WESTERN NEVADA COLLEGE 2007-2008

Report to the Community

www.wnc.edu - the right choice
Report to the Community

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STRATEGIC GOALS 2006-2012
GOAL ONE: Improve Student Success Rates
GOAL TWO: Ensure Institutional Excellence
GOAL THREE: One College – Many Communities

2007 WNC GRADUATE SURVEY RESPONSES
66% worked more than part-time while attending WNC

Performers at the 2008 Multicultural Festival.

PROFESSOR MARK DORIO IN MATH CLASS.

A new American flag hangs at John L. Harvey Baseball Field, thanks to the Daughters of the American Revolution, Battle Born Chapter.

"ABOUT THE COVER:"
FRONT: Pow Wow at WNC Douglas; Laura Fuentes at Multicultural Festival.
BACK: Latino club members; art show opening reception.
President’s Message

As we at Western Nevada College reflect upon the past year and look to the budgetary challenges ahead, we are well aware that what we do as a college profoundly shapes many lives in our communities. While we serve a vital role in creating a skilled workforce and promoting economic development, we have a more important role in the preparation of our graduates as active and knowledgeable citizens who care about the future of their state and communities.

Within this context, we continue our commitment in the following manner:

- In small towns and cities across about 18,000 square miles of this state, Western Nevada College is often the sole beacon for a better life based on higher education. We cannot abandon the people who need us.
- The most important role we serve is the one that has been primary for our country’s institutions of higher education since our nation began, and which at our country’s founding, was unique in the world: we help people create better lives for themselves through personal and intellectual development. Throughout the history of higher education in our country, and at our best colleges and universities, individual growth focused on social responsibility and citizenship has been understood to be at least in part addressed by higher education.
- We cannot separate the goals of a vibrant and stable state economy from those of strong, healthy communities.
- Because we are a community college, or to use the language of the day, an “access” institution, most of the students who will benefit from their college experience with us may be learning far more than anatomy and physiology, machine tool theory, college algebra or the like. They are learning how to be personally and socially responsible citizens.
- We value strong partnerships with all our community stakeholders and want to work together to enhance all education opportunities in our communities. This means continual interaction with K-12 educators, employers of all sectors, community organizations, elected leaders, and the community at large.

The college, while constrained by a difficult budget year, emerged as an intact community with its personal and community values preserved. This partnership of the Western Nevada College community, combined with the support of our stakeholders and friends, will help all residents of our service area create a stronger and healthier Nevada.

This annual report to the people of our service area, and the state of Nevada, demonstrates our continuing success toward attaining our strategic goals, while fostering exceptional learning and growth opportunities for those individuals who are part of the Western Nevada College community.

Carol A. Lucey, Ph.D.
President

MISSION STATEMENT

Western Nevada College inspires success in our community through opportunities that cultivate creativity, intellectual growth and technological excellence, in an environment that nurtures individual potential and respects differences.
GOAL ONE: Improve Student Success

The March to Progress
As Western Nevada College faculty and staff gathered in August 2007 to prepare for the coming academic year, they were met with uncertainty in our state and national economy, but with great conviction about the task ahead. Several months before any state budget cuts had been requested, WNC President Carol Lucey announced that because of the uncertain economy, she would freeze unfilled positions as a precautionary measure.

At the same time, college departments would cut their operating budgets by two percent in order to provide a small salary increase to the hundreds of WNC part-time adjunct instructors who are vital to WNC’s ability to serve students.

Then, President Lucey announced ambitious goals to continue recent progress in attracting more full-time, degree-seeking students; provide more assistance to the growing number of online students; and develop more campus activities that promote inclusiveness and cultural awareness.

On all counts, progress was made. The number of full-time, degree-seeking students increased, and student mentors were assigned to assist students in online and traditional classes. The college hosted a Latino Community Day that drew hundreds of local residents, and a Latino Student Club was created.

In a large-scale national survey*, a representative sample of 692 Western students validated their satisfaction with the college. Among the areas where WNC students were more satisfied with their college than the national average:

- Overall educational experience
- Academic and career counseling
- Peer or other tutoring
- Transfer credit assistance
- Student organizations and child care

However, full-time WNC students were also more likely to withdraw from classes due to lack of finances.

* Community College Survey of Student Engagement
Institutional Research: www.wnc.edu/institutional/

CLASSROOM FEEDBACK
Students Voice Approval
Student course evaluations are a helpful tool for WNC instructors, providing insight about teaching methods and subject matter. In addition, the college has compiled summary statistics of student course evaluations for the past three years, and the big picture is overwhelmingly positive.

Overall, 93 percent of student responses were “excellent” or “commendable” to questions measuring:

- The overall effectiveness of the course
- The overall effectiveness of the teaching
- The instructor’s demonstrated knowledge of the subject matter
- How well the course met the student’s educational needs
- Whether the student was treated with respect
- Whether the instructor was accessible for help

In all, more than 660,000 responses were compiled.

SIX YEAR STRATEGIC PLAN -
Progress After Year 2

| OBJECTIVE: Increase service area high school graduate to WNC continuation rate to 30% |
| Benchmark – 18% |
| Rate after 2006-2007 – 23%* |
| Rate after 2007-2008 – 26%** |

| OBJECTIVE: Increase persistence rate within a term to 80% |
| Benchmark – 70% |
| Rate after 2006-2007 – 72% |
| Rate after Fall 2007 – 74% |

| OBJECTIVE: Increase number of graduates who transfer to a four-year institution to 36% |
| Benchmark – 18% |
| Rate after 2006-2007 – 21% |
| Rate after Fall 2007 – 21% |

| OBJECTIVE: Increase student graduation rate to 26% |
| Benchmark – 16% |
| Rate after 2006-2007 – 20% |
| Rate after 2007-2008 – 21% |

Source: WNC Office of Institutional Research
*Provided by Nevada Department of Education
**Provided by Nevada System of Higher Education

FULL-TIME STUDENTS SEEKING DEGREE/CERTIFICATE
2007-2008 Annualized Enrollment

<table>
<thead>
<tr>
<th>Number of Students</th>
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<td>776</td>
<td>795</td>
<td>829</td>
<td>869</td>
</tr>
</tbody>
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Source: WNC Institutional Research
CELEBRATING DIVERSITY

Embracing the World in our own Community

Western invites the community on a free global tour every year. The college’s annual “Faces, Voices & Stories” cultural series offers local residents and WNC students the chance to experience the flavor and learn about issues from all corners of the globe. During the past year, cultures in North America, South America, Asia, Europe and Africa were celebrated.

The 13th annual WNC Multicultural Festival featured dance, food and music, headlined by Latin American singer Laura Fuentes. The folk and roots musician became a political refugee in 1973 when her family fled Chile for the United States. She earned a music degree in vocal performance at the University of Wisconsin and has performed internationally for many years. She now resides in Santiago, Chile.

Ethnic food, exhibits displaying artifacts from many cultures, music and dance from around the world made for a rich multicultural experience.

Throughout the year, free lectures brought sociopolitical issues to life for students, faculty and the community. “Life Under the Taliban—An Afghan Woman’s Story,” was presented by Farooka Gauhari, who shared a harrowing encounter faced by many Afghan professionals: she took her family and escaped a country where she had been flagged as an American agent.

University of Nevada, Reno Professor Daniel Enrique Perez discussed what the future may hold for Nevada’s Latino residents, the fastest growing segment of our state’s population, and how Latinos are shaping the cultural landscape.

A Latino Student Club was born on the Carson City campus, and the first Latino Community Day featured Latino students who shared what Western has to offer to parents and families.

Missionaries Laura Whitelaw and Liz Ryder shared their experiences working with youth in sub-Saharan Africa and how war, disease, pollution, land mines, and other tragedies are affecting their lives.
A Safe Campus

Changing Times Spur New Initiatives

WNC is working to enhance safety on campus in the wake of several high profile violent incidents at colleges and universities around the nation. Faculty, administrators and students are being trained to be more aware of campus surroundings and activities, as well as potential risks. The college worked with local law enforcement and fire agencies to receive grant funding for mass notification systems at the Carson City and Fallon campuses. A siren recently installed at the Carson City campus allows for sound and voice warnings. Intercoms have been installed at the Fallon campus, and efforts are being made to obtain funding for a similar warning system at the Douglas campus.

Safety training has been offered to hundreds of faculty members and students. Topics include emergency response to natural disasters and disease pandemics, and lockdown procedures in the case of a terrorism threat or shooter on campus.

Learning Communities Make a Difference

A student mentor contacts her peers in a class to see how they are doing with their assignments.

A Fallon campus art class collaborates on a group project to recreate a famous painting by Pablo Picasso.

Members of the Associated Students of Western Nevada merge the Carson City and Fallon groups to maximize resources and enhance student activities.

Wildcats baseball team members travel to Fernley on a cold Saturday morning to help homeowners clean up after devastating floods.

Inside and outside the classroom, learning communities are thriving at Western, on and off campus. The camaraderie and synergy that develops through these diverse efforts enhance campus life, improve student success in the classroom, and enrich community.

Learning Communities Build Success

SUCCESSFUL COURSE COMPLETION

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<th>Spring 2008 Students Enrolled in 12 or More Credits</th>
<th>Percentage of Courses Completed</th>
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<tr>
<td>Student Government (ASWN)</td>
<td>97% (36 attempted, 35 completed)</td>
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<tr>
<td>Nursing Students</td>
<td>96% (394 attempted, 379 completed)</td>
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<tr>
<td>Baseball Team</td>
<td>95% (183 attempted, 173 completed)</td>
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<tr>
<td>Millennium Scholars</td>
<td>90% (1118 attempted, 1009 completed)</td>
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<tr>
<td>Police Academy</td>
<td>85% (82 attempted, 78 completed)</td>
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<tr>
<td>All Students</td>
<td>82% (4425 attempted, 3646 completed)</td>
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</tbody>
</table>

NOTE: Course completion rate is the sum of course enrollments receiving a grade of A, B, C, or P divided by attempted course enrollment. Source: WNC Institutional Research.
The first class of students in Western’s new Bachelor of Technology degree program in Construction Management spend plenty of time studying, but many can also be found on the job site. Western’s first four-year degree has attracted students from all around Nevada. Virtually all of the junior and senior students would be classified as non-traditional with a background in construction, looking for a chance to obtain higher-level expertise in their field.

Jim Feser fits that mold: he wanted to combine real-world experience with a practical college degree. Feser is on track to be one of the first graduates in spring 2009.

Like many students, his college career has included more than one area of academic interest. Feser started out in construction as a laborer for a homebuilder in Carson City.

“At that time I was a criminal justice major at Western, working in construction to pay bills.”

But over time, as he learned the construction business, he was promoted and became assistant superintendent of a homebuilding project in Dayton.

Feser earned his Associate Degree in General Studies in 2000, but by that time, “I was starting to really enjoy what I was doing in the construction industry, so I decided to change majors and get a four-year degree in construction management. I saw it as a great opportunity.”

“It’s definitely well-rounded,” Feser said. “It gives you a little bit of experience in everything. On the project management side there is scheduling, estimating and contracts. On the actual construction side you have the classes with plumbing, framing, and electrical. It definitely prepares you for construction in the office and the field.”

Dr. Jerold Stegeman, who heads WNC’s construction management program, says the program is a success with approximately 100 students who have expressed an interest in the degree and a number on track to graduate in the next year.
Why I Teach

By Mark Dorio
Community College Professor of Mathematics

In 1965, I got out of the Army and went to work for Xerox as a copier repairman. I also began taking night classes at Pierce College in California’s San Fernando Valley. I thought maybe I wanted to be an engineer. Working for Xerox gave me access to the copy centers of several large companies like Rocketdyne, Atomics International, Teledyne, Hughes, and Litton. I was curious and, whenever I had an appropriate opportunity, I asked people about their jobs. Gradually, I came to realize that a career in engineering was not what I really desired. So then, I didn’t know what I wanted to do.

About October 1966, I was in Professor Slattery’s Trigonometry class. I was watching Professor Slattery at the board working through some trigonometric problem when it struck me that Professor Slattery truly enjoyed his work. He was good at what he did. He was well liked by his students. He seemed to find his work meaningful and rewarding. He appeared to be happy. I liked math and I began to think of myself someday being a college math teacher. I had never before thought of college teaching as a possible career. I changed my major to mathematics and I went through the calculus sequence with Professor Luke. Professor Luke was an excellent teacher and, like Professor Slattery, he was dedicated to the success of his students. I became more and more convinced that what I wanted was Professor Luke’s job.

Professor Luke encouraged me to pursue teaching and to plan on getting my master’s degree at his alma mater, UCLA. And, eventually I did. But it was a long difficult road – especially at UCLA. It was hard to satisfy both Xerox and UCLA at the same time. Finally, in 1982, I completed my master’s degree. In 1983, I was promoted at Xerox and began five years as a technical instructor at the Xerox Los Angeles Training Center. I taught Xerography and various copy machine courses. I very much enjoyed my time teaching at the training center.

In 1984, I began teaching evening math courses at Los Angeles Valley College. My experience at LAVC confirmed all that I had anticipated. The other instructors were a pleasure to work with. My interactions with my students gave me a sense of doing useful, meaningful work. My job at LAVC did turn out to be as gratifying and rewarding as I had expected. By then, I was impressed with the beauty of mathematics. And, this was a job that required doing mathematics.

In 1989, I saw the job posting for a mathematics teaching position at WNC. Helping students at Xerox was rewarding and I was in the early process of being promoted to a teaching position at the Xerox International Training Center in Leesburg, Virginia. Still, since mathematics was not an essential part of any teaching position at Xerox, I could not resist applying for the position at WNC. So, after 24 years at Xerox, I left. I took a 34 percent cut in pay, moved my family to Carson City, and joined the faculty at WNC.

Whatever one is doing today is for the most part simply that which one was doing yesterday. But, on rare occasions, decisions are made that actually change one’s life. Leaving Xerox was one of those occasions. I came to WNC to teach mathematics because this job entailed both using mathematics and helping students.

Today, my office at WNC is across from the Academic Skills Center. My door is usually open. Often, a student or even a tutor from the ASC will come to my office for an explanation or a solution. I am happy to help. It’s always a pleasure to do whatever I can to reduce the stress and frustration that so often accompany some students’ mathematical experiences. So, why do I teach? The real question is: why did I decide to come to teach mathematics back in 1989? The answer is that teaching college mathematics and helping students learn college mathematics is an occupation that gives my life greater satisfaction, purpose, and pleasure.

83% said they felt academically challenged
2007 WNC GRADUATE SURVEY RESPONSES

73% have plans to continue their education

Volunteers are at the Heart of WNC Athletics

It would be hard to imagine, let alone create, a collegiate sports program without a strong corps of volunteers. From assistant coaches who donate their time to scorekeepers and concession workers, volunteers fill a vital role that makes the whole program possible. Dan Culbert is one of those volunteers for the Western Wildcats athletics program. A career statistician with the Nevada Department of Employment, Training and Rehabilitation in Carson City, Culbert became a volunteer when he saw a notice from the Retired Senior Volunteer Program saying help was needed.

“My son Patrick is in the nursing program at Western, and I wanted to make a connection with the college and help out, do what I could,” he said. “There were a couple of other volunteer opportunities I was interested in, but I wanted to work the games because they are played on Fridays and Saturdays.”

Culbert volunteers to cook and sell hotdogs, and as with other volunteer positions, a lot goes on behind the scenes. Working with fellow volunteers Bill and Dottie Kelley, plus a couple of others who fill in, Culbert is out shopping on Thursdays, stocking up on hot dogs, condiments, buns, soda pop, water and candy.

Games usually begin at noon, but Culbert and the others are in place about 10:30 a.m., setting up under a small shade structure near the entrance. After Friday’s games, it’s back to the store to replenish what’s needed and then set up again on Saturday morning.

A lifelong baseball fan, Culbert rarely gets more than a few minutes to enjoy each game. He played Little League and Babe Ruth ball, and still follows the San Francisco Giants, which gets him some ribbing.

“My Dodger friends say I have no interest in baseball because I like the Giants,” he quipped.

As with others who volunteer, Culbert finds that the reward is in the work. “It’s fun to be close to the game and getting to know those involved. I enjoy talking with the coaches and other volunteers, making new acquaintances and friends.”

For Culbert and the other volunteers, it’s also nice to know their work is appreciated. In the words of Baseball Coach DJ Whittemore: “Dan and the rest of the gang have made a substantial impact in the success of our program. Concessions are an integral part of the experience that draws fans to the games. “Fans are the reason that ‘home field advantage’ exists. In addition, the decreased workload on the coaching staff allows us to better prepare our team for the weekend’s contests. The Wildcats finished their home schedule with a 17-3 record last season and Dan and the other volunteers deserve some of the credit for that outstanding mark!”
WESTERN - As Others See Us

Fund-raising Feasibility Study Shows Support for College

As the Western Nevada College Foundation looks ahead, it is also looking around the college’s 18,000-square-mile service area to study the potential for future fund-raising efforts. The WNC Foundation authorized a broad-based college/community feasibility study to gauge support for future philanthropic giving. An outside group interviewed a wide range of individuals on their attitudes towards the college. The survey was heavily weighted toward corporate, business, professional and community leaders.

Major strengths enjoyed by Western, according to survey respondents: A strong reputation for providing the large service region, including rural areas, with access to quality, responsive, affordable programs. Respondents recognized Western for its quality partnerships with many area industries and its responsive and relevant workforce training programs.

Among the top priorities cited were:
- A Nursing/Science Facility at the Fallon campus
- Expansion of the Woody Wurster Machine Tool Technology Center at the Carson City campus
- An Allied Health Classroom Building at the Carson City campus

Respondents were also supportive of Western for having student-centered faculty and staff, along with a collegial and caring atmosphere. Strong academic programs and the introduction of a four-year program were also cited.

A synopsis of results:
- 86% had a favorable impression of Western Nevada College.
- 86% had a favorable impression of the college providing educational opportunities for its broad service area.
- 82% had a favorable impression of WNC faculty members.
- 72% were strongly favorable toward Western conducting a major gifts campaign and said the projects listed at left will receive broad-based support.

EMPLOYEE GIVING

Turning the Trek into a Joy Ride

Western has learned how to make employee giving to the WNC Foundation enjoyable. Each year the foundation takes on a theme for employee giving and hosts fun events with faculty and staff participation.

For 2007-2008, college employees headed into the Nevada desert to kick off the campaign theme: “Building on the Pyramids of Success,” along with the lighthearted subtitle, “King Tut Couldn’t Take it With Him and Neither Can You!”

In all, 102 employees generously contributed $129,935 in pledges over 3-5 years.

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New Women’s Softball Team to Take the Field

Western Nevada College student athletes have a new sport to enjoy. A new women’s intercollegiate softball team will take the field beginning in spring 2009. Softball replaces soccer as the college’s women’s sports team.

Wildcats soccer players excelled on the field and in the classroom, being named an Academic Team of the Year in 2006 and 2007 by the National Junior College Athletic Association. But in late 2007, three of five Scenic West Athletic Conference colleges dropped soccer, effectively eliminating the sport.

The softball team is headed by Hall of Fame high school coach Dick Allen, who won 10 state championships in girls’ softball and basketball, and earned honors as a Nevada High School Coach of the Year for both sports.

Western’s softball team offers young women a chance to compete at a college level while earning a degree, with 15 of 18 players from Nevada and three from California.

BASEBALL SCORES

A Successful Season

The Wildcats baseball team has made a habit of being successful. In 2008, the team finished one game out of first place and was runner-up in the Scenic West Athletic Conference championship. The ’Cats also ended the season with an outstanding team grade point average of 3.1 (B) during spring semester.

Western players received a variety of significant honors, including the announcement that Wildcats catcher Chuck Howard was named to the NJCAA All-American honorable mention team. Outfielder Brian Barnett was the SWAC Co-Player of the Year, and three Wildcats pitchers were chosen in the 2008 Major League Baseball draft.
INDUSTRY SPOTLIGHT: NIOTAN, INC.

Niotan Incorporated of Mound House is one of only a handful of companies in the United States that reduces tantalum salt to tantalum powder. Tantalum is used in capacitors that store energy for cellular phones, pagers, personal computers and automotive electronics.

Human Resources Manager Sandy Norris has called upon Coordinator Scott Penzel and the Workforce Development Center several times.

“When we started hiring people for production, we had several training needs,” she said. “We worked in conjunction with Western’s Manufacturing Assistance Partnership and Workforce Development.”

One of the classes was on Lean Manufacturing, made famous by Toyota as a way to reduce waste. It is a multi-step process to reorganize the work environment with a focus on creating value for the customer.

“We wanted to move in that direction and we needed someone to train us,” Norris said. “We have reorganized some of our procedures to be cost-effective and labor saving as a result of that training. Scott helped us with that, and he also helped us with some general training for employees who were moving up to supervisors.

“Our employees really loved the training and were grateful for it, mostly to gain confidence. A couple of them were supervising former co-workers and there were some communications concerns on how to assert themselves without being too aggressive.” With the education they received, Norris said, the employees felt more knowledgeable about what was expected as they stepped into their new roles.

Other training included internal auditor classes for ISO 9001:2000 certification, held at the Carson City campus. Now, the company is discussing utilizing the college for computer software courses.

“GOAL THREE: One College, Many Communities

WE HELPING COMPANIES GROW—Building a plant from the ground up and hiring a brand new workforce means everyone must take part in a huge task. Western’s Workforce Development Center has helped Niotan, Inc. with training on several occasions. Human Resources Manager Sandy M. Norris is pictured outside the plant in Mound House near Carson City.”
When area industry asked WNC to provide employee industrial technology classes in a flexible format, Computer Information Technology instructor Emily Howarth went to work. What she created was an online program that connects the real and virtual worlds. Four new online classes are now available to teach the fundamentals of electricity, pneumatics, dimensional measurement and drill press, complete with flashing lights, sounds and buzzers that help students learn.

“We went to manufacturers in Carson City, Fernley and Fallon to find out what employers wanted,” Howarth said. “What’s cool about the classes is that they are completely online, but it’s a multimedia educational experience. It provides hands-on work in the online classroom.”

Howarth said it was obvious early in discussions with employers and potential students that they want to take the course on their own time and schedule their class work when it is convenient. Because the courses are exclusively online, open entry and exit enrollment is possible.

AIT 101B explains the fundamental concepts of electricity used in control systems and other applications. AIT 102B focuses on dimensional measurement readings and instruments in an industrial environment. AIT 201B explains how to connect and operate basic pneumatic components and systems and read circuit diagrams. AIT 103B introduces the fundamental concepts of using a drill press and band saw, including parts and controls. Lab experiments are accomplished through simulated tools and test equipment.
WEB ENROLLMENT BY SEMESTER
2007-2008 Annualized Enrollment

Number of Students

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<tr>
<td>Number of Students</td>
<td>85</td>
<td>91</td>
<td>123</td>
<td>195</td>
<td>258</td>
<td>276</td>
<td>284</td>
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Source: WNC Institutional Research

GRADUATION RATE
First-Time, Full-Time Degree Seekers

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<tr>
<td>Graduation Rate</td>
<td>11%</td>
<td>14%</td>
<td>16%</td>
<td>19%</td>
<td>20%</td>
<td>21%</td>
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Four-Year Average Student Right-to-Know Completion/Graduation Rates
Source: IPEDS report; WNC Institutional Research

WNC RETENTION FROM FALL TO SPRING

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<tbody>
<tr>
<td>Retention Rate</td>
<td>48%</td>
<td>49%</td>
<td>51%</td>
<td>51%</td>
<td>54%</td>
<td>55%</td>
<td>54%</td>
<td>54%</td>
<td>58%</td>
<td>60%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Source: WNC Institutional Research
FINANCIAL REPORT
2007-2008 Revenues

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriations w/ COLA</td>
<td>$20,545,009</td>
<td>87.1%</td>
</tr>
<tr>
<td>Registration Fees</td>
<td>$2,700,003</td>
<td>11.5%</td>
</tr>
<tr>
<td>Non-resident Fees</td>
<td>$190,383</td>
<td>0.8%</td>
</tr>
<tr>
<td>Miscellaneous Student Fees</td>
<td>$16,944</td>
<td>0.1%</td>
</tr>
<tr>
<td>Operating Capital Investment</td>
<td>$122,752</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Total State Funded Budget</strong></td>
<td><strong>$23,575,091</strong></td>
<td></td>
</tr>
</tbody>
</table>

2007-2008 Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$10,185,282</td>
<td>43.2%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$2,642,553</td>
<td>11.2%</td>
</tr>
<tr>
<td>Student Services</td>
<td>$2,414,661</td>
<td>10.2%</td>
</tr>
<tr>
<td>Institution Support</td>
<td>$5,255,711</td>
<td>22.3%</td>
</tr>
<tr>
<td>O&amp;M Plant</td>
<td>$2,976,608</td>
<td>12.6%</td>
</tr>
<tr>
<td>Scholarships</td>
<td>$394,388</td>
<td>1.7%</td>
</tr>
<tr>
<td>Reserves</td>
<td>-$294,112</td>
<td>-1.2%</td>
</tr>
<tr>
<td><strong>Total State Funded Budget</strong></td>
<td><strong>$23,575,091</strong></td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: Subsequent to legislative approval of the NSHE budget, state mandated budget reductions resulted in reversions by WNC to the general fund totaling $540,170.

FINANCIAL AID DOLLARS AWARDED TO STUDENTS

Dollars ($1000s) in Awards by Award Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>5000</td>
</tr>
<tr>
<td>1998</td>
<td>4500</td>
</tr>
<tr>
<td>1999</td>
<td>4000</td>
</tr>
<tr>
<td>2000</td>
<td>3500</td>
</tr>
<tr>
<td>2001</td>
<td>3000</td>
</tr>
<tr>
<td>2002</td>
<td>2500</td>
</tr>
<tr>
<td>2003</td>
<td>2000</td>
</tr>
<tr>
<td>2004</td>
<td>1500</td>
</tr>
<tr>
<td>2005</td>
<td>1000</td>
</tr>
<tr>
<td>2006</td>
<td>500</td>
</tr>
<tr>
<td>2007</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,921,849.98</strong></td>
</tr>
</tbody>
</table>

NOTE: Totals may fluctuate as awards are made throughout the year.
Source: WNC Institutional Research

STUDENTS BY AGE
2007-2008 Annualized Headcount

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 &amp; Under</td>
<td>1098</td>
<td>21%</td>
</tr>
<tr>
<td>20-24</td>
<td>1117</td>
<td>21%</td>
</tr>
<tr>
<td>25-29</td>
<td>636</td>
<td>12%</td>
</tr>
<tr>
<td>30-34</td>
<td>446</td>
<td>9%</td>
</tr>
<tr>
<td>35-39</td>
<td>347</td>
<td>7%</td>
</tr>
<tr>
<td>40-44</td>
<td>367</td>
<td>7%</td>
</tr>
<tr>
<td>45-49</td>
<td>357</td>
<td>7%</td>
</tr>
<tr>
<td>50-54</td>
<td>261</td>
<td>5%</td>
</tr>
<tr>
<td>55-59</td>
<td>192</td>
<td>4%</td>
</tr>
<tr>
<td>60-64</td>
<td>164</td>
<td>3%</td>
</tr>
<tr>
<td>Over 64</td>
<td>227</td>
<td>4%</td>
</tr>
</tbody>
</table>

Source: WNC Institutional Research

STUDENTS BY ETHNICITY
2007-2008 Annualized Headcount

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>169</td>
<td>4%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>147</td>
<td>3%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>78</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>476</td>
<td>10%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>3709</td>
<td>81%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4580</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Totals do not include "unknown.
Source: WNC Institutional Research

2007 HIGH SCHOOL GRADUATES ATTENDING WNC

Number/Percentage of Recent Graduates from Service Area High Schools Enrolled in Fall 2007

<table>
<thead>
<tr>
<th>High School</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carson City</td>
<td>155</td>
<td>39%</td>
</tr>
<tr>
<td>Churchill</td>
<td>66</td>
<td>22%</td>
</tr>
<tr>
<td>Douglas</td>
<td>112</td>
<td>27%</td>
</tr>
<tr>
<td>Lyon</td>
<td>83</td>
<td>21%</td>
</tr>
<tr>
<td>Mineral</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Pershing</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>Storey</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>425</td>
<td>26%</td>
</tr>
</tbody>
</table>

NOTE: Counts include standard & advanced high school diplomas.
Source: WNC Institutional Research & Nevada Department of Education
Economic times are tough across the country – the news headlines continue to talk about the mortgage and home loan crises; the stock market takes a dive and comparisons are made to the Great Depression; unemployment numbers hit a record high in our state; and Nevadans are facing some of the worst budgets cuts ever recorded. Yet through it all, Western Nevada College continues to shine as a beacon to its residents that there is always hope for a better way of life and that ray of hope is in the form of higher education. The benefits of higher education are many, not only from an economic perspective, but from the increased sense of societal consciousness one gains and the potential for self improvement.

The WNC Foundation Board of Trustees continues to work hard in helping the college provide these benefits to students. As part of that effort, the board hired the Clements Group in spring 2008 to conduct a feasibility study to determine the college’s strengths and challenges, and to quantify and prioritize the college’s needs over the next decade. Ninety-seven community stakeholders were interviewed by the consultants and the results are extremely positive. It is clear that WNC enjoys a strong reputation for providing access to quality, responsive, affordable programs and for its collegial and caring atmosphere. Respondents also believe the college is worthy of private-sector support and that a major gifts campaign would be well-received. The board recently updated its strategic plan and has incorporated the study results into its future planning – rest assured we remain committed to our vision of creating one of the finest community colleges in the nation.

Finally, the WNC Foundation exists because of the tremendous generosity of its donors.

**VISION** – The Western Nevada College Foundation seeks to create the finest college in the nation.

**MISSION** – The WNC Foundation exists to maintain and enhance the quality of life in western Nevada by developing friends and funds for support of the educational, cultural, and service goals of Western Nevada College. The WNC Foundation supports the entire college family in its overall pursuit of excellence.

**PURPOSE** – The WNC Foundation Board was developed for the sole purpose of supporting the educational pursuits of Western Nevada College in the community. To this end, the main objective of the board is to raise funding for the continuing growth of the college in an effort to establish increasing levels of excellence. This will be acquired by providing the best possible entry level college education available in the nation to its students. The board recognizes at all times that the community is the nearest, dearest, and most accessible source of contribution and understands that if community needs are continually addressed, it becomes an investment in our funding for the future.

The board recognizes the strong ties that the college has to business and industry and will continue to make a concerted effort to access and meet the individual needs of their employees. The board will make every attempt to carefully review and scrutinize all matters that fall under its influence so as to always have the best interest of the college and its reflection in the community at the forefront of every decision.

Our donors give for many reasons, but I can tell you from personal experience that they care deeply about the community they live in, the betterment of that community, and the educational advancement of our youth and citizens. On behalf of the board, I extend a heartfelt thank you to the many individuals and businesses that value education and share in this drive to help others improve their lives.

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Leslie Townsend, Executive Assistant
Sandi Richman, Special Projects Coordinator
Dionny Fonseca, Foundation Project Assistant

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