Standard Three

Students

Introduction

The first goal of Western Nevada College's current six-year strategic plan is to “improve student success rates.” The plan outlines specific strategies to accomplish this goal and establishes benchmarks for its attainment. Consequently, during the past decade, the college has placed great emphasis on developing programs, policies, and services to significantly increase access for all students, to support and retain them, and to assist them in successfully accomplishing their educational goals. Every program, service, and initiative that has been developed is firmly rooted in the conviction that if students are offered opportunities to engage and connect with faculty, staff, and their peers, academic performance will improve and students will be successful. As a result, Student Services and Academic Affairs have established an extremely effective collaborative union through which many of these programs are administered. The college mission, then, is to support student learning and promote student success. (Exhibit 3.1) (3.A.1, 3.A.3)

Purpose and Organization

Both the dean of Student Services and the dean of instruction report to the vice president of Academic and Student Affairs. This reporting structure facilitates communication and collaboration between two critical areas which otherwise might not have the opportunity to work together. In 2005, a coordinator of retention was hired to assist the director of Counseling and the dean of Student Services with creating and implementing programs and initiatives to enhance student success. The Student Services organizational chart details the staff positions, reporting structure, and funding sources for the offices of Admissions and Records, Counseling Services, Financial Assistance, Student Life, and Intercollegiate Athletics.

All Student Services directors and some coordinators report directly to the dean of Student Services, who created the Student Services Leadership Team (SSLT). The SSLT meets weekly to share information, solve problems, and strategize on improving programs and services to students. These meetings bring together diverse perspectives and ideas from represented departments so that the focus is on accomplishing mutual goals and objectives. This teamwork has fostered a spirit of cooperation and collaboration among Student Services personnel and maximized the effectiveness of the services and programs available to students.

Student Services employs qualified personnel to support student programs and services. They have the professional training, academic preparation, and experience necessary to carry out their assignments effectively, as their individual credentials illustrate. All Student Services personnel have current position descriptions on file with Human Resources and are evaluated annually.

Student Services personnel are encouraged to pursue professional development opportunities each year. In 2008, Human Resources offered programs on cultural diversity, generational differences, and workplace violence. The Nevada System of Higher Education (NSHE) mandates sexual
harassment and discrimination training of all employees every two years. In 2006, Financial Assistance coordinated a professional development series presented by EdFund, which was well attended by Student Services personnel. This series included workshops on time management, communicating with students who have disabilities, mentoring and motivating staff, suicide prevention, and customer service.

(3.A.2)

Student Services maintains student policies and procedures that are aligned with the WNC mission and the NSHE Board of Regents policies. To increase the visibility of student policies, Student Life maintains the WNC Student Handbook, which explains policies and procedures related to students' rights. The policies are also published on the Student Life and Student Services areas of the WNC website. Periodically, Student Services reviews policies and procedures for compliance with state and federal regulations and makes adjustments with a focus on improving service to students.

(3.B.3)

Every attempt is made to offer the full array of support services to students at all locations. Even with the current budget challenges, Western Nevada College has made it a priority to continue to staff all campuses with Student Services personnel. For example, since the Douglas campus lost its counselor, the dean of Student Services drives to the Douglas campus one day a week to provide counseling services. Additionally, a counselor spends one day a week on the Douglas campus providing guidance to local students.

On the Fallon campus, similar strategies to make counseling services readily available to students have been employed. The full-time coordinator of rural student services/counselor arranges his schedule so that he is able to provide day and evening counseling, testing, and academic advising. He travels to local high schools to advise students on issues related to transitioning to college (applying for admission, financial aid, and scholarships), and he meets with high school administrators to streamline existing programs and services. In addition, he has assumed the responsibility for supervising the Academic Skills Center so that Fallon students continue to have a resource for tutoring in a range of subject areas. Finally, a temporary part-time counselor has recently been hired.

(Appendices 3.1, 3.2, 3.3, 3.4; Exhibit 3.2) (3.A.4)

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### Academic Skills Center

**Mission**

The mission of the Western Nevada College Academic Skills Centers is to provide full academic support and community to students in the form of free tutoring and computer use with the intention of helping students become active and independent learners.

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### General Responsibilities

**STUDENT CHARACTERISTICS**

Western Nevada College provides appropriate student services and programs based upon research and the assessment of the needs of its student population. Demographic information over the past 10 years reveals a changing portrait of the student population. The number of students 24 years of age or younger has increased by 18%, and the number of students 30 to 54 has decreased 18% over the same period.

However, beginning with the fall 2009 semester, the number of non-traditional students increased significantly. During the registration period for this semester, counselors met with many non-traditional...
Students who reported that they were either starting college for the first time or were returning to college after an extended absence due to the economic crisis currently plaguing the state of Nevada. Loss of jobs and the need to re-tool their skills for future employment are the two most common reasons non-traditional students cited for enrolling in college classes.

Recently, WNC has implemented two initiatives to assist non-traditional students. The first is the Non-Traditional No More (“Don’t Wait. Graduate!”) program, which evolved from a grant sponsored by the Lumina Foundation. This program encourages students who had taken classes at the college within the last five years but who had not enrolled within the last year and were between 25 and 62 years old to return and complete their degree or certificate. Staff from Information and Marketing Services, Institutional Research, Financial Assistance, and Counseling Services contacted hundreds of students by phone, e-mail, or postcard to let them know that the college is providing services to help them meet their educational goals. Eighty students met the outlined criteria, and 45 of these students enrolled in courses during fall 2009.

The second initiative geared for non-traditional students was the creation of a student club called Campus Connect, supervised by an advisor from Counseling, to offer weekly meetings for students to share their experiences, support each other, and benefit from presentations on a variety of subjects, including study skills, scholarships, grants, and other topics of their choice.

While the overall student population is becoming more traditionally aged, it is also becoming more ethnically diverse. The percentage of Hispanic students increased from 6% in 1997 to 10% in 2007, and the percentage of students from all minority populations overall has increased from 14% to 19%. The ethnic distribution of WNC students compares favorably with the ethnic distribution in the counties served by WNC, in most cases varying no more than 2% from the general population. The college is doing a good job of reaching out to and enrolling ethnically diverse students.

The dramatic increase in younger students over these past 10 years demonstrates that the college has turned what was a challenge in enrolling recent high school graduates into an institutional strength. Overall, high school capture rates have increased 12% for Carson High, 16% for Douglas High, and 5% for Churchill County High.

Two primary factors responsible for more high school students transitioning to WNC are the Bridge to Success and College Day programs. Bridge is an outreach initiative that involves a team from Student Services that travels to the local high schools several times each spring semester to meet primarily with high school seniors. Counselors meet individually with students to introduce them to the opportunities available at the college, provide some initial career exploration and guidance, and answer any questions students may have about college. If students are interested in pursuing an education at WNC, the outreach specialist, peer advisors, and counselors assist them in completing all the steps required to begin classes. These steps include applying for admission, taking a placement test, applying for financial aid, building a class schedule, and registering for classes. The number of high school students participating in the Bridge program grew from 84 students in 2004-05 to 538 students in 2007-08.
The College Day program consists of annual events that bring high school juniors and seniors from all participating high schools in WNC's service area to the Carson and Fallon campuses. College Day offers a day of activities that expose students to a range of learning opportunities and to the college environment. Students get to tour classrooms and labs in their disciplines of interest and become involved in hands-on presentations by faculty in those areas. Tech Prep College Day brings high school juniors who are enrolled in technical courses at their high schools to the campus to meet college instructors in their areas of interest (e.g., welding and computer information technology), and students have the opportunity to obtain some hands-on experiences in the various labs and shops.

STUDENT SUCCESS PROGRAMS AND SERVICES

As mentioned in the introduction, the first goal of Western's current six-year strategic plan is to "improve student success rates." The resulting college-wide focus on retention and student success evolved into a number of programs and services developed to accomplish this goal.

Peer Mentoring

For the Peer Mentoring program, faculty design and implement a project to address a specific set of goals and objectives in their individual courses or for their particular student populations. Faculty select and supervise students to function as peer mentors for their projects. The objectives set for the various projects are to help students improve their academic performance and to reduce the withdrawal rate. Peer mentors provide tutoring in the course content, discuss obstacles to success, refer students to other campus resources, and provide encouragement and understanding. Faculty sponsors are located on both the Carson and Fallon campuses and offer mentoring in traditional, interactive video (IAV), and web-based modes of delivery.

For example, the American Sign Language (ASL) peer mentoring project employs two to three mentors per semester who create opportunities for students to practice sign language out of class. They play Monopoly, socialize, and engage in other activities, all exclusively using signing. These activities build a social support structure for ASL students and strengthen their signing skills. Faculty have noted a significant improvement in class performance as a result of mentoring and are very interested in continuing the project.

Program evaluation data reveal a consistent pattern: mentored students have a much
Table 3.1: Peer Mentoring Program
Successful Course Completion / Withdrawal Rates
Mentored Students vs. Non-Mentored Students

<table>
<thead>
<tr>
<th>Source: Institutional Research</th>
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<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th></th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Pass/C or better</td>
<td>% Withdrawals</td>
<td>% Retained to Spring 2009</td>
</tr>
<tr>
<td>Mentored</td>
<td>79</td>
<td>16</td>
<td>79</td>
</tr>
<tr>
<td>Non-Mentored</td>
<td>60</td>
<td>29</td>
<td>71</td>
</tr>
</tbody>
</table>

higher successful course completion rate and a much lower withdrawal rate than non-mentored students. (Table 3.1) (3.B.1)

**Early Alert System**

The Early Alert (EA) system is an intervention referral program that identifies “at risk” students. For example, if an instructor notices that a student who had been attending class regularly suddenly stops attending, she might send an Early Alert message to Counseling. When the counselor calls the student, the counselor might learn that the student had emergency surgery and did not think to contact his instructors. The counselor then replies to the instructor, letting her know that the student will contact her as soon as possible. This process helps facilitate critical communication between the student and instructor, which may keep the student from having to withdraw from the class.

The expectation was that the EA system would help to some extent with successful class completion, but that it would have the greatest impact on retention for this group of students, and the data indicate that this is true. For example, EA students contacted during fall 2008 re-enrolled at a 54% rate as compared to the general student population for the same semester, which had a 62% retention rate. Although it is difficult to statistically compare these two groups due to the range of variables involved, it is reasonable to assume that an “at risk” group with no intervention would have a much lower retention rate than the general student population. (3.B.1)

Other retention programs and services that operate primarily out of Student Services include the following:

**Checklist for Success**

Counseling Services developed a Checklist for Success to guide first-time students through the enrollment process. The Checklist provides new students a step-by-step process to follow before they begin classes. For example, steps two and three on the Checklist are to take placement tests and meet with a counselor. Many studies on retention and student success point out that it is critical for students to take placement tests and meet with a counselor prior to selecting classes their first semester. The Checklist was developed to strongly
encourage and guide new students through these steps. When students click the “New Student” button on the WNC home page, they see the following:

**Checklist for Success**

Be sure and complete all the steps below. Click on each link for more information.

1. Apply for Admission
2. Take Placement Tests
3. Meet with a Counselor
4. Attend an Orientation
5. Apply for Financial Assistance
6. Check out a College Success Class
7. Register for Classes
8. Activate your E-mail Account
9. Pay Fees

Additionally, the dean of Student Services sends the Checklist in a letter to every new degree- or certificate-seeking student. Students also receive the Checklist on a follow-up postcard after completing the application for admission. Since fall 2005, when WNC began promoting it, the Checklist (along with the Bridge program) was a factor in the significant increase in the number of placement tests administered. In 2005, 1,539 tests were given to students compared to the 6,611 tests administered during 2008. Similarly, the number of current and prospective students contacting counselors either in person, by phone, or by e-mail nearly doubled between 2005-06 and 2007-08 on the Carson campus. In 2005-06, 4,510 students contacted counselors compared to 8,484 contacts during 2007-08. (Appendix 3.7; Exhibits 3.5, 3.6) (3.B.1, 3.D.10)

**Student Involvement**

Student Life encourages students to participate in leadership programs designed to support and foster students’ academic and personal growth and development, both inside and outside of the classroom. The Associated Students of Western Nevada (ASWN) is the student governing board at WNC whose members work in concert to assist their peers through open communication, to help them to achieve goals and face challenges, and to enhance student life. Student government officers serve on most college standing committees to increase their understanding of how the college functions and to represent the student body.

In line with WNC’s strategic goals, Student Life and ASWN provide resources and guidance for all student clubs and organizations, through which students can test their skills and abilities in real world situations by interacting with faculty, staff, other students, and the local community. All student clubs and organizations must apply for charter recognition through the ASWN governing board. (Table 3.2) (Exhibit 3.7) (3.B.2)

<table>
<thead>
<tr>
<th>Table 3.2: Student Clubs and Organizations</th>
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<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Year Nursing Club</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Year Nursing Club</td>
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<tr>
<td>Campus Connect</td>
</tr>
<tr>
<td>Improvisational Acting Club</td>
</tr>
<tr>
<td>Latino Club</td>
</tr>
<tr>
<td>Lone Mountain Writers</td>
</tr>
<tr>
<td>National Student Nursing Association</td>
</tr>
<tr>
<td>Phi Theta Kappa: Carson City &amp; Fallon</td>
</tr>
</tbody>
</table>

**Students’ Rights and Responsibilities**

Students’ rights and responsibilities are clearly and consistently articulated in various publications, including the catalog, the class schedule, the student handbook, and the WNC website. (Appendix 3.1; Exhibits 3.8, 3.9) (3.B.3)
Student Safety and Security

Consistent with the Clery Act and the college’s commitment to promote a safe and secure campus, crime data are documented and reported annually on the federal website. The Public Safety and the Environmental Health and Safety websites provide links to this information in addition to other campus health and safety resources.

Public Safety

Mission
The Public Safety Department provides for the safety and security of people and property of Western Nevada College. It is our commitment to provide professional services for students, employees, and community. The Public Safety Department provides:

- protection of all persons and property on college property
- enforcement of all laws and regulations on college property
- traffic control and enforcement
- visitor assistance
- lost and found services
- loss prevention and reporting
- identification of safety hazards

Since 2007, WNC enhanced community safety through a variety of initiatives:

- With a grant from the Carson City Fire Department, an emergency notification system was installed on the Carson campus. Emergency procedures are posted in all classrooms.
- With a grant from the Fallon Fire Department, an emergency voice notification system was installed in all three buildings on the Fallon campus. Emergency procedures are posted in all classrooms.
- Training on responding to a variety of campus emergencies is provided to all college employees.

In an effort to provide a safe campus environment and assist students, Western Nevada College developed a Student Crisis Intervention Team that includes members from relevant college departments as well as community professionals. Procedures are in place to ensure open communication between departments on campus as well as with community partners. Detailed information on this group is found on the college website. (See Standard Eight.) (Exhibits 3.10, 3.11) (3.B.4)

College Catalog, Schedule, and Student Handbook

Western Nevada College publishes an online catalog that provides all the pertinent and required information relative to attending or withdrawing from WNC. It is updated each spring to correspond with the start of fall semester online registration. It is easily accessible from a link on the college website home page. It is searchable by academic programs, degrees and certificates, course descriptions, and other designated sections. A PDF version is also available for download. Students can print pages they need using college computers in the Student Services area and at the Information Desk at no cost.

To better publicize academic degrees and programs, along with their course requirements, the college publishes an annual booklet entitled, Western Nevada College Academic Program Guide, which lists all academic degree and certificate programs, along with mission statements, student learning outcomes, and course requirements. This publication is available at all campuses and teaching centers and is
used in outreach efforts. In addition, every semester WNC publishes an online and printed class schedule, which lists the class sections offered as well as the academic calendar, fees, financial aid information, and student services, and provides e-mail addresses and telephone numbers for administrators and departments.

The college produces a printed student handbook annually that is available free to students and faculty beginning in late July or early August, prior to the start of the fall academic term. The *WNC Student Handbook* is distributed at the Joe Dini Student Center on the Carson campus, at Counseling Services on all campuses, and at the reception desk of outlying campuses and teaching centers. (Appendix 3.1; Exhibits 3.8, 3.9, 3.12) (3.B.5)

### Evaluation of Student Services

The college evaluates student services and programs to determine student satisfaction with them and their impact on student success. Both individual unit surveys and major college-wide surveys are used.

College-wide surveys include the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement (CCSSE), which the college has administered in alternating years since 2007. Results of these surveys are widely reported on campus and are analyzed to identify strengths and areas in need of improvement.

In addition, many individual unit surveys are used to assess the effectiveness of various programs and services:

- The Peer Mentoring program uses course completion data in SIS to compare the academic performance of mentored and non-mentored students. It also surveys all mentees, mentors, and faculty sponsors to gain their perspectives about what is working well with the program and what might be improved.
- The Early Alert program tracks course completion and retention rates of referred students every semester.
- Counseling Services conducts an evaluation at the end of new student orientations.
- Counseling Services surveys each student after individual advising.
- Student Life collects evaluations from participants at all of the events it sponsors (e.g., College Day and the *Faces, Voices and Stories* lecture series).
- All ASWN officers complete an end-of-year assessment in which they evaluate themselves and their advisor in terms of leadership, interpersonal and intrapersonal communication, moral and ethical behavior, and technology skills. (Table 3.3) (Exhibits 3.5, 3.13, 3.14, 3.15, 3.16, 3.17) (3.B.6)

### Academic Credit and Records

**CRITERIA FOR EVALUATION**

The WNC catalog states each college credit requires 40-45 hours of student involvement (class time plus outside assignments), as required by the Northwest Commission on Colleges and Universities. Western does not require theses or dissertations for any academic programs. Although portfolios may be assigned within a class, credit is not granted specifically for completion of a portfolio outside of a class.
WNC’s grading system is published in the catalog and is used to determine grade point value. Faculty must provide a course syllabus to all enrolled students that includes a section describing how students’ work is to be evaluated. (Exhibit 3.8) (3.C.1, 3.C.2)

DEGREE AND NON-DEGREE CREDITS

Western Nevada College offers community education courses for zero credit. In addition, the college offers many courses for credit which fulfill professional development and continuing education requirements in a variety of fields. Courses numbered below 100 (such as ENG 095) are developmental classes and are not applicable toward a degree or certificate of achievement. A statement to this effect is printed on the back of a student’s official transcript. A similar statement is also quoted in the catalog and program guide under the requirements for all degrees and certificates of achievement. All degree and certificate progress reports or audits indicate that courses below 100 do not apply toward graduation.

Courses with a “B” designator (such as Math 100B) are not generally transferable to the two universities within NSHE and therefore are not applicable toward the associate of arts and the associate of science degrees, as these two degrees are designed to transfer within NSHE. A statement indicating that courses with a “B” do not apply to transfer degrees is printed in the catalog and program guide under the requirements for the AA and AS degrees. This statement is not on the transcript, and the “B” designator is not published on the student transcript. This is done intentionally in the hopes that courses will transfer to four-year colleges and universities outside of NSHE. The “B” designator does appear on courses listed in the catalog, the class schedule, and on individual student class schedules. (Exhibits 3.8, 3.9, 3.12, 3.18) (3.C.3)
TRANSFER CREDITS

WNC has clearly articulated transfer-of-credit policies. These policies are published in the college catalog and online. Admissions and Records ensures that transfer credit is accepted according to the transfer credit policy. The final judgment for determining acceptable credit for transfer is the responsibility of Western. Credits earned in institutions that are accredited by one of the seven regional accrediting associations are normally transferable, provided the courses are comparable to those offered by WNC and are applicable toward degree requirements. Credits earned from schools that are not regionally accredited will be considered nontraditional education.

Courses from NSHE institutions will be accepted for equivalent courses per common course numbering. WNC subscribes to CollegeSource Online to access up-to-date information on other institutions, including accreditation status and course descriptions. Courses transferred from other institutions will be evaluated case-by-case based on the course title, designator, credits, course numbering system used by the institution, and course description, if available. If the information provided on the transcript is not sufficient for Admissions and Records staff to determine the applicability toward the student’s desired program, a faculty member from that program will decide whether the transfer course applies. A transfer credit appeals process is published in the catalog and online. (Exhibit 3.8) (3.C.4)

SECURITY OF STUDENT RECORDS

WNC understands the importance of security of sensitive student records and information. In accordance with the Federal Education Rights and Privacy Act (FERPA), the college ensures the privacy of a student's educational records. Admissions and Records uses policies and procedures from FERPA and from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to ensure individual privacy relative to the confidentiality of student records and files. Admissions and Records offers FERPA training on an ongoing basis to college staff.

Student data and records are stored in the college’s Student Information System (SIS) and backed up by System Computing Services in Reno. Student files in Admissions and Records are kept in a secure storage area. The department plans to implement a scanning system to back up documents that are not stored in the computer system, such as transcripts from other institutions; however, a record of all transcripts received from other institutions is noted in SIS. All documents that contain sensitive data that are no longer needed are shredded. Any records related to earned grades are permanently retained. Other important records are kept for five years after graduation or date of last attendance. All other records are stored according to AACRAO’s guidelines for retention of records. (3.C.5)

Student Services

ADMISSIONS POLICY

WNC maintains an “open door” admissions policy. Any adult who can benefit from its instructional offerings is eligible to enroll in classes. Further, there are no pre-admission standards, and the college does not require applicants to furnish transcripts. Any individual who is at least 18 years old, or is a high school graduate, or has completed the General Education Development (GED) test with a 12th grade equivalency may enroll in any of the general programs offered by WNC. This policy is published in the catalog, class schedule, and online.
Admissions and Records

Mission and Goals
Admissions and Records is responsible for student enrollment and registration processes. The primary goal is to optimize the delivery of user-friendly, customer-driven support services focused on access, recruitment, matriculation, retention, enrollment, and academic success for all students. The Admissions and Records team strives to openly communicate and apply policies and procedures that are consistent, equitable, ethically administered, and adhere to college and NSHE policies.

WNC has an early admissions policy that permits students to enroll who are not yet 18 years old or do not meet the other admissions criteria. High school juniors and seniors may enroll with written permission of their high school principal or designated official. High school students below the junior level must have a minimum 3.0 GPA and be identified as academically talented by the designated high school official. Otherwise, high school students below the junior level may enroll only in zero-credit community education and zero-credit College for Kids courses. Many students currently enrolled in local high schools, as well as those being homeschooled, take advantage of the opportunity to study at WNC.

The Nursing and Allied Health division has special policies and procedures for admission into the nursing and surgical technology programs. These policies and procedures are published in the catalog, program guide, and online. The program applications state all rules and procedures. (Exhibits 3.8, 3.9, 3.12) (3.D.1)

STUDENT NEEDS AND CHARACTERISTICS

There are a variety of programs and initiatives on the WNC campuses to serve students with diverse and unique needs. The college strives to provide equivalent programs and services on all campuses. Current budget shortages have made it necessary for faculty and staff to assume additional duties in order to maintain these services.

The college sponsors a grant-funded English as a Second Language program, which is free to community members. In addition, free GED instruction and testing are available to students on both the Carson and Fallon campuses. After obtaining essential English language skills and general education knowledge, many students transition from these non-credit-bearing programs into credit-bearing WNC degree and certificate programs.

Students who are enrolled in courses and have a documented disability are encouraged to use Disability Support Services (DSS) and deliver accommodation letters to faculty members at the beginning of the semester. This practice helps to instill self-advocacy in students. DSS provides evaluation and academic accommodations, specifically note takers, readers, sign language interpreters, and testing modifications. Assistive technology and materials in the form of tape recorders, adaptive computer software, and alternative textbooks is also available for eligible students. The DSS coordinator housed on the Carson campus travels to the Fallon and Douglas campuses as well as to the rural centers to provide services. In addition, the DSS student list is directly linked to SIS to facilitate tracking of DSS students.
Financial assistance for learning disability testing was arranged through ASWN to help students secure proper documentation. Currently, the DSS coordinator has created two scholarships for students with disabilities.

WNC is one of five community colleges participating in a grant (since 2005) through the U.S. Department of Education to help improve education to students with disabilities in higher education. This is a demonstration project designed to educate faculty and staff about disabilities and incorporate aspects of training into their classroom teaching.

Western promotes disability awareness on campus by hiring sign language interpreters at large events, such as commencement, and sponsoring lectures, presentations, and performances.

Western has adopted three college policies pertaining to DSS:

1. **WNC Policy 3-3-8: Full-time Enrollment Equivalency for Students with Disabilities**
2. **WNC Policy 13-2-1: Personal Care Attendant Policy**

Western Nevada College also sponsors a variety of programs and services for students on all campuses to enhance their understanding and appreciation of diversity. Student Life coordinates a number of activities that promote diversity, including an annual Multicultural Festival and a *Faces, Voices and Stories* cultural series. In addition, an effective Latino Outreach initiative was launched in 2007 that has included parenting workshops, computer applications classes taught in Spanish, the creation of a Latino Student Club, a Latino talent show, and visits to local middle and high school ESL classrooms to promote educational opportunities at the college.

(STUDENT ASSESSMENT)

WNC recognizes that a critical aspect of supporting students’ success is making sure they are placed in classes appropriate to their academic level. All degree- and certificate-seeking students are strongly encouraged to take the placement test prior to registering for their first semester of classes. This counsel is reflected in the Checklist to Success, appears in the class schedule every semester, and is reinforced by all counselors when meeting with students.

All students planning to register for college-level English or math courses must take the College Board ACCUPLACER placement test, submit ACT/SAT scores, or provide a transcript showing completion of
prerequisite courses. The ACCUPLACER is an online exam that tests reading, sentence skills, and math. Students can complete the exam in the Counseling office at any of the campuses as well as at many of the rural centers. It is also offered for free on-site to high school students through the Bridge to Success program. A counselor meets with every student who has tested to interpret the test results, explain the sequence of courses, and recommend course placement.

Students without a high school diploma or a GED can take the ACCUPLACER test to determine if they meet the ability to benefit standard for financial aid. (Exhibit 3.27) (3.D.3)

CONTINUATION AND TERMINATION

Western’s policies and procedures governing student continuation and termination from educational programs are listed and accessible on the Student Services website and in the WNC Student Handbook. Both the catalog and the handbook detail the grade appeal and grievance processes. WNC adheres to NSHE policies for readmission of students suspended or terminated. (Appendix 3.1; Exhibit 3.8) (3.D.4)

GRADUATION REQUIREMENTS

General college and specific program graduation requirements are stated clearly in the catalog and on the Admissions and Records website. These include requirements pertaining to catalog-year rights, residence credit, minimum grade point average, payment of financial obligations, and applying for graduation. Curriculum and program requirements for all degrees and certificates of achievement are published annually in the catalog and WNC Academic Program Guide. Admissions and Records applies these requirements during an initial check to determine if applicants meet graduation requirements and again prior to posting degrees and certificates to student records.

As is required by the Student Right-to-Know and Campus Security Act, the college makes available to prospective and current students information regarding graduation, retention, and attrition rates. The most recent four-year average Student-Right-to-Know graduation rate is published in the fall and spring schedules. Other relevant data is published in Institutional Research’s Institutional Portfolio, which is available online as well as in the following offices: Institutional Research, Dean of Student Services (Carson campus), and Student Services offices (Fallon and Douglas campuses). (Table 3.4) (Exhibits 3.8, 3.9, 3.12, 3.28) (3.D.5)

FINANCIAL AID

Supporting student access and success through efficient and effective processing and management is the main goal of Financial Assistance. Financial aid at WNC is available from a variety of federal, state, institutional, and privately funded programs. Grants, scholarships, loans, and work study programs are accessible to students at all campuses and rural centers. Aid dollars increased 33% in the last five years.

Electronic filing of the Free Application for Federal Student Aid (FAFSA) by the student enables the staff to process an application for aid in as short a time as one week. Checks and balances are in place through policies and procedures to ensure administrative capability. A strong indication of institutional accountability is that there have been no A-133 Audit findings in the federal audit, which is required every year by the U.S. Department of Education for Title IV financial aid programs.

The WNC Scholarship Program has grown significantly in breadth and depth due to a
Students

Table 3.4: Four-Year Average Student Right-to Know Completion/Graduation Rates
First-Time, Full-Time Degree Seekers

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<tbody>
<tr>
<td>Cohort Year</td>
<td>2003*</td>
<td>2001**</td>
<td>2002**</td>
</tr>
<tr>
<td>Rate</td>
<td>20%</td>
<td>21%</td>
<td>20%</td>
</tr>
</tbody>
</table>

* Based on graduation rate at a two-year college
** Based on graduation rate at a four-year college

Western Nevada College – www.wnc.edu
school and for continuing students at every WNC campus. By providing assistance in person, these workshops encourage students and parents to apply for financial aid.

Financial Assistance

Mission
The WNC Financial Assistance Office strives to promote the educational success of the WNC community by providing professional service, resources and by eliminating financial barriers.

Goals and Outcomes
1. 
   
   Goal: Remove financial barriers for students pursuing an education by providing a variety of financial resources. 
   
   Outcome: Persistence and retention is increased.

2. 
   
   Goal: Regularly review and assess financial aid policies and processes. 
   
   Outcome: Excellent support services are provided to students.

3. 
   
   Goal: Educate the college’s many communities through outreach services. 
   
   Outcome: Perspective and current students receive quality services that inform them of financial aid options and processes.

A comprehensive default management program was implemented in 2004 and continues to evolve. Prior to loan certification, all borrowers must submit a loan request form with five references listed, attend a loan orientation, participate in online entrance counseling, and sign a master promissory note with a lender. Loan orientation sessions with a financial aid advisor are required annually for every borrower. Exit packets are sent to all borrowers who withdraw mid-semester or graduate at the end of a term.

Critical to the WNC default management program is the comprehensive effort of the entire campus to retain students. Analysis of loan defaulter information revealed that the majority of defaulters withdrew before the end of the term. Efforts to keep students engaged and enrolled include the Counseling Services Early Alert program and the Business Office’s deferred payment program.

A major component of default prevention is contacting delinquent borrowers. On a weekly basis, the loan coordinator obtains a list from the guarantee agency of borrowers who are delinquent on their loan payments. The loan coordinator attempts to contact every person listed. Often the coordinator is able to assist the borrower with contacting the lender and submitting requests for deferments and forbearances. These default prevention efforts have resulted in a dramatic reduction of the loan cohort default rate. The official report generated by the U.S. Department of Education listed the loan default rate in 2000 as 14.9%, as compared to the significantly lower rate of 6.8% reported for 2007. (Exhibits 3.8, 3.9, 3.29, 3.30, 3.31) (3.D.6, 3.D.7, 3.D.8)

NEW STUDENT ORIENTATIONS

The new student orientation program is designed to help all new students make a successful transition to the college environment. This program is presented from a student perspective, with current traditional and non-traditional students presenting information on academic expectations, campus resources, and student leadership opportunities. Small group activities allow new students to ask questions of student ambassadors and provide an opportunity for social interaction. Consistent with the college’s strategic goal to increase access and success, the orientation program was restructured in 2006 and heavily promoted, escalating attendance from 17 students in 2004-05 to 332 students during 2007-08. Evaluation forms from students attending the
orientation sessions have consistently demonstrated that 90% or more of participants found the orientation to be helpful and would recommend it to a friend. (Exhibit 3.15) (3.D.9)

**ADVISING AND COUNSELING**

Counseling Services provides a full range of support for students that includes academic advising, career guidance, and personal counseling. The Checklist mentioned above helps to drive new students to the Counseling office and once there, counselors have a chance to establish a relationship with students as well as to advise them on degree programs and course selection.

**Counseling Services**

**Mission**
To provide quality personal and career counseling, academic advisement, testing, and disability support services to assist current and prospective WNC students in obtaining their educational goals.

Starting in 2007, all new students initially meet with a peer advisor who explains all of the “how to” information regarding starting college (e.g., how to fill out the application for admission, how to register online, etc.) and then the peer advisor makes an appointment for the students to take the placement test (unless they have SAT/ACT scores or transfer credit). After testing, students meet with a counselor who interprets the test results and advises them on degree and course selection. Meeting first with a peer advisor helps new students feel more comfortable in a college environment as well as maximizes the use of counselors’ time.

Academic Affairs and Student Services are working together to implement a new faculty advisor pilot project, which began fall 2009. The genesis for this project was in response to the volume of retention research which asserts that the more connected and engaged students are to others on the campus, the more academically successful they will be, and it is clear that there is no better point of connection students can make than with the faculty members they regularly see in class. Advising, when viewed as part of a retention and student success strategy, cannot be narrowly defined as helping students select courses for the semester. Advising in the developmental sense contributes to a student’s total college performance and therefore must include helping a student think about life goals, career goals, career opportunities for majors, options within degree requirements, and balancing course load with outside responsibilities. Faculty do not advise on general education requirements or on transfer questions; they refer students with these questions to Counseling Services. Instead, the primary emphasis for faculty advisors is placed on building a mentoring relationship with advisees.

In this project, 10-15 faculty members from across the discipline areas recruited approximately 10 student advisees each from the courses they teach (to ensure that approximately 100 students participate). The goal is for faculty to meet at least three times per semester with each advisee. An advising manual listing information on the role and responsibilities of faculty advisors, how and where to refer students, study skills tips, and student record sheets was distributed at the workshop all advisors attended prior to implementation of the project. It is posted on the Counseling Services website. (Exhibits 3.32, 3.33, 3.34) (3.B.1, 3.D.10)
CAREER AND EMPLOYMENT SERVICES

Counselors use career assessments such as the Myers-Briggs Type Inventory and the Strong Interest Inventory to assist students with career decisions as well as refer students to a variety of online career planning resources. A small Career/Transfer Center, located in the Counseling Services office, houses career planning reference books as well as transfer agreement forms to four-year educational institutions in Nevada. (3.D.10, 3.D.11)

HEALTH SERVICES AND COUNSELING

Western Nevada College strives to provide students with health services that would typically be found on a residential campus. The college has a contractual relationship with Northern Nevada Urgent Care (MedDirect) to provide health care for a minimal fee. The service allows for office visits for treatment of minor illnesses and injuries, including coughs, colds, and flu; cuts, breaks, and sprains; and basic immunizations. Additional services, such as x-rays and physical exams, are available at a discounted cost.

In addition, in a joint relationship with several of the other NSHE community colleges, the college provides optional health insurance coverage at minimal rates. Students enrolled in one or more credits can purchase accident and health insurance through Sentry Life Insurance Company.

Counseling Services also provides primary types of psychological and mental health care to current students. With what appears to be an increase in the needs of students for more extensive psychological services, Counseling Services has established partnerships with several community-based agencies and organizations that accept student referrals and agree to see those students on a timely basis. Carson area partnerships include Carson Mental Health, Behavioral Health Services, and the Community Counseling Center.

The Student Crisis Intervention Team is central to the process of identifying students who may be in need of referral for psychological services which are beyond the scope of the Counseling office. Usually this is the result of referrals made by faculty regarding students in their classes who have demonstrated behaviors indicating they are seriously distressed or who have manifested significantly disruptive behavior. There has been a dramatic increase over the last two years in the number of students who fall into this category. (Exhibit 3.11) (3.D.12)

FOOD SERVICES

WNC contracts with local vendors to provide food services on both the Carson and Fallon campuses. In Carson, the small Sedway Café (“Lifted”) located in the Aspen Building is open from 7:30 a.m. until 7:00 p.m. when classes are in session. There is a strong focus on providing a variety of healthy and nutritional menu options. On the Fallon campus, Jive’n’Java has beverages, sandwiches, and snacks available for students, faculty, and staff.

The Sedway Café Advisory Committee (composed of faculty, staff, and students) and the vice president of Finance and Administrative Services oversee the relationship with the vendor. The group also provides feedback to the vendor on the menu, services, and other aspects of the operation. Periodic program reviews are completed on the café operation, with the last review completed during the 2008 academic year.

The Carson City Department of Health ensures that all health requirements are met, and the college’s Environmental Health and
Safety coordinator provides regulatory review of this operation. (3.D.14)

CO-CURRICULUR ACTIVITIES

Student Life encourages students to participate in clubs and organizations, which foster organizational, communication, critical thinking, conflict resolution, and evaluation skills. This office coordinates ASWN, the student government organization on campus, which strives to provide a balanced range of student activities throughout the year. These activities include recreational events, health and wellness programs, fundraising events, town hall budget meetings, outstanding students award ceremonies, a cultural lecture series, the Multicultural Festival, and musical events. ASWN collaborates with the clubs, organizations, and community groups both on and off campus to expand the scope of programming to reach the entire student population.

ASWN conforms to regulations and policies established by the Board of Regents and Western Nevada College and to all applicable Nevada Revised Statutes. (Exhibit 3.7) (3.D.15, 3.D.16)

STUDENT RECREATION

On the Carson campus, a fitness center, available to all current students, staff, and faculty, is located in the Joe Dini Student Center. The fitness center is outfitted with a variety of cardiovascular equipment as well as free weights and a universal weight machine. The college offers a variety of credited physical education and recreational courses, including yoga, weight training, dance, and self-defense courses.

WNC also provides a diverse array of non-credit community education classes that include crafts and fine arts, health and fitness, holistic living, home decorating, martial arts, self discovery, and motorcycle rider courses. On the Fallon campus, students can select from a variety of classes, including western dance, ballroom dance, and yoga. The College for Kids program offers classes for youth, including arts and crafts, babysitting, CPR certification, and computing.

In addition, Senior College, based at the Fallon campus, began in 2005 to provide a growing senior citizen population with new and exciting recreational and educational experiences. Credit and non-credit classes, designed specifically to assist seniors in learning the basic skills in computer operation, Internet surfing, e-mailing, and digital camera use, have been regularly offered. Successful day trips have been arranged in partnership with Churchill Area Regional Transportation (CART) and the Churchill County Museum. For example, in October 2006, senior citizens toured Fort Churchill, made adobe bricks, visited recently renovated Buckland’s Station, and enjoyed an inside look at Lahontan Dam’s control tower and power station. Carson City and Virginia City were the destinations for a June 2007 trip, where seniors explored the Indian Museum and grounds at the Stewart facility, the Historic Fourth Ward School, and the newly built Comstock History Center.

In fall 2006, in partnership with the University of Nevada Cooperative Extension, WNC Fallon initiated a Health and Wellness Seminar for senior citizens. Topics included health care issues, nutrition, and emotional and social coping strategies. Because of its popularity, the seminar was conducted again in summer 2007 and focused on nutrition. In summer 2009, a third session was held and included such topics as geriatric pharmacy, living wills, power of attorney, preventing identity theft and scams, as well as nutrition. A computer
component provided senior students with the fundamentals of searching for health and wellness information on the web. For the first time, this seminar was transmitted via IAV from the Fallon campus to locations in Mineral and Douglas counties. Budget cuts and shortage of personnel have currently limited the activities of the Senior College. (3.D.17)

BOOKSTORE

The college contracts with the Follett Corporation to provide bookstore services on site at both the Carson and Fallon campuses. In addition, services are provided to other rural centers and the Douglas campus via various forms of delivery services, including overnight, or pick up at a specific location. The Fallon bookstore provides limited non-textbook items to students at the Fallon campus and rural centers. Although this facility was expanded in December 2008 to provide increased space for textbooks, clothing, and sundries, students have some issues with the limited space and variety of items. (3.D.18)

In addition, Follett tries to maintain low textbook costs and has made e-books available. Follett provides the college with an annual credit that is applied toward textbook scholarships administered through Financial Assistance. In the 2009-10 academic year, the amount increased from $2,000 to $6,000.

The Bookstore Advisory Committee (composed of faculty, staff, and students) and the vice president of Finance and Administrative Services oversee the relationship with Follett. The last periodic program review of the bookstore was completed in 2008. (3.D.18)

STUDENT MEDIA

Western Nevada College does not have any student-operated media at this time. (3.D.19)

INTERCOLLEGIATE ATHLETICS

The dean of Student Services/director of Intercollegiate Athletics and the Intercollegiate Athletic Board oversee athletics. Each year, the Intercollegiate Athletic Board compares the mission and goals of the athletic department with the “Athletics Report Card” to determine if the program continues to support student success in terms of course completion, team grade point average, semester to semester persistence, and degree attainment. In each of these measures, athletes collectively exceeded the student success measures of the college as a whole. (3.E.1)

**Intercollegiate Athletics**

**Mission**

Intercollegiate athletics enhance the educational mission of WNC by providing NJCAA Division I athletics programs for men and women and promotes institutional pride through the pursuit of athletic excellence, academic success, integrity, sportsmanship, and service to the community.

**Goals**

1. Student-athletes will demonstrate excellence in academic achievement, conduct, and athletic performance.
2. The athletic program will maintain the highest standards of integrity, conforming to all federal, state and NJCAA rules and regulations.
3. Funding will be secured to insure the long-term viability of the athletic program.

The *Intercollegiate Athletics Policy and Procedure Manual* is provided to candidates for athletic staff positions. The policies and rules contained in this manual are reviewed annually by the Intercollegiate Athletic Board, comprised of a faculty chair, the director of Intercollegiate Athletics (ex-officio), and faculty, staff, and student members. The authority and duties of the Intercollegiate Athletic Board and the
Director are stated explicitly in the Intercollegiate Athletics Policy and Procedure Manual. (3.E.2)

The director of Admissions and Records serves as the athletic compliance officer. The compliance officer verifies that student athletes meet the academic standards required for NJCAA eligibility. All admissions, records, and degree requirements are handled by Admissions and Records for all students, including student athletes. The director of Financial Assistance oversees the athletic scholarships. Financial Assistance handles all other matters of financial aid for student athletes as well. (3.E.3)

At the time that Western founded the athletics program, a feasibility study recommended women’s soccer and men’s baseball as the most viable sports for the college. Additionally, the study estimated both the cost of the program as well as the capacity of the foundation to raise the private dollars necessary to meet these costs. For both the College of Southern Nevada and Western, it was understood that all of the money generated for athletics would be from private sources and that no state general fund money was to be used to support intercollegiate athletics.

The college founded the program with women’s soccer and men’s baseball, based on this feasibility study. Almost immediately, women’s soccer began to lose Scenic West Athletic Conference opponents. From an initial pool of five conference opponents, eventually only one remained, which would have created an unequal competitive experience for the men and the women. As a result of this, the college decided to deactivate women’s soccer and activate women’s fast pitch softball, beginning in fall 2008.

As the college moved into active competition, it soon became clear that the feasibility study had dramatically underestimated the costs of the athletic program and significantly overestimated the amount of private dollars that could be generated by the foundation. To remedy this deficit, the college changed the funding of the coaches’ salaries from private dollars to General Improvement Program (GIP) funds. The GIP account is funded by dollars from every student credit hour. The account is used for services that benefit students. This narrowed the gap slightly but still left the college $174,779 short of private dollars to fund athletics operating and travel.

The college changed the way athletics operating and travel was funded from private funding solely to a mix of private dollars and GIP funds. This combination of funding pays 100% of the players’ travel expenses, per diem, and uniform and equipment costs. As the cost of travel has increased, this funding gap has increased. Athletes also enroll in three physical education classes that each have a $50 lab fee attached to the course. These measures reduce but do not eliminate the shortfall of private funds. (3.E.4)

The athletic program operates on Division II rules in a Division I conference as a result of funding limits. The college offers tuition and fee waivers, while the other conference schools offer scholarships for tuition, fees, books, and other living expenses. (3.E.4)

The head coaches are committed to the welfare of the student athletes. The coaches have worked with faculty and Student Services staff to establish a comprehensive student support structure that emphasizes success in the classroom and on the field.

Athletic staff and foundation staff meet on a regular basis throughout the academic year
to monitor the budget. Money from the WNC Foundation is deposited with the Business Office, and all applicable purchasing rules are followed. The athletic budgeting process allows the coaches, athletic director, and Foundation staff to develop goals and create a corresponding action plan. It also helps the Foundation to show prospective donors what the next year will look like and helps facilitate in presenting a summary of the same to the various stakeholders in the college. The final budget is approved by the president and her executive staff after review by the Western Nevada College Foundation Athletic Development Committee and Finance Committee. (3.E.4)

While the college is committed to the equal treatment of its male and female athletes, inequities exist. For example, the baseball coach is paid a 1.0 FTE contract while the softball coach is paid .70 FTE. However, the baseball coach has a contract requiring a substantially greater fundraising contribution. In addition, the women’s coach teaches three to four strength and conditioning classes every semester, which generates additional income for her. The institution seeks a funding source for an on-site softball field. Currently, the college has an on-site baseball field, but the women play an intercollegiate home schedule at a city park several miles off campus. Acknowledging this discrepancy, the WNC Foundation is seeking a funding source for an on-site softball field; it is one of their four top priorities in its major gifts campaign.

The two core sports that the college participates in offer an equivalent level of competition. The softball team competes against six conference opponents while the baseball team competes against five. Although both teams are allowed to offer a maximum of 24 national letters of intent, in actual practice all conference softball teams carry a maximum of 18 players while baseball teams carry 24. (3.E.5)

The schedule for softball and baseball conference games is set by the Scenic West Athletic Conference athletic directors with input from the softball and baseball coaches committees. A link to the conference website is provided on the college website. The conference website publishes the standard operating procedures for each sport, bylaws for the region, and information on scheduling. (Exhibits 3.35, 3.36, 3.37, 3.38) (3.E.6)

**Strengths**

The college provides a positive, supportive, and personalized environment for all students, which places an emphasis on student success and achievement:

- The Early Alert, Peer Mentoring, and Tutoring programs supported an overall student course completion rate of 82%, with students participating in learning communities having rates as high as 97%.
- Annual college degree and certificate awards rose from 355 in 2000 to 457 in 2007.
- Over the last 10 years, WNC retention from fall to spring increased from 48% to 62%.
- Over the last 10 years, total financial aid awarded increased from under $2 million per year to $4.9 million per year. At the same time, the 2007 college student loan default rate dropped to 6.8%.
- The most recent A.D.N. successful course completion rate for nursing
students is 96% and the most recent NCLEX pass rate is 96%.

There is a strong collaboration between Student Services and Academic Affairs:

- Faculty sponsors form the nexus of the Peer Mentoring Program, which is administered through the Counseling office.
- Faculty use the Early Alert system to refer students in academic jeopardy to counselors.

The college fosters a culture of “students helping students” and student involvement:

- Peer advisors now help staff the Counseling office and meet with new students.
- Peer mentors provide mentoring and tutorial support to students in a range of disciplines.
- The Academic Skills Centers on the Carson and Fallon campuses offer free tutoring in many subjects and have significantly increased their student traffic.
- New student orientations are facilitated by current WNC students who share their stories and meet with new students in small groups.
- Students in the Latino Club travel to local high schools to meet with Latino students.
- ASWN is very active in promoting activities and events of interest to WNC students.
- The Bridge to Success program is a successful high school recruitment program, especially in rural areas.

**Recommendations**

- Increase office participation in all iNtegrate pre-implementation and training meetings to ensure a smooth transition to the new SIS. Once implementation is stabilized, enhanced services will be available to students, and staff can resume their regular duties.
- Maintain the $50 lab fee on the physical education courses athletes take.

**Challenges**

- Preparation for and implementation of the new student information system PeopleSoft has severely taxed the staffing resources of all Student Services departments, especially the offices of Admissions and Records and Financial Assistance. Four staff members from both relatively small offices were pulled away from their desks four days per week for three hours each day. As the implementation date draws near during spring 2010, the same drain on staffing these offices will occur. In addition, one of two programmer/analysts in Admissions and Records has become the WNC project lead, which requires that he continually dedicate 50% of his time to this responsibility.
- The college must find a way to close a deficit of $174,779 in the athletics program.
- Communication with students has been a challenge because students are not required to activate or use their WNC e-mail addresses or to update their contact information prior to registering for classes. As a consequence, faculty have a difficult time contacting students, and Student Services personnel also struggle with this communication barrier.
- Increase fundraising for intercollegiate athletics.

### Actions to be Taken

- With the launch of the PeopleSoft SIS, there is a possibility of an upgrade to the process of collecting current contact and degree information from students. This capability does not come standard with the new SIS, but NSHE could opt to pay extra to add an additional modification if the partner institutions agree. The proposed process could require students to update their major declaration and provide current contact information prior to accessing the online registration system (WebReg) every semester. Faculty and Student Services personnel would have ready access to current student contact information. The Project Lead for the college will pursue this possibility with PeopleSoft and WNC’s partner institutions. The WNC Webmaster is developing a "student portal" to distribute information to students and which allows them greater access to submitting forms online. The college has also created both Facebook and MySpace accounts to promote social networking and communication.
Standard Three Supporting Documentation

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EXHIBITS

3.1 2006–2012 Strategic Plan
3.2 Student Services Staff Résumés
3.3 Bridge to Success Participation by High School
3.4 Don’t Wait. Graduate! Pamphlet
3.5 Early Alert Program Description and Data
3.6 Checklist to Success Publications
   3.6.1 Checklist to Success Postcard
   3.6.2 Checklist to Success Letter
3.7 ASWN Constitution
3.8 WNC 2009–2010 Catalog
     http://www.wnc.edu/academics/catalog/
3.9 2010 Spring Schedule
     http://www.wnc.edu/files/schedules/spr_schedule-10.pdf
3.10 A Safe Campus Brochure
3.11 Student Crisis Intervention Team Brochure
3.12 WNC Academic Program Guide 2009–2010
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3.13 Noel-Levitz Student Satisfaction Inventory Results
3.13.1 2007 Noel-Levitz SSI Results Summary
http://www.wnc.edu/files/reports/institutional/nevada_appeal_2007preliminary
noel-levitzresultssummary.pdf
3.13.2 2007 and 2009 Noel-Levitz SSI Year-to-Year Report
http://websites.wnc.edu/~boedenau/NoelLevitz2009.html

3.14 2008 CCSSE Results

3.15 New Student Orientation Evaluation Results

3.16 Program Reviews of Student Services and Related Units
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3.17 Annual Assessment Reports for Student Services and Related Units
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3.18 WNC Admissions and Records Transcript Key Sample

3.19 Disability Support Services Status Report for 2008-09

3.20 Disability Support Services Student Handbook

3.21 Disability Support Services Information Brochure

3.22 WNC Policy 3-3-8: Full-Time Enrollment Equivalency for Students with Disabilities
http://www.wnc.edu/policymanual/3-3-8.php

3.23 WNC Policy 13-2-1: Personal Care Attendant Policy
http://www.wnc.edu/policymanual/13-2-1.php
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3.24 WNC Policy 13-2-2: Service Animal Policy
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3.25 Workshops for the Latino Community Flyer
3.26 Cultural Diversity Presentation to NSHE Board of Regents
3.27 Ability to Benefit Financial Assistance Form
3.28 2008 Institutional Portfolio
3.29 Financial Aid Disbursed to Students
3.30 NSHE A-133 Audit 2008
3.31 U.S. Department of Education School Default Rates
3.32 Faculty Advising Pilot Program Fact Sheet
3.33 Faculty Advisor Manual
3.34 Faculty Advisor Responsibilities (Website)
   http://www.wnc.edu/studentservices/counseling/aa_responsibilities.php
3.36 Intercollegiate Athletic Board Bylaws
3.37 Athletic Cost Worksheet
3.38 Pledges for Intercollegiate Athletics