7 PARC Academic Program Review Feedback Form
2.5 Degrees Granted Fall 2005 - Summer 2008
2.6 Inventory of Programs Added, Deleted or Changed
2.7 2005-2010 WNC Assessment Plan
2.8 2009-2014 Academic Program Review Schedule
2.9 WNC Policy 12-2-1: Community Education Program
2.10 Organizational Charts for Instruction

EXHIBITS

2.1 Course Retention in Distance Education/Web Courses (2008 Institutional Portfolio)
2.2 Curriculum Committee Documents
   2.2.1 Curriculum Committee Bylaws (WestNET)
   2.2.2 Curriculum Committee Recent Minutes (WestNET)
       https://intranet.wnc.edu/committees/curriculum/minutes_agendas.php
   2.2.3 New Program Curriculum Proposal Guidelines and Template (WestNET)
   2.2.4 New Course Articulation Form
2.2.5 Curriculum Review Guidelines
2.2.6 Course Outline and Syllabus Preparation and Usage
2.3 WNC Academic Program Guide 2009-2010
EXHIBITS (Cont.)

2.4 WNC 2009-2010 Catalog
http://www.wnc.edu/academics/catalog/

2.5 WNC Policy 7-5-5: Institutional Student Fee Policy
http://www.wnc.edu/policymanual/7-5-5.php

2.6 WNC Policy 3-2-6: New Course/Program Development
http://www.wnc.edu/policymanual/3-2-6.php

2.7 Bachelor of Technology in Construction Management Resource Analysis

2.8 Survey Instruments and Results
2.8.1 Noel-Levitz Student Satisfaction Inventory (2007, 2009)
http://websites.wnc.edu/~boedenau/NoelLevitz2009.html

2.8.2 CCSSE (2008)

2.8.3 Student Course Evaluations

2.8.4 Recent Graduate Survey (2000-2009)
http://www.wnc.edu/institutional/surveys/

2.8.5 Nursing Program Graduate Survey (2008)

2.8.6 Nursing Program Employer Survey for 2008 Graduating Class

2.9 PARC Assessment & Review News
http://www.wnc.edu/institutional/newsletter/

2.10 Academic Program Review Reports 2004-2009
2.10.1 Early Childhood Education (AAS and Certificate) 2004

2.10.2 Geographic Information Systems (AAS and Certificate) 2004

2.10.3 Graphic Communications (AAS and Certificate) 2004

2.10.4 Legal Assistant (AAS) 2004

2.10.5 Engineering (AS) 2005

2.10.6 Nursing (AAS) 2005

2.10.7 Surgical Technology (Certificate) 2005

2.10.8 Geosciences (AS) 2006

2.10.9 Chemistry (AS) 2008
http://www.wnc.edu/files/assessment/aschem_program_review_report_.example.pdf

2.10.10 Mathematics (AS) 2008

2.10.11 Musical Theatre (AA) 2008

2.10.12 Criminal Justice (AA, AAS, AAS Law Enforcement Academy, Certificate Law Enforcement Academy) 2009

2.10.13 Early Childhood Education (AAS and Certificate) 2009

2.10.14 General Education 2009

2.11 Annual Academic Program Assessment 2008-2009 and 2009-2010 Plans
2.11.1 Chemistry (AS)
EXHIBITS (Cont.)

2.11.2 Computer Technology – Network Support Technician (Certificate)  

2.11.3 Geographic Information Systems (AAS and Certificate)  

2.11.4 Geosciences (AS)  

2.11.5 Graphic Communications (AAS)  

2.11.6 Mathematics (AS)  
http://www.wnc.edu/files/assessment/as-mat_08-09_report_and_09-10_plan.pdf

2.12 Grade Distribution Report

2.13 Professional Accreditation/Certification Self-Study Reports and Results

2.14 Pre- and Post Testing of Sentence Skills in Developmental Writing Course

2.15 Assessment of Writing in Composition II using Interdisciplinary Writing Rubric

2.16 General Education Guidelines and Forms (WestNET)

2.16.1 Determining General Education Course Status  

2.16.2 Determining the Level of General Education Courses  

2.16.3 Request for General Education Status Form  

2.16.4 General Education Course Deletion Request Form  

2.16.5 Capstone Course Guidelines  

2.17 WNC Policy 3-3-5: Challenge Examinations  
http://www.wnc.edu/policymanual/3-3-5.php

2.18 Transfer Agreement Examples

2.19 WNC Policy 3-3-2: Tech Prep  
http://www.wnc.edu/policymanual/3-3-2.php

2.20 Degree Progress Report Forms

2.21 NSHE Remedial Policy (Board Handbook, Title 4, Chapter 16, Section 1)  

2.22 WNC Policy 3-2-2: Course Numbering System  
http://www.wnc.edu/policymanual/3-2-2.php
EXHIBITS (Cont.)

2.23 Special Enrollment Authorization Form
2.24 Continuing Education and Special Programs Publications
2.25 Budgetary Information for Continuing Education
2.26 Sample Transcript
2.27 List of Distance Education Programs
2.28 List of Distance Education Courses
2.29 WNC 2010 Spring Schedule
http://www.wnc.edu/files/schedules/spr_schedule-10.pdf