



Western Nevada College

2010

Accreditation Self-Study



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Western Nevada College

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**Comprehensive Self-Study Report
May 3-5, 2010**

Prepared for the
Northwest Commission on Colleges and Universities

Western Nevada College
2201 W. College Parkway
Carson City, NV 89703
<http://www.wnc.edu>

Western Nevada College List of Acronyms

A&R	Admissions and Records
AA	Associate of Arts
AAS	Associate of Applied Science
ABE	Adult Basic Education
AC	Air Conditioning
ACC	Accounting
ACT	American College Testing
AGR	Agriculture
AGS	Associate of General Studies
AIT	Applied Industrial Technology
AM	American Sign Language
ANSC	Animal Science
ANTH	Anthropology
ARA	Arabic
ART	Art
AS	Associate of Science
ASC	Academic Skills Center
ASL	American Sign Language
AST	Astronomy
ASWN	Associated Students of Western Nevada
ATMS	Atmospheric Sciences
AUTB	Auto Body
AUTO	Automotive Mechanics
BI	Building Inspection
BIOL	Biology
BTBA	(Building) Location To Be Arranged
BUS	Business
CA	Computer Applications
CADD	Computer Aided Drafting
CCNA	Cisco Certified Network Associate
CCNP	Cisco Certified Network Professional
CDC	Child Development Center
CEE	Civil Engineering
CEM	Construction Management
CFA	Communications and Fine Arts Division
CFK	College for Kids
CH	Core Humanities
CHEM	Chemistry
CHI	Chinese
CIT	Computer Information Technology
CLNS	Allied Health Clinicals
CMSV	Community Services
COM	Communication
CONS	Construction

Western Nevada College List of Acronyms

COT	Computer Office Technology
CPD	Counseling and Personal Development
CPE	Computer Engineering
CR	Crafts
CRJ	Criminal Justice
CS	Computer Science
CSCO	CISCO Technology
DAN	Dance
DFT	Drafting
DM	Diesel Mechanics
DSS	Disabled Student Services
ECE	Early Childhood Education
ECON	Economics
EDU	Education
EE	Electrical Engineering
EMS	Emergency Medical Services
ENG	English
ENGR	Engineering
ENV	Environmental Studies
EPD	Educational Professional Development
EPY	Education Psychology
ESL	English as a Second Language
ET	Electronic Technology
FAFSA	Free Application for Federal Student Aid
FAO	Financial Aid Office
FERPA	Family Education Rights and Privacy Act
FIN	Finance
FREN	French
GED	General Education Development
GEOG	Geography
GEOL	Geology
GER	German
GIS	Geographic Information Services
GPA	Grade Point Average
GRC	Graphic Communications
HDFS	Human Development & Family Services
HE	Health Education
HEC	Home Economics
HIST	History
HIT	Health Information Technology
HUM	Humanities
IMS	Information and Marketing
INS	Insurance
IR	Institutional Research

Western Nevada College List of Acronyms

IS	Information Systems
ITAL	Italian
JAC	Jump Around Carson
JOUR	Journalism
LAW	Law
LIB	Library
LTE	Laboratory Technician
MATH	Mathematics
ME	Mechanical Engineering
METE	Metallurgical Engineering
MGT	Management
MKT	Marketing
MTT	Machine Tool Technology
MUS	Music
MUSA	Music: Applied
MUSE	Music: Ensemble
NAH	Nursing and Allied Health Division
NWCCU	Northwest Commission on Colleges and Universities
NRES	Natural Resources
NSC	Nevada State College
NSHE	Nevada System of Higher Education
NURS	Nursing
NUTR	Nutrition
OEOE	Open Entry, Open Exit
OH	Ornamental Horticulture
PET	Power Equipment Technician
PEX	Recreation & Physical Education
PHIL	Philosophy
PHYS	Physics
POST	Peace Officers' Standards & Training
PSC	Political Science
PSY	Psychology
PTK	Phi Theta Kappa
RE	Real Estate
READ	Reading
REAP	Reserve Education Assistance Program
RUS	Russian
SAT	Scholastic Aptitude Test
SCI	Science
SEHP	Social Science, Education, Humanities & Public Service Division
SENR	Senior Computing
SME	Science, Mathematics & Engineering Division
SOC	Sociology
SPAN	Spanish

Western Nevada College List of Acronyms

SRGT	Surgical Technology
STAT	Statistics
SUR	Surveying
SW	Social Work
TCH	Technology Division
THTR	Theater
TMCC	Truckee Meadows Community College
UNLV	University of Nevada, Las Vegas
UNR	University of Nevada, Reno
WELD	Welding
WDC	Workforce Development Center
WGU	Western Governors University
WNC	Western Nevada College
WNMTC	Western Nevada Musical Theater Company
WOOD	Woodworking
WUE	Western Undergraduate Exchange

Glossary of Terms

Academic Probation

Status of a student who fails to maintain an overall grade point average of 2.0 or higher.

Accreditation

The process by which a private, non-governmental body evaluates an educational institution or program of study and formally recognizes it as having met certain predetermined criteria or standards. The process involves initial and periodic self-study and evaluation by peers. Accreditation implies stimulation toward quality improvement beyond the minimum standards specified by the accrediting body. The essential purpose of the accreditation process is to provide a professional judgment as to the quality of the educational institution or program offered and to encourage continual improvement thereof.

Add

Change in registration to add a course after completion of initial registration in a semester.

Advanced Standing

Status of a student who submits a record of acceptable college credit from another university or college.

Articulation Agreement

This is an agreement between a community college and a four-year college regarding which courses will transfer.

Associate Degree

A lower division undergraduate degree normally representing about two years (60 semester or 90 quarter units) of college study or its equivalent in depth and quality of learning experience.

Audit

To take a course without credit or grade. A course which has been audited may not be applied toward a degree or certificate.

B

Bachelor's Degree

An undergraduate degree normally representing about four years (120 semester or 180 quarter units) of college study, or its equivalent in depth and quality of learning experience.

Blended Class

Class delivered primarily over the Internet but with regularly required face-to-face meetings (ie: labs, etc.)

Glossary of Terms

Bona Fide Resident

An independent person who has continuous physical presence in the state of Nevada for a minimum of twelve consecutive months, who has no ties to any other state, and who has the intent to permanently reside in the state of Nevada. For a dependent person, the family, spouse or legal guardian must have continuous physical presence in Nevada as described above.

C

Certificate and Certificate of Achievement

An award made for satisfactory completion of a certain level of skill in an occupational curriculum.

Certification and Licensing Preparation

One of a variety of non-degree academic programs designed to prepare students for external certification or licensing exams.

Core

Courses essential for each degree, program or certificate.

Corequisite

A requirement that must be met along with a particular course. Two or more courses that must be taken in the same term.

Course Numbering

All courses in the WNC catalog are assigned a number (i.e. ENG 101). How courses are numbered determines how the course will transfer to most four year colleges and universities. See the course transferability guidelines for more information.

Credit

The numerical value received for completing a course.

Credit Hour

40-45 hours of student involvement (seat time plus outside assignments) for each college credit taken.

D

Date of Matriculation

The date of the first day of instruction in the semester or term of initial enrollment.

Degree

An academic title that signifies completion of a course of study.

Developmental Course

A college preparatory course with a number below 100; does not apply toward a WNC degree.

Glossary of Terms

Distance Education

Educational opportunities delivered outside of a traditional classroom setting using a variety of technologies (ie: interactive video, Internet, etc.)

Drop

Change in registration to eliminate a course after completion of initial registration in a semester.

E

Elective

While students are required to take certain courses, they can choose, or "elect" to take others. These courses, which also apply towards graduation, are called "electives." Don't feel you have to limit your course selection to your major. Have fun and take other classes that you are interested in.

Emphasis

The subject or field of study in which the student intends to specialize. Applies to those fields of study leading to a degree or certificate.

F

Family

Natural or legal adoptive parent(s) of a dependent person, or if one parent has legal custody of a dependent person, that parent.

G

General Education

A group of classes in different subject areas that are required to obtain a degree or certificate of achievement. These classes are distinct from a major or emphasis and are intended to insure that all graduates possess a common core of college-level skills and knowledge.

General Education Course

A course that fulfills a general education requirement.

General Elective Course

A course that does not meet a program, major, emphasis or core requirement, but can be used to satisfy the total number of credits required to obtain a degree or certificate of achievement.

Good Standing

Status of a student who maintains an overall grade point average of 2.0 or higher.

GPA (Grade Point Average)

Number determined by dividing the sum of grade points earned by the number of credit hours attempted.

Grading System: Grade

A course that is taught on the standard letter/grade point grading system.

Glossary of Terms

Grading System: Non-Credit

A course that is offered for no credits and will not apply to a WNC degree or transfer to another college or educational institution.

Grading System: Pass/Fail

A course that is taught on a Pass/Fail basis only.

M

Major or Emphasis

The primary subject or field of study in which the student intends to specialize. Applies to those fields of study leading to a degree or certificate of achievement.

Major or Emphasis Course

A course that fulfills a requirement towards the student's chosen major or emphasis.

Minor

A secondary subject or field of study in which the student intends to specialize. Offered only for baccalaureate degree programs.

Minor Course

A course that fulfills a requirement toward a minor for a baccalaureate degree.

N

Non-transferable Course

A course that is acceptable for certain WNC degree and certificate programs but will not be accepted at the University of Nevada, Reno or the University of Nevada, Las Vegas. The course may be transferable to other colleges; the receiving institution makes the decision.

O

Occupational Course

A course that teaches a particular body of information and/or skill training to prepare for a job.

Open Entry, Open Exit (OEOE)

Open Entry, Open Exit courses involve individualized instruction that students may enroll in and complete at designated times during the semester.

Fall and Spring semester students must enroll in a OEOE course within six weeks after the first day of the semester. Summer semester students must enroll in a OEOE course within two weeks after the first day of the semester.

P

Parallel Course

A WNC course that is the same as one taught at a university or four-year college.

Glossary of Terms

Prerequisite

The preliminary requirement which must be met before a certain course may be taken.

Probation

A period during which a student whose academic performance is not satisfactory is allowed an opportunity to improve and bring performance up to an acceptable level.

Program

A systematic, usually sequential, grouping of courses forming a considerable part or all of the requirements for a degree or credential.

Program Elective

A course that fulfills a listed program elective requirement in a student's emphasis or major.

R

Registration

Before the beginning of each semester, students must sign up, or register, for classes and pay fees. You may register for class with Web-REG.

Repeating Courses

A student has the right to repeat any course and have only the highest grade counted as part of his/her total grade point average. Students will not receive duplicate credit for repeated courses unless the course is approved for repeat for credit.

Resident

A student who has been determined to be a bona fide resident and is not charged out of state tuition.

S

Semester

WNC is on a semester schedule. The school year is divided into two equal semesters (fall and spring), and there is an additional, shorter summer term. The fall semester usually begins late in August and the spring semester usually begins in January.

Special Topics

Courses designated as special topic courses are courses that can be taught on a variety of topics, which can be different for each class. The topic of the course will not appear on your transcripts.

Specialization

A defined set of courses within certain academic degree programs or emphases that students may select, to provide a more specific focus.

Glossary of Terms

T

Transcript

The permanent academic record of a student listing each course taken and final grade received.

Transfer Programs

A program of study similar to a degree program that does not carry a degree, but is designed to facilitate transferring of credits to an other school's degree program.

Transferable Course

A WNC course that will be accepted at a four-year college or university as comparable or equivalent to a course offered there. Some WNC courses may be transferable to some schools but not to others. The receiving institution makes the decision.

Tuition

A charge assessed against out-of-state students in addition to registration fees or other fees assessed against all students.

W

Web Education

Classes delivered over the Internet that may require one or more scheduled meetings, either online or face-to-face.

Web Enhanced Class

Regular face-to-face class that uses an Internet component to expand the course experience.

Web-REG

WNC's Internet class registration system.

Web-CT

A software delivery package (aka: shell) for web, web enhanced and blended classes delivered over the Internet.

Withdrawal

The act of officially leaving WNC. Students may drop individual courses without leaving the college.

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Introduction

Preface

PROCESS

Western Nevada College began the self-study process in February 2009. The college team consisted of four academic faculty members and the vice president of Academic and Student Affairs. The team designed the self-study process to be inclusive and transparent, inviting all members of the college community to participate.

Committee chairs and co-chairs were invited to lead one of eight standards. The college president requested the responsibility of completing Standard One. The two academic faculty members, who also served in dual roles as editors of the document, wrote Standards Two and Four with assistance from the division chairs, dean of instruction, and many other academic and administrative faculty. The chairs of each college employee group, including the Academic Faculty Senate, Administrative Faculty Senate, and Classified Council, worked with the vice president of Finance and Administrative Services to complete Standard Six. Every college employee was given the opportunity to actively participate in the institutional self-study by writing, submitting information, reviewing the standards, or attending the hearings that were held to discuss the document, the process, and the state of the college.

Two faculty members, one each from English and History, and the chair of the Administrative Faculty Senate, who also serves as the assessment coordinator, worked together to edit the document and compare each standard for style and voice. At the end of the spring 2009 semester, one of the steering committee members accepted

a position at another college. A senior Business faculty member agreed to replace this member of the team.

Early in the process the steering committee and the editors met with the chairs and co-chairs for each standard. Originally, the committee wanted a draft from each of the chairs by the end of the spring 2009 semester. While each committee approached their commitment in a different manner, each standard was thoroughly discussed, debated, and analyzed before the final draft was completed.

An accreditation site was placed on the college website. This allowed anyone to read the standard drafts, as well as review the self-study timeline, which included the schedule for public hearings and the visit by the Northwest Evaluation Committee. The steering committee agreed that co-chairs would be consulted to discuss content when questions arose. It was the intent of the committee to preserve the integrity of the document and to produce an honest document that described an accurate picture of the college. Two public hearings were held in December 2009. Additionally, updates on the process were provided at several college meetings, including the College Council and all-college budget meetings.

The college president set a positive tone for institutional discovery, analysis, and debate. Co-chairs continued to respond to requests for additional information, and the editors of the document worked with the chairs to ensure accurate and consistent information, understanding, and support.

The state of the Nevada budget was less than ideal for the timing of this document. With a high number of college vacancies and an

even higher amount of uncertainty, the steering committee found that it was difficult for many employees to complete responsibilities as quickly as the committee expected. Increased vacancies, an extraordinary increase in student enrollment, and the reduction in financial resources placed additional responsibilities on each member of the college community. Throughout this process the college was required to make additional budget reductions in response to mandates from the state. While pro-active planning supported the goal of avoiding employee lay-offs, it was difficult to fill vacancies, and the college was constantly responding to requests to plan for cuts that ranged from 5% to 22%. As the document went to print, a special session of the Nevada Legislature cut higher education budgets by 6.9%, effective March 1, 2010. Additional cuts are anticipated fall 2010. The culture of the institution is one that values students, excellence in teaching, accurate and available support services, and the support of one another.

CHANGES SINCE THE 2000 FULL-SCALE EVALUATION VISIT

As a result of the last full-scale visit in 2000, President Lucey appointed a broad-based college committee to initiate a new organizational structure. Five academic divisions, each chaired by a member of the division, replaced departments that had been discipline-centered but lacked the authority to make budget, scheduling, and appropriate academic decisions. The new model was designed to support faculty decision-making and leadership. It is a model of academic faculty leadership.

Another change since the last full-scale visit is the Bachelor of Technology in Construction Management. The program, approved by the Nevada System of Higher

Education (NSHE) Board of Regents, also resulted in a board-approved institutional name change from Western Nevada Community College to Western Nevada College. Both changes were submitted to the Northwest Commission on Colleges and Universities for approval of substantive changes. The mission of the institution remains that of a comprehensive community college offering one four-year degree program.

Since 2000, the college has increased its fiscal and human resources to support assessment, institutional research, student surveys, and the dissemination of progress on the institutional strategic plan. Goals are very measurable, and the progress is published annually, if not more often. Every member of the community can access information about the college, including success rates, budget, enrollment information, academic course outcomes, and student program activities. Information is accurate, easy to replicate, and equally easy to use for a variety of required or requested reports. Decisions are based on factual information. Financial resources support documented need. Processes are transparent.

Academic and administrative program review has been institutionalized over the last 10 years. The Program Assessment and Review Committee (PARC) has designed a schedule and process to ensure timely and accurate review of all college programs. External reviewers add value to the institutional process. Results are used to redesign, improve, delete, or add resources to programs. NSHE currently approves the institutional academic program reviews. They also expect factual information resulting from program review when they are asked to approve or delete institutional programs.

Academic course outcomes are placed on the college website, and institutional research data is disseminated in multiple college documents and also placed on the college intranet. This allows decisions to be based on an analysis of the facts. Standards are annually measured and disseminated for review. The number of available reports, including the daily change in student enrollment, supported an honest self-study report and also resulted in difficult, but necessary decisions.

Greatly improved since the last full-scale visit, the ease of availability and transparency of college information, including the entire college budget, assessment information, institutional research information, student retention, student and faculty FTE, completion rates, high school capture rates, enrollment management statistics, and space-utilization reports are available for any individual or committee. The self-study allowed the information to be captured in response to the standards, but the process has been in existence as long as the institution has been here, and without question, the process will continue.

CONCLUSIONS FROM THE SELF-STUDY PROCESS

WNC has improved communication and developed methods for sharing information and keeping the data transparent. There are multiple processes for participation in the governance structure, program assessment, policy development, student advising/activities, and academic leadership.

The culture of the institution is one that values students, excellence in teaching, accurate and available support services, and the support of one another.

This college is about students. Financial and human resources have been

purposefully increased to support student activities, advising, financial aid, disability support services, and tutoring. Students also have a voice on the College Council, many college committees, and through their student government president's participation at all Board of Regents meetings.

The strength of Western Nevada College is in its people. Instructors are highly qualified and they care about the success of their students. Classified staff support the mission of the college, and they are active participants in the college decision making process. Administrative faculty practice ethical leadership and decision-making. The college environment is one that recognizes high expectations. When mistakes are made, they are also addressed.

College members are active participants in the communities they serve. Partnerships are strong with K-12 school districts, business and industry, local government boards, and service organizations. In return, those public and private agency representatives serve as valuable members of the institution's advisory boards.

Institutional research data and assessment information is easily accessed and it is completely transparent. Updates are completed on a regular basis, and the results are used for decisions in staffing, budget, and overall planning.

In spite of the financial instability of the state and the reduction in the WNC workforce due to attrition and retirements, college employees continued, and in many cases they even increased their support of students, the foundation, committee obligations, and each other.

It has become increasingly difficult to cover committee responsibilities, participate in student outreach activities, teach more students, and provide an accurate and

consistent class schedule with fewer full-time faculty, while accepting the need to accommodate the requirement that all faculty must teach an extra class or take furlough days with a 4.6% reduction in pay. The institution has also has fewer classified staff and must accommodate the mandate that classified staff must take a furlough day each month with a corresponding 4.6% pay cut. Most administrative faculty also took a 4.6% cut with furlough days. The college will reach a saturation point.

ACKNOWLEDGMENTS

It was the goal of the Western Nevada College self-study to capture an accurate snapshot of the institution. Every attempt was made to address the standards in an accurate and comprehensive manner. The inquiry allowed the college to identify both strengths and challenges for the college. The process will continue, and the college will continue to improve.

The steering committee thanks the many people who assisted in the completion of this document. While the editors of the document would never request public recognition for their long hours and dedication to this study, they must be recognized for their professional and humanistic approach in not only completing the document, but for also maintaining the integrity of the document.

To the faculty and staff who completed the standards or provided critiques of the information, the program directors and coordinators who provided information, the Office of Institutional Research for its assistance and availability of accurate information, the classified staff who helped from the first day of the process through the last day of the copying of the document, the Office of Information and Marketing Services for its assistance and understanding

with the design, photos, public notice, and advice, and the individuals who took the time to attend the public hearings or make phone calls to ask for the inclusion of information, on behalf of the Western Nevada College family, the steering committee thanks you.

To the members of the Northwest Evaluations Committee, the college thanks you in advance for taking the time to serve in this important process of peer review. The college looks forward to the visit and the opportunity to receive feedback from a group of peers.

Committee Members and Contributors

Chairs listed first.

Steering Committee

CONNIE CAPURRO (CHAIR)
Vice President of Academic and Student Affairs

SHERRY BLACK
Professor of Education

CATHERINE BOEDENAUER
Institutional Research Programmer/Analyst

DONALD CARLSON
Professor of Sociology

JAMES KOLSKY
Professor of English

RONALD P. MARTIN
Academic and Student Affairs Specialist

SCOTT MORRISON
Instructor of Mathematics

RICHARD STEWART
Professor of Business

RONALD P. MARTIN
Academic and Student Affairs Specialist

VALERIE ANDERSEN
Public Services Librarian

CATHERINE BOEDENAUER
Institutional Research Programmer/Analyst

KEVIN BURNS
Part Time Instructor of English

DEBORAH CASE
Counseling Services Director

MAXINE CIRAC
Professor of Foreign Languages;
Communications and Fine Arts Division Chair

JUDITH CORDIA, Ed.D.
Nursing and Allied Health Division Director

BRIGITTE DILLET, Ph.D.
Professor of Geophysical Sciences; Science,
Math and Engineering Division Chair

DIANNE HILLIARD
Admissions and Records Director

CAROL LANGE
Dean of Instruction

CHAD MCCULLY
Professor of English

ED MARTIN
Instructor of Welding; Technology Division
Chair

Standard One

CAROL A. LUCEY, Ph.D. (Chair)
WNC President

CATHERINE BOEDENAUER
Institutional Research Programmer/Analyst

ANNE HANSEN
Information and Marketing Services Director

Standard Two

JAMES KOLSKY (CO-CHAIR)
Professor of English

ROBERT MORIN, J.D., Ph.D.
Professor of Political Science; Social Science,
Education, Humanities & Public Service
Division Chair

PAUL MULLER
Professor of Accounting and Business

SCOTT PENZEL
Workforce Development Coordinator

BUS SCHARMANN
Dean of Fallon Campus and Rural Development

KENNETH SULLIVAN
Library and Instructional Technology Director

SUSAN TRIST
Disabled Student Services Coordinator

Standard Three

DEBORAH CASE (CO-CHAIR)
Counseling Services Director

JOHN KINKELLA (CO-CHAIR)
Dean of Student Services

MARK GHAN, J.D.
Vice President and General Counsel, Human Resources/General Counsel

ANNE HANSEN
Information and Marketing Services Director

DIANNE HILLIARD
Admissions and Records Director

HELAINÉ JESSE
Vice President of Development and External Affairs

KATHERINE LEAO
Student Life Coordinator

DANIEL NEVERETT
Vice President of Finance and Administrative Services

LORI TIEDE
Financial Assistance Director

Standard Four

JAMES KOLSKY (CO-CHAIR)
Professor of English

RONALD P. MARTIN
Academic and Student Affairs Specialist

CATHERINE BOEDENAUER
Institutional Research Programmer/Analyst

MAXINE CIRAC
Professor of Foreign Languages;
Communications and Fine Arts Division Chair

JUDITH CORDIA, Ed.D.
Nursing and Allied Health Division Director

BRIGITTE DILLET, Ph.D.
Professor of Geophysical Sciences; Science,
Math and Engineering Division Chair

CAROL LANGE
Dean of Instruction

ED MARTIN
Instructor of Welding; Technology Division
Chair

GIL MARTIN
Professor of Art; Academic Faculty Senate
Chair

ROBERT MORIN, J.D., Ph.D.
Professor of Political Science; Social Science,
Education, Humanities & Public Service
Division Chair

IRENE TUCKER
Assistant Director of Human Resources

Standard Five

SUSAN SCHOEFFLER (CO-CHAIR)
Computing Services Administrator

KENNETH SULLIVAN (CO-CHAIR)
Library and Instructional Technology Director

VALERIE ANDERSEN
Public Services Librarian

LAWRENCE CALKINS
Reference Librarian

DANNA STURM
Reference Librarian

Standard Six

DANIEL NEVERETT (CHAIR)
Vice President of Finance and Administrative Services

CATHERINE BOEDENAUER
Institutional Research Programmer/Analyst;
Administrative Faculty Senate Chair

CHRISTINA HILLIS
Student Life Administrative Assistant

HELAINÉ JESSE
Vice President of Development and External Affairs

GIL MARTIN
Professor of Art; Academic Faculty Senate Chair

ANDREW POZUN
Associated Students of Western Nevada
President

ELLEN SHAFER
Human Resources Program Officer; Classified
Council Chair

HAL STARRATT
Professor of Anthropology; Strategic Planning
for Institutional Effectiveness Committee Chair

Standard Seven

PAUL RICHEY (CHAIR)
Academic and Student Affairs Specialist

DONNA ASHBY
Business Office Accountant Technician

CHESTER BURTON
Controller

CHRISTINA HILLIS
Student Life Administrative Assistant

EMILY HOWARTH
Professor of Computer Information Technology

RICHARD KLOES
Professor of Accounting

JAMES MANNING
Chief Budget Officer

DANIEL NEVERETT
Vice President of Finance and Administrative Services

Standard Eight

BUS SCHARMANN (CHAIR)
Dean of Fallon Campus and Rural Development

BRIAN CROWE
Environmental Health and Safety Coordinator

GINNY DUGAN
Fallon Campus and Rural Development/
Continuing Education Administrative Assistant

LIZ KAPPEL
Facilities Planning and Management Electronics
Technician

STEVEN MURRAY
Buildings and Grounds Maintenance Repair
Worker

DAVE ROLLINGS
Facilities Planning and Management Director

Standard Nine

MARK GHAN, J.D. (CHAIR)
Vice President and General Counsel, Human
Resources/General Counsel

Editing

CATHERINE BOEDENAUER
Institutional Research Programmer/Analyst

JAMES KOLSKY
Professor of English

RONALD P. MARTIN
Academic and Student Affairs Specialist

Supporting Documentation

CATHERINE BOEDENAUER
Institutional Research Programmer/Analyst

CHESTER BURTON
Controller

JAMES MANNING
Chief Budget Officer

JOSE MARTINEZ
Institutional Research Programmer/Analyst

IRENE TUCKER
Human Resources Assistant Director

Production

CATHERINE BOEDENAUER
Institutional Research Programmer/Analyst

JAMIE CRAIG
Publications Development and Projects Manager

YVONNE DAVID
Duplicating Machine Operator

ANNE HANSEN
Information and Marketing Services Director

JOHN HAWKINS
Information and Marketing Services Offset
Machine Operator

MICHELLE PELTIER
Information and Marketing Services Senior
Graphic Designer

Executive Summary

Western Nevada College is a valued member of the Nevada System of Higher Education, which includes four community colleges, a state college, two research universities, and a statewide research institute. As the college completes its 38th year, WNC faces significant external challenges due to Nevada's struggling economy, but celebrates the solidarity and success of a college that is strong at its core and in its commitment to community.

WNC is governed by the NSHE Board of Regents, which includes 13 members who are elected to a six-year term, and which sets policies and approves budgets for Nevada's entire public system of higher education. Working on behalf of the board is the chancellor who is NSHE's chief executive officer, and to whom all institutional presidents report.

Western Nevada College serves a mostly rural service area of 200,000 residents, in seven counties that span 18,000 square miles (larger than several U.S. states). Many WNC enrollees are first-generation college students, and many are place-bound in their communities. Nevada has one of the lowest college-going rates in the nation, along with one of the lowest percentages of residents who hold a bachelor's degree.

Currently, more than 5,600 students attend Western Nevada College each semester at three campuses and five outlying centers, as well as online. More students than ever before are attending full-time and seeking a degree or certificate of achievement. In the current academic year, the college has seen double-digit growth in each semester, and a corresponding increase in the need for services such as financial assistance, counseling, and tutoring assistance.

The college is guided by its mission and goals; principles of community; and strategic plan, which is reviewed annually and renewed every six years. In addition, academic and administrative departments are reviewed and complete self-assessments of their activities.

During the current, ongoing state budget crisis, Western is keenly focusing on what is most important—serving students and communities by preparing Nevadans for careers, and enhancing regional quality of life. The college remains a stable and vital beacon of educational opportunity that has been, and will continue to be here for the people of western Nevada.

WNC faculty, staff and students have all taken part in helping the college weather the budget cuts to date. Steps have included voluntary furloughs and pay reductions by professional staff to match state mandated cuts and furloughs by classified staff members; academic faculty who have willingly accepted larger class sizes and taught additional courses to meet student demand; a willingness by administrative faculty to take on extra responsibilities caused by vacant positions; and a registration fee surcharge that was accepted by campus student leaders.

It is through a variety of partnerships that Western is able to successfully meet its mission. From hospitals to prisons, high schools to universities, and farms to factories, WNC cultivates relationships and helps develop Nevada's workforce.

The college meets regularly with seven community advisory boards, garnering input from elected officials, business and economic development leaders, health professionals, school superintendents, and other local leaders. Academic faculty members mirror this approach with technical

and program advisory boards, which offer ideas for enhancing academic programs, developing new initiatives, and maintaining high quality and relevancy for the workplace.

A hallmark of Western Nevada College's strong community support is the WNC Foundation. Board members represent all of WNC's diverse communities, with members from throughout the region. The foundation has raised millions of dollars to support WNC programs and student scholarships, as well as the funds to build the Jack C. Davis Observatory. College employees have been energized to strongly support the WNC Foundation, with 53% giving, and a total pledge of \$143,479 over a three to five year period. The foundation has also helped to support the college's intercollegiate athletics program, which has markedly changed the culture of Western Nevada College to attract more traditional age, full-time and degree-seeking students. Through the foundation, WNC was also able to build a \$1.3 million baseball field on campus to increase student involvement.

The college is proud of many accomplishments of the past decade, including the enhancement of student services and campus life with the Joe Dini Library and Student Center; a vibrant Office of Student Life and more student activities; expanded and new academic programs in American Sign Language, Information Technology, Construction Technology, Nursing, and Surgical Technology; and community initiatives including the Specialty Crop Institute, Workforce Development Center, and teacher education program partnerships.

WNC began its first bachelor's degree program, a Bachelor of Technology in Construction Management, in response to local industry needs and community interest.

The program offers a ladder approach that allows students to start in high school with partnership programs that offer basic skills, continue at the associate degree level for job advancement, and then layer management and analytical skills into a bachelor's degree program that opens doors to careers in the upper levels of the industry.

Western Nevada College is looking ahead in many areas: enhancing campus facilities for students with special needs, a commitment to ongoing sustainability efforts, initiatives to enroll more students from underserved populations, and a "Don't Wait, Graduate!" effort to re-enroll adults who "stopped out" of college before completing their degrees.

The college sees this self-study as an opportunity to review and examine goals, methods, processes, and results in a constructive and collegial manner. By engaging all members of the college community and encouraging input from the larger community, Western Nevada College stands to benefit in a myriad of ways. From these examinations will surely come refinements and adjustments that will benefit the college, its communities, and the state.

ELIGIBILITY REQUIREMENTS

Western Nevada College continues to meet each of the eligibility requirements established by the Northwest Commission on Colleges and Universities.

1. **AUTHORITY.** Western Nevada College is one of eight institutions, including four community colleges, two universities, one state college, and one research institute, operating under the authority of the elected Board of Regents. The College serves a seven-county service area.
2. **MISSION AND GOALS.** The College defines its purpose and publishes a mission statement, which was most recently approved by the Board of Regents, April 2009. The College's goals are derived from its mission, and its principal programs lead to formal degrees and certificates. The College allocates all of its resources to support its educational mission.
3. **INSTITUTIONAL INTEGRITY.** Western Nevada College is governed and administered with respect for all its members of the college community and the varied constituencies it serves. The college's commitment to this value is embodied in the Principles of Community, approved by the College Council October 17, 2008.
4. **GOVERNING BOARD.** A thirteen-member Board of Regents governs the Nevada System of Higher Education. Members of the board are elected, and they have no contractual, employment, or personal financial interest in the institution. The Board of Regents adopts and publishes policies that govern the operation of the Nevada System of Higher Education, including Western Nevada College.
5. **CHIEF EXECUTIVE OFFICER.** The College President is the chief executive officer for the institution. The President is appointed by the Board of Regents to assume full-time responsibilities for the College.
6. **ADMINISTRATION.** Western Nevada College provides the administrative and support services necessary to achieve its mission and to meet its goals. This is reflected in the institution's organization chart and the composition of the President's Executive Leadership Team, Administrative Faculty Senate, Academic Faculty Senate, Classified Council, Associated Students of Western Nevada, and the College Council.
7. **FACULTY.** The College employs a core of professionally qualified, full-time faculty. The faculty is adequate in number and qualifications to achieve the educational mission of the College. Faculty members are involved in the formulation of institutional policy through representation on the College Council and the Academic Faculty Senate. They participate in academic planning, curriculum development, program review and assessment, and academic advising. Workloads are defined in the Academic Faculty Workload Policy. Faculty workloads allow sufficient time for professional development, and the College demonstrates its commitment to faculty development through its allocation of resources in support of teacher scholars. The faculty is evaluated on a regular, systematic basis.

8. **EDUCATIONAL PROGRAM.** The College offers educational programs leading to the award of formal degrees: an Associate of Arts, Associate of Science, Associate of Applied Science, Associate in General Studies, and a Bachelor of Technology in Construction Management. The Curriculum Committee ensures that all degrees are based on a recognized field of study, are sufficient content and length, are effective in the use of information resources, and are conducted at levels of quality and rigor appropriate to the degrees offered. Specialized programs leading to the Associate of Applied Science, such as nursing, are accredited by the appropriate professional organization. Faculty-student interaction is enhanced through faculty participation in student orientation, academic advising, student leadership activities, and the Student Leadership Team.
9. **GENERAL EDUCATION AND RELATED INSTRUCTION.** The College's transfer-degree programs require a core of general education components, commensurate with standards and requirements at receiving institutions, and consistent with the standards established by the Nevada System of Higher Education. The College's technical degrees also have a general education component, and certificate programs of a year or more require a core of related instruction.
10. **LIBRARY AND LEARNING RESOURCES.** The College provides library and information resources for students and faculty and for all of its educational programs wherever located and however delivered. The library provides on-campus and remote access to print and non-print resources and library faculty provide instruction in the use of information resources.
11. **ACADEMIC FREEDOM.** Western Nevada College recognizes academic freedom as a necessary condition for the successful practice of the academic profession in a free society. Faculty are accorded academic freedom to pursue scholarship, research, and artistic creation. Board policy ensures intellectual freedom and independence by stipulating "the right of a qualified teacher to encourage freedom of discussion of controversial questions in the classroom and to develop in the student a love of knowledge and a desire to search for truth."
12. **STUDENT ACHIEVEMENT.** Western Nevada College engages in the regular and systematic assessment of student learning. Alumni report feeling prepared for their chosen occupation, and statewide employment data indicate graduates are successful in finding jobs.
13. **ADMISSIONS.** Western Nevada College is an open admissions institution, with selective eligibility and special admissions procedures for a limited number of programs, such as nursing, surgical technology, BTech in Construction Management, and the POST Academy. The institutions admission policies are published in the College catalog and adherence to these policies is managed through the Office of Admissions and Records.
14. **PUBLIC INFORMATION.** The College publishes accurate and current information that describes its purposes and objectives, admissions requirements and procedures, academic rules and regulations, programs and courses, degrees offered and degree requirements, costs and refund policies, student rights and responsibilities, and the

academic credentials of faculty and administrators. This information is included in the Western Nevada College catalog and on the College website. Student information is also published in the Student Handbook.

15. **FINANCIAL RESOURCES.** The College demonstrates a stable funding base, a budget development process that is tied to institutional mission and goals, and informed by institution-wide planning with a required balanced budget, and a responsible level of debt.
16. **FINANCIAL ACCOUNTABILITY.** The Nevada System of Higher Education contracts with an external auditing firm to conduct annual audits of all Nevada System of Higher Education institutions. These audits include the detailed review of all fiscal activities such as revenue, expenditures, assets, and liabilities. The Nevada System of Higher Education's internal auditing staff conduct reviews and audits of selected functional areas at each institution. Reports from both the external auditing firm and internal audit staff are submitted to the Board of Regents for review and approval on a quarterly basis. Additionally, the Western Nevada College Foundation is audited by an external public accounting firm annually and the audit report is submitted to the Foundation's Board of Trustees.
17. **INSTITUTIONAL EFFECTIVENESS.** Western Nevada College has established clearly defined and systematic processes for regular planning and evaluation at all levels of the institution. The College measures progress on the six-year strategic plan, and it publishes the progress results in its *Annual Report to the Community*.
18. **OPERATIONAL STATUS.** Western Nevada College has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission evaluation for Candidate for Accreditation. Students enrolled in the upper division Bachelor of Technology in Construction Management courses and support courses have graduated from this program. Current students are pursuing degrees.
19. **DISCLOSURE.** Western Nevada College agrees to disclose to the Northwest Commission on Colleges and Universities any and all such information as the Commission may require to carry out its evaluation and accreditation function.
20. **RELATIONSHIP WITH THE ACCREDITATION COMMISSION.** Western Nevada College accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated in the Accreditation Handbook (2003 edition) and on the Commission's website. The College agrees that the Northwest Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. The College understands that the Commission treats the institutional self-study and evaluation committee reports as confidential. However, Western Nevada College may choose to release these documents.

STANDARD ONE

Institutional Mission & Goals, Planning & Effectiveness



Standard One

Institutional Mission and Goals, Planning and Effectiveness

Introduction

Western Nevada College is strongly committed to a shared governance approach to intentional and accountable college planning and assessment. This commitment is demonstrated by regular, open, college-wide reviews of the following college principles, documents, and data:

- College Principles of Community, reviewed regularly by College Council and published in each classroom and meeting room.
- College mission and goals, frequently found on employee business cards.
- College strategic plans, with measurable performance indicators, approved by the Board of Regents and published on the college website.
- Longitudinal analyses of performance indicators captured in the annual *Institutional Portfolio* and also published on the college website.
- State of the College addresses detailing plan progress, made by the president to the entire community at the beginning of each academic year.
- Individual program reviews, conducted on regular, five-year schedules for each program and department.

The open approach to college planning and assessment is seen as the joint responsibility of the Strategic Planning for Institutional Effectiveness (SPFIE) committee and the Program Assessment and Review Committee (PARC), the office of

Institutional Research, and the college president. The remainder of this "Standard One" discussion details the manner in which college planning is aligned with the detailed requirements of NWCCU Standard One.

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.

Goals

1. Improve student success in program completion and graduation rates.
2. Ensure institutional excellence in teaching, programs and services.
3. Embrace our college's many communities and respond to their diverse needs.

Periodic Review of the Mission Statement

The college's mission and goals have been reviewed and modified twice by the college community in the last 10 years. With the development of the 2006-12 strategic plan, the president directed representatives from the classified staff, academic faculty, administrative faculty, executive faculty, SPFIE, Student Services, Information and Marketing Services, and the Associated Students of Western Nevada (ASWN) to review the mission and goals in light of the new strategic plan. The latest mission and goals statements were approved by the Board of Regents in April 2009. (Exhibit 1.1) (1.A.1)

Communicating Progress toward Goals

The mission and goals appear on the college website and in the college catalog and other college publications, including the class schedule, the *Institutional Portfolio*, the “Quickfacts” brochure, and the annual *Report to the Community*. They are also printed on the back of college faculty and staff business cards.

Progress toward achieving the college’s goals is communicated through a variety of means to both internal and external audiences. For example, at the beginning of the academic year, the college president delivers an address to all college employees, providing data on accomplishments during the preceding academic year. And at the beginning of every calendar year, the college publishes and distributes to community stakeholders an annual report detailing the accomplishments of the previous year associated with strategic planning goal attainment. Each spring, Institutional Research publishes the *Institutional Portfolio*, which provides longitudinal data on all quantifiable goals for each of the previous 10 years. In addition, results of surveys, including the Noel-Levitz Student Satisfaction Inventory, the Community College Survey of Student Engagement (CCSSE), and the Recent Graduate Survey, are published on the Institutional Research website. As appropriate, the system office supplements college data with information comparing the college to system norms and presents this to the Board of Regents.

Infrequently, the Legislative Counsel Bureau (in their capacity of supporting the state legislature’s deliberations regarding education in the state) requests normative information, and the delivery of such

information is coordinated by the system office as well. The Nevada Department of Education is charged with the oversight of Carl Perkins projects. In general, all non-financial information provided is coordinated by Institutional Research. The college Budget Office provides any requested financial information.

Although the recent budget shortfalls have resulted in staffing shortages in two departments responsible for communicating goal attainment (Institutional Research has been without a director the past year, and Information and Marketing recently filled one of two vacant positions), the college has maintained its dedication to documenting its accomplishments and disseminating the information to stakeholders. (Appendices 1.1, 1.2, 1.3, 1.4, 1.5; Exhibits 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11) (1.A.2, 1.A.3, 1.B.9)

Admission Policies, Resource Allocation, and Faculty Selection

The college mission and goals are consistent with the resources (human, physical, and financial) provided. A recent severe budget crisis has required some program retrenchment, but with cautious and conservative planning, these program retrenchments have not had a deleterious effect on the delivery of core services to students, as defined by the college’s mission and goals.

The college’s mission and goals provide direction to all educational activities, including admission policies, selection of faculty, allocation of resources, and planning. WNC has an open admission policy for all but four selective-admission programs—Nursing, Surgical Technology, POST Academy, and the Bachelor of

Principles of Community

As members of the WNC community, we choose to be part of an academic community dedicated to those principles that foster personal and professional integrity, civility, and acceptance.

We strive toward lives of personal integrity and academic excellence--We will encourage in ourselves, and in one another, those responsible actions which lead to lives of productive work, personal enrichment, and useful citizenship in an increasingly interdependent world.

We commit to treat one another with civility--Recognizing that there will be differences of opinion, we will explore the differences in a courteous and forthright manner, always acknowledging individual rights to the freedom of expression and association.

Technology in Construction Management—exemplifying the goals to “embrace our College's many communities and respond to their diverse needs” and to “ensure institutional excellence in teaching, programs and service.” The selection of faculty is based on candidates’ educational and professional achievements in the field in which they are to teach, thus ensuring excellence in teaching. (See Standard Four for a more in-depth description of the selection process.) An inclusive, goal-directed budgeting process ensures that resources are allocated according to priorities guided by the mission and goals.

Oversight of these activities is provided by a structure of administrative offices and college-wide committees, all of which report to the president or her designee(s). Each administrative office is staffed by personnel with formal job descriptions who are held accountable by an annual evaluation and goal setting process. Each college-wide committee is selected and charged each year by the president, and functions under a set of committee bylaws which are consistent with college mission, goals, and planning. The president is assisted in providing oversight and guidance to these mechanisms by the College Council, comprised of various governance organizations on campus. All stakeholders are represented on College Council: academic and administrative

faculty, executive faculty, students, classified employees, division chairs, and the SPFIE committee. (Exhibit 1.12) (1.A.4, 1.A.5)

Alignment of Mission and Goals with Planning and Service

The college community engages its various components in systematic planning through the coordinated efforts of Institutional Research, the Budget Committee, the SPFIE committee, the executive faculty, and the College Council.

Public service is consistent with the educational mission and goals of the institution and is reflected in the evaluation criteria for all employees and in the Principles of Community by which all college organizations function. For example, as stated in the Academic Faculty Senate Bylaws, the evaluation of tenure candidates takes into account “recognition and respect outside the system community for participation and service in community, state, or nationwide activity” (Chapter 2, Section 1.2.2).

The college makes use of seven local campus advisory boards that provide guidance on how best to serve the seven counties within its service area. (Appendix 1.6; Exhibit 1.13) (1.A.6, 1.B.2)

Substantive Changes

The college regularly submits annual reports to the Commission detailing all changes that would have bearing on accreditation. The most recent annual reports and substantive changes submitted by the college to NWCCU are detailed in the exhibits. (Exhibits 1.20, 1.21) (1.A.7)

Planning and Effectiveness

The college culture is data-driven. The community develops a new strategic plan every six years (to be consistent with the biennial state funding cycle). The latest plan is detailed in a simple, two-page, bi-fold document that details goals, key performance indicators, responsible organizational units, and numerical benchmarks. Individual program reviews, personnel evaluation processes, and college assessment activities are all linked to the plan through the analysis of data by Institutional Research, with oversight by the appropriate executive faculty, SPFIE, and the College Council. The development of each strategic plan has been coordinated by College Council, campus advisory committees, the president and executive staff, and Institutional Research. The final strategic plan is formally adopted by the Board of Regents. (Appendices 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13; Exhibit 1.1) (1.B.1, 1.B.3)

Using Planning and Evaluation to Improve Programs and Services

The data gathered by evaluation activities (generally in the form of program reviews) is used by SPFIE, PARC, and the Budget Committee, under the oversight of College Council and the president's executive staff,

to improve its programs, services, and activities and to identify institutional priorities for improvement. (Appendices 1.9, 1.10, 1.11, 1.12; Exhibit 1.1) (1.B.4, 1.B.5)

Research Used to Support Evaluation and Planning

The necessary resources for effective evaluation and planning are provided and coordinated through Institutional Research.

The College Council and SPFIE, with oversight by the president, are charged with systematic review of institutional research efforts, evaluation processes, and planning activities. The staff of Institutional Research serve ex officio on both the SPFIE and PARC committees. (Exhibits 1.1, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19) (1.B.6, 1.B.7, 1.B.8)

Strengths

- The college benefits from a mature, well-understood set of mechanisms for modifying and implementing college policies and procedures, ranging from daily operational business to long-term planning and evaluation.
- The college planning process is data-driven, outcomes based, and transparent. Measurements and results are regularly reported.

Challenges

- The college is challenged to maintain campus autonomy in an environment where eight very different institutions all share the same, overextended governing board, and where individual state legislators regularly intervene to shape campus policy.

Standard One Supporting Documentation

APPENDICES

- 1.1 Summary of WNC Publications
- 1.2 Institutional Research Survey Results Web Page
- 1.3 2007 Noel Levitz Student Satisfaction Inventory Results Summary
- 1.4 2008 Community College Survey of Student Engagement Results
- 1.5 2000-2009 Recent Graduate Survey Results: A Longitudinal View
- 1.6 2009 Goal Attainment Reports to SPFIE
- 1.7 Nursing Program Employer Survey for 2008 Graduating Class
- 1.8 2008 Nursing Program Graduate Survey
- 1.9 2009 AAS Early Childhood Education Academic Program Review Summary
- 1.10 2008 Financial Assistance Program Review Report
- 1.11 2009 AS Chemistry Annual Assessment Report and 2010 Plan
- 1.12 2008 Counseling Services Annual Assessment Report
- 1.13 Developmental Writing Pre- and Post Assessment Example

EXHIBITS

- 1.1 2006-2010 Strategic Plan
http://www.wnc.edu/files/reports/institutional/2006-2012_strategic_goals.pdf
- 1.2 2009-2010 Catalog
http://www.wnc.edu/files/catalogs/2009-2010_catalog.pdf
- 1.3 2010 Spring Schedule
http://www.wnc.edu/files/schedules/spr_schedule-10.pdf
- 1.4 2008 Institutional Portfolio
http://www.wnc.edu/files/reports/institutional/2008_ir_portfolio.pdf
- 1.5 Quickfacts Brochure
- 1.6 2008-2009 Report to the Community
- 1.7 2009 President's Welcome Back Presentation
<http://www.wnc.edu/files/reports/president/collegeaddress2009.pptx>
- 1.8 E-Happenings Newsletter
<http://www.wnc.edu/news/publications/ehappenings/>
- 1.9 Program Assessment & Review News
<http://www.wnc.edu/institutional/newsletter/>
- 1.10 In Touch Newsletter
http://www.wnc.edu/news/publications/in_touch/
- 1.11 Administrative Update
- 1.12 WNC Policy 1-1-1: Policy and Procedure Development at WNC
<http://www.wnc.edu/policymanual/1-1-1.php>
- 1.13 Academic Faculty Senate Bylaws
http://www.wnc.edu/files/policymanual/wnc_bylaws_academic_faculty_senate_bylaws.pdf

- 1.14 2005-2010 WNC Assessment Plan
http://www.wnc.edu/files/departments/institutional/rd_1_-_2005-2010_assessment_plan.pdf
- 1.15 WNC Policy 3-4-2: Campus Plan for Admission, Recruitment, and Retention of Minority Students
<http://www.wnc.edu/policymanual/3-4-2.php>
- 1.16 2007-2013 Academic Master Plan
- 1.17 Enrollment Trends 1998 to 2008 (2008 Institutional Portfolio)
http://www.wnc.edu/files/reports/institutional/2008_ir_portfolio.pdf
- 1.18 Enrollment Projection 2009 to 2024
- 1.19 WNC Foundation Feasibility Study (PowerPoint)
<http://www.wnc.edu/files/reports/foundation/wncfoundationfeasibilitystudy.ppt>
- 1.20 NWCCU Annual Reports
- 1.21 NWCCU Substantive Change Proposals

STANDARD TWO

Educational Program & Its Effectiveness



Standard Two

Educational Program and Its Effectiveness

Introduction

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

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

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

Students are attracted to the college's reasonable costs and its focus on teaching and meeting their individual educational needs. What always comes first, whether

one is academic faculty, administrative faculty, classified employee, or administration, is the student. Like all of the best community colleges, WNC is devoted to instruction and service. In sum, then, though there are numerous faculty who pursue scholarly activities, teaching is primary, and all who serve students at WNC never lose sight of that objective.

Resources

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

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

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

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

availability of funding. (See Standard Four.) (Table 2.1)

Table 2.1: Vacant Full-Time Academic Faculty Positions as of December 2009		
Source: Academic and Student Affairs		
	Carson	Fallon
Automotive Technology	1	
Business	2	
Computer Applications	1	1
Construction Management	1	
Drafting	1	
Engineering	1	
English	1	2
Health Information Tech.	1	
History	1	
Mathematics	1	
Paralegal Studies	1	
Surgical Technology	1	
Web Technology	1	
Welding Technology		1

WNC continually strives to improve its physical resources. For example, on the Carson campus, the Jack C. Davis Observatory opened in 2003; the Joe Dini, Jr. Library and Student Center went into operation in 2004; and the first pitch was thrown at the John L. Harvey baseball field in 2006. In addition, the Bristlecone Building, the oldest building on the Carson campus, has been remodeled and now houses a new art gallery. Parking on the Carson campus has also been expanded. On the Fallon campus, the library underwent an extensive remodel. In addition, college-wide ADA renovations are underway at the three

main instructional sites. (See Standard Eight.)

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

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

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

Program Goals

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

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

Program Design

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

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

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

Table 2.2: Advisory Committees
Source: Academic and Student Affairs

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

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

Construction Management requires three capstone courses. Other programs require an internship.

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

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

Degree Designators

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

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

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

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

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

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

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

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

(Exhibit 2.3) (2.A.4)

Abbreviated Programs

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

Credits and Registration Fees

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

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

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

Curriculum Development and Implementation

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

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

Faculty who wish to design a new course must first present their proposal to their respective division chair, who, upon approval, submits the proposal to the dean of instruction, who then submits it to the vice president of Academic and Student Affairs. Then the proposal goes to the Curriculum Committee for final approval.

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

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

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

The development and approval for this program was the culmination of several years of collaboration between faculty and with the cooperation of staff in Student Services. It was also the result of a collaboration between the college and business and industry. The program responded to a need expressed by business and industry members in Nevada for a

bachelor’s degree that would enable inexperienced students and experienced workers with advanced technical and vocational skills to earn a degree in construction management. In fact, three representatives from business and industry spoke to the need for the program at the board’s meeting in 2006. Support for this degree also came from Bachelor of Technology Advisory Board members and school districts within the college’s service area.

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

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

Use of Library and Information Resources

At Western, viable working partnerships exist between the library staff and the teaching faculty. For example, each instructional division has a librarian liaison who is responsible for working directly with faculty to incorporate library and information resources into the learning process. The liaisons solicit collection development information, help with developing class assignments, tailor research lectures to specific classes, and provide reference services to faculty to facilitate course development.

The college's new program development process requires an analysis of both the library and information services necessary to support the proposal and the financial impact on WNC's total library operation. Additionally, the articulation form required to establish a new course strongly encourages faculty to communicate material and service needs to the library staff. To assist in the development of new programs and courses, one of the librarians has maintained an active presence on the Curriculum Committee until the current academic year.

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

Optimal Learning and Accessible Scheduling

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

WNC schedules its classes Monday through Friday between the hours of 8 a.m. and 9:45 p.m. Additionally, weekend classes, seminars and workshops appear on the

schedule. A recurring example of Saturday offerings is the Latino Outreach Computer Applications course. Instruction is provided by the teacher with support from a bilingual teaching assistant. Classes are offered in a variety of different time frames, e.g., two or three sessions per week and once-per-week blocks.

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

Prior Experiential Learning

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

Deletions of Programs or Courses

Policies, regulations, and procedures for additions and deletions of courses or programs are systematically and periodically reviewed by the Curriculum Committee's

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

Overall Planning and Evaluation Plan

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

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

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

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

Similarly, the General Education Subcommittee completed a large-scale curriculum mapping project to determine to what extent the 10 general education student learning outcomes were addressed in general education courses applicable to the AA, AS, and AAS degrees. The subcommittee undertook this assessment project as part of the college's first review of the general

education program. The mapping project revealed that although all associate degree recipients are expected to demonstrate competency in all 10 outcomes, not all general education learning outcomes are addressed in every program at this time. As a result of this self-study, the General Education Subcommittee is partnering with PARC to lead faculty discussions on possible adjustments to the general education program and means for assessing these outcomes for all general education courses.

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

Overall, there are no significant differences between the mean responses of WNC students and the mean responses of students at the similar medium-sized community colleges. WNC students’ perceptions of general education, based on the CCSSE Report questions, are not significantly

different from other community college students. There is a significant correlation between the number of papers, of any length, students write and their rating of the writing general education question. This may suggest that increasing student writing assignments would improve their assessment of that particular general education student learning outcome.

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

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

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

Annual assessments of all programs, both academic and administrative, are required,

according to the college policy on assessment and evaluation. Each spring, programs are expected to submit a plan to assess at least one program goal during the following academic year and then report on the results at the end of the year. These reports are then collected by PARC and the assessment coordinator in Institutional Research. Institutional Research staff provide technical assistance and other resources to faculty to assist them in these assessments. (Appendices 2.1, 2.2, 2.7, 2.8; Exhibits 2,8, 2.9, 2.10, 2.11, 2.12, 2.13) (2.B.1)

Learning Outcomes Assessment

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

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

Improvement of Teaching and Learning

According to the WNC Policy on Assessment and Evaluation:

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

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

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

As another example, an instructor of Composition II assesses his students' writing using an analytic interdisciplinary writing rubric developed in 2006-07 by WNC faculty from several disciplines. In 2007-08, he used this assessment method in traditional Composition II classes to gauge improvement in students' critical thinking skills. The next year, he also adapted this rubric to his online sections of the course.

General Education Rationale

The general education program is an essential element of all degree programs and certificates of achievement offered at WNC. Faculty completed a review of the purpose of the general education program and developed a list of the 10 things that are critical to the success of WNC graduates. These are referred to as general education student learning outcomes. All courses used to fulfill general education requirements should specify the specific general education student learning outcomes that are relevant to the course.

General Education Mission

The mission of general education at WNC is to provide students who complete degrees and certificates of achievement with critical life skills that will benefit them in their personal and professional endeavors.

Faculty have a greater understanding now of what student learning outcomes are and how to assess those outcomes, and through their participation in PARC assessment workshops are better able to apply the results of their outcomes assessment activities to improve teaching and learning. However, more faculty need to document evidence of improvements based on their assessment activities.

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

General Education

The General Education Subcommittee of the College Curriculum Committee has the primary responsibility of overseeing the general education program at WNC. Over the past several years through a collaborative process spearheaded by this subcommittee, general education has been

transformed from what was a collection of courses focused primarily on content and credits to a comprehensive outcomes-based program of study.

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

While conducting the first-ever general education program review, the

General Education Student Learning Outcomes

Students who complete a degree at WNC are expected to demonstrate they:

1. have college-level skills in reading, writing, and oral communication appropriate to their degree and/or emphasis.
2. can use appropriate college-level mathematical skills.
3. have problem solving, creative, and critical thinking skills.
4. have effective and efficient learning skills, including the location and evaluation of information.
5. have appropriate technological skills, including computer skills.
6. know the basic principles and processes of government at the local, state, national and international levels.
7. understand the methods of science and the role of science and technology in the modern world.
8. understand and apply social science principles, including an appreciation of participation in civic affairs.
9. have an understanding of fine arts or performing arts.
10. understand the importance of cultural traditions, diversity, and ethics in the modern world.

Students completing a certificate of achievement at WNC are expected to demonstrate they have the appropriate communication, computational and human relations skills.

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

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

Afterward, faculty met in small work groups to discuss whether the current general education student learning outcomes should be revised and how to ensure that graduates

of the associate degree programs are exposed to all ten outcomes. In addition, faculty discussed how they assess critical thinking in their classes. Discussion points from each group were shared with all participants at the conclusion of the workshop. Following up on the workshop, members of PARC, the General Education Subcommittee, and interested faculty initiated a college-wide assessment project.

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

Although the number of credits may vary from program to program, all students completing the bachelor of technology, associate of arts, associate of science, and associate of general studies degrees must select courses that satisfy the English/communications, fine arts, humanities, mathematics, science, social sciences, and U.S. and Nevada Constitution

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

Transfer and Acceptance of Credit

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

WNC subscribes to CollegeSource Online to access up-to-date information about other institutions, including Carnegie Classification, calendar system, accreditation, and course descriptions. When course information on a transcript and in the institution's catalog is insufficient to allow Admissions and Records to determine a

course's applicability toward a student's program, students may be asked to provide further evidence, such as a course syllabus, so that WNC faculty in the discipline can make an informed decision.

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

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

Credits from some recognized colleges and universities outside the United States may be awarded if a professionally translated transcript is provided. Credit for the English/communications requirement is accepted only from institutions located in Australia, Canada, England, Ireland, and New Zealand.

In addition, WNC has entered into transfer agreements with the local high schools in the service area to offer students the opportunity to earn college credits while they are still attending high school. These agreements are of three types: dual credit, Fast Track, and Tech Prep. Dual Credit allows high school students to earn both high school and college credit at the same time. Fast Track offers designated courses to high school students via the web or IAV at a discounted cost to the student. Tech Prep offers high school juniors and seniors the opportunity to earn college credit for occupational courses.

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

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

Academic Advising

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

on the college's website and on the back of the semester schedule.

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

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

Developmental Education

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

developmental coursework as early as possible. Degree- or certificate-seeking students must complete this coursework within the first 30 credits.

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

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

Faculty Credentials

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

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

Student Achievement and Success

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

Table 2.3: NCLEX-RN Pass Rates
Source: Nursing and Allied Health

Graduating Class	Pass Rate
2004	90%
2005	93%
2006	91%
2007	91%
2008	92%
2009	96%

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

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

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

Continuing Education and Special Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Oversight of Continuing Education

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

Academic Standards for Continuing Education

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

Access to Distance Learning Resources and Faculty

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

To help students determine if they are well suited for online instruction, they are encouraged to complete an online readiness quiz. To ensure that students have ready access to appropriate learning resources, the

college provides laboratories, facilities, and equipment appropriate to the courses or programs.

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

In order for students to have ready access to appropriate learning materials, Library and Media Services has been developing methods to provide that access.

Approximately 17,000 full-text journals are now available to students via authenticated access to the library's website. Processes exist to provide library cards, books, and specific assistance to students via the library's website and e-mail reference services. Electronic reserves are available to students taking web classes through the college's Blackboard interface (known as WebCampus at WNC).

Informal arrangements with public libraries in the rural portions of the service area provide access to library collections for students in their home communities. The library buys a small number of books for the rural libraries in exchange for providing library assistance to students. A small electronic book collection provides access to monographs for distance education students.

Courses taught via distance learning undergo the same review and evaluation as the traditional courses. The institution evaluates the distance education courses to ensure that they are as educationally effective as campus-based courses. The Distance Education Committee, a new college standing committee, was formed in Fall 2009. It replaces a subcommittee of the Curriculum Committee.

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

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

Continuing Education Fee and Refund Policies

The fee structures and refund policies are equitable. Information about fees and refund

policies is published in the printed schedule and online, and fee and refund policy information pertaining to courses for credit is also available in the catalog.

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

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

External or Special Degrees

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

Outcomes-Based Credit

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

Travel/Study Courses

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

Non-Credit Programs and Courses

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

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

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

WNC follows national guidelines for awarding and recording Continuing Education Units (CEU), awarding one CEU for 10 hours of instruction appropriate to the objectives of the course. Certifications are provided to students who receive CEUs, listing the course or courses attended and the number of CEUs issued. Instructors for

classes offering CEUs keep daily attendance records, and the director of Workforce Development maintains those records. There is an additional fee for CEU courses. Few CEU courses are requested or offered at WNC. (Appendix 2.9) (2.H.1, 2.H.2, 2.H.3)

Strengths

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

- Library and Media Services now provides students with access to full-text journals through the Library website and provides electronic reserves through the WebCampus interface.

Challenges

- Financial resources have been decreasing, necessitating registration fee surcharges and increases to other fees.
- The number of students applying for scholarships and financial assistance has increased dramatically.
- Assessment is viewed by some faculty as a responsibility that falls outside the normal realm of duties.
- The director of Institutional Research retired and has not been replaced.
- Of the two Institutional Research programmer/analyst positions, the one responsible for coordination of assessment was filled on a temporary basis after an eight-month vacancy.
- Faculty appointed to PARC are not always well-versed in assessment best practices and in WNC's assessment processes in particular.
- There is some confusion as to how to distinguish between Continuing Education and Community Education and how the entire area or set of programs is organized.
- The distance education coordinator position has been vacant since 2008, leaving the college with inadequate faculty and student support for online instruction.

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

Recommendations

- Continue to develop a culture of assessment by building on successful assessment activities that are used to improve teaching and learning.
- Provide members of PARC with more opportunities for professional development so that all PARC members can take a more active role in assisting program faculty and staff in their assessment and program review efforts.
- Create an assessment liaison in each academic division to work with PARC to review assessment plans and otherwise support assessment work.
- Clarify organizational responsibilities of Continuing/Community Education.
- Identify a counselor liaison for each division who would work with the division chair regarding updates of program information in those divisions and disseminate that information to all other counselors.

Actions Taken

- In 2008, guidelines and templates for assessment and program review were evaluated and then revised.

Standard Two Supporting Documentation

APPENDICES

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

EXHIBITS

- 2.1 Course Retention in Distance Education/Web Courses (2008 Institutional Portfolio)
http://www.wnc.edu/files/reports/institutional/2008_ir_portfolio.pdf
- 2.2 Curriculum Committee Documents
 - 2.2.1 Curriculum Committee Bylaws (WestNET)
https://intranet.wnc.edu/download/info/2009-09-11_17:54:36_curriculum_bylaws_rev8.22.8.doc
 - 2.2.2 Curriculum Committee Recent Minutes (WestNET)
https://intranet.wnc.edu/committees/curriculum/minutes_agendas.php
 - 2.2.3 New Program Curriculum Proposal Guidelines and Template (WestNET)
https://intranet.wnc.edu/download/info/2007-11-13_08:37:52_newprogramproposalform.rtf
 - 2.2.4 New Course Articulation Form
 - 2.2.5 Curriculum Review Guidelines
http://www.wnc.edu/files/assessment/curriculum_review_guidelines.pdf
 - 2.2.6 Course Outline and Syllabus Preparation and Usage
https://intranet.wnc.edu/download/info/2008-03-21_14:48:22_course_outline_and_syllabus_preparation_and_usage.pdf
- 2.3 WNC Academic Program Guide 2009-2010
http://www.wnc.edu/files/catalogs/2009-2010_apg.pdf

EXHIBITS (Cont.)

- 2.4 WNC 2009-2010 Catalog
<http://www.wnc.edu/academics/catalog/>
- 2.5 WNC Policy 7-5-5: Institutional Student Fee Policy
<http://www.wnc.edu/policymanual/7-5-5.php>
- 2.6 WNC Policy 3-2-6: New Course/Program Development
<http://www.wnc.edu/policymanual/3-2-6.php>
- 2.7 Bachelor of Technology in Construction Management Resource Analysis
- 2.8 Survey Instruments and Results
- 2.8.1 Noel-Levitz Student Satisfaction Inventory (2007, 2009)
<http://websites.wnc.edu/~boedenau/NoelLevitz2009.html>
- 2.8.2 CCSSE (2008)
<http://www.ccsse.org/survey/public-profile.cfm?ipeds=182564&source=2008>
- 2.8.3 Student Course Evaluations
- 2.8.4 Recent Graduate Survey (2000-2009)
<http://www.wnc.edu/institutional/surveys/>
- 2.8.5 Nursing Program Graduate Survey (2008)
- 2.8.6 Nursing Program Employer Survey for 2008 Graduating Class
- 2.9 PARC Assessment & Review News
<http://www.wnc.edu/institutional/newsletter/>
- 2.10 Academic Program Review Reports 2004-2009
- 2.10.1 Early Childhood Education (AAS and Certificate) 2004
- 2.10.2 Geographic Information Systems (AAS and Certificate) 2004
- 2.10.3 Graphic Communications (AAS and Certificate) 2004
- 2.10.4 Legal Assistant (AAS) 2004
- 2.10.5 Engineering (AS) 2005
- 2.10.6 Nursing (AAS) 2005
- 2.10.7 Surgical Technology (Certificate) 2005
- 2.10.8 Geosciences (AS) 2006
- 2.10.9 Chemistry (AS) 2008
http://www.wnc.edu/files/assessment/aschem_program_review_report_-_example.pdf
- 2.10.10 Mathematics (AS) 2008
- 2.10.11 Musical Theatre (AA) 2008
- 2.10.12 Criminal Justice (AA, AAS, AAS Law Enforcement Academy, Certificate Law Enforcement Academy) 2009
- 2.10.13 Early Childhood Education (AAS and Certificate) 2009
http://www.wnc.edu/files/assessment/ece_pr_2009_for_web.pdf
- 2.10.14 General Education 2009
http://www.wnc.edu/files/assessment/2009_general_education_program_review_report.pdf
- 2.11 Annual Academic Program Assessment 2008-2009 and 2009-2010 Plans
- 2.11.1 Chemistry (AS)
http://www.wnc.edu/files/assessment/aschem_2008-09_report_2009-10_plan.pdf

EXHIBITS (Cont.)

- 2.11.2 Computer Technology – Network Support Technician (Certificate)
http://www.wnc.edu/files/assessment/cp-cic_2008-09_report_2009-10_plan.pdf
- 2.11.3 Geographic Information Systems (AAS and Certificate)
http://www.wnc.edu/files/assessment/aasgis_2008-09_report_and_2009-10_plan.pdf
- 2.11.4 Geosciences (AS)
http://www.wnc.edu/files/assessment/asgeos_2008-09_report_and_2009-10_plan.pdf
- 2.11.5 Graphic Communications (AAS)
http://www.wnc.edu/files/assessment/aasgrc_2008-2009_report_&_2009-2010_plan.pdf
- 2.11.6 Mathematics (AS)
http://www.wnc.edu/files/assessment/as-mat_08-09_report_and_09-10_plan.pdf
- 2.12 Grade Distribution Report
- 2.13 Professional Accreditation/Certification Self-Study Reports and Results
- 2.14 Pre- and Post Testing of Sentence Skills in Developmental Writing Course
- 2.15 Assessment of Writing in Composition II using Interdisciplinary Writing Rubric
- 2.16 General Education Guidelines and Forms (WestNET)
 - 2.16.1 Determining General Education Course Status
https://intranet.wnc.edu/download/info/2007-11-13_15:57:54_determininggenedcoursestatus.rtf
 - 2.16.2 Determining the Level of General Education Courses
https://intranet.wnc.edu/download/info/2007-11-13_15:57:14_determiningthelevelofgenedcourses.rtf
 - 2.16.3 Request for General Education Status Form
https://intranet.wnc.edu/download/info/2009-04-06_08:41:27_request_for_general_education_status_form_12-29-09.doc
 - 2.16.4 General Education Course Deletion Request Form
https://intranet.wnc.edu/download/info/2007-11-13_15:59:42_genedcoursedeletionrequestform.doc
 - 2.16.5 Capstone Course Guidelines
https://intranet.wnc.edu/download/info/2009-04-06_08:41:54_capstone_course_guidelines.doc
- 2.17 WNC Policy 3-3-5: Challenge Examinations
<http://www.wnc.edu/policymanual/3-3-5.php>
- 2.18 Transfer Agreement Examples
- 2.19 WNC Policy 3-3-2: Tech Prep
<http://www.wnc.edu/policymanual/3-3-2.php>
- 2.20 Degree Progress Report Forms
- 2.21 NSHE Remedial Policy (Board Handbook, Title 4, Chapter 16, Section 1)
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---/T4-CH16---Student-Admission--Registr.pdf>
- 2.22 WNC Policy 3-2-2: Course Numbering System
<http://www.wnc.edu/policymanual/3-2-2.php>

EXHIBITS (Cont.)

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

STANDARD THREE

Students



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)

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.

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.

Student Outreach

Mission

The department of Student Outreach promotes WNC and personalizes the college to prospective students, their families, and the community. The department of Student Outreach supports college goals through increasing visibility, awareness of WNC, and promotes high school-to-college success.

Goals

1. Increase the number of first-time full-time students graduating through our high school outreach programs, such as Bridge to Success and Financial Aid workshops.
2. Provide a quality connection between prospective students, WNC faculty, and current students through our on-campus high school events, for example: senior College Day programs, 9th Grade Women in Non-Traditional Careers Day, and private WNC tours.

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. (Appendices 3.5, 3.6; Exhibits 3.3, 3.4) (3.B.1)

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 Source: Institutional Research			
	Fall 2008		
	% Pass/C or better	% Withdrawals	% Retained to Spring 2009
Mentored	79	16	79
Non-Mentored	60	29	71
	Spring 2009		
	% Pass/C or better	% Withdrawals	% Retained to Fall 2009
Mentored	78	13	60
Non-Mentored	60	24	58

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 3.2: Student Clubs and Organizations

1 st Year Nursing Club
2 nd Year Nursing Club
Campus Connect
Improvisational Acting Club
Latino Club
Lone Mountain Writers
National Student Nursing Association
Phi Theta Kappa: Carson City & Fallon

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.

Table 3.3: List of Assessment and Program Review Reports for Student Services and Related Units Source: Institutional Research		
Unit	Assessment Reports	Program Reviews
Academic Skills Center	2006	2006
Admissions and Records	2005, 2006, 2007	2004, 2008
Associated Students of Western Nevada		2005
Athletics	2006, 2007	
Bookstore		2004, 2008
Child Development Center	2004, 2005, 2006, 2007	2004, 2009
Counseling Services	2006, 2008	2006
Disability Support Services		2006
Financial Assistance	2004, 2005, 2006, 2007	2004, 2009
Outreach	2005, 2006, 2007	
Public Safety	2004, 2005, 2006, 2007	2004, 2009
Sedway Café (Lifted)		2004, 2008
Student Life	2005, 2006	2006

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 on-going 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.

Disability Support Services

Mission

The Disability Support Services office is responsible to ensure equal access for students with disabilities to all curricular and co-curricular opportunities or events offered by the institution.

Philosophy

Our philosophy is to empower students to be successful in obtaining their educational goals. By providing necessary support, we help you attain your academic, vocational and personal goals at WNC. DSS provides qualified students with disabilities equal access to higher education through academic support services, technology and advocacy in order to promote their independence, retention and graduation.

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
3. WNC Policy 13-2-2: Service Animal 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. (Exhibits 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26) (3.D.2)

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

Table 3.4: Four-Year Average Student Right-to Know Completion/Graduation Rates First-Time, Full-Time Degree Seekers Source: Institutional Research			
Graduation Year	2006-2007	2007-2008	2008-2009
Cohort Year	2003*	2001**	2002**
Rate	20%	21%	20%

* Based on graduation rate at a two-year college

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

dedicated team of individuals. The Scholarship Committee developed clear, objective guidelines for evaluating and scoring applicants. An online application was developed in 2008. More than 700 online applications were received 2008-09 in comparison with 304 paper applications the year before. Scholarship funds from private donors have doubled since 2003.

The catalog and the Financial Assistance web pages contain information regarding the types of financial aid available and the application processes, student rights and responsibilities, and policies and procedures regarding satisfactory academic progress. Information regarding Veterans Benefits is also available in the catalog and online. Class schedules for fall, spring, and summer contain financial aid application and disbursement information.

Financial Assistance developed desk manuals that were issued to all rural center staff. These manuals contain basic information regarding financial aid programs and application processes. In order to better serve constituents, Financial Assistance provides general financial aid training to counselors and staff in the rural centers.

Policies and procedures for student employment programs were reviewed and updated during the summer of 2008. The student employment coordinator developed

training programs that are required for supervisors and for students before they are hired. Work study awards are reviewed to determine the number of hours to be worked each week. The coordinator developed an electronic timesheet for supervisors and students to track hours and work study earnings. Work study hours are monitored each pay period. Supervisors and students are contacted regularly regarding available balances. These procedures ensure more efficient use of awards.

Financial Assistance programs are included in the college's annual assessment process. Areas assessed in the last five years include FAFSA processing time from application to award, clarity and usefulness of online and published information, loan orientation effectiveness, satisfactory academic progress policies, and default prevention.

Focus groups comprised of prospective and enrolled students provided feedback regarding the usefulness of information published online. Based upon recommendations from the focus groups, the format was revised to reflect a more student friendly environment. These web pages are updated on a regular basis as program changes are made.

General financial aid information nights are held at area high schools in the fall. In the spring, hands-on FAFSA workshops are held for prospective students at each high

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.

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.

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.

- 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

APPENDICES

- 3.1 WNC Student Handbook
- 3.2 Student Services Organizational Chart
- 3.3 Table 2: Student Affairs Staff Profile
- 3.4 WNC Policy 1-1-1: Policy and Procedure Development at WNC
- 3.5 Enrollment Data
 - 3.5.1 Enrollment by Age
 - 3.5.2 Headcount Enrollment by Gender
 - 3.5.3 Headcount Enrollment by Ethnicity
 - 3.5.4 Enrollment of Recent Service Area High School Graduates
 - 3.5.5 WNC Service Area and WNC Enrollment Population by Ethnicity
- 3.6 Table 1: Admissions Report
- 3.7 Retention Data
 - Retention Fall to Spring
 - Retention Fall to Spring: First-Time, Six+ Credits, Degree Seeking
 - Retention Fall to Fall and Declared Program
 - Course Retention by Ethnicity
 - Course Retention by Gender
 - Course Retention in Distance Education/Web Courses

EXHIBITS

- 3.1 2006-2012 Strategic Plan
http://www.wnc.edu/files/reports/institutional/2006-2012_strategic_goals.pdf
- 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
http://www.wnc.edu/files/catalogs/2009-2010_apg.pdf

EXHIBITS (Cont.)

- 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
<http://www.ccsse.org/survey/public-profile.cfm?ipeds=182564&source=2008>
- 3.15 New Student Orientation Evaluation Results
- 3.16 Program Reviews of Student Services and Related Units
 - 3.16.1 Academic Skills Center (2006)
 - 3.16.2 Admissions and Records (2008)
http://www.wnc.edu/files/assessment/a&r_program_review_2008.pdf
 - 3.16.3 ASWN (2005)
 - 3.16.4 Bookstore (2008)
 - 3.16.5 Child Development Center (2009)
 - 3.16.6 Counseling Services (2006)
 - 3.16.7 Disability Support Services (2006)
 - 3.16.8 Financial Assistance (2009)
 - 3.16.9 Sedway Café (2008)
 - 3.16.10 Student Life (2006)
- 3.17 Annual Assessment Reports for Student Services and Related Units
 - 3.17.1 Academic Skills Center (2006)
 - 3.17.2 Admissions and Records (2007)
 - 3.17.3 Child Development Center (2007)
 - 3.17.4 Counseling Services (2008)
http://www.wnc.edu/files/assessment/07-08_counseling_assessment_report.pdf
 - 3.17.5 Financial Assistance (2008)
http://www.wnc.edu/files/assessment/08-09_financial_assistance_report_&_2009-10_plan.pdf
 - 3.17.6 Public Safety (2007)
 - 3.17.7 Student Life (2006)
 - 3.17.8 Student Outreach (2007)
- 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
http://www.wnc.edu/files/reports/studentservices/dss/dss_student_handbook.pdf
- 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>

EXHIBITS (Cont.)

- 3.24 WNC Policy 13-2-2: Service Animal Policy
<http://www.wnc.edu/policymanual/13-2-2.php>
- 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
http://www.wnc.edu/files/reports/institutional/2008_ir_portfolio.pdf
- 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
http://www.wnc.edu/files/departments/student-services/counseling/faculty_advisor_manual.pdf
- 3.34 Faculty Advisor Responsibilities (Website)
http://www.wnc.edu/student-services/counseling/aa_responsibilities.php
- 3.35 Intercollegiate Athletics Policy and Procedures Manual
- 3.36 Intercollegiate Athletic Board Bylaws
- 3.37 Athletic Cost Worksheet
- 3.38 Pledges for Intercollegiate Athletics

STANDARD FOUR

Faculty



Standard Four

Faculty

Introduction

WNC faculty are diverse in background, competent, experienced, and dedicated. Many are recognized within the college community as well as the greater community. Since the last accreditation visit, faculty have become even more involved in the areas of assessment, mentoring, and program development and review.

Students at WNC have a high regard for the faculty and have demonstrated this in their nomination and selection of faculty for the Teacher of the Year award sponsored by the student government. This year, for example, more than 1,000 students nominated 52 faculty for this award. Similarly, every year a number of faculty are recognized by their peers for their outstanding performance in the form of the Honored Faculty and Faculty of the Year awards.

The faculty respect each other and share their experiences and insights. For example, all newly hired faculty are assigned a peer mentor whose purpose is to offer the new hire general support as well as to “instill the values of the college's culture” and to familiarize him or her with college procedures, practices, and policies. The peer mentor does not supervise or evaluate the newly hired faculty.

To be particularly noted is that in spite of the setbacks brought on by the budget shortfalls of the past two years, faculty continue to ensure that quality of programs, teaching, and advising is maintained. In many cases this has meant increased duties and other demands on their time and effort. But what is always foremost in the minds of

this faculty is the education and welfare of the students. (Appendices 4.1, 4.2, 4.3; Exhibit 4.1)

Faculty Qualifications

Western Nevada College full-time faculty are committed to the college and possess the necessary expertise to perform their duties. The college hires qualified instructors through a careful, deliberate recruitment and search process. Once hired and before they are granted tenure (continuing contract), probationary faculty are mentored, guided, and evaluated. The process involves both faculty and administration.

Academic divisions strive to offer as many classes taught by full-time faculty as possible, but they must employ part-time faculty to meet the instructional needs of their students. The number of full-time faculty has been diminishing over the past two years due to a combination of faculty retirements, resignations, and buyouts. In 2007, a hiring freeze was implemented, temporarily leaving some programs without full-time faculty and relying more on part-time faculty. For example, the college is actively seeking to fill a vacant full-time faculty position in the accredited Surgical Technology Certificate of Achievement program, which is currently inactive.

Part-time faculty are as dedicated to their students as full-time faculty, but they cannot be expected to make their teaching at the college their primary commitment. The limited time that most can spend on campus makes it difficult for them to devote much individual time to students or to participate in campus activities outside the classroom.

**Table 4.1: Programs Without Full-Time Faculty
December 2009**

Source: Academic and Student Affairs

Associate Degrees	Certificates of Achievement
AAS Automotive Mechanics* AAS Drafting – Architectural Emphasis AAS Drafting – Civil Emphasis AAS Drafting – Mechanical Emphasis AS Computer Science AS Engineering Science	Automotive Mechanics* Business* Architectural Drafting Mechanical Drafting Surgical Technology*
*Screening committees have been formed to select faculty to fill these vacant positions.	

To maintain program quality, the percentage of courses that are taught by part-time faculty is evaluated within the divisions. Both faculty and administrators agree on the importance of increasing the ratio of full- to part-time instructors.

Faculty come with a range of credentials and from a variety of educational backgrounds. Credential requirements for career and technical faculty differ from those for other instructional faculty. Career and technical divisions seek individuals with work experience in addition to formal education. Faculty who teach lower-division courses in transfer programs or upper-division courses in the bachelor of technology program must possess an earned master's degree in their discipline. However, developmental courses can be taught by faculty who hold less than a master's. (Table 4.1) (Appendices 4.1, 4.2; Exhibit 4.2) (4.A.1)

Faculty in Governance

Since the 2000 accreditation visit, the college has undertaken a major reorganization of the structure of its standing committees. For example, the Strategic Planning for Institutional Effectiveness (SPFIE) committee supports the attainment of the institution's mission and goals by coordinating and overseeing the strategic

planning process and serving as a college-wide channel for issues dealing with institutional effectiveness. SPFIE represents collaboration between academic faculty, administrators, and classified personnel. A particularly effective component of this process has been the president's open forum, at which the strategic plan is reviewed, including progress made and goals yet to be achieved. Faculty participation in these forums has been high. Once the strategic plan is in place for the current academic year, the divisions meet to determine their roles in achieving the current goals.

Curriculum development begins at the division level. All curricular matters are then reviewed by the college Curriculum Committee, which has become more faculty-driven over the past few years. The committee reviews and approves all new course proposals. For example, if a faculty member wishes to introduce a new general education course, the proposal is reviewed by the General Education Subcommittee, a subcommittee of the Curriculum Committee. In addition, faculty are primary in program assessment and review which, again, is a process that has been refined since the 2005 *Interim Report*. All assessment and review of academic and administrative programs is coordinated and overseen by the Program

Budget Committee (at least one)	Program Assessment and Review Committee (not specified)
Bylaws Committee (five)	Recycling Committee (at least one)
College Staff Development Committee (at least one)	Scholarship Committee (several)
Curriculum Committee (eight)	Strategic Planning for Institutional Effectiveness Committee (at least one)
Distance Education Committee (bylaws are being drafted)	Student Development and Support Committee (at least one)
Facilities Committee (at least one)	Sustainability Committee (at least one)
Grants Review Committee (three)	Technical Services Oversight Committee (five)
Outreach and Recruitment Committee (may include at least one)	

*The number of faculty representatives for each committee appears in parentheses.

Assessment and Review Committee (PARC), whose membership includes academic faculty, the dean of instruction, and the assessment coordinator from Institutional Research. And overseeing all of these committees is SPFIE.

Faculty are also represented in the budgeting process by serving on the Budget Committee, which implements the college-wide participatory budget process. Budget requests can be initiated by students or any college employee. (See Standard Seven.)

All academic faculty are represented in the Academic Faculty Senate, which provides a forum for initiating and influencing college policies, including budget, academic standards, hiring, workload, and evaluations. And the Academic Faculty Senate chair is a member of the College Council.

Since the *2005 Interim Report*, the college continues to use an integrated approach to advising that involves formal advising by counselors and informal advising by academic faculty. For example, academic faculty participate in new student orientations.

To improve retention, Student Services has developed the “Early Alert” system, which provides faculty a means to notify counselors of students who have fallen behind. Counselors follow up by contacting the students. Another retention initiative is the Peer Mentoring Program coordinated by Counseling Services. Faculty can request a peer mentor, often a former student of that faculty member, to work with students in a class. A part-time faculty member currently mentors student athletes and acts as liaison between student athletes and their instructors. (See Standards Three and Six.) (Table 4.2) (4.A.2)

Faculty Workload

In its *2005 Interim Report*, the Northwest Commission on Colleges and Universities (NWCCU) concluded that faculty workload issues existed in several areas at Western Nevada College. The Commission also indicated that the college was aware of these issues and was in the process of developing institutional policies to address and resolve them (see p. 14). Subsequently, a number of

workload policy revisions went into effect in 2006. Over the next eighteen months, the president approved the remaining policy components following recommendations by the Academic Faculty Senate and the College Council. Since the adoption of the workload policy in its entirety, it continues to work well for the college. The Academic Faculty Senate reviews the workload policy annually.

General workload requirements for full-time teaching faculty are an average of either 15 instructional units (credits) per semester or 18 contact hours per week. Health Information Technology, Welding Technology, Machine Tool Technology, and Automotive Mechanics faculty teach 35-hours a week. Full-time faculty may teach an overload of six instructional units per semester with the recommendation of their division chair and the approval of the dean of instruction. Overloads are currently paid at the part-time salary rate.

A major change in the current workload policy is the narrowing of parameters for the use of “reassigned time.” Under the present policy, reassigned time is restricted to administrative assignments. The only positions currently incorporating a specified amount of reassigned time are the following: division chairs, lead instructors, Academic Skills Center coordinator, Western Nevada Musical Theatre Company coordinator, art gallery directors and assistants, and the Academic Faculty Senate chair.

Another important change brought about by the new workload policy was the expansion of stipend possibilities and applications. In some instances, the division chairs trigger the use of stipends with the recognition that a particular assignment, if given to a full-time faculty member, would make “such an unusual demand of time and rises so far above the level of normal service that

additional compensation is warranted.” At that point, the faculty member and the vice president of Academic and Student Affairs would arrive at a formal agreement. Additionally, the workload policy identifies five specific stipend categories and includes automatic recognition and a predetermined financial calculation.

Service to the institution, its communities, and the Nevada System of Higher Education (NSHE) has for many years been a major concern of the Board of Regents and a key component in the preparation of mandated annual self-evaluations by full-time faculty. The workload policy supports the “service concept” by requiring that chairs of college standing committees attest to the fact that all full-time faculty members have served in a productive manner while holding membership on their respective committees.

System and institutional support for the professional growth and renewal of full-time faculty has been very strong since NWCCU reported on the subject in its *2005 Interim Report* (see p. 15). Support for professional growth and renewal comes from two major sources. First, system and institutional support for faculty sabbaticals is significant. Typically, three sabbatical recipients have been recognized and awarded annually at WNC. However, due to the current economic downturn and related budget shortfalls, sabbaticals have been deferred for the 2009-10 academic year, a decision the Academic Faculty Senate supported. In addition, academic faculty may apply for course reassignment to develop a new course, restructure an existing course, or develop a new program. There is a maximum of 12 instructional units available for reassigned time through this program each academic year, and a faculty member may apply for a maximum of six.

A second source of institutional support for professional growth activities comes from monies allocated by the College Staff Development Committee. This committee makes numerous financial awards each academic year based upon the submission and approval of faculty proposals. The economic realities referred to above have negatively affected the staff development process. Fiscal resources allocated to the committee for the 2008-09 academic year were reduced by one-half when compared to 2007-08 funding levels but were restored to full-funding (\$100,000) for 2009-10. Despite these economic setbacks, the college remains committed to supporting the professional growth and renewal of faculty.

The severity of a prolonged economic downturn clearly suggests that the full-time faculty will, of necessity, have to confront serious pressure and problems in the foreseeable future. The reduction of full-time faculty through frozen positions, buyouts, resignations, and/or retirements has placed more responsibility on the remaining full-time faculty to fulfill service obligations to college standing committees and to perform required course- and program-level planning, assessment, and review. Perhaps a sign of the times, but certainly reflecting diminished funding, at the time of this writing, “reassigned time” for lead instructors has been suspended in three divisions. (Appendices 4.4, 4.5; Exhibit 4.3) (4.A.3)

Salary and Benefits

The four Nevada community colleges have a uniform salary schedule. WNC’s salary schedule and benefits package continue to attract competent full-time faculty. Faculty who perform satisfactorily will rise on the salary schedule. Faculty can move across the salary schedule based on additional

approved education and/or job-related experience. And when they reach the top of their salary range, they become eligible for merit pay based upon “exceptional performance.” These funds for merit, which have been legislatively approved, are added to the recipient’s base salary. In addition, these funds are generated by the eligible faculty and do not diminish the funds available for the merit awards made to other faculty. However, due to the budget challenges facing WNC, merit awards were reduced by 50% for 2008-09, and probably none will be made during the current biennium.

The initial placement policy allows up to 10 years’ salary credit for relevant experience. Also, there are provisions to award higher initial placement salaries in areas defined as “difficult to recruit.” Nursing and Surgical Technology are two examples. And once an instructor is awarded tenure, he or she will be moved into the Community College Professor column, which includes a lateral increase in salary. Occasionally, a faculty member may have to teach an overload, and overloads are paid at the part-time salary rate. In addition, if it is determined by a division chair that a faculty member’s assignment is especially demanding in time or effort, the chair may request a special stipend for that faculty member through the vice president of Academic and Student Affairs. As a result (at least in part) of the salary schedule, WNC has attracted outstanding full-time faculty and, until two years ago, experienced a very low turnover rate. (Figure 4.1)

In addition, faculty can be awarded compensation beyond the range of the salary schedule. One possibility is the payment of stipends for a variety of designated duties. For example, any instructor teaching a course fitting under the distance education

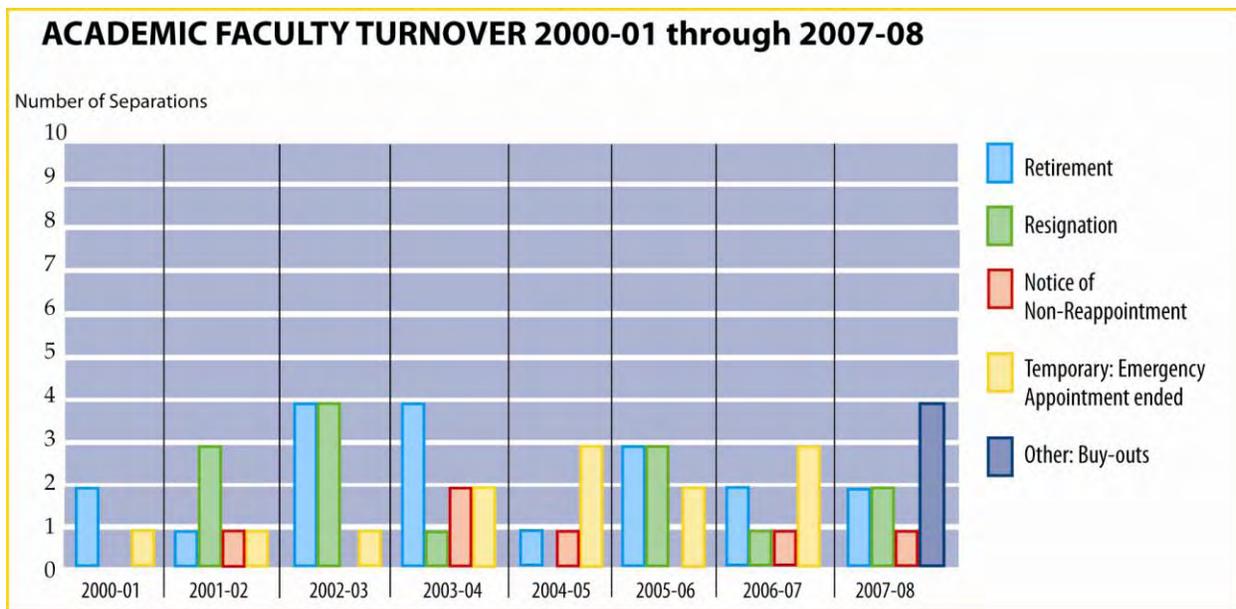


Figure 4.1 Source: Human Resources

umbrella may earn a \$100 course stipend, and a “\$50 stipend for each student above a 30-student cap.” All stipends are provided on a semester-by-semester basis.

The salary for summer instruction is based on 75% of the tuition with a \$1,200 per credit cap and an eight-credit limit.

The salary schedule for full-time faculty is explained in precise terms in both in the *NSHE Board of Regents Handbook* and the *NSHE Procedures and Guidelines Manual*. The salary schedule is applied equally to all, and a standing Academic Faculty Senate committee recommends to the president who should receive merit among those who have reached the top of their salary range.

A continuing challenge, however, is compensation for part-time faculty. Their pay has been historically low, and efforts are made every biennium to increase these salaries. The most recent increase came in 2008, but there is still a significant divide between the contribution that the part-time instructors make toward fulfilling the

mission and goals of the college and their compensation. In addition, they are generally not eligible for benefits. (Table 4.3) (Appendices 4.6, 4.7; Exhibit 4.4) (4.A.4)

2000-01	\$450
2001-02	\$480
2002-03	\$570
2003-04	\$600
2004-05	\$625 fall/\$650 spring
2005-06	\$650
2006-07	\$650
2007-08	\$700
2008-09	\$728
2009-10	\$728

Faculty Evaluations and Tenure Review

All faculty are evaluated on a regular and systematic basis using multiple measures. For example, teaching faculty—full-time and part-time, tenured and non-tenured—are evaluated by all of their students every semester. This is a rigorous process which requires time and effort of all those involved, including Institutional Research staff who collate the results of the reviews. These evaluations are anonymous and administered by the students themselves. The results, which include written comments, are sent to the appropriate division chairs, the dean of instruction, the vice president of Academic and Student Affairs, the president, and to the faculty member. This process, with some adjustments, has been in place since WNC's beginning. What students write is significant to both faculty and administration and accounts in part for the continuing high quality of instruction and service.

All full-time faculty must submit self-evaluations that address responsibilities specific to their job description to their division chairs and the dean of instruction or to their appropriate supervisor. The evaluation process is under continual review. The dean of instruction has the responsibility of evaluating all academic faculty in collaboration with the division chairs or their designee. The dean attempts to evaluate all full-time academic faculty every year, but because of limited budgets and lost personnel, this has not been possible for the past two years. As a result, the dean has made non-tenured faculty her priority, and tenured faculty she evaluates as her time permits. The dean reviews the student evaluations and makes at least one classroom visit per year for each non-tenured faculty.

Currently, the dean is reviewing the evaluation process, hoping to streamline it a bit. Last spring, she met with the Academic Faculty Senate in an open forum to ascertain their thoughts regarding the process. There was a valuable exchange of ideas.

All full-time academic non-tenured faculty are mentored and evaluated throughout their probationary period by committees composed of their peers, including their respective division chairs who serve ex-officio. One committee, two of whose members are assigned by the Academic Faculty Senate and one chosen by the probationary faculty member, works closely with the probationary faculty member, primarily as mentors. They visit the faculty member's work area, write an annual report, and with the faculty member meet with the Academic Faculty Senate oversight committee, which is made up of three tenured faculty members. This second committee reviews the mentoring committee's report and interviews the probationary faculty member annually. In the probationary employee's fourth year, he or she can apply for tenure at which time the peer committee makes a recommendation to the oversight committee. The oversight committee then makes a recommendation to the president. This process is arduous and meticulous but has ensured that students are being taught and served by competent and committed faculty.

In addition to the annual performance review, tenured faculty are evaluated every five years by their peers. A committee made up of three colleagues, one of whom is chosen by the tenured faculty member, do a workplace observation and submit a written evaluation of the faculty member's performance and service. This report is then submitted to an Academic Faculty Senate standing committee and to the vice president

of Academic and Student Affairs. This process is a faculty-driven effort to ensure excellent instruction.

According to the WNC Part-Time Faculty Evaluation Guidelines (Policy 4-4-4), division chairs or their designees will evaluate 20% of all part-time faculty members each academic year. To date, the 20% goal has not been achieved by all divisions, but greater progress is being made toward that end. In fact, the dean of instruction this past academic year emphasized to the division chairs that evaluating part-time instructors be made a division priority. The method of evaluation most often employed is that of asking full-time instructors to volunteer to evaluate one or two part-time faculty a semester. So far this approach has worked well. (Appendices 4.8, 4.9, 4.10, 4.11; Exhibits 4.5, 4.6) (4.A.5)

Recruitment and Selection of Full-Time Faculty

The college publishes and follows a well-defined process to recruit, screen, and select full-time faculty. Position descriptions are carefully written and involve the division members, administration, and Human Resources to make sure that qualifications are germane to the position being sought. Human Resources advertises positions locally, regionally, and nationally in an attempt to recruit a diverse pool of the most qualified candidates. Screening committees of at least five members are composed of faculty and at least one administrator who is the “appropriate supervisor in the area of the vacancy.” The majority of the faculty members are “from the area where the position reports.” There are strict guidelines regarding the screening and selection process, including comprehensive interviews

with references, both those the candidate has named and those the committee seek out.

The committee may invite the faculty to observe the final interviews and share their observations with the committee. The president interviews each candidate after the interviews by the committee. The committee also meets with the president and the vice president of Academic and Student Affairs to evaluate the finalists. The committee forwards its recommendations to the president for final approval.

Additional provisions are made for emergency appointments and internal searches. (Exhibits 4.7, 4.8, 4.9, 4.10) (4.A.6)

Academic Freedom and College Climate

WNC endorses academic freedom as defined by the AAUP's “Statement of Principles on Academic Freedom and Tenure.” Similarly, the college adheres to and supports the NSHE Code definitions and policy statements regarding academic freedom. (Exhibit 4.11) (4.A.7, 4.B.7)

Part-Time Faculty Recruitment and Resources

Part-time instructors are an integral component of the academic program, and it is imperative that these instructors be highly qualified. As a result, division chairs make a concerted effort to recruit only the most highly qualified people in their respective disciplines. All divisions depend on part-time instructors. WNC has been fortunate to have been able to recruit part-time faculty with outstanding academic backgrounds and experience. For example, a number of the part-time instructors in the English

department are retired school teachers who still love to teach.

Part-time faculty must have a minimum of a master's degree to teach baccalaureate courses in the arts and sciences. A bachelor's degree and/or appropriate experience in lieu of a graduate degree is required for some programs and courses, especially in the occupational and developmental education areas. All part-time faculty are required to submit a completed application for professional employment along with resume, college transcripts, and verification of appropriate class-related experience. Both the division chairs and Human Resources verify the qualifications and credentials of applicants before a letter of appointment is issued. Applications for part-time faculty are accepted on an ongoing basis. Completed applications are kept in the applicant pool for two years. Positions are filled as instructors are needed.

Part-time faculty are highly regarded and respected by the full-time faculty, and every effort is made to retain their services and support their efforts. Full-time faculty make themselves available as time allows to assist the part-time faculty. Full-time instructors share their classroom experiences as well as their teaching materials with the part-time staff. The college provides part-time instructors with a *Part-Time Faculty Information Guide*, which explains the college mission, college policies, employment practices, and classroom procedures. To facilitate improved communication with the adjunct faculty, all part-time instructors are given a WNC e-mail account. Division chairs include part-time instructors in appropriate division meetings and welcome their input. Meeting agendas sometimes include short workshop topics of vital importance to the college and its adjunct faculty. For example, one recent

workshop presentation was entitled, "How to Deal with Difficult and Problem Students." Not all of the part-time instructors are available to participate in these activities, but many do. Shortly after receipt of the *2005 Interim Report*, the Academic Faculty Senate restructured and added two senate seats to be filled by part-time instructors to represent the concerns and needs of the adjunct faculty. And the Division Chairs Council regularly discusses part-time faculty issues.

Compensation for part-time faculty remains low, and because full-time faculty cannot be reassigned to non-instructional duties if they lose a class, full-time faculty are given classes previously assigned to part-time instructors. This "bumping process," while understood by all involved, is not a morale builder. In the last few years, there has been an effort made to secure office space and computers for part-time faculty use. On both the Fallon and Carson campuses, two offices, each with a phone and a computer, have been allocated for part-time instructors. As full-time instructor vacancies are filled, the part-time faculty may lose the use of some or all of those offices. Considering these disadvantages, the college has been especially fortunate to have such a competent and dedicated group of part-time instructors. (Exhibits 4.12, 4.13) (4.A.8, 4.A.9)

Use of Part-Time Faculty

As indicated, part-time faculty play integral roles in the academic program at Western. WNC recruits and employs its part-time staff for numerous reasons. For instance, many times a specialized course requires the use of an adjunct faculty member. Also, too few courses in an instructional area to merit hiring a full-time faculty member will normally trigger the employment of one or

	2003	2004	2005	2006	2007	2008
Full-Time	74	77	79	80	75	66
Part-Time	298	288	295	307	284	236

more part-time instructors. Finally, budget realities in both good times and bad can impact the hiring and use of adjunct faculty.

Few would question the fact that the full-time faculty, division chairs, and dean of instruction make every effort to support the part-time instructional staff. They do. In the past, the problem seemed to be one of the college being rather long on practices and precedents but short on policies. Simply stated, it was difficult for the college to demonstrate periodic assessment of policies regarding the use of adjunct faculty concerning its mission and goals, when sufficient written policies did not exist.

In 2004, a new policy was adopted that provided guidelines for the evaluation of part-time faculty. For years the college's workload policy for part-time faculty (WNC Policy 4-4-2) merely referred to board policy. In December 2009, the president approved a revised policy drafted by division chairs and the Academic Faculty Senate. The revised policy goes beyond the system policy to describe part-time faculty responsibilities, workload, and pay formulas. (Table 4.4) (Exhibits 4.13, 4.14) (4.A.10)

Faculty Scholarship and Research

Although conducting research, pursuing scholarship, or creating art are not mandated by the community-college mission, a number of faculty have pursued these

endeavors in addition to their contractual obligations.

Faculty who wish to pursue scholarly and/or artistic endeavors are afforded the academic freedom to pursue projects of their choosing and are supported financially and provided opportunity. For example, they may present their projects to the College Staff Development Committee for financial assistance, and through sabbatical leaves may take time off from their regular assignments and still be compensated for their scholarly and artistic pursuits. (It is to be noted that faculty recommend to the president which of their colleagues should have their project approved.) Faculty also pursue external means of support for their research via grants and scholarships.

The results of scholarship or artistic endeavors are made available to all members of the college, and the college provides the physical resources for faculty to present their scholarly and artistic work in a public forum, which includes lectures and exhibits. Research, scholarship, and artistic creation funded by grants are consistent with the college's mission and goals.

Overall, faculty benefit from the pursuit of scholarship, research, and artistic endeavors. Faculty are made aware of the scholarly and artistic pursuits of their colleagues and support and applaud their efforts. In addition, whenever possible, faculty attempt to incorporate the scholarly accomplishments of their colleagues into

their own teaching and job responsibilities. As a result students also benefit.

During the spring 2009 semester, an ad-hoc committee was formed to revisit the institutional policy on intellectual property rights. Faculty sought to clarify under what circumstances the college might make a claim to an instructor's/professor's work. This issue arises almost exclusively in the context of web course development. The president approved the policy revision in fall 2009 following a recommendation by the College Council. (Appendix 4.5; Exhibit 4.15) (4.B.1, 4.B.2, 4.B.3, 4.B.4, 4.B.5, 4.B.6)

Strengths

- Faculty influence in governance has increased.
- A systematic program review process has been established.
- Efforts by faculty to improve student retention have increased.
- The faculty turnover rate remains low at WNC.
- WNC has a comprehensive faculty evaluation process.

Challenges

- WNC has been significantly impacted by the hiring freeze which began in 2007.
- The number of lead instructor positions has been reduced.
- There has been an increase in the number of courses taught by part-time instructors.
- Part-time instructor salaries remain too low.

Recommendations

- Staff full-time faculty vacancies as soon as fiscally possible.
- Revitalize efforts to increase part-time instructor salaries.
- Develop and implement a plan to increase office space and on-campus computer access for part-time instructors.

Standard Four Supporting Documentation

APPENDICES

- 4.1 Table 1: Institutional Faculty Profiles (Instructional and Administrative)
- 4.2 Table 2: Number and Source of Terminal Degrees of Faculty
- 4.3 Faculty and Administration Characteristics
- 4.4 WNC Policy 3-2-3: Academic Faculty Workload
- 4.5 Sabbatical Project Report Summary
- 4.6 NSHE Salary Schedules (NSHE Procedures and Guidelines Manual, Chapter 3)
- 4.7 WNC Policy 4-5-3-4: Acad. Merit Guidelines for Faculty Who Have Reached Step 30
- 4.8 NSHE Personnel Policy for Faculty (Board Handbook, Title 2, Chapter 5)
- 4.9 NSHE Tenure for Community College Faculty (Board Handbook, Title 2, Chapter 4)
- 4.10 Academic Faculty Senate Bylaws
- 4.11 WNC Policy 4-4-4: Part-Time Faculty Evaluation Guidelines

EXHIBITS

- 4.1 WNC Policy 4-1-2: New Hire Mentors
<http://www.wnc.edu/policymanual/4-1-2.php>
- 4.2 Credentials for Community College Faculty (Board Handbook, Title 4, Chapter 3, Section 5)
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---/T4-CH03---Professional-Staff.pdf>
- 4.3 NWCCU 2005 Interim Report
- 4.4 Executive/Administrative/Academic Faculty Benefits Overview
http://www.wnc.edu/files/reports/personnel/professional_benefits_explanation.pdf
- 4.5 Student Course Evaluation Survey Instrument
http://www.wnc.edu/files/reports/institutional/snap_sev_survey_instrument.pdf
- 4.6 Student Course Evaluation Summary Reports
- 4.7 WNC Policy 4-5-1-2: Hiring Academic and Administrative Faculty
<http://www.wnc.edu/policymanual/4-5-1-2.php>
- 4.8 Doctrinal Statement for Employment
- 4.9 WNC Policy 4-5-1-3: Internal Searches
<http://www.wnc.edu/policymanual/4-5-1-3.php>
- 4.10 WNC Policy 4-5-1-4: Emergency Appointment of Professional Staff
<http://www.wnc.edu/policymanual/4-5-1-4.php>
- 4.11 NSHE Academic Freedom and Responsibility Policy (Board Handbook, Title 2, Chapter 2)
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-2---/T2-CH02---Academic-Freedom-and-Respo.pdf>
- 4.12 Application for Professional Part-Time Employment
http://www.wnc.edu/files/departments/personnel/professional_part-time_employment_application.pdf

EXHIBITS (Cont.)

- 4.13 Part-Time Faculty Information Guide
http://www.wnc.edu/files/departments/faculty_staff/combined_f09_guide.pdf
- 4.14 WNC Policy 4-4-2: Workload for Part-Time Faculty
<http://www.wnc.edu/policymanual/4-4-2.php>
- 4.15 WNC Policy 4-1-7: Intellectual Property Rights Policy
<http://www.wnc.edu/policymanual/4-1-7.php>

STANDARD FIVE

Library & Information Resources



Standard Five

Library and Information Resources – Library

Introduction

Western Nevada College Library and Media Services' mission is to support the educational programs of the college throughout the service area; to foster the ability of students, faculty, and staff to use information sources independently and effectively; and to provide a physical and virtual environment conducive to learning.

The WNC library strives to accomplish its mission by providing a quality book collection relevant to the curriculum at the college, expanding access to subscription online databases, and assisting students in the effective use of these collections.

The library has evolved over the last 10 years from a predominately print and audio-visual collection to an online environment that encompasses a wide variety of Internet-based research and information services. Although maintaining a quality print collection remains vitally important, the library has significantly shifted its focus to developing and improving its online collections and expanding its web presence.

The ability of WNC's students to effectively use these evolving information resources is a topic of concern, which the library has addressed with both web-based tutorials and class orientations. Although students are surveyed at the end of most orientations, it would be useful to investigate other assessment methods. A more effective information literacy program developed in conjunction with the college's faculty has been identified as a major goal for the coming years.

The most significant changes for the WNC library in the last decade have been the construction of a new library building on the Carson campus and the major renovation of the library at the Fallon campus. These construction projects provided the students at the college's two largest campuses with vastly improved facilities to conduct research, study, participate in group study projects, and improve their research skills through information literacy programs. (5.A.1, 5.A.2, 5.C.1)

Library Collections

The WNC library provides print, multimedia, and online resources to support the educational programs of the college.

The collection development librarian is responsible for the selection of books for the library with the assistance and input from other staff librarians and faculty members. WNC Policy 5-1-1 (Collection Development) provides the guidelines for the selection of all library materials, donations, and the weeding of the collection. Suggestions for purchasing library materials are solicited from faculty members through e-mails, meetings with division faculty, and through an online materials suggestion form on the library website. The collection development librarian uses standard library review guidelines to evaluate new materials for the collection and also reviews faculty course syllabi to purchase materials for those subject fields. Obtaining course syllabi has been somewhat challenging in the past, but the college recently created an easy interface that allows faculty to upload syllabi on the college website, which librarians can now easily access.

New courses and degree programs are supported by the library through the purchase of new books, audio-visual materials, and periodicals. The New Curriculum Program Proposal form has a resource analysis section where faculty are encouraged to suggest library and information resources necessary for the new course.

When the college started discussing the possibility of offering a Bachelor of Technology in Construction Management degree, the collection development librarian evaluated library collections at other institutions offering similar degrees to get an idea of what books, periodicals, and electronic databases would provide a quality collection for the degree. When the degree became a reality, the collection development librarian met with the head of the department to identify needs and obtain the best materials for the program.

Syllabi for new courses are reviewed to determine if new materials need to be added to the collection. If there are accreditation standards for the program, they are checked for library and information resources required for the accreditation of the program.

The book collection of the library is accessible through an online catalog (Innovative Interfaces, Inc.) shared with the libraries of the University of Nevada-Reno (UNR), Great Basin College (GBC), and the Desert Research Institute (DRI). The book collection consists of about 45,000 volumes divided into the following sections: circulating, reference, Nevada, and juvenile. The Carson campus library also has a special collection of easy reading and foreign language materials as well as the Bill Cowee Poetry Collection.

The Carson campus library book collection underwent an extensive weeding project

during 2008-09, and approximately 3,000 volumes were withdrawn from the collection. The Fallon campus library also heavily weeded the book collection prior to the remodeling of the library, withdrawing around 2,000 volumes from the collection in 2006-07. Some of the materials withdrawn from the Fallon campus library were added to the Carson campus collection. Many of the library's withdrawn library books are either sent to the Better World Books Library Discards and Donations program or recycled. The Better World Books program sells and recycles discarded library books. This program also shares a small percentage of any proceeds from the sale of these books with the WNC library. The next phase of the weeding project will be an evaluation of the reference collection and the withdrawal and replacement of outdated titles, many of which will be replaced with equivalent online books or resources on the Internet.

In order to provide WNC students greater and quicker access to book collections in this region, the library has been trying to join the Link+ Consortium for many years but has hit a number of road blocks. Link+ allows a student to request up to 10 books at a time from a participating library in Nevada and California. Books are requested via the computer and mailed within two days of the request to the closest campus library. It would be beneficial if WNC could form a partnership with UNR.

Although a quality print collection in the library is essential to the overall information service provided to the Western Nevada College community, the library is becoming increasingly electronic in nature. The growth of information resources in electronic form and over the Internet has dramatically changed the ways in which students conduct research and retrieve information. Students now view the library

as a source of information that should be available to them at any time of day or night. As a result, the library has been moving toward a research collection that is more web- and less print-based. These resources are primarily in the form of subscription databases. The library currently subscribes to 30 databases, which contain over 23,000 full-text periodical and book titles. All but one of the library databases is accessible to students from both on- and off-campus. Access to these databases from off-campus has been simplified in the last year, and students now have a single login to use the databases.

The library's databases are evaluated each year during a selection meeting with the librarians from the Carson and Fallon campuses. The databases are reviewed based on usage, content of the databases as they relate to student research requests, ease of use, overall quality of the databases, and cost. The current databases are either retained or dropped, or new databases are added based on these factors.

The library's periodical collection is now almost entirely in electronic format. The collection contains 174 print titles and approximately 17,000 full-text online journals, magazines, and newspapers that are available through WNC's database collection. The electronic periodicals are available through any college computer, through the college's wireless network, or from off-campus. Online access to the periodical collection is also available by title or subject through Serials Solution. The librarians evaluate the print and electronic periodical collection annually and add or drop periodical subscriptions according to usage, change in the curriculum, cost, or, for print materials, availability in electronic format.

The library has a collection of 4,000 VHS cassettes and DVDs. This collection was recently cataloged and is searchable through the library's online book catalog by title, subject, and keyword. (Exhibits 5.1, 5.2, 5.3, 5.4, 5.5, 5.6) (5.A.2, 5.A.3, 5.B.1, 5.B.3, 5.B.4)

Reference Services

All of the librarians at the WNC Library, including the library director, work at the reference desk. They provide in-depth help for all library users seeking research assistance, whether that is in person, by telephone, or via e-mail. Reference assistance is provided in using the reference and circulating book collections, electronic databases and evaluated Internet sources, and interlibrary loan, and librarians may also refer patrons to appropriate local libraries. The librarians provide reference desk coverage 60 out of the 61 hours that the library is open during fall and spring semesters. During the summer term, librarians cover the reference desk 44 of the 49 hours that the library is open.

WNC librarians have two roles. The first is to provide individual assistance in using the variety of information resources available at the library. The second is to teach. The librarians try to help students understand the basic research process and how to critically evaluate the information sources they have found. This is done on an individual basis and through class presentations. To further extend the outreach of the library's reference services, an "Ask a Librarian" e-mail reference service was instituted in 2004, and a link to the service is prominently displayed on the library website. The library is also experimenting with an embedded librarian program for its online classes. Two librarians participated in several online English classes as teaching assistants during

the fall 2009 semester. If this project is successful, the library will broaden this service to include more online courses in the future.

Table 5.1: Number of Reference Questions by Campus
Source: Library and Media Services

	Carson	Web	Fallon	Total
2002	5,286			5,286
2003	8,169			8,169
2004	5,344			5,344
2005	3,717			3,717
2006	3,887			3,887
2007	3,476	438		3,914
2008	3,355	933	522	4,810
2009	3,571	1,156	403	5,130

A major priority for the library has been to increase its web presence. In 2007, the library contracted with Rare Heron, a web design company, to design an attractive, functional, user-friendly website (<http://library.wnc.edu/>). Rare Heron was chosen in part due to the principle designer's background as a librarian. The new website provides a seamless portal to the library's information resources. Students can access subscription databases, recommended Internet sites, the library book catalog, subject research guides, links to other college sites, such as WebCampus (the Blackboard learning management system) and e-mail, and research assistance, including "Ask a Librarian." Further, the library website has links to a variety of online tutorials dealing with various aspects of the research process.

During the past 10 years, the library has offered its research services to inmates taking classes through the college's prison program. Prison faculty are sent letters and/or e-mails annually describing library services and policies along with request forms. The success of this service has been limited due to a number of factors, including restrictions imposed by the prison system, the types of classes offered, and the ability to receive requests from and deliver materials to the prison.

Beginning in 2007, the reference staff assumed the responsibility of serving as the college's online-class help desk. Reference staff answer questions for any student having difficulty logging in to WebCampus, reset login passwords, troubleshoot browser problems, and assist students with navigating inside the WebCampus system. Responding to these inquiries has increased the reference department workload substantially and accounts for more than 20% of the reference questions answered each semester since 2007. (Table 5.1) (5.A.3, 5.B.2, 5.B.5, 5.D.1)

Information Literacy

Improving the quality of the information literacy program and increasing the number of students who can use the burgeoning number of information sources effectively are priorities for the library.

The college considers information literacy a critical life skill that will benefit students in their personal and professional endeavors. Among the 10 general education student learning outcomes that students completing degrees are expected to demonstrate, there are three that specifically address information literacy: to have problem solving, creative, and critical thinking skills; to possess effective and efficient learning skills, including the location and evaluation

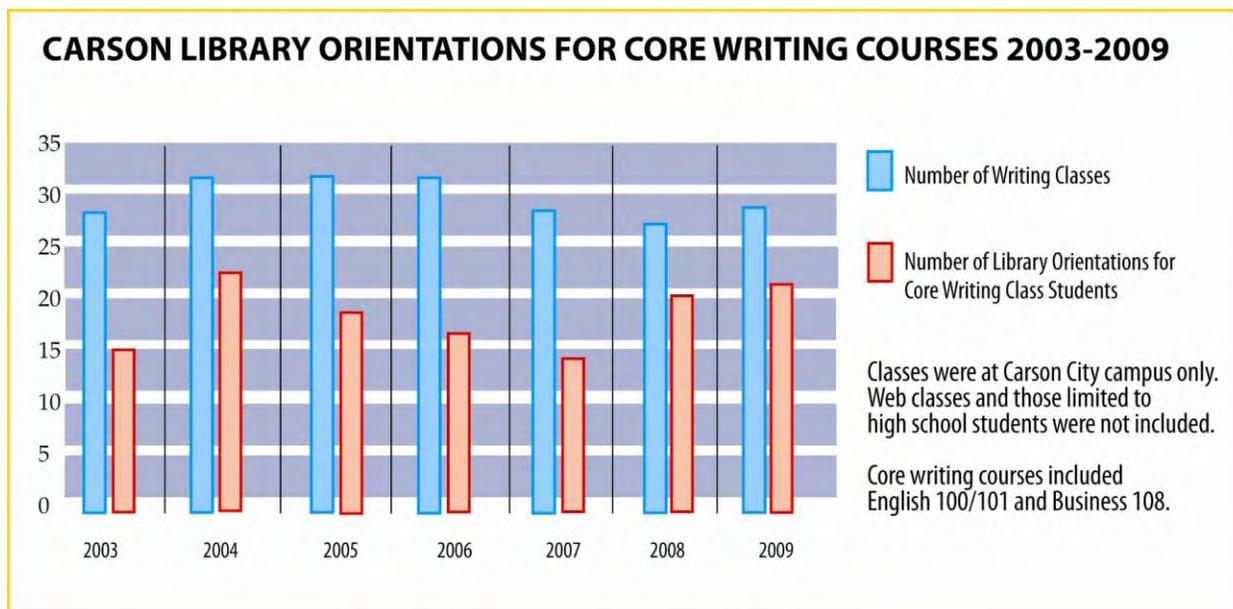


Figure 5.1

of information; and to have appropriate technological skills, including computer skills.

In a series of librarian meetings around the turn of the century, professional staff discussed various means of introducing the concepts of information literacy into the college curriculum. The most promising approach was a two-fold effort to make the Texas Information Literacy Tutorial (TILT) available on the department's website and to provide library orientations, targeting students enrolled in the college's three basic writing courses: English 100, 101, and Business 108.

Librarians also work closely with faculty teaching other courses to design more individualized sessions. Assessing these orientations is important to the library. Since 2008, students in these sessions have completed an online evaluation at the end of the lecture. The evaluations are reviewed to identify the students' understanding of the material taught in the orientation and to

improve the quality of the class presentations.

For many years, the library website linked to TILT, an interactive, hands-on exercise that could be used alone, assigned by instructors, or used in conjunction with library orientations. Recently, the library chose Information & Research Instruction Suite for 2-Year Colleges (IRIS 4-2), produced by Clark College, to replace TILT. IRIS 4-2 updates the information in TILT and provides additional material on studying and writing papers. In addition, the library has an assignment geared to writing classes. This hands-on exercise, designed to help students start to get a focus on their research assignment, is available in orientations and in the reference area.

In fall 2008, one of the reference librarians was granted a sabbatical to develop short, self-paced information literacy tutorials for a variety of platforms. These tutorials would be accessible from computers on and off campus and could be downloaded to personal computing devices. Currently, the

completed tutorials can be viewed through the library website, on YouTube, SlideShare, and Animoto. The tutorials are intended for students who haven't attended a library orientation or need to review the fundamentals of library research.

The Joe Dini Library, completed in 2004, includes an instruction lab with 16 computers and seating for 32, providing an opportunity for hands-on learning. This new facility has greatly improved the library's ability to conduct hands-on workshops and class orientations. However, the library lost the use of the instruction lab in summer 2009 due to the temporary relocation of the ABE/ESL lab. Given the importance of the teaching facility to the information literacy effort, it's important to "defend" the space in the future. (Figure 5.1) (Exhibits 5.7, 5.8, 5.9, 5.10, 5.11) (5.B.2)

Reserves

The library maintains a reserve collection of materials set aside for students by faculty members and is housed behind the circulation desk. This collection is available only for in-library use or for a limited checkout period. In an effort to make these materials more widely available to students, the library instituted an electronic reserve program in 2007. Originally, e-reserves were available online through the WebCampus system, and only students officially registered in the courses had access to the material. Because the e-reserve system had only limited use, and several faculty found the system cumbersome and awkward for their students to use, library staff and the college webmaster designed a new e-reserve system that is available through the college's website.

The library is responsible for determining if materials submitted for the reserve or e-reserve collections comply with copyright

standards. If the materials submitted for reserve are not copyright compliant, the library will ask for permission from the copyright holder to use the material or pay a licensing fee through the Copyright Clearance Center. The library's director is the registered Digital Millennium Communications Act (DMCA) agent for the college. (5.A.3, 5.B.5)

Interlibrary Loan

WNC students, faculty, and staff may borrow materials through interlibrary loan. All interlibrary loan transactions are free, unless the lending library has charged a photocopying or lending fee. The library typically borrows materials only from other Nevada System of Higher Education (NSHE) libraries and Nevada public libraries for students, but materials can be borrowed from out of state for faculty and staff. The library uses the DocLine system to borrow medical, nursing, and allied health journal articles. (Exhibit 5.12) (5.C.2)

Audiovisual Media

Media Services is responsible for providing all aspects of media resources, equipment, and service, including the selection and purchase of media materials and equipment; setting up and repairing media equipment; mediating classrooms (where classrooms are permanently equipped with media equipment such as, but not limited to, laptop connection, video projector, overhead projector, screen, VCR or DVD player, slide projector or audio systems); and sound and lighting setups. New responsibilities include digital imaging; multi-format duplication services; digital videotaping, editing, and production of college programs for broadcast; and exploration of emerging media technologies for the college. Media Services staffing consists of three dedicated

staff at the Carson campus and is included in the duties of the library assistant at the Fallon campus.

In the late 1990s demand for media setups was increasing, but the department faced reduced budgets with which to hire part-time employees. The physical movement of equipment from room to room was taxing the department's personnel resources. Fortunately, a change in accounting rules allowed the department to buy more media equipment. With the change and favorable budgets, the department began to pre-position as much equipment in classrooms as possible.

Initially CRT televisions were hung from classroom ceilings along with VHS/DVD players. Faculty were relieved of the responsibility of requesting media setups, and the limited staff was better utilized. With the advent of more robust projector technology, the department ceased hanging CRT televisions in classrooms and began concentrating on mediating classrooms. The department has recently purchased LCD monitors to replace CRT monitors, and the long-term goal is to mediate all college classrooms.

With the additional staff time realized by pre-positioning media resources in classrooms, the department has been able to concentrate on providing videotaping and editing services along with increased event and interactive video (IAV) support for the college.

Given the change in overall deployment strategy of media services and the changing nature of media, it has become apparent the department needs to develop new assessment measures of its services. (Exhibits 5.13, 5.14) (5.A.1, 5.A.3, 5.B.1, 5.D.1, 5.D.2)

Interactive Video

The college utilizes IAV technology for delivery of instruction throughout the service area. Prior to online classes, IAV was the only mechanism for remote delivery of instruction to rural centers. The college maintains five origination sites and eight receive sites throughout the service area in addition to two meeting rooms.

In 2004 responsibility for the technical delivery of IAV services was transferred from the dean of Rural Programs to Library and Media Services. One IAV specialist handles Fallon and rural site support duties in addition to providing technical training and support to the whole college. On the Carson campus, IAV responsibilities have been divided between a number of personnel, with Media Services staff responsible for technical support and faculty training and the department's administrative assistant providing support for scheduling, facilitator training, and recruitment. (Exhibit 5.15) (5.A.1, 5.A.3, 5.D.4)

Circulation and Technical Services

The circulation desk is usually the first point of contact for library users and is staffed during all of the library's open hours. The staff assist patrons in obtaining library cards, using the reserve collection, locating library resources, and using library equipment, including the computers and software.

The library uses the Millennium Circulation system (Innovative Interfaces Inc.), which is shared by libraries at UNR, DRI, and GBC. The Millennium system is used to create patron records and issue library cards, monitor the use of the book collection, renew books in person or online, notify students of overdue books, and

automatically bill patrons for overdue and lost library materials.

The Technical Services department purchases and processes all library materials for both the Carson and Fallon campus libraries. The library outsources its cataloging to the UNR library. This cooperative arrangement has been in existence since 1991 and continues to work effectively. The Technical Services department created an online system to track book orders and monitor the book budget. In 2007, the library's VHS and DVD video collection was weeded and integrated in the library online catalog. Another major project undertaken by Technical Services recently was the cataloging and processing of a special collection of 1,200 poetry books donated to the library. (Exhibit 5.16) (5.C.1, 5.C.2, 5.D.2)

Facilities

The most significant change for the library in the last decade was the construction of the Joe Dini Jr. Library and Student Center on the Carson campus. Planning for the new building began in 1998, and funding was provided by the legislature in 1999.

Construction of the new building started in 2002 and was completed in late 2003, with the official opening on Jan. 26, 2004. A number of significant improvements were incorporated into the design of the new facility:

- The library, which occupies the second story of the new building, provides over twice the space as the previous facility, with an area of 22,400 gross square feet.
- The new library provides a more efficient, centralized and welcoming environment for studying and research with the addition of study

carrels, four group study rooms, and seating for 150 students. All of the study areas are wired for laptops and Internet access.

- The library has a wireless access point that allows students to use laptops from anywhere in the building.
- The electronic commons area of the library has 28 PC computers and three iMacs. This area also includes a microform reader/printer, a Kurzweil Assistive Technology Reader for students with visual and learning disabilities, and VHS and DVD players.
- A presentation room for video conferencing is also available for college use.
- The design of the new building has created a more efficient work environment for Technical Services, the Circulation Department, and Media Services. The addition of increased work space, more shelving and storage, new equipment and furniture, and other enhancements have all contributed to a more efficient use of staff time and activity.

These changes contributed to an increase in library use by more than 300% during the first full semester that the new library was open. The increased use of the library has continued, and students now use the library at a far greater rate than they did prior to 2004.

The Beck library on the Fallon Campus underwent a major renovation in 2008 funded by the library's Beck Endowment. The renovation didn't add additional square footage to the library; however, the redesign

resulted in a much more aesthetic, efficient, and user-friendly space:

- All new furniture was purchased for the library.
- A new staff work area was created.
- The library now has 10 study tables and carrels with computers for student use, up from three. The shelving was reduced by 25% to accommodate the addition of computers and study space. This was accomplished by a weeding project that resulted in the withdrawal of 2,000 books.
- The library added four comfortable reading chairs.
- Improved overhead lighting fixtures eliminated a serious glare problem.

Patron use of the library has increased 150% since the remodeling.

In June 2005, WNC closed the library annex at the Douglas campus. The Douglas campus library had been open during the late afternoon and evening hours Monday through Thursday since the campus opened in 1997. The Douglas campus library had a small reference collection, provided computer access to the library's electronic databases, and served the research needs of the students by inter-campus and interlibrary loans. However, the limited use of the library didn't warrant keeping the facility open. The library was closed, and the librarian at the Douglas campus was transferred to the Carson campus library. The library continues to provide service to the Douglas campus through three computers located in the student lounge that provide access to research collections and on-site class orientations by the Carson campus librarians. (Exhibits 5.3, 5.17, 5.18, 5.19) (5.C.1)

Access

The Carson campus library daily operating hours during the semester are 8:00 a.m. to 8:00 p.m. Monday through Thursday, 8:00 a.m. to 5:00 p.m. on Friday, and 11:00 a.m. to 3:00 p.m. on Saturday. Additional staffing was added on Saturday to provide reference services to students. The Fallon campus library daily operating hours during the semester are 8:30 a.m. to 8:00 p.m. Monday through Thursday, 8:30 a.m. to 5:00 p.m. on Friday, and 9:00 a.m. to 1:00 p.m. on Saturday.

One of the primary objectives of the library since 2004 has been to increase the library's web presence. In addition to increasing the number of electronic and Internet accessible resources, the library has improved access to the library website. Accessing library resources has increased significantly by:

- Making it easier to log on to subscription databases utilizing EZproxy authentication software.
- Initiating an electronic reserve service in 2008.
- Adding an upper-level link for distance education students and faculty.
- Converting numerous request forms from print to online.
- Creating integrated subject pages providing access to books, articles, databases, and websites in one place.
- Redesigning the department website in 2007.

The library website has undergone significant changes over the past 10 years, going from text and links to a sophisticated and graphically appealing interface. The number of web pages on the library site has grown to over 140.

Access to library collections and electronic resources has increased significantly in the past five years. Since adding the EZproxy software in 2007, students now have a consistent means of accessing the library databases. Students can now log in using their student e-mail and password. In the past they had to obtain a library card as well as additional passwords to access the databases.

In 2008, the library piloted an electronic reserves service to help off-campus students. The initial access through the WebCampus interface was cumbersome, so the college webmaster developed a different interface to be consistent with off-campus database access and the college wireless network.

The library website provides information for distance education students that describes services students can obtain remotely, such as registering for a library card online. To increase the visibility of reference services, the library added an “Ask the Librarian” link to the library website banner so that it appears on every page. Students may request research help via phone, e-mail, or an online form. Rural students may request that books be sent to their home using an online form available on the library website. While this service is offered to rural students, to date the library has received few requests via this mechanism.

In 2005-06, the public services librarian received a sabbatical to explore how the library could “Enhance Library Support for Distance Education.” During her sabbatical, she alerted the distance education faculty to existing online services and surveyed them to determine their library services needs, especially in terms of electronic reserves and online instruction. When faculty were asked about online library instruction preferences, the most popular responses included: a virtual orientation with a live librarian, a

web-based slide presentation, and an interactive online research tutorial. In terms of learning about library services, most said they would prefer to receive information via e-mail and the library website, which has been the library’s focus.

As a result of this research, the library revised the website, including adding a page for off-campus students and posting additional tutorials, and added an e-reserve model. The librarians recently started giving live online orientations to web classes and have added slide presentations to the website.

The library took a number of actions to increase student and staff access to online collections, including:

- Subscribing to Serials Solution, which tracks the journal titles available through the library databases.
- Adding VHS and DVD holdings to the library’s online catalog.
- Adding eHRAF (Human Relations Area File) anthropology e-books and NetLibrary e-books to the catalog.
- Establishing more comprehensive research guides by topic, which include catalog search links.
- Adding an online version of the new book lists, which provide links to the books' catalog entries.

Many faculty now “enhance” their courses by posting materials and assignments online via WebCampus. Although no WNC librarians have taught courses using WebCampus, they have taken courses on the WebCampus and Live Classroom interfaces to help troubleshoot student problems and make online presentations to classes.

The Fallon Campus and Rural Center coordinator oversaw distance education

library services, but that position is currently vacant. Some services have suffered as a result of this vacancy, especially the outreach effort for e-reserves, the prison program, and rural center services. Responsibility for providing these services has been divided among various library staff. (Exhibits 5.10, 5.20, 5.21) (5.B.5, 5.C.1)

Personnel and Management

PERSONNEL

Library and Media Services is staffed with 15 full-time employees. Four positions are located at the Fallon campus library and 11 at the Carson campus. Carson campus media staff service the High Tech Center (located at Carson High School) and the Douglas campus. Library and media services at the college's rural centers are provided by staff at the Fallon campus library. The Fallon Campus and Rural Center coordinator was responsible for overseeing rural center services (including the prison program), but that position, along with a support specialist position, is currently vacant due to a lack of funds.

Including the director, the department's professional staff consists of five librarians. The director and the Fallon Campus and Rural Center coordinator are on administrative faculty contracts, and the other three librarians work on academic faculty appointments. One academic faculty librarian is tenured, and the other two are on non-tenure track appointments. Two work on 193-day contracts, and the other is on a 171-day contract. Administrative faculty work 225-day contracts.

Professional support staff include four library personnel and two media services personnel. The Media Services coordinator (Carson campus) and the distance education

support specialist (Fallon campus) are on administrative faculty contracts. One library staff member on the Fallon campus and three on the Carson campus have professional status and are on administrative faculty contracts.

Professional librarians, including the director, all work regular shifts at the library's reference desk. A public services librarian supervises the other two librarians and is also responsible for the department's website, databases, and outreach. Responsibility for instruction, information literacy, and periodicals is assigned to the instruction librarian. The collection development librarian handles acquisitions, collection development, and copyright compliance. Cataloging is outsourced to UNR, with whom the WNC library shares a common online public access catalog (OPAC). Acquisitions, copy cataloging, and supervision of technical services are performed by a non-librarian professional. The incumbent in this position has taken classes in cataloging, acquisitions, and reference and earned a B.S. from UNR several years ago.

Overall, the library has experienced stable staffing, with the majority of personnel on staff for over 10 years. During this time, two classified staff earned their B.S. degrees and subsequently were promoted to administrative faculty status. Professional development opportunities for both professional and non-professional staff are funded via the College Staff Development Fund. Staff have attended workshops in Final Cut Pro, BICSI certification for data installation, Macintosh computer support, and distance education support for libraries. Two librarians have been awarded sabbaticals, and two staff members are enrolled in the University of North Texas online MLS program. Professional

development and general educational improvement are encouraged among all library staff. (Exhibits 5.10, 5.15, 5.22, 5.23) (5.D.1, 5.D.2, 5.D.3)

MANAGEMENT

In the past decade, significant changes to the organization of Library and Media Services have occurred. In 2004 responsibility for IAV support was transferred to Library and Media Services from the dean of Rural Programs. Responsibilities include providing technical support of IAV equipment, training faculty, and staffing classes with IAV facilitators. Support for the college's Apple computers was assigned to Media Services in 2005. The web education coordinator position was transferred to Library and Media Services in 2007, but due to the hiring freeze, that position has been vacant since 2008. In 2008 responsibility for supervision of Computing Services was assigned to the director of Library and Media Services. Much of the college's technical support activity is now concentrated within one department. (Exhibit 5.15) (5.D.4)

CURRICULUM DEVELOPMENT

The college's new curriculum approval process requires a three-year projection of library and information resource requirements, and the library is actively involved in this process. Librarians solicit resource requests for programs under consideration from the vice president of Academic and Student Affairs, the dean of instruction, and academic faculty. A librarian from the department has been a member of the college Curriculum Committee for much of the past decade. Although one librarian volunteered for the Curriculum Committee this academic year, he was not selected for membership. (Exhibit 5.2) (5.D.5)

BUDGETS

The budget for Library and Media Services is a line-item appropriation from the state legislature. Funding has been stable throughout the decade and is currently \$168,500. Portions of this line-item appropriation have been reverted back to the state during the past several years due to budget shortfalls. Compared to library budgets at other institutions of similar size, WNC's budgets have been adequate. In one recent year, the library reverted 45% of its budget but was still able to continue most of its database subscriptions and buy essential equipment. In recent years, the print collection has been inadequately funded. However, the college administration has made restoration of the book budget a priority. Comparisons using the Academic Libraries Survey of a peer group established early in the decade indicate funding levels are adequate for our needs for most of the decade. (Exhibits 5.14, 5.24) (5.D.6)

Planning and Evaluation

PLANNING

Librarians' Meetings

Much of the planning for information literacy, website strategy, and other issues was accomplished via meetings with the department's librarians. Meetings are held as needed to respond to specific issues or tasks.

Facility Planning

A great deal of planning in the early years of the past decade focused on new facilities. In 1999, the college received funding for a new library and student center building. Design planning started in fall 1999 but was delayed until a college master plan could be developed to choose an appropriate site for the new structure. The planning process was led by a committee consisting of library

staff, student and faculty representatives, Facilities staff, and the architects. The college was fortunate to have a cooperative architect, and library staff played a large role in the planning for the new building. (See Standard Eight.)

Staff Retreats

Each August, Library and Media Services staff from Carson and Fallon spend a day participating in an off-campus retreat to address department issues and review policies. Staff retreats have proved useful for developing teamwork.

Library Advisory Committee

An informal advisory committee consisting of faculty from each division existed in the early part of the decade, but the committee provided limited meaningful input. The committee ceased to exist until it was formally reestablished by the Strategic Planning for Institutional Effectiveness (SPFIE) committee. The advisory committee meets every semester and is composed of a student, an academic faculty member, a classified staff member, and an administrative faculty member.

Information Literacy

Following a series of meetings with the department's librarians, an information literacy initiative was developed that centered on tutorials and hands-on learning. In order to serve as many students as possible, the staff decided to concentrate their efforts on classes that satisfy the writing requirements for degree and certificate programs. As a result of this decision, a classroom was incorporated in the design for the new library on the Carson campus, and provisions were made for conducting classes in the newly remodeled Fallon campus library. Through the college's planning process, a librarian volunteered to serve on the General

Education Subcommittee. Information literacy was addressed in the general education student learning outcomes.

Program Review

In 2006, Library and Media Services conducted its first program review. Members of the program review committee included the librarians, the director, a student, an academic faculty member, and an administrative assistant. A librarian from TMCC served on the committee as an external evaluator. Two surveys provided data to support the program review findings. The 2005 Non-Academic Program Review Survey was designed to gather satisfaction data from employees, and the 2004 Part-Time Instructor Survey was designed to identify concerns and attitudes of that group. Measures of student satisfaction to be included in the library's next program review, scheduled for 2011, will include results of the Recent Graduate Survey and the Noel-Levitz Student Satisfaction Inventory (2007 and 2009). Graduates give the library high marks, and both Noel-Levitz surveys documented the library as one of the college's strengths. (Exhibits 5.1, 5.17, 5.25) (5.E.1, 5.E.2)

ASSESSMENTS

Subscription Database Usage

Usage statistics are collected in evaluating library database subscriptions. The librarians meet annually to discuss the data and make decisions, such as database renewals. They also plan to promote lesser used databases that the staff believe are worthwhile.

Faculty Use of AV Equipment

Media Services attempted to measure the FTE faculty use of audio visual equipment at the college. This assessment was difficult to complete. Media Services was unable to accurately determine an FTE faculty figure

for the college and found the data collection methods used at the Fallon and Carson campuses to be inconsistent. Media staff from both campuses met and standardized their collection methods.

During this review period, Media Services began installing equipment into classrooms at all campuses. Because of classroom mediation, traditional statistics such as number of media setups and number of uses by faculty could not be accurately counted. Given this reality, it became clear that additional productivity measurement tools for Media Services need to be developed.

Gate Counts

A more useful assessment was to count the number of people coming into campus libraries. Initially, this data was collected by hand but this effort ceased at the Carson campus with the installation of a gate counter in the new library. After several years, staff realized the value of this measurement and began checking the gate counter on an hourly basis. Both campuses now track hourly usage. The data has been used to determine optimum staffing hours for Saturdays.

Collection Analysis

A finding from the 2006 program review indicted the need to assess the print collection in light of the library's move toward online support. Usage data by subject area was collected, and underutilized areas of the collection were aggressively weeded. Every book in the collection, except those in the history and literature sections, were reviewed, and any book that had not circulated in the preceding 10 years was temporarily removed for further review. Each book was individually reviewed by a librarian to determine if it should be retained or withdrawn. Books retained were further inspected for wear and, if necessary,

repaired. A complete bibliographic record for each book withdrawn from the collection was kept on file and will be reviewed as an aid in collection development for that area of the collection.

The project required several years to complete and concluded in summer 2009. Library staff will collect circulation statistics over the next several years in order to analyze use of the heavily weeded sections.

Effectiveness of Library Orientations

Starting in spring 2008, the library began assessing the effectiveness of its information literacy orientations by surveying the students prior to the end of the sessions. The survey instrument is administered online through a link provided by Institutional Research. Each librarian is given survey results from his or her orientations. All results are analyzed by the public services librarian. An interesting finding was that the rate of survey participation was higher in 75-minute orientations than in 50-minute orientations, perhaps because students have enough time to complete the survey in class. A major goal for the coming years will be to investigate and design other assessments of the library orientations. (Exhibits 5.3, 5.5, 5.8, 5.18, 5.25) (5.E.3)

Standard Five

Library and Information Resources – Computing Services

Introduction

Computing Services is committed to providing high quality technical support and up-to-date technology for the benefit of all users of the Western Nevada College computing system and network infrastructure. In keeping with its mission, the college provides access to computer hardware, software, network services, e-mail, and the Internet. Computing Services supports student computer labs, instructional media workstations, online learning, and network design and security. Faculty and staff are provided additional support, including application training, system administration of application servers, network printing, staff e-mail system, file storage, and network file sharing.

Purpose and Scope

Western has sufficient equipment resources to accomplish its mission and goals. Computing Services supports 622 computers in 44 computer labs, including open labs, instructional labs, specialty labs, testing labs, and correctional facility labs. In 10 college locations, there are public Internet nook computers, with one to five computers in each. On the Carson, Fallon, and Douglas campuses, there are a total of 10 computers reserved for placement testing.

Some labs offer software for specialized instruction. For example, six labs on two campuses are equipped with software and steering wheels for simulated driving for the driver education classes.

All labs have access to a printer, and some have access to a scanner.

Computing Services supports a computer lab in each of two correctional facilities. These particular computers have production software and specific instructional software but no Internet access. The nursing labs are supplied with laptops connected to simulated patients and other specialized equipment.

Table 5.2: Distribution of Computer Labs
Source: Computing Services

	# of Labs
Campuses	
Carson	21
Douglas	4
Fallon	5
Shared Facility	
High Tech Center	10
Rural Instructional Centers	
Fernley	1
Hawthorne	1
Smith Valley	0
Yerington	0
Correctional Centers	
Warm Springs	1
Northern Nevada	1

Computing Services provides wireless access for faculty, staff, and students. For a special presenter or guests who need access, the sponsoring faculty or staff member can contact Computing Services for a time-

limited guest account. Wireless access is provided in the following locations:

- **Carson Campus:** There are a total of nine access points. Two are specialty access points for nursing and automotive technology students, one is a private access point for the president's boardroom, one provides exclusive access for the baseball field, and five are open to all faculty and staff.
- **Fallon Campus:** There is one access point in each of the three buildings on campus.
- **Douglas Campus:** One access point serves the student lounge area.
- **High Tech Center:** One access point is located in the "Pod Center" section.

In terms of personnel resources, the college has temporarily lost three full-time staff positions in Computing Services. The college hopes to fill these vacancies as soon as the budget allows.

The nature and location of WNC's educational programs determine the allocation of resources and services. WNC collaborates with NSHE to provide online education to students. System Computing Services (SCS) hosts a committee whose members are the administrators and programmers of the Blackboard CE8 system (hosted at SCS and known within NSHE as "WebCampus") and the institutions in the state that use that system. Students access WebCampus through a branded access page using their e-mail account information. The WNC webmaster maintains online learning support pages to help students determine their readiness for online instruction, set up their computers to use WebCampus, and use the basic features of WebCampus.

Computing Services and Library staff are available by phone to change passwords, help with other login issues, support student computer preparation, and troubleshoot other WebCampus issues. Computing Services also maintains the contracts for software support, including: Turnitin plagiarism detection software, Blackboard CE8, and Respondus (lockdown browser software for testing).

Faculty and staff services include workstation support; software support; application training; access to secure systems for human resources, student information, and financial information; access to SCS resources (technology support for statewide systems); WebCampus support; e-mail support; provisions for specially priced software for home use; web space; access to shared databases and folders; server-based work-request, lab-request, and scheduling systems; and technology planning, testing, quotes, system updates, security, and installations.

Institution-wide, the computers are a mix of PCs and Macs (mostly WIN PCs) and offer a basic image of Windows XP or Mac OS and production software (Microsoft Office 2007, Internet Explorer 7, etc.).

There is one PC workstation in each of the 23 mediated classrooms. Eight classrooms have SMART Board technology. (Table 5.2) (Exhibits 5.26, 5.27, 5.28) (5.A.1, 5.A.3, 5.C.1)

Information Resources and Services

SELECTION AND MAINTENANCE OF EQUIPMENT

SCS is a state-funded system-wide information technology (IT) service responsible for the delivery of effective,

reliable, and secure technology services and infrastructure that enable and support the NSHE institutions, affiliates, and partners. This service develops, maintains, and administers a core suite of administrative applications. These include the following:

- Student Information System (SIS)
- Financial Advantage System (ADV)
- Financial Data Warehouse
- Human Resources System (HRS)
- u.achieve (formerly DARS)
- FOCUS Reporting Tools
- U-printer mainframe system
- web interfaces

Additional services that will be in place by fall 2010 are the PeopleSoft SIS (iNtegrate) and the Resource 25 scheduling system

Computing Services technicians install, configure, upgrade, maintain, and troubleshoot hardware and software. The college contracts out printer and copier repair and maintenance.

The department provides suggestions for hardware and software selection, testing of hardware and software, price quotes, and hardware assessments. (5.B.1)

SUPPORT SERVICES

Computing Services installs, configures, maintains, and supports all of the student computer labs and student access computers on all campuses including computers equipped for students with disabilities. The department provides students with help desk support for e-mail, WebCampus, and wireless access.

Computing Services provides training for new college-wide systems, such as work-request, scheduling, and e-mail systems. For example, they trained employees to use Lotus Notes when it was introduced.

Training videos created in-house for Microsoft Office 2007 are available on the college intranet (WestNET).

Computing Services has a “first contact” customer service and support area. Created four years ago, this area has vastly improved service and communications with WNC employees and students. The emergency break/fix telephone line is for work stoppage issues and password changes. If not answered immediately, a response is still given to the caller within 15 minutes. If the technician in Customer Service cannot solve the problem, it is given to another technician to complete immediately.

Employees can ask general questions or request service through either the regular department telephone or the online work request system. Work orders are completed by Computing Services technicians or by outside contractors. The online Lab Request System also is administered through the customer service area. Faculty and staff are encouraged to walk in to the office to discuss an issue, question, or the feasibility of an idea for using technology.

Computing Services supports the following information technologies for the administration:

- Budget connection to NSHE for financial administration
- Room- and resource-scheduling software and server
- Banking access for the Business Office staff
- C-Cure/RFI Security Door key server and software
- HVAC control panel
- Observatory firewall
- Procure child care login and accounting system

- AccuTrack student lab usage tracking software (Academic Skills Center)
- DonorPerfect server-based system for the WNC Foundation
- Quickbooks server-based accounting system (WNC Foundation)
- Keystone key-tracking system
- Snap Survey software for Institutional Research
- Clicker equipment for Nursing
- EDExpress financial aid student records management software
- EDconnect federal student aid database connection
- Advantage financial system (Business Office)
- Specialized check printer for the Business Office
- WNC Policy 8-1-2 Computing and Network Use Agreement
- WNC Policy 8-2-1 Computer Lab Use Agreement
- WNC Policy 8-1-1 Computer Support Services Guidelines
- WNC Policy 8-1-3 Computing Workstation/Network Resources use
- WNC Policy 8-2-3 Network Policy
- Break/Fix Guidelines
- Software Licensing Procedure

(Exhibits 5.26, 5.28, 5.29, 5.30) (5.B.2)

POLICIES, REGULATIONS, AND PROCEDURES FOR INFORMATION RESOURCES

WNC policies, standards, and guidelines governing the development, use, and management of technology are published on the college website. System policies are published on the NSHE website. System and college policies, procedures, and guidelines include the following:

- NSHE Computing Resources Policy (Title 4, Chapter 1, Section 22)
- Computing Services Sensitive Data Security Policies
- Computing Services Service Level Agreement to the college
- NevadaNet Appropriate Use Policy
- WNC Policy 8-2-2: Computer Security

New or revised policies approved by the college president are documented and made available to the college community. (Exhibit 5.29) (5.B.3)

EXTENDING BOUNDARIES WITH TECHNOLOGY

Western Nevada College is connected to other colleges and the outside world through NevadaNet and SCS. The network supports interactive video, connection to the Internet, connection to other resources outside of WNC, and the online learning system. The connection has been recently upgraded from DS3 (45 MB) to 1 GB dual fiber link with 300 MB capacity, which also supplies a failover.

NevadaNet is the wide area telecommunications network utilized to support the research, distance educational, clinical, and administrative needs of NSHE, the K-12 educational community, and other participating state and federal agencies.

SCS provides access to both the commodity Internet (I1) and the high-speed research network known as Internet2/NLR over its regional WAN service. Internet connectivity is available 24 hours a day, seven days a week, excluding scheduled and unplanned outages. SCS hosts application software for NSHE institutions and the NSHE

administration. Examples of hosted applications for WNC include: Lotus Notes, Blackboard CE8, WonderDesk Work Request System, WonderDesk Lab Request System, and student e-mail, websites, SWAMI NetID, as well as some authentication databases. (Exhibit 5.31) (5.B.5)

Facilities and Access

ACCESS TO RESOURCES

Western employs 201 full-time academic and administrative faculty and 348 part-time faculty. Full-time faculty are provided with a computer and access to a printer and the network. Part-time faculty are not supplied with a computer unless the department requests it. WNC also employs 87 full-time staff and 13 part-time staff. All full-time staff who need a computer are supplied with a workstation/monitor and access to a printer and the network. Part-time staff are given a computer if one is needed to complete their work. The college moved from queue-based to IP printing for better support.

Computing Services maintains a workstation and monitor pool that is supplied from computer lab upgrade replacements and support money from the administration. However, the college does not have a cycled computer replacement plan for employees. Computing Services provides departments with price quotes for laptops and PDAs, but the individual departments purchase this equipment. No pool is kept for these.

The college has experienced a 200-fold increase in Internet circuit capacity in the past 10 years. WNC is in the process of upgrading the campus network infrastructure to accommodate increased demand for high-speed connectivity by students and instructional programs. The college has also purchased a \$250,000 blade server system to

increase server data storage to meet increased demand. Continued investment in Internet circuit capacity and data storage is imperative in order for the college to fulfill its mission in the years ahead.

Computing Services administers 20 servers (mixed Novell and Windows environments) with a tape backup solution. Netware administration is also managed by the department and includes enterprise storage, shared drives, user account management, group membership management, and rights administration.

Computing Services also supports instructional centers in the rural areas. These centers are currently served by T-1 circuits from the main campus. Upgrading bandwidth to these centers using fiber-optic links is underway.

All computer labs are equipped with Accessibility Suite software, and some labs have Kurzweil Accessibility (for visually disabled).

Western's public website and WestNET are administered by the WNC webmaster. The Computing Services area of the public website contains contact and staff information, FAQs, request forms, customer feedback and comment forms, policies and procedures concerning technology, information on student computer labs, and access to the WonderDesk work request system.

Through WestNET, Computing Services provides access to: the WonderDesk work request system, forms (Customer Comments, Customer Feedback, Idea Submission, Incoming Employee Form, Outgoing Employee Form, Lab Configuration Request Form, and the Security Request Form for SIS/ADV/HRS).

Information on faculty and staff e-mail accounts, Novell (network) accounts, and the lab installation schedule are also provided on WestNET.

Computing Services staff are developing plans to establish IMAP connections for mobile devices (iPhone, Blackberry). (Exhibits 5.30, 5.31, 5.32) (5.C.1)

COOPERATIVE ARRANGEMENTS

Computing Services collaborates with NSHE, SCS, and other NSHE institutions to develop technology applications that improve services and infrastructure to achieve college goals. Statewide collaborative committees include the Connectivity Committee, Chief Technology Officers, the Help Desk Roundtable, iNtegrate, the Lotus Notes Committee, the System Software Committee, the SECCOOR Security Group, and the WebCampus Committee.

E-Mail

Western has two e-mail systems: one for employees and one for students. Both systems are hosted on SCS's servers.

E-mail addresses are created automatically once students are enrolled. Some web space for personal use is attached to the accounts. SCS manages the more complex aspects of the system, and Computing Services has administrative access to manage WNC accounts, including mail lists and aliases.

Two years ago, Western collaborated with SCS to purchase Lotus Notes for employee use. The new e-mail system provides improved collaboration and communication functionality through shared calendars and group lists. All full-time faculty and staff have the Lotus Notes client installed on their workstations. Part-time faculty access Lotus Notes only through web mail.

All software agreements are purchased and administered through Computing Services. Licenses and media are stored and administered for compliance.

Computing Services collaborates internally with other areas and departments through committees and work groups, including the Distance Education Committee, the High Tech Center Committee, the Technology Work Group, and the Technical Services Oversight Committee. (Exhibits 5.29, 5.33) (5.C.2)

Personnel and Management

ORGANIZATIONAL STRUCTURE

Computing Services is divided into three functional areas: customer service and support, workstation support, and network support. Computing Services technical staff consists of a network support specialist, system administrator, and network engineer. The system administrator and the network engineer positions have been vacant for two years due to budgetary issues. The college hopes to fill these positions in the next few years when the budget for the college stabilizes.

Workstation technical support staff consists of an IT support specialist, an IT technician VI, and an IT technician V. The final technical staff member is the IT support specialist supervisor, who manages the workstation technicians and the customer service and support staff. (Exhibit 5.34) (5.D.1, 5.D.4, 5.D.6)

SECURITY ACCESS FOR SENSITIVE INFORMATION

There are three separate database systems for storing information within NSHE: SIS for student/class data, ADV for financial data warehouse and finance information, and HRS for employment and personnel data.

Each database has a security application manager on the WNC campus that approves access and defines rights to a database for an employee. After the application manager approves the request, the security coordinator in Computing Services sets up the account. The coordinator is also responsible for working with NSHE and maintaining the correct security and reporting audits.

The college employs a number of standard security practices, including routers, Cisco PIX firewall, Bluesocket Controller, and ClearSight Analyzer on the hardware side. On the software side, WNC employs virtual local area networks (VLANs) and anti-virus and anti-spam solutions. However, the college has no intrusion detection/prevention system because these systems are staff-intensive to monitor and expensive. The college plans to implement IDS/IPS when budget and staff are available.

Computing Services staff are proactive by aggressively patching systems, updating the anti-virus data engine on the workstation and server daily, and thoroughly monitoring system logs. Staff disable unused ports for security. WNC is researching network security firms that perform network penetration testing. Computing Services has implemented the ProCurve Manager software for network health check and periodic switch OS updates. Recently, the college has also put NetCrunch 5 multi-platform network monitoring software into production.

The security of the IT infrastructure remains an ongoing challenge as new threats are identified. The college endeavors to improve the existing security measures and implement new security safeguards to protect the network from threats and attacks. (5.D.6)

STAFF QUALIFICATIONS AND RESPONSIBILITIES

Staff responsibilities are clearly defined. A technical staff of four members does an excellent job of providing timely and high quality service to a large user population throughout the college's vast service area. The work environment is complex and fast paced and consists of multiple hardware platforms, operating systems, and networking protocols. Because of the current limited staffing, all members cross train to provide support for other functional areas. All staff from Computing Services interact with the college user community and are highly rated by WNC employees in customer service and technical skills, dedication, perseverance, attention to detail, and quality service. (Exhibits 5.35, 5.36) (5.D.2)

STAFF DEVELOPMENT

Human Resources and the State of Nevada provide training opportunities for staff development. Staff can request up to \$1,200 from the College Staff Development Fund for technical training from outside sources. Staff have received on- and off-site technical training for certifications and skill upgrades in such areas as project planning and Novell administration.

Current training is focused on the new server system and the migration from Novell to Windows Active Directory. The server vendor is providing some training via web broadcasts, and additional off-site training will be funded through a combination of staff development and department funds. (5.D.3)

ADEQUACY OF FINANCES

WNC has made significant investments in infrastructure and broad-spectrum technology to support teaching and learning.

Technology resources provided directly to students are computer labs, network access, Internet access (including wireless), e-mail accounts, WebCampus accounts, and web space.

The college has supported IT investments throughout the institution. Budgeted amounts are set aside specifically to support software agreements and contracts, Lotus Notes expenditures, and institution-wide expenses. This year the college provided an additional \$250,000 to purchase new servers for each campus and new backup systems, and for updating power sources. The Technical Services Oversight Fund supports new technology and updates for student labs and student-utilized technology. (Exhibits 5.33, 5.37) (5.D.6)

Planning and Evaluation

PLANNING PROCESS

Strategic planning for information technology is a collaborative process that involves WNC faculty, staff, and administrators as well as SCS.

Strategic planning involves identification of current performance, setting of performance goals, and determining the means of attaining those goals. SCS provides guidance, resources, and solutions, and at times, shares the costs.

Operational planning efforts are led by Computing Services and the Technical Services Oversight Committee to determine technical responsibilities and day-to-day activities of IT staff, costs and life-cycle expectations of equipment, and schedules.

For example, Computing Services has planned and implemented several emergency communications systems in the last three years. All higher-level administrators have been set up with Gmail

accounts in case an emergency situation disables Lotus Notes. This backup system will provide upper-level management with communication during a crisis. Another component of this communication system allows emergency messages to be posted on the college website. In addition, instant-messaging software (IPMSG) was installed on all employee workstations and on lab computers to allow emergency notification. (Exhibit 5.33) (5.B.4, 5.E.1, 5.E.2)

EVALUATION PROCESSES

In order to measure its effectiveness, Computing Services uses various assessment tools. These include online feedback forms, surveys, the work-request and lab-request systems, and various self-audits and reports. These tools provide meaningful feedback for making improvements.

On the Computing Services website, there are two forms for gathering satisfaction data related to services provided and one form for gathering suggestions for improving services. Feedback gathered through these forms is reviewed and used to improve services.

In 2005 and again in 2008, Computing Services paired with Institutional Research to survey faculty, staff, and administrators. These satisfaction surveys were designed to assess the effectiveness of changes made in Computing Services, which included implementing the online work-request system and creating the customer service and support area. The results of these surveys demonstrate that the department's efforts to improve communication and efficiency were successful.

Information gathered through surveys and feedback forms indicates that Computing Services is perceived by the college community as productive, knowledgeable, time sensitive, and customer oriented.

The efficiency of the department's workflow is assessed by monitoring the work request system. All requests except for break/fix emergencies are tracked through this online system as they flow from customer to supervisor to technician. Reports are run weekly and reviewed at the Computing Services staff meeting. The supervisor conducts audits to evaluate the work flow of active work orders assigned to technicians. Because this system improved production significantly, Computing Services implemented a second instance of the software to manage semiannual lab requests. (Exhibits 5.30, 5.36) (5.E.3)

Strengths

- Library staff are well qualified and respected by the college community.
- Library and Media Services has successfully completed a major goal to improve facilities at both campuses.
- Library and Media Services successfully moved many resources online and has developed a robust website to better serve distance education and rural students.
- Library and Media Services staff are willing to stretch both fiscal and human resources to meet the needs of students and faculty.
- Computing Services works with SCS and NSHE to enhance the connectivity to WNC.
- The college invested in a new server infrastructure at all campuses to update stability, data space, security, and production. These improvements will enhance the disaster recovery plan and provide the college with more options for authentication and other production systems.

- The college is working through the Technology Services Oversight Committee to get the best use from student technology fees for support and growth.
- Computing Services developed a three-year replacement plan for instructional lab computers to ensure equipment is updated in a timely manner. Although this is not a permanently funded plan, it is adhered to as closely as possible.
- Computing Services uses information gathered through surveys and feedback forms to determine and meet the critical needs of faculty, staff, and students.
- Computing Services implemented an improved system for tracking hardware and software purchases and installations as well as software licensing.
- Computing Services has a dedicated staff that cross-trains for support and backup in a difficult staffing environment.
- The college's imaging process has been standardized and made more efficient through the use of ZENWorks imaging software. Deep Freeze image protection software is now used for workstation recovery on restart.

Challenges

- Develop more accurate assessment measures for Media Services.
- Develop a methodology to assess the information literacy effort.
- Establish a more formal planning process for Library and Media Services.

- Maintain library services at the Fallon campus despite staffing shortages.
- Secure a permanent position for a librarian on the college Curriculum Committee.
- Two out of seven Computing Services positions are vacant.
- Service to remote campuses and learning centers is not as timely or as efficient as is desirable.
- Funding for infrastructure updating, hardware rotation, and IT staff training is inadequate and unstable.
- Regulatory requirements for security management are increasing.

Recommendations

- Implement ways of being more efficient with Computing Services staff hours, especially as used in remote sites. Identify a more efficient use of staffing funds through re-organization possibilities within the department.
- Develop and implement a permanent funding solution with the Technical Services Oversight Committee for instructional hardware rotation. Also develop and implement a plan and permanent funding solution with institutional administration for employee hardware rotation.
- Implement authentication solutions to better protect the network against security threats.
- Work toward a single workstation sign-on for ease of use.

Actions Taken

- Planning is underway to examine the organizational structure of Computing Services to maximize staff usage and funding.
- Purchased remote administration tools (Log Me In, NetCrunch) for servers and workstations to eliminate frequent travel by technicians and down time for employees and labs.
- Purchased an upgraded work-order system that has additional tools built in for tracking software, hardware, and work flow (SysAid).
- Prepared proposals for funding options to discuss with Technical Services Oversight Committee and administration.

Standard Five Supporting Documentation

LIBRARY EXHIBITS

- 5.1 Library and Media Services Policies
 - 5.1.1 WNC Policy 5-1-1: Collection Development
<http://www.wnc.edu/policymanual/5-1-1.php>
 - 5.1.2 WNC Policy 5-1-2: Library Circulation
<http://www.wnc.edu/policymanual/5-1-2.php>
 - 5.1.3 WNC Policy 5-1-3: Interlibrary Loan
<http://www.wnc.edu/policymanual/5-1-3.php>
 - 5.1.4 WNC Policy 5-1-4: Non-Student Use
<http://www.wnc.edu/policymanual/5-1-4.php>
 - 5.1.5 WNC Policy 5-2-1: Fines and Replacement Charges
<http://www.wnc.edu/policymanual/5-2-1.php>
 - 5.1.6 WNC Policy 5-2-2: Claims Returned
<http://www.wnc.edu/policymanual/5-2-2.php>
 - 5.1.7 WNC Policy 5-2-3: Behavior
<http://www.wnc.edu/policymanual/5-2-3.php>
 - 5.1.8 WNC Policy 5-2-4: Refunds for Lost Library Materials
<http://www.wnc.edu/policymanual/5-2-4.php>
 - 5.1.9 WNC Policy 5-3-1: WNC Video Conferencing Facility Usage
<http://www.wnc.edu/policymanual/5-3-1.php>
 - 5.1.10 WNC Policy 5-3-2: Media and Equipment Loan
<http://www.wnc.edu/policymanual/5-3-2.php>
- 5.2 Curriculum Development Documents
 - 5.2.1 New Book Lists
 - 5.2.2 New Curriculum Program Proposal Guidelines and Template
https://intranet.wnc.edu/download/info/2007-11-13_08:37:52_newprogramproposalform.rtf
 - 5.2.3 New Materials Suggestion Form (Library Website)
http://library.wnc.edu/forms/materials_suggestion.html
- 5.3 Book Withdrawals 2006-2008
- 5.4 Better World Books Library Discards and Donations Program Information
<http://www.betterworldbooks.com/Info-Discards-Donations-Program-m-4.aspx>
- 5.5 Subscription Databases
 - 5.5.1 Subscription Database Inventory 2003-2010
 - 5.5.2 Databases A-Z (Library Website)
http://library.wnc.edu/quick_links/databases.html
- 5.6 Collection Inventory
- 5.7 Library Instruction Statistics by Semester and Campus 2005-2009
- 5.8 Library Orientation Student Evaluations Spring 2008
- 5.9 Library Assignment

LIBRARY EXHIBITS (Cont.)

- 5.10 Librarians' Sabbatical Reports
 - 5.10.1 "Information Literacy in a Web 2.0 World," by Danna Sturm
 - 5.10.2 "Enhancing Library Support for Distance Education," by Valerie Andersen
- 5.11 Research Tutorials List
http://library.wnc.edu/students/research_tutorials.html
- 5.12 Interlibrary Loan Statistics
- 5.13 Maps of Mediated Classrooms
- 5.14 Library Budget
 - 5.14.1 Expense Budget Summaries FY2005-FY2008
 - 5.14.2 Library Operating Expenditures FY2005-FY2009
- 5.15 Organizational Chart
- 5.16 Circulation Statistics 2005-2009
- 5.17 Library and Student Center Architectural Program
- 5.18 Gate Counts
- 5.19 Fallon Campus Library Renovation Proposal
- 5.20 Library and Media Services Informational Print Publications
 - 5.20.1 Bookmark
 - 5.20.2 Brochure
- 5.21 Survey Results
 - 5.21.1 2004 WNCC Part-Time Instructor Survey
 - 5.21.2 2005 Non-Academic Program Review Survey
 - 5.21.3 2006 Library Support
 - 5.21.4 2006 Distance Education Survey
 - 5.21.5 2009 Student Library Use
 - 5.21.6 Recent Graduate Survey: A Longitudinal View 2000-2009
http://www.wnc.edu/files/reports/institutional/selected_graduate_survey_responses_-_a_longitudinal_view.pdf
 - 5.21.7 Noel-Levitz Student Satisfaction Inventory (2007 and 2009)
<http://websites.wnc.edu/~boedenau/NoelLevitz2009.html>
- 5.22 Library Staff Position Descriptions
- 5.23 Professional Staff Vitaes
- 5.24 Academic Libraries Survey Data Charts
- 5.25 2006 Library Program Review Report

COMPUTING SERVICES EXHIBITS

- 5.26 Computer Lab Documents
 - 5.26.1 Description of Facilities and Hours of Operation
 - 5.26.2 Lab Equipment Inventory
 - 5.26.3 Sample Asset Reports
 - 5.26.4 Lab Installation Report
- 5.26.5 Lab Equipment Replacement Rotation
 - 5.26.6 Standard Supported Software List

COMPUTING SERVICES EXHIBITS (Cont.)

- 5.27 Wireless Access Locations Maps
- 5.28 Training Materials for Faculty and Staff
 - 5.28.1 WonderDesk Online Work Order System
 - 5.28.2 Microsoft Office 2007
 - 5.28.3 Lotus Notes
- 5.29 Computing Services Policies and Procedures
 - 5.29.1 WNC Policy 8-1-1: Computer Support Services Guidelines
<http://www.wnc.edu/policymanual/8-1-1.php>
 - 5.29.2 WNC Policy 8-1-2: Computing and Network Use Agreement
<http://www.wnc.edu/policymanual/8-1-2.php>
 - 5.29.3 WNC Policy 8-1-3: Computing Workstation/Network Resources Use
<http://www.wnc.edu/policymanual/8-1-3.php>
 - 5.29.4 WNC Policy 8-2-1: Computer Lab Use
<http://www.wnc.edu/policymanual/8-2-1.php>
 - 5.29.5 WNC Policy 8-2-2: Computer Security
<http://www.wnc.edu/policymanual/8-2-2.php>
 - 5.29.6 WNC Policy 8-2-3: Network Policy
<http://www.wnc.edu/policymanual/8-2-3.php>
 - 5.29.7 WNC Policy 8-3-1: E-Mail
<http://www.wnc.edu/policymanual/8-3-1.php>
 - 5.29.8 NSHE Computing Resources Policy (Title 4, Chapter 1, Section 22)
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---/T4-CH01---General-Policy-Statements.pdf>
 - 5.29.9 NevadaNet Appropriate Use Policy
 - 5.29.10 WNC Software Licensing Procedure
 - 5.29.11 WNC Computing Services Sensitive Data Security Policies
 - 5.29.12 WNC Break/Fix Guidelines
 - 5.29.13 WNC Service Level Agreement
- 5.30 Computing Services Website
<http://www.wnc.edu/cs/>
- 5.31 Network Design and Layout
- 5.32 Internet Usage Charts
- 5.33 Technical Services Oversight Committee Documents
 - 5.33.1 Mission Statement
https://intranet.wnc.edu/download/info/2009-10-14_10:16:25_tsoc_mission.doc
 - 5.33.2 Bylaws
https://intranet.wnc.edu/download/info/2007-11-14_09:46:36_techoversightbylaws.rtf
 - 5.33.3 Sample Meeting Minutes
https://intranet.wnc.edu/committees/tsoc/minutes_agendas.php

COMPUTING SERVICES EXHIBITS (Cont.)

- 5.33.4 Faculty Request for Projects Form
https://intranet.wnc.edu/download/info/2010-01-05_08:54:42_tesoc_request_form121609.pdf
- 5.33.5 Tech Fee Fund Activity Report for FY2009
- 5.34 Organizational Chart
- 5.35 Staff Qualifications and Experience
- 5.36 Program Review Employee Surveys (2005 and 2008)
- 5.37 Computing Services Budget Information

STANDARD SIX

Governance & Administration



Standard Six

Governance and Administration

Introduction

Western Nevada College exists within the structured framework of the Nevada System of Higher Education (NSHE) and within the context spelled out in Nevada's Constitution. Not only do these structures provide guidance and support for the institution and the system, but they also impose barriers and limitations for the entities. To exist within these parameters requires a keen skill set that incorporates balancing the art of meeting legal and legislative requirements, while pushing the envelope to make the most effective use of limited resources and personnel to sustain the college's commitment to the community.

The various internal organizations that speak for the college's contingencies are well organized and operate within the bylaws established for each one. The leadership of these groups is diligent in communicating issues and providing feedback to the college's leadership during regularly scheduled College Council meetings as well as on a daily basis when the need arises.

Through a variety of venues, the faculty and staff of WNC continue to demonstrate their commitment to maintaining an academic community that recognizes and listens to all voices, while making decisions that are based on data and a valid assessment of available information. Like a family, by no means does this process result in unanimous agreement on all issues faced by the college. What it does mean is that members of the college community are given the opportunity to obtain relevant information, discuss issues and data, and to provide input on possible outcomes. These debates help to

strengthen the shared sense of being one, focused institution committed to doing what is best for students.

Governance Relationships

Western Nevada College is one of the eight institutions in NSHE. As a member of the system, a number of policies and procedures govern WNC and the various constituencies within the college. The following documents outline the governance and administrative relationships that exist between NSHE, the Board of Regents, and the college:

- NSHE Board of Regents Handbook
- NSHE Procedures and Guidelines Manual
- NSHE Organization Charts
- WNC Academic Organization Charts
- WNC Administrative Organization Charts
- WNC Bylaws
- WNC Policy Manual
- Classified Council Bylaws
- Academic Faculty Senate Bylaws
- Administrative Faculty Senate Bylaws
- Associated Students of Western Nevada (ASWN) Constitution
- WNC Academic Master Plan 2007-2013
- WNC Foundation Board of Trustees Handbook

The *NSHE Board of Regents Handbook* outlines the governance system of NSHE. Exclusive control and administration of the system is vested in an elected Board of

Regents, consisting of 13 members. Each regent serves a six-year term.

The Board of Regents is legally responsible for oversight and control of the system; its functions are described in broad terms as “advisory” and “policymaking.” Title 4, Chapter 1 of the *Handbook* describes the function of the board as “policymaking, not administration”:

[It] is advisory and legislative. Thus, the Board of Regents shall delegate whenever possible duties that are initiatory and executive. It shall be the function of the Regents to approve or reject policies proposed by the administration. . . . Upon the basis of recommendations and data presented by the administration, the Regents shall determine the general method in which various problems and administrative duties are to be solved or handled, and shall permit the administration to apply the policies decided upon to single individual jobs or problems.

The authority and responsibilities delegated to all components of the system are clearly delineated in the *Handbook*. A chancellor, whose role is defined by the *Handbook* (Title 1, Article VII, Section 3) provides system leadership. Duties and responsibilities of the institutions’ presidents (chief executive officers) are outlined in the *Handbook* (Title 1, Article VII, Section 4). (Appendices 6.1, 6.2, 6.3; Exhibits 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11) (6.A.1, 6.A.4)

Compliance with Governance Documents

Evidence that the regents and college administrators, faculty, staff, and students

understand their respective roles as set forth by the governance system’s official documents can be found in their participation in their governance systems and in their efforts to revise and update policy and governance documents. For example, minutes of the Board of Regents meetings and those of other institutional groups demonstrate the participation of all college stakeholders. Minutes and notes from college standing committee meetings are published on those committees’ pages on the college intranet (WestNET). (Exhibits 6.12, 6.13, 6.14, 6.15, 6.16, 6.17) (6.A.2)

Faculty, Staff, and Student Input

The governance system within NSHE and the college provides for the consideration of the views of faculty, staff, and students, and their roles in governance are made clear and public through the college website. The role of students in governance is also described in official publications, including the catalog, program guide, and semester schedules.

Recent enhancements to the college website—both the public pages and WestNET—have facilitated improved communication throughout the college community about proposed policy changes, the budget process, assessment and program review findings, and other issues involving planning and governance. Through WestNET, all employees have access to the agendas and minutes of college standing committees, the two faculty senates, the Classified Council, and College Council. Agendas and minutes for the ASWN meetings are published on WNC’s public site. WestNET also allows employees to send e-mail messages to an entire committee or the officers of a committee.

Faculty, staff, and students can provide input on matters in which these constituencies

have a direct interest through participation on committees, councils and senates, and task forces; opportunities to speak at board meetings and college open forums; involvement in the planning and budgeting processes; and, for college faculty, participation in their performance evaluations. (Exhibits 6.12, 6.13, 6.14, 6.15, 6.16, 6.17) (6.A.3)

Board Representation

The Board of Regents is currently an elected, rather than an appointed, body. Thirteen members serve six-year terms and represent clearly identified geographic regions of the state as outlined in the *Handbook*. Policies provide for continuity and change in board membership by stipulating the years in which the elections in each of the geographic districts shall take place, thus staggering terms of office in two-year time frames (Title 3, Chapter 2, Section 396). (Appendix 6.3; Exhibit 6.1) (6.B.1)

Board Policies and Procedures

The *Handbook* stipulates that regents may act only as a committee of the whole: “It shall be the policy of the Board of Regents to act as a unit. . . . the individual members have no authority singly. No member of the Board of Regents can bind the board by word or action unless the board has in its corporate capacity designated such member as its agent for some specific purpose” (Title 4, Chapter 1, Section 8). (6.B.2)

The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the Board of Regents are published in the *Handbook*. The “Policy Codification” section (Title 4) contains a subsection titled, “Principles and Ethical Considerations Applicable to the Board of Regents.” Objectives of the regents

are listed in the NSHE Mission Statement, which is included in the *Handbook* (Title 4, Chapter 1, Section 1), and responsibilities are listed in the following section. Operating procedures are detailed in Title 4, Chapter 1. (6.B.3)

The regents are responsible to select, appoint, and evaluate the chancellor of the system. As outlined in the *Handbook* (Title 1, Article VII, Section 3), the chancellor is appointed by and serves at the pleasure of the board. The chancellor is evaluated annually in writing by the chair of the board in accordance with their procedures. The chair presents the findings to the board for its review. In addition, the chancellor is evaluated periodically by a committee of the board in accordance with procedures approved by them.

The presidents of each NSHE institution are also selected and appointed by the regents according to the *Handbook* (Title 4, Chapter 1, Section 4). They also serve at the pleasure of the board. The chancellor, in accordance with procedures approved by the regents, evaluates in writing each president annually. Subsequently, an evaluation committee appointed by the board periodically evaluates each president during a public, scheduled meeting in accordance with board procedures. At an annual retreat, the Board of Regents evaluates its own performance and updates the *Handbook*. (6.B.4, 6.B.6)

The college biennial budget is reviewed and approved by the Board of Regents. The board is the advocate for the system and individual college budgets before the Nevada State Legislature. In addition, the board has fiduciary responsibility to audit individual organizational budgets on a cyclical basis. The agendas and minutes of the Board of Regents document WNC budget reviews as an integral part of board business. (Exhibits 6.1, 6.12) (6.B.8)

Board Responsibilities to Western Nevada College

The Board of Regents takes an active role in reviewing and approving all changes and additions to institutional academic, vocational, and technical programs. Regents' meeting minutes document the approval of these changes, including the college's first baccalaureate degree (Bachelor of Technology in Construction Management) on December 1, 2006. In addition, the Board of Regents approved the name change for Western Nevada College on March 15, 2007. WNC's institutional mission statement was reviewed and verified at a Board of Regents meeting on April 2 and 3, 2009. (6.B.5)

The Board of Regents has the responsibility for approving the academic and administrative structure of WNC. The Board of Regents is a policy-setting board that delegates to institutional administrators the authority to carry out broad policies, as well as to develop specific policies and procedures for daily operations. (Exhibit 6.12) (6.B.7)

Involvement in Accreditation

The Board of Regents is aware of the college's accreditation status, and the system office receives copies of the self-study report. (6.B.9)

Institutional Advancement Activities

The *Western Nevada College Foundation Board of Trustees Handbook* makes clear that institutional advancement activities must relate directly to the mission and goals of the college. The WNC Foundation mission statement reads as follows:

The Western Nevada College 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.

The foundation's statement of purpose also reflects this same intent:

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 a continued effort to the community's needs are addressed, it becomes an investment in our funding for the future. The board recognizes the strong ties that the community college has to business and industry and will continue to make a concerted effort to assess 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.

As the foundation heads into another major gifts campaign, the four projects described below tie directly to the college's 2006-12 strategic goals:

1. **Machine Tool Technology Center Addition (Carson Campus):** This project will expand the current facility to house state-of-the-art donated equipment and reconfigure laboratories to effectively utilize space and to meet the needs of students enrolled in the college's degree program. In addition, the space will enable the program to meet the area's industry needs. (Goals 1 and 2)
2. **Science/Technology Scholarship Endowment (Carson City and Churchill, Douglas, Lyon, Mineral, Pershing, and Storey counties):** Access to higher education is vital to the economic success of the region. Scholarships help capable students reach their goals, yet increasing costs, combined with uncertain federal and state support, jeopardize access for many students. (Goals 1, 2, and 3)
3. **Science/Technology Equipment Endowment (Carson City, Churchill, Douglas, Lyon, Mineral, Pershing, and Storey counties):** In order to keep up with the pace of technological advances, WNC must continually upgrade its computer systems, and its health care, science, technology, and manufacturing equipment. (Goals 1, 2, and 3)
4. **Intercollegiate Softball Field (Carson City):** Currently, the Wildcats softball team uses a field at

the Edmonds Sports Complex for practice and for home games, thanks to a cooperative agreement with the Carson City Parks and Recreation Department. However, the 15-mile round-trip from the campus has resulted in less connection to the college community and valuable time lost commuting to and from the facility. These two disadvantages will be corrected when WNC builds its own field. (Goals 1 and 2) (Exhibit 6.11) (6.C.4)

Strategic Goals

- Improve Student Success Rates
- Ensure Institutional Excellence
- One College, Many Communities

Effectiveness of Administration

As the full-time chief executive officer of Western Nevada College, the president reports to the chancellor and is accountable through the chancellor to the regents. The *Handbook* lists six specific duties: providing leadership; appointment of professional personnel; reviewing performance of professional personnel; making budget recommendations; authorizing grants, contracts, and gifts; and serving as principal spokesperson for Western. The WNC Bylaws identify additional areas for college decision-making, administrative organization, and appointment of committees to facilitate administration. (6.C.1)

In addition to the president, the WNC administration is composed of four vice presidents and three deans, as well as directors and coordinators of programs. The professional roles for each of these individuals is defined in a position description and is supplemented by an

annual process that includes an assessment of goal attainment related to the previous year, as well as goal identification for the upcoming year. Both the employee and the supervisor sign off on this written documentation.

The WNC administrative faculty function includes other administrative professionals who follow a similar process to identify duties and responsibilities. These activities are consistent with the WNC Bylaws that state that the duties of administrative faculty “shall be established by the President to promote the goals of the institution and to support instruction” (WNC Bylaws 4.1.1). The Administrative Faculty Senate serves as “the authorized voice for administrative faculty concerns.”

As administrative faculty vacancies occur, a college-wide search committee, established through a process identified in WNC Policy 4-5-1-2 (Hiring Academic and Administrative Faculty), reviews and approves qualifications and duties for the position.

Ethical conduct responsibilities of administrative faculty, as well as all WNC employees, are addressed in WNC Policy 1-2-1 and are consistent with the Code of Ethical Standards (NRS 281.481). This policy was reviewed, amended, and approved through College Council by the college community in 2004 to maintain accuracy and relevancy to current practice. (6.C.2)

The recruitment and selection processes have been designed to hire administrative faculty who demonstrate academic achievement, experience, and/or other qualifications. The duties and responsibilities of administrative faculty and performance attributes are clearly defined in position descriptions, which, along with

annual employee goals, serve as the basis for the evaluation process. Annual evaluations are intended to ensure and promote continued strong administrative performance. The administrative faculty evaluation process has been jointly created and updated by the Administrative Faculty Senate and the college administration. As part of this evaluation process, each employee and the relevant supervisor establish an annual development plan for the employee. (6.C.3)

The decision-making process for the college includes the following:

- Any member of the college may suggest an action, policy, or change in policy through the appropriate representative group—Administrative Faculty Senate, Academic Faculty Senate, Classified Council, and ASWN.
- In addition, suggestions may be initiated through the College Council, a representative group of all the above organizations, in addition to an academic division chair representative, three of the vice presidents, and the Strategic Planning for Effectiveness (SPFIE) committee. Representatives of these groups constitute the voting members of the College Council, which reviews, edits, and makes recommendations to the college president on all changes to institutional policies and procedures. The College Council, in most circumstances, has two readings of any proposed change, which provides for the dissemination to members of the groups, and subsequent action by the group on the proposed change or addition.

- The College Council is advisory to the president. (6.C.5)

The administrative staff strives to make the most effective use of available financial resources and personnel to meet strategic and operational goals. As needs or issues are identified, one or more administrators may be assigned responsibility to develop solutions. To do so, they seek input from other constituencies and eventually make recommendations to the college leadership. This process is frequently facilitated through discussions at College Council, followed by referral to the individual constituency groups, with a final consensus recommendation made at a subsequent College Council meeting and with final decisions made by the president.

Following are some examples of how organizational units have worked cooperatively to improve the college's recruitment practices and promote diversity:

- **Multicultural Festival** development and implementation by academic faculty, Student Life, Information and Marketing Services, and ASWN.
- **Bridge to Success Program** involves personnel from Admissions and Records, Student Outreach, Financial Aid, Counseling, and academic and administrative faculty.
- **Latino Outreach** and **Latino Community Day** are coordinated and supported by the WNC Latino Club, Dean of Student Services office, ASWN, and Student Outreach.
- **Welcome Pow Wow** is coordinated by Student Life in cooperation with the Washoe Tribe.
- **Women in Non-Traditional Careers Day** (9th grade girls) to

promote females exploring careers in technical and vocational education, coordinated by Academic and Student Affairs units.

Examples of special projects led by administrative teams include the following:

- **iNtegrate Implementation Team**, created by the vice president of Academic and Student Affairs, includes personnel from Admissions and Records, Financial Assistance, Business Office, and Institutional Research.
- **Technology Work Group**, called together by the director of Library and Media Services, includes personnel from Computing Services, Admissions and Records, Information and Marketing, Institutional Research, and the college's representative on the System Computing Services Advisory Committee.
- **Website redesign and expansion**, led by Information and Marketing Services, involved input from departments across the college. (6.C.6)

Institutional policies regarding personnel appointment, evaluation, retention, promotion and/or termination comply with the *NSHE Board of Regents Handbook*. In addition, institutional policies and procedures are developed and communicated to the college community. Human Resources manages these policies and provides the appropriate individuals with timetables, forms, and the processes to be followed. This information is also available on WestNET. (Appendix 6.2; Exhibits 6.1, 6.4, 6.18, 6.19, 6.20, 6.21) (6.C.8)

Institutional Research

Administrators ensure that institutional research results are widely distributed and used to inform planning and decision-making that contribute to the improvement of teaching and learning. For example, the *Institutional Portfolio*, first published in 2004, provides information about students, programs, faculty and staff, and facilities and resources. Institutional Research compiles and publishes the *Institutional Portfolio* with information provided by its own staff and other departments. Copies are available in print and on the college website. A printed report published prior to 2005 and distributed within the college community, *Measuring Student Access and Success: a Longitudinal View*, provided a 10-year perspective on goal attainment.

Information and Marketing publishes the *Annual Report to the Community*, which details the college's successes and challenges in attaining its strategic goals. It is distributed to community leaders, business and education partners, state legislators, and others in the college community.

Institutional Research worked with NSHE's System Computing Services in 2002 to improve an online Data Request System (DRS) that allows faculty and staff to request information related to enrollment, faculty, classes, and students. Reports are used to inform planning and decision-making that contribute to the improvement of teaching and learning. Depending on the nature of the request, staff in Admissions and Records, Institutional Research, or Human Resources will fulfill the request as long as the data will be used to support the strategic goals of the college.

The DRS allows institutional researchers to gather meaningful information about the nature of data requests with the goal of

providing easier access to frequently requested institutional data.

Institutional Research coordinates the implementation of student course evaluations for every course section taught at WNC and provides detailed and summary reports to a limited audience that includes instructors, division chairs, the dean of instruction, the vice president of Academic and Student Affairs, and the president. Instructors, division chairs, and administrators use these evaluations to improve instruction. Course evaluation results are also used as evidence of student satisfaction in the academic program review process.

Institutional Research facilitates other surveys to measure student satisfaction and engagement: the Noel-Levitz Student Satisfaction Inventory, implemented in 2007 and 2009, and the Community College Survey of Student Engagement (CCSSE), implemented in 2008 and planned for 2010. SPFIE works with Institutional Research to analyze and distribute those results to appropriate departments, whose staff use them to inform planning and decision-making. The results of both surveys are published on the Institutional Research website. Western Nevada College shared its CCSSE results and other descriptive information about the college with *USA Today* for publication on the CCSSE/USA Today Initiative website. Institutional Research also mails out a survey to recent graduates to collect data on the students' experience while at WNC. Information collected includes students' perceptions of their learning in terms of the general education student learning outcomes. These results are also published online.

Institutional Research programmer/analysts regularly provide program data to academic program review teams to support the self-

study process. Reports provided to these teams include, but are not limited to, number of declared majors and degrees granted, student FTE, faculty FTE, workload ratios, and course enrollment and scheduling history. Full program review reports are available in the library, and summaries of those reports are submitted to the Board of Regents every year and published on the Institutional Research website.

In 2004, the programmer/analyst in Admissions and Records developed two widely used reports available to faculty and staff on WestNET. The Daily FTE Report compares headcount and FTE data for any day in a given semester (including the registration period leading up to the semester) to the corresponding day in the previous year. The Daily Paid and Unpaid Report shows enrollment and payment data by course section to support division chairs in their scheduling decisions.

Other institutional areas also share information and data with members of the college community. These include a monthly *Administrative Update* newsletter, published by Administrative Services and *E-Happenings*, published by Information and Marketing. (Exhibits 6.22, 6.23, 6.24, 6.25, 6.26, 6.27, 6.28, 6.29) (6.C.7)

Adequacy of Salaries and Benefits

The college uses the salary structures established by the Board of Regents for professional employees and the *Rules for State Personnel Administration* for classified employees during the appointment of all personnel. For academic faculty, this structure includes specialized areas identified as “hard to recruit,” for which a higher salary range can be considered.

Each academic appointment is considered within the identified salary range, and recognizes an applicant’s educational and professional background and experience. Administrative faculty positions are placed on the administrative faculty salary schedule in advance of hire. Decisions are made to most effectively attract, retain, and promote individuals with strong skill sets and demonstrated evidence of high levels of performance. (Exhibits 6.30, 6.31, 6.32) (6.C.9)

Faculty and Staff in Governance

MEMBERSHIP ON COMMITTEES

Faculty and staff have the opportunity to make recommendations about college issues through membership on the thirteen college standing committees. As established in the WNC Bylaws and WNC Policy 1-1-2 (College Committee Nominations/Appointments), the president can establish new committees and appoint membership to all college standing committees and subcommittees, and the committees “advise the President, who has final responsibility for institutional decisions.” For example, in 2009, in response to the increasing enrollments in web classes at WNC, the president established a new Distance Education Committee to replace the Distance Education Subcommittee of the Curriculum Committee upon the recommendation of SPFIE.

Academic and administrative faculty are represented on every college standing committee, and classified staff are represented on all but the Curriculum, Distance Education, and Program Assessment and Review committees.

Committees formed to screen applicants for academic and administrative faculty

positions are composed of WNC faculty and staff and may also include community members and NSHE staff. These screening committees make hiring recommendations to the appropriate dean and appropriate vice president, and then the appropriate vice president makes a recommendation to the president for final approval. These searches are conducted in accordance with board provisions, WNC Bylaws, and Affirmative Action and Equal Opportunity policies and procedures. The hiring process for classified staff follows the *Rules for State Personnel Administration*, and WNC exercises the option to form interview panels made up of college faculty and staff to screen applicants. (Exhibits 6.4, 6.19, 6.30, 6.33, 6.34)

REPRESENTATION ON COUNCILS AND SENATES

As authorized by the WNC Bylaws, three employee organizations representing academic faculty, administrative faculty, and classified staff exist to promote employee participation in the college community. The chairs of the academic and administrative faculty senates and the Classified Council chair represent the views of their respective organizations on the College Council and make recommendations to the president on new and revised policies and procedures. (Exhibits 6.4, 6.21)

ACADEMIC FACULTY IN GOVERNANCE

The NSHE Code classifies faculty as either administrative or academic. Academic faculty are defined as teaching faculty and librarians who have at least a .5 FTE contract and who spend at least 50% of their time on academic or academic support duties.

WNC's Academic Faculty Senate is authorized by the NSHE Code and the WNC

Bylaws to serve as the official voice of the academic faculty. WNC Bylaw 4.3.1.1 states that "the purpose of the Academic Faculty Senate is to assure faculty participation in the formulation of college policies and goals, in the implementation of these policies and goals, and in their evaluation."

The Academic Faculty Senate chair is the official academic faculty representative to the regents and in College Council. Senate proposals that receive the recommendation of the College Council and are approved by the president are entered into the *WNC Policy Manual*, and proposals involving system policy are forwarded by the president to the chancellor's office for consideration by the regents.

In addition to the eight standing Academic Faculty Senate committees, the Academic Faculty Senate nominates four members to the college Budget Committee, four members to each screening committee for academic faculty hires, and one member to each administrative faculty search committee.

Regents meetings are held quarterly, and the Academic Faculty Senate chair is regularly informed of pending issues by the chancellor's office. Agenda review meetings involving officials from the chancellor's office and the system Council of Senate Chairs are held preceding each board meeting. The senate chairs attend regent committee and subcommittee meetings and have designated seating at Board of Regents meetings. The Council has formalized this role in a set of operating guidelines. Regents solicit input from senate chairs, when appropriate, and each board meeting includes a public comment period which gives faculty members an additional opportunity to speak on the record. Informal communication between regents and faculty representatives is encouraged and occurs

frequently; in general, the regents are very accessible. It is the Academic Faculty Senate practice to periodically invite individual regents (generally those whose electoral districts include WNC campuses) to address the senate. (Exhibits 6.4, 6.5, 6.7, 6.14, 6.33)

ADMINISTRATIVE FACULTY IN GOVERNANCE

All administrative faculty holding contracts of .5 FTE or more are voting members of the Administrative Faculty Senate. According to the Administrative Faculty Senate Bylaws, purposes of the senate are to “serve as an advisor to the college President in matters relating to administrative faculty . . . and to provide a means for dissemination of policies, procedures, and other information to the administrative faculty of Western Nevada College.” These bylaws are in conformance with the WNC Bylaws and the NSHE Code and policies. The officers of this senate—a chair, a vice-chair, and a secretary—serve one-year terms but are not term-limited.

The Administrative Faculty Senate meets monthly, but additional meetings may be called by the chair or upon petition by one-third of the members. A meeting with eight members constitutes a quorum. Both the adoption of and amendments to the bylaws must be affirmed by two-thirds of the total membership and approved by the college president. (Exhibits 6.8, 6.15)

CLASSIFIED STAFF IN GOVERNANCE

All classified staff holding contracts of .5 FTE or more are voting members of the Classified Council. The Classified Council Board consists of the chair, vice-chair, secretary, and treasurer, as well as three other members of the Classified Council appointed by the above officers. All board members serve a 12-month term (September

through August). The board has general power to control and manage the affairs and property of the Classified Council.

The purpose of the Classified Council is “to represent and serve as an advocate for all classified employees of Western Nevada College (WNC); to stimulate professional improvement and job-related training of classified employees; to receive, consider, and make recommendations to the college president relating to classified employees; and to provide a means for dissemination of policies, procedures, and other information to the classified employees of WNC.” The Classified Council also solicits and receives funds in support of its activities in accordance with system and WNC policies and in consultation with the WNC Foundation. (Exhibits 6.6, 6.16)

FACULTY AND STAFF PARTICIPATION ON TASK FORCES

Occasionally a task force is assembled to research and provide recommendations on issues facing the college. For example, in 2009, after the Nevada Legislature implemented a 4.6% pay cut for state workers and NSHE mandated a comparable pay reduction for professional employees, the president convened a task force to study ways in which the college could implement the pay reduction for professional employees at WNC. This task force was composed of the two faculty senate chairs, the Classified Council chair, and representatives from Human Resources.

INPUT TO THE BOARD OF REGENTS

All meetings of the Board of Regents, which are open and public, are held in compliance with NRS Chapter 241. The college president may submit matters for official consideration and may request permission for others to appear before the board or its committees. The Council of Presidents,

chaired by the chancellor, reviews the proposed agenda for board meetings and budgets. This council, which is authorized by the *NSHE Board of Regents Handbook* (Title 2, Chapter 1, Section 1.4.10), routinely meets in advance of board meetings to discuss agenda items.

Two other councils, whose existence is not provided for in the *Handbook*, also meet in advance of board meetings: the Council of Senate Chairs, made up of academic faculty senate chairs from all NSHE institutions, and the Nevada Student Alliance, representing all NSHE student governments. Student government and faculty senate representatives may have the opportunity to speak on items being considered at meetings of the board or its committees. (Exhibit 6.1)

OPEN FORUMS

The president holds open forums in the spring, fall, and as needed to inform the college community and gather input about the budget and other issues.

BUDGET AND PLANNING PROCESSES

The Budget Committee—made up of representatives from the academic faculty, administrative faculty, classified staff, and ASWN—is responsible for overseeing the annual and biennial budget processes in accordance with the mission of the college. This charge includes providing the opportunity for all members of the college community to understand how budgets are developed and expended and to participate in the process. A complete explanation of the process, which includes a timeline for submitting resource requests, is published on the Budget Office’s area of WestNET.

This bottom-up approach to financial planning allows any individual or group to initiate a resource request for new positions, equipment, and programs. These requests

must be directly linked to the college or department mission and goals. They are then sent to the vice presidents, each of whom is responsible for prioritizing the requests in advance of a college-wide budget forum, where the final budget priorities for the next biennium are decided.

The planning process is supported by the SPFIE committee. SPFIE oversees the effectiveness of college standing committees, leads the strategic goal creation process, monitors key performance indicators to gauge progress toward strategic goal attainment, and makes recommendations to the president on ways to improve the linkage of strategic goals to the planning and budgeting processes. (Exhibit 6.35)

EMPLOYEE PERFORMANCE EVALUATIONS

NSHE and WNC Human Resources policies and procedures allow for college faculty to take an active role in their own performance evaluations, and, in the case of academic faculty, the evaluation of their peers through participation in Ad Hoc Peer Group Committees for probationary employees and in Tenure Peer Evaluation Groups for tenured faculty. For example, according to WNC Policy 4-5-2-1 (Administrative Faculty Evaluations), the process provides “a framework for mutual identification of [an] administrative faculty member’s position description, responsibilities, and goals in relation to the College’s mission and strategic plan.” (Exhibit 6.36) (6.A.3, 6.D)

Students in Governance

WNC students reflect a broad range of ages and a mixture of part-time and full-time students. Despite the geographic distance between the campuses, ASWN meets the challenge of providing activities to students

at each of the campuses, as well as representing all students to the WNC administration.

The college has improved the level of support for students' role in governance since 2000. At that time, an academic faculty member provided advisement and support for the student government. In 2004, the college created a new administrative faculty position to support students in governance: the coordinator of student activities. Besides the coordinator position, an administrative assistant was hired to provide additional support. The name of the department, which falls under Student Services, has since changed to Student Life.

Students are supported in their governance role through memberships on several committees that have significant impact on them, including the Budget, Sustainability, Curriculum, and SPFIE committees.

Students are also supported in their governance role in two other important ways: through the allocation of office space for ASWN officers and through the payment of student worker wages for their services. On the Carson campus, a large office area was created for Student Activities/Student Life in the Dini Building. On the Fallon campus, ASWN representatives have the use of an office to perform their duties.

At the time of the previous self-study, separate student governments acted independently of each other at WNC's Carson and Fallon campuses. In the 2007-08 academic year, the student governments on both campuses combined and began to function as a unified college-wide student organization. The new student government went through many changes: the name was changed and the mission statement was revised; budgets were combined into a single budget; and the group's constitution and policies and procedures were rewritten.

With the changes that occurred in the 2007-08 academic year, the Carson, Douglas and Fallon campuses currently elect one president, two vice presidents (one for the Carson campus and one for Fallon campus), one treasurer, one secretary, 13 senators (seven for Carson, and six for Fallon) and 10 representatives (split between the two campuses with no particular allocation of numbers). If all positions are not filled, the constitution provides that student government may appoint individuals to fill the vacancies.

ASWN participates in personal and leadership skill development training over the summer, usually starting in July. These activities focus on team-building, parliamentary procedure, programming (activities planning), and other activities. Once the semester starts, two meetings are conducted every week on the Carson and Fallon campuses. The governing board, which involves all ASWN members, meets to make decisions about operations, changes in policies and procedures, and how to respond to college-wide issues and initiatives. Separate programming boards meet to plan activities for the Fallon and Carson campuses respectively. The programming board involves a wide group of students from all campus locations.

For the most part, even though coordinated by ASWN, the Fallon and Carson campuses run their activities separately. ASWN encourages members to assist on other campuses as much as possible. The administrative assistant responsible for overseeing ASWN travels once a week to the Fallon campus to meet with student government representatives, and the dean of Fallon Campus/Rural Development is available to offer support to the Fallon ASWN representatives. (Exhibits 6.9, 6.17) (6.A.3, 6.E)

Affirmative Action and Nondiscrimination

Western Nevada College has made nondiscrimination a guiding principle that permeates all areas of campus life. The college's mission statement and goals and Principles of Community emphasize respect for differences among many communities with diverse needs. Western must be responsive to the different needs of these communities.

The college's nondiscrimination statement provides in part that "WNC is guided by the principle that there shall be no difference in the treatment of persons because of race, religion, color, age, sex, including a pregnancy-related condition, sexual-orientation, military status or military obligations, disability, including veterans with service-connected disabilities, or national origin, and that equal opportunity and access to facilities shall be available to all." Similarly, the system nondiscrimination policy prohibits discrimination, which constitutes prohibited conduct subject to disciplinary sanctions.

In its hiring practices, the college has sought to make sure that hiring committees understand that affirmative action is not nondiscrimination and that, although employment decisions are based on merit, the institution has a responsibility to make sure that hiring committees have diverse pools of candidates from which to choose.

The college recently has scrutinized its recruiting practices to determine how it can better recruit diverse pools of candidates and is attempting to track what recruiting methods result in a more diverse candidate pool. Positions requiring a national search are advertised in urban publications, the *Chronicle of Higher Education*, and professional journals and publications.

Promotion of all faculty is based on demonstrated ability: "A faculty member being recommended for appointment with tenure must receive an 'excellent' rating in one of the following areas, whichever is applicable: If employed primarily as a teacher, a record of effectiveness as a teacher, including, but not limited to, demonstrated teaching competence and efficiency in a classroom and/or laboratory, the ability to communicate effectively with students and demonstrated skill in handling classroom and other duties related to teaching, or, if employed as a non-teacher, a record of effectiveness, efficiency and ability to perform assigned duties" (WNC Bylaws, Chapter 7, Section 7.3).

In addition, faculty members being recommended for tenure are also evaluated in the area of service, including interest and ability in advising students, membership and participation in professional organizations, ability to work with faculty and students, service on committees, integrity and the capacity for further intellectual and professional achievement, and reputation outside the institution for participation and service in community (WNC Bylaws, Chapter 7, Section 7.4).

Accordingly, Western Nevada College is sensitive to the imperative of inclusion while maintaining standards for evaluation and promotion that are both rigorous and objective. These important interests, while not necessarily competing, generate some tension that requires the college to be more creative in its recruiting and retention efforts than it has been in the past. (Exhibit 6.4) (Policy 6.1)

Collective Bargaining

Western Nevada College has no collective bargaining agreements. (Policy 6.2)

Strengths

- Clearly defined organizational structures exist at all levels of the system and within the WNC governance structure.
- A majority of WNC faculty and staff are involved and committed to making the various governance organizations work as tools for formulating and communicating the needs and recommendations of the constituencies that they represent.

Challenges

- The budget challenges currently facing the State of Nevada and NSHE have resulted in a reduction in the number of full-time employees at the college. This decline has resulted in an increased demand on the time and energy of the remaining staff. Although the faculty and staff have successfully met this commitment at this time, there is consensus that this cannot be sustained over a lengthy period of time.
- A minority of community members continue not to be involved in the institution's decision-making process. The leadership of these respective groups needs to identify ways to involve greater numbers of their represented groups.

Recommendations and Actions to Be Taken

- Identify resources to employ an increased number of full-time faculty and staff.
- Improve recruiting practices so as to attract more diversity in candidate pools.

Standard Six Supporting Documentation

APPENDICES

- 6.1 WNC Academic Organization Charts
- 6.2 WNC Administrative Organization Charts
 - 6.2.1 President's Office
 - 6.2.2 Academic and Student Affairs
 - 6.2.3 Development and External Affairs
 - 6.2.4 Finance and Administrative Services
 - 6.2.5 Human Resources and Legal Services
- 6.3 Board of Regents Membership

EXHIBITS

- 6.1 NSHE Board of Regents Handbook
<http://system.nevada.edu/Board-of-R/Handbook/index.htm>
- 6.2 NSHE Procedures and Guidelines Manual
<http://system.nevada.edu/Board-of-R/Procedures/index.htm>
- 6.3 NSHE Organization Chart
- 6.4 WNC Bylaws
http://www.wnc.edu/files/policymanual/wnc_bylaws.pdf
- 6.5 WNC Policy Manual
<http://www.wnc.edu/policymanual/>
- 6.6 Classified Council Bylaws
http://www.wnc.edu/files/policymanual/classified_council_bylaws.pdf
- 6.7 Academic Faculty Senate Bylaws
http://www.wnc.edu/files/policymanual/wnc_academic_faculty_senate_bylaws.pdf
- 6.8 Administrative Faculty Senate Bylaws
<http://www.wnc.edu/policymanual/administrative.php>
- 6.9 ASWN Constitution
http://www.wnc.edu/files/policymanual/aswn_constitution_5-21-08.pdf
- 6.10 WNC Academic Master Plan 2007-2013
- 6.11 WNC Foundation Board of Trustees Handbook
- 6.12 Board of Regents Agendas and Minutes
<http://system.nevada.edu/Board-of-R/Meetings/index.htm>
- 6.13 College Council Minutes
https://intranet.wnc.edu/committees/college_council/minutes_agendas.php
- 6.14 Academic Faculty Senate Minutes
https://intranet.wnc.edu/committees/academic/minutes_agendas.php
- 6.15 Administrative Faculty Senate Minutes
https://intranet.wnc.edu/committees/admin_senate/minutes_agendas.php
- 6.16 Classified Council Minutes
https://intranet.wnc.edu/committees/classified/minutes_agendas.php

EXHIBITS (Cont.)

- 6.17 ASWN Minutes
http://www.wnc.edu/clubs/aswn/minutes_agendas/
- 6.18 Administrative Position Descriptions
- 6.19 WNC Policy 4-5-1-2: Hiring Academic and Administrative Faculty
<http://www.wnc.edu/policymanual/4-5-1-2.php>
- 6.20 WNC Policy 1-2-1: Nevada Ethics in Government Law
<http://www.wnc.edu/policymanual/1-2-1.php>
- 6.21 WNC Policy 1-1-1: Policy and Procedure Development at WNC
<http://www.wnc.edu/policymanual/1-1-1.php>
- 6.22 2008 Institutional Portfolio
http://www.wnc.edu/files/reports/institutional/2008_ir_portfolio.pdf
- 6.23 1995-2005 Measuring Student Access and Success: a Longitudinal View
http://www.wnc.edu/files/reports/institutional/longitudinal_performance_measures1995-2005.pdf
- 6.24 Data Request System (WestNET)
<https://intranet.wnc.edu/reports/drs/>
- 6.25 Daily FTE Report (WestNET)
<https://intranet.wnc.edu/reports/fte/classic/>
- 6.26 Daily Paid and Unpaid Report (WestNET)
<https://intranet.wnc.edu/reports/paid/>
- 6.27 Administrative Update Electronic Newsletter
- 6.28 E-Happenings Electronic Newsletter
<http://www.wnc.edu/news/publications/ehappenings/>
- 6.29 2008-2009 Report to the Community
- 6.30 Rules for State Personnel Administration
<http://dop.nv.gov/NAC.pdf>
- 6.31 Salary Schedule and Benefits Information (Professionals)
 - 6.31.1 Benefits Summary for Professionals
http://www.wnc.edu/files/reports/personnel/professional_benefits_explanation.pdf
 - 6.31.2 Academic Faculty Salary Schedule
http://www.wnc.edu/files/reports/personnel/2009-10_2010-11_academic_faculty_salary_schedule.pdf
 - 6.31.3 Administrative Faculty Salary Schedule
http://www.wnc.edu/files/reports/personnel/2009-10_2010-11_administrative_faculty_salary_schedule.pdf
- 6.32 Salary Schedule and Benefits Information (Classified Staff)
 - 6.32.1 Classified Benefits Overview
http://www.wnc.edu/files/reports/personnel/classified_benefits_explanation.pdf
 - 6.32.3 Nevada Department of Personnel Salaries by Grade
<http://dop.nv.gov/salaries.html>
- 6.33 List of College Standing Committees
- 6.34 WNC Policy 1-1-2: College Committee Nominations/Appointments
<http://www.wnc.edu/policymanual/1-1-2.php>

EXHIBITS (Cont.)

- 6.35 Budget Process (WestNET)
<https://intranet.wnc.edu/departments/budget/budgetprocess.php>
- 6.36 WNC Policy 4-5-2-1: Administrative Faculty Evaluations
<http://www.wnc.edu/policymanual/4-5-2-1.php>

STANDARD SEVEN

Finance



Standard Seven

Finance

Introduction

The economic downturn has been severe in Nevada and has resulted in a significant decrease in revenues, which has created challenges in all state agencies. As a result, in 2007 WNC starting building reserves of state funds. The reserves were built by holding back a percentage of the state allocation in a reserve account. Those reserves cushioned state budget cuts in 2008 and 2009. Reserves and savings from a hiring freeze were also used to reduce ongoing payroll costs. In addition, an employee “buy-out” plan was implemented, which resulted in significant salary savings. The reduced payroll is helping to defray the impact of further budget cuts in 2010 and 2011. As of February 2010, 17% of classified positions are vacant, and 22% and 27% of academic and administrative faculty positions, respectively, remain vacant.

Despite significant cuts in the last biennial budget and further cuts in the current biennial budget, no WNC employees have been laid off. A majority of the employees who took advantage of the buy-out offer were tenured professors. These professors have been replaced with part-time instructors.

A serious effect on instruction and instructional support has been an increase in class size. In fall 2009, many classes reached capacity, and students who were not able to enroll in their first choice had to seek out other availabilities. In that same semester, Admissions and Records began tracking the number of unsuccessful enrollment attempts. There were more than 5,100 such attempts.

Operating budgets for FY2009-10 and 2010-11 include approximately \$4 million each year in federal stimulus funding. Over the next two years, alternatives to the one-time federal stimulus dollars must be identified as well as finding efficiencies to further reduce costs. (Table 7.1)

	Professional	Classified
Instruction	15	0
Academic Support	1	3.47
Student Services	2	3
Institutional Support	8	2.54
Operations & Management	0	6.47
Total	26	15.48

Financial Planning

AUTONOMY IN PLANNING

The Nevada System of Higher Education (NSHE) Board of Regents sets standards for financial performance and monitors compliance with these standards. The board also sets overall parameters for budget requests submitted to the state. The board is responsible for establishing fees, tuition rates, state budget requests, and broad system-wide financial policies.

Advisory boards representing geographic regions throughout northwest Nevada identify needs specific to the diverse

communities served by the college. These boards provide advice directly to the college president. The advisory boards also provide a conduit for the college to disseminate budget and finance information to the smaller communities served by WNC.

Western Nevada College is granted appropriate authority in financial planning and budgeting within the overall mandates and priorities established by the system. Financial management for each institution is delegated to the respective college president. Initial planning and budgeting are performed at the college level; recommendations for significant financial matters, such as fee rates and requests for state funds, are reviewed and approved by the governing board. Funds from the state are appropriated in total rather than by line item. All institutions are prohibited from carrying funds forward from year to year. Similarly, state funds appropriated specifically for employee cost of living adjustments cannot be used for any other purpose.

Although requests for and prioritization of state-funded capital projects are a function of the Board of Regents, the State Public Works Board is responsible for their planning management.

The college is diligent in reviewing grant support for financial feasibility and compatibility with the college's mission. Before a grant proposal is submitted, it must be reviewed by the Grants Review Committee. Among the issues the committee considers are matching requirements and benefits to the college. The committee makes a recommendation to the college president on all grant applications. The committee includes the vice president of Development and External Affairs, the controller, and faculty and staff from diverse areas. (Exhibits 7.1, 7.2, 7.3) (7.A.1)

BUDGET PROCESS

The college has adopted an all-college and all-funds approach to budgeting. The Budget Committee assists with defining the budget process and identifying budget priorities. The budget process is inclusive—any faculty or staff may submit a budget request. All budget requests must be tied to the college's strategic plan and program assessment and review. The strategic plan is reviewed and updated periodically based on assessment data.

The budget process is ongoing. The schedule for budget development follows the state's biennial budget process. The state legislature meets in odd-numbered years and establishes the budgets for the next two years. When the college receives an allocation for the first year of the biennium, it generally knows the amount of state funding for the second year. Shortly after each legislative session ends, planning begins for a budget request for the next two-year cycle. (Exhibits 7.1, 7.4, 7.5) (7.A.2)

PUBLICATION OF BUDGET

Board of Regents policy requires that the college operating budget be approved by the state and any self-supporting budgets in excess of \$25,000 be submitted, reviewed, and approved by the regents in August of each year. The board publishes the operating budget and distributes it to the state and other relevant parties. The budget is available to anyone upon request. Faculty and staff have access to the entire college budget through board publications and online. At the end of each year, actual expenditure data is submitted to the governing board and a budget to actual report is published. Summary budget data is included in the college's annual report that is widely distributed in the communities served by WNC.

Budget information is disseminated to faculty and staff at budget forums held twice a year. The forums are used to facilitate discussion among the faculty and staff and the president and vice presidents. The forums include presentations by the president and vice presidents on the budget development, status of budget requests, priorities, and resources. The chief budget officer works with departments on building budgets and addressing inquiries from faculty and staff. (Appendices 7.1, 7.2; Exhibits 7.1, 7.6, 7.7) (7.A.3)

USE AND LIMIT OF DEBT

Debt service is a small part of the WNC budget. To incur debt, the college must receive the governing board's approval. When approving new debt, the board requires a business plan that addresses repayment. In 2007, Western secured legislative approval for \$20 million of bond debt to build a residence hall on the Carson campus. No debt has been issued because the feasibility has not been established.

WNC currently has one note payable, and the balance as of June 30, 2009 was \$1,360,315. The proceeds from the note were used to retrofit the Carson campus with an energy efficient heating and air conditioning system and improved conservation devices for utilities savings. This pilot project was designed in collaboration with the State of Nevada. During the planning process, it was demonstrated that the savings in utility bills would exceed the debt repayment. The principal and interest are paid from state operating appropriations that would have gone to utility expense. Annual principal and interest payments are \$227,270.

Over the last 10 years, there have been significant building projects on the Carson campus. A library and student center was

built as well as a baseball facility. An ADA retrofit project is currently under way that is budgeted at \$3,721,000. Phase I of that project has been completed, and Phase II is under design. The library/student center and the ADA project were funded by the state (via capital bonds), and the state is responsible for any debt incurred for those projects. The baseball field was paid for with donations secured by the WNC Foundation.

Year Ending	Balance
6/30/2004	283,260
6/30/2005	387,645
6/30/2006	488,469
6/30/2007	467,000
6/30/2008	505,000
6/30/2009	752,000

If college debt were needed for a capital project, the capital improvement fund could be used to service that debt. A portion of registration fees is designated for capital improvement (\$4.19 per credit from lower-division fees and \$11.03 per credit from upper-division fees). To avoid the costs of financing, capital projects could also be paid for directly out of this fund. The steady growth in the fund provides assurance that debt for capital outlays will not create an unreasonable drain on resources available for educational purposes. (Table 7.2) (Exhibit 7.8) (7.A.4, 7.B.2)

**Table 7.3: Actual State Appropriations
Compared to Original Amounts Appropriated**
Source: Controller's Office

	Original State Appropriation	Operating Budget Reductions	Non- Operating Reductions*	Delayed Merit Increases	Reversion of COLA**	Post- Reversion Funding
FY2007-08	21,124,414	417,414		162,000		20,545,000
FY2008-09	22,147,933	1,187,569	644,082		359,865	19,956,417

*Reduced contributions to workers comp and funding for retired employees' health insurance.

**State budget requirements do not allow unused COLA to be transferred to other budget areas.

Adequacy of Financial Resources

Since fall 2007, balancing the college budget within available resources has been a difficult but manageable task. The state provides funding based on a formula that takes into account enrollment, types of courses offered, square footage, acreage, and other metrics representative of the costs of providing higher education. Future enrollment is usually projected on a rolling average over the preceding three years. However, that method was temporarily replaced with a new method that minimizes the impact of budget cuts on any one institution. The modified methodology weights the current enrollment more heavily.

The single largest portion of the WNC budget is state appropriations. Early in FY2007-08, it was evident that state revenues could not support the budgets approved by the legislature. The Governor called for a reversion of state appropriations. Overall targets for the reversion were set by the state, and the college budget had to be adjusted accordingly. The board's and the college's primary considerations in crafting a solution to the state's revenue shortfall were to minimize the impact on services to students and to spread the burden across all

areas of the college so as not to unduly stress any one area.

The college initiated seven actions to deal with shrinking state revenues during the previous biennium:

1. Western implemented a hiring freeze on all vacancies.
2. Savings generated from the hiring freeze were used to provide an incentive to encourage retirement of employees in positions that were not mission critical, thus decreasing ongoing payroll costs. Criteria for selecting specific positions for a buy-out offer included how the existing duties could be absorbed and whether a savings could be realized when the position was eventually refilled.
3. The merit raises that were scheduled to be effective July 1, 2008 were deferred until January 2009 for a savings of \$162,000. The budget for FY2008-09 had included \$325,000 for professional employees' merit increases.
4. WNC reverted \$350,000 in capital appropriations budgeted for deferred maintenance. After the reversion, the college still had a balance of

\$1,011,185 for building maintenance at the end of FY2007-08. Also, an additional \$352,674 in building maintenance funds was appropriated to WNC by the legislature in 2009

5. The Board of Regents approved a \$2.75 per credit surcharge. Students were made aware of the shortfall facing WNC and supported the surcharge. The surcharge replaced approximately \$180,000 per year of the reduction in state funds.
6. Expenses for workers' compensation were reduced. The NSHE system is self insured for workers' compensation, and the fund had been built up to a level that allowed for a rate reduction.
7. Funding for deferred expenses to cover retired employees' health insurance was reduced. This action increased the state's deferred liability but reduced current expenses.

After these cost-saving measures were implemented, the college still had to cut \$417,000 from the FY2007-08 budget and \$1,187,569 from the FY2008-09 budget.

Table 7.3 shows the severity of the budget cuts for FY2007-08 and FY2008-09. For example, the actual state funding in FY2008-09 went from \$20,545,000 to \$19,956,417, a reduction of \$588,583. However, the reduction from the original appropriation was \$1,187,569. Because of position vacancies, \$359,865 from the COLA appropriation could not be used. The reductions are further compounded from the reduction in FY2007-08. The original state appropriations were built on a formula designed to fund Nevada institutions on a par with peer institutions. The state could not afford to fund the full formula amount, and the college started out with original

appropriations that were approximately 84% of full formula funding. (Table 7.3)

To ensure that departments would continue to function in the face of the budget crisis, including the hiring freeze, the president appointed a task force charged with maintaining institutional stability and student services in 2007. The task force meets regularly and reports to the president on its activities. The task force is chaired by the vice president of Finance and Administrative Services. Other members include faculty, classified employees, and students.

As the budget process worked its way through the 2009 legislative session, reductions to the NSHE budget as high as 40% were proposed. The WNC budget is 70% state funded, so a 40% reduction in state funding to WNC would be impossible to absorb without significant reductions in programs and staffing. The final state budget approved by the legislature maintained WNC state funding with a 12% cut from maintenance level and included \$3.9 million in federal stimulus funding. The maintenance level would provide for inflationary increases, merit increases, and costs associated with increasing enrollment. The decrease between FY2008-09 and FY2009-10 was 1.62%. Table 7.4 shows changes in state operating appropriations to WNC from FY2005-06 to FY2010-11. The state support in FY2010-11 is the same as five years earlier.

Federal stimulus funding makes up 20% of the approved biennial budgets. If the federal stimulus funding cannot be replaced, restructuring academic programs and college services may be necessary. The state is currently projecting a \$2 billion deficit for the biennium beginning July 1, 2011. The legislature is proceeding with a study of the state's tax structure. State revenues for

Table 7.4: WNC State Operating Appropriations

Source: Controller's Office

FY	Final Amount	Change from Prior Year	Change
2005-06	18,771,000	1,615,000	
2006-07	19,660,000	889,000	4.74%
2007-08	20,545,000	885,000	4.50%
2008-09	19,956,417	(588,583)	-2.86%
2009-10*	19,633,000	(323,417)	-1.62%
2010-11**	19,615,000	(18,000)	-0.09%

*Includes \$3,917,000 in Federal stimulus funds.

**Includes \$3,916,267 in Federal stimulus funds.

Amounts for FY2009-10 and FY2010-11 have been authorized by the state but are subject to reversion.

FY2009-10 are significantly below the levels projected by the 2009 legislative session. As a result of the continuing decline in state revenues, a special session of the Nevada Legislature convened in February 2010, and a number of changes to the FY2010-11 biennial budget were adopted. Consistent with these actions, the college implemented a number of mandates related to addressing the state's financial crisis. This included a 6.9% budget reduction in FY2010-11 and a prorated reduction (four months, effective March 1, 2010) in FY2009-10. The state also eliminated funding for a deferred maintenance program and reallocated ARRA funding originally designated for FY2010-11 into FY2009-10 (anticipating that increased General Fund revenue will be available in FY2010-11 to cover the hole). Most of the remaining "fixes" to the revenue shortfall are one-time or temporary increases to agency user fees, sweeping specific accounts, and authorizing some state offices to implement a 4/10 work week. One of the account sweeps involved the funding used to support the Millennium

Scholarship program, which is now expected to be solvent only until 2015.

Despite reductions in state revenues, WNC has been able to maintain the quality of educational programs and services, although instruction and instructional support are greatly impacted because of the loss of professional staff. The financial impact of the reduced state funding for FY2009-10 and 2010-11 is being mitigated by a reduction in payroll costs resulting from the hiring freeze and buy-outs, suspending professional employees' merit raises, suspending classified employees' merit increases and longevity bonuses, and implementing a furlough program.

Classified employees are on a one-day-a-month furlough program for FY2009-10 and FY2010-11. Professional employees began a mandatory furlough program on July 1, 2010. Because of contractual restraints, professional employees could not be required to begin any sort of salary reduction until July 1, 2010; however, many

Figure 7.1

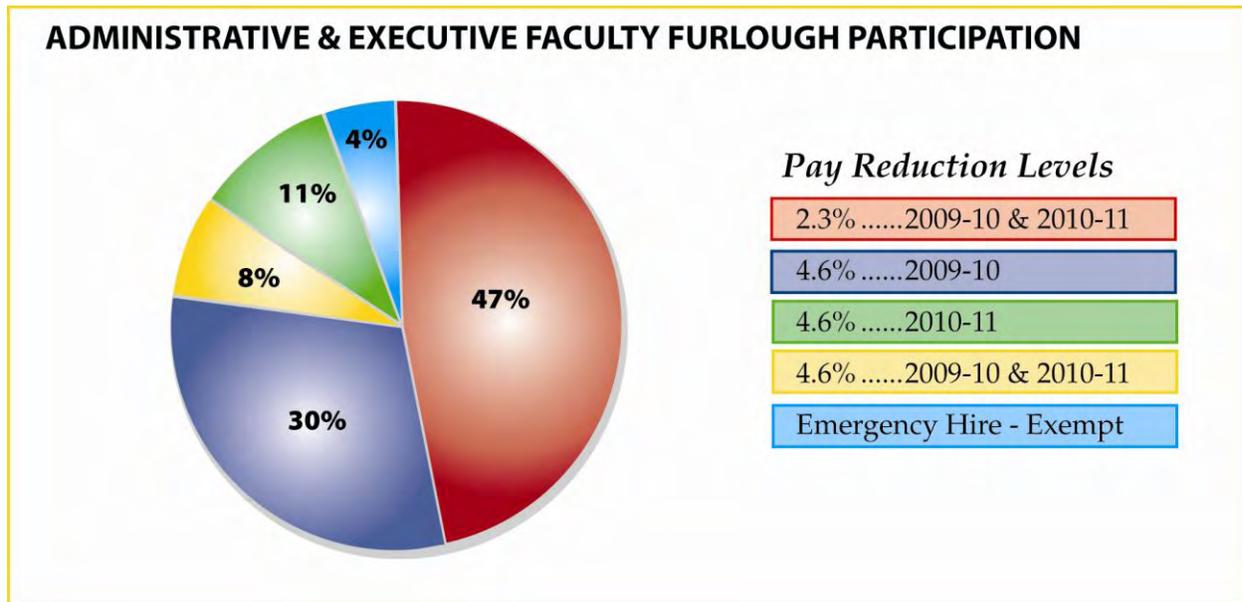
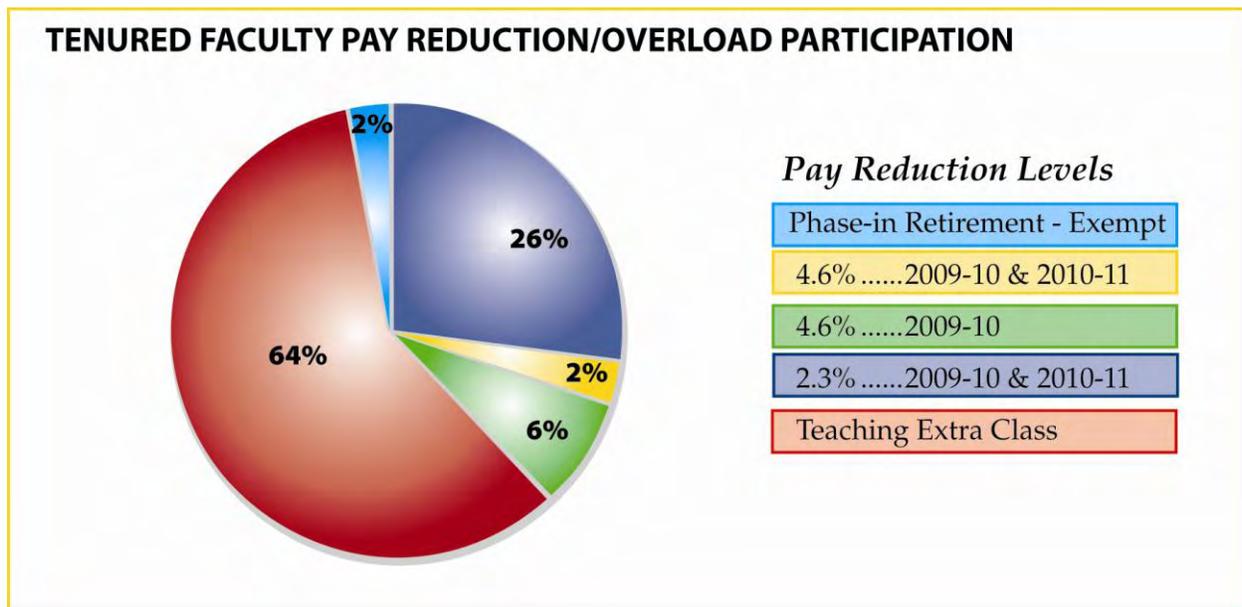


Figure 7.2

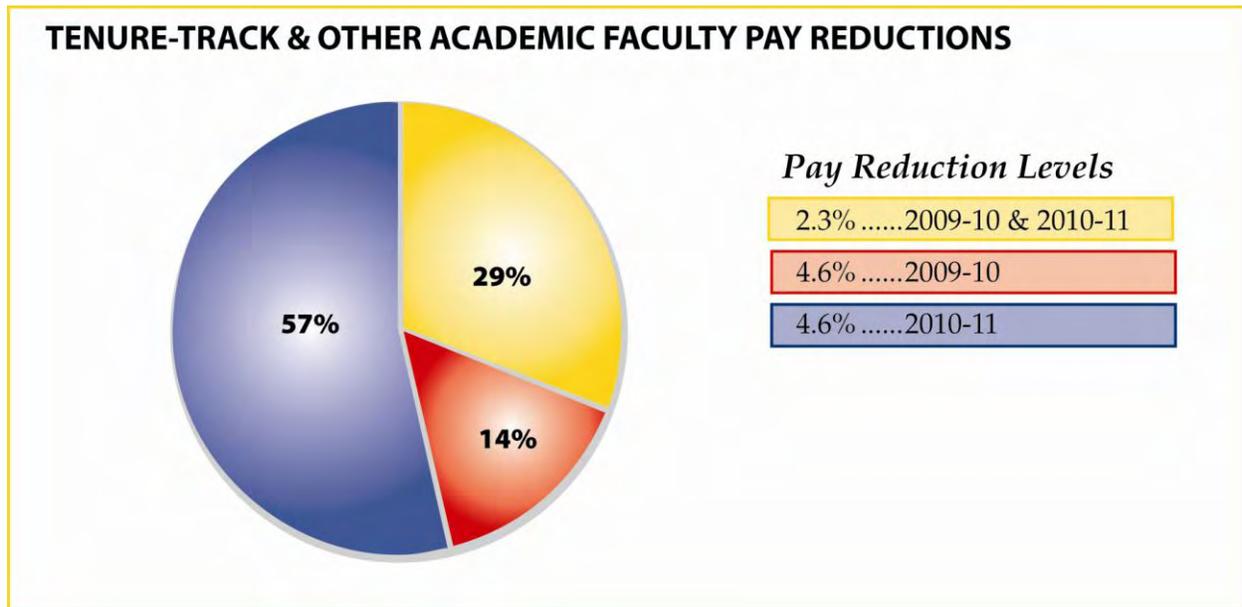


professional employees voluntarily entered into furlough agreements in FY2009-10.

The savings from the one-day-a-month furlough is 5%, but the actual savings to the college is 4.3% because the furlough

program is designed to keep employees' retirement benefits at pre-furlough levels. A problem with furloughs is that there is no reduction in work that corresponds with the reduced pay.

Figure 7.3



The state's inability to fund higher education at the levels the college has experienced for the last 30 years has forced WNC to pare back wherever possible. New programs are fewer than in the past, everyone in the college is doing more work, and the ratio of part-time to full-time instructors has increased. Despite these challenges, student success has remained the central focus in financial planning. Declining state revenues have not jeopardized the quality of existing programs, but the Board of Regents is carefully examining all new program proposals to determine their financial feasibility.

To deal with the reductions in state funding, the college held a percentage of the state appropriation for FY2006-07 in reserve. The practice of maintaining a reserve has been critical in dealing successfully with the reversions of state funds. The target reserve each year has been 5% of state appropriations. For the current year, Western was not able to meet the 5% goal, and if further reductions in state funding

materialize, the college will have to reassess critical services.

Any funds held for reserve and not needed for reversion are used to meet critical, one-time needs at the end of the fiscal year. In the past, reserves not needed for a reversion have been used to replace, for example, outdated vehicles in the motor pool or a failing heating and air conditioning system. This use of reserves saved the college from having to take on significant debt and/or reducing the capital improvement fund.

Western has also had to impose a surcharge on registration fees: a 5% surcharge to start in spring 2010 and an additional 5% in fall 2010. The majority of registration fees goes into the state budget and is subject to reversion if not expended during the current year. A portion of registration fees goes to a general improvement fund that carries forward from year to year. General improvement funds are used to address student needs and activities. WNC has slowly built up the general improvement

fund over the years. The portion of registration fees that goes to general improvement increased from \$6 per credit in FY2008-09 to \$6.20 in FY 2009-10. The balance in the fund increased from \$446,246 in FY2008-09 to \$561,817 at the end of FY2008-09. Over the past five years, registration fees at WNC have increased at reasonable levels. These minimal increases have provided the college with needed resources while maintaining affordable rates for students.

Year	Fee	Increase
2004-05	49.00	
2005-06	50.75	3.57%
2006-07	52.50	3.45%
2007-08	54.75	4.29%
2008-09*	60.00*	9.59%
2009-10**	63.00**	5.00%
2010-11**	66.00**	4.76%

*Includes a \$2.75 registration surcharge.

**Includes a \$3 surcharge.

Students pay a \$5.50 technology fee per credit. Four of those dollars go toward purchasing high tech equipment used by students, and \$1.50 is designated for the new Student Information System (SIS), known as the iNtegrate project. Annually, the equipment portion of the fee generates approximately \$340,000, and the iNtegrate portion generates approximately \$125,000. A college committee reviews all equipment requests for the high tech fund and prioritizes the requests based on student needs. Equipment for administrative uses is paid from general operating funds.

Long-term planning has remained on track with the acquisition of two strategic parcels of land and a baseball field, and ADA improvements on the Carson campus. Both the land and baseball field were funded from private donations generated by the WNC Foundation, and the ADA improvements were state appropriated. The 2009 legislature approved an augmentation to the ongoing ADA improvement in the amount of \$894,085. One parcel of land at the Fallon campus will provide increased building space to that campus. A second parcel adds parking space on the Douglas campus. Both parcels will provide for future growth in enrollment. Despite the current economic downturn, the college continues to plan for future needs in the WNC service area. (Tables 7.2, 7.3, 7.4, 7.5; Figures 7.1, 7.2, 7.3) (Exhibits 7.2, 7.8) (7.B.1, 7.B.3, 7.B.5, 7.B.7)

FINANCIAL AID

Scholarships, grants in aid, student loans, and student employment are administered by Financial Assistance and are subject to the same accounting controls and auditing as all other departments. Financial Assistance strives to make maximum use of student aid opportunities available through the U.S. Department of Education. Between 2008 and 2009, Pell awards at WNC increased from \$1,644,000 to \$2,351,000.

	Rate
FY 2005	11.1%
FY2006	10.5%
FY2007	6.8%

Another significant source of aid to students is the Nevada Millennium Scholarship program. Nevada dedicated a portion of its share of the Tobacco Master Settlement Agreement to fund a scholarship of \$10,000 to Nevada high school graduates with a B average. Financial Assistance also manages scholarship awards from the WNC Foundation and other donors.

Unfunded financial aid is limited to registration fee waivers granted to Nevadans over 62 years old. Senior fee waivers are mandated by the governing board. The impact of the senior fee waivers is minimal because the additional enrollment results in few additional costs. The waiver applies to registration fees only. Seniors are responsible for lab fees and technology fees associated with their classes. (Appendix 7.5; Exhibits 7.2, 7.8) (7.B.6)

AUXILIARY ENTERPRISES

At WNC, auxiliary enterprises exist to serve the students and college community. A child care center is operated by the college as a service to students and the community, not as a revenue stream. WNC provides a facility for the center, utilities, custodial services, banking, and administrative support. The child care center charges fees to cover direct operating expenses. Just over half of the children belong to students. Students with children in the full-time care program receive a 20% discount when enrolled in six or more credits and receive priority for placing their children. There are also special rates for part-time students. Students are allowed to prorate fees so they are not paying for an entire year if they are at WNC only a semester. An evening care program is also available.

The book store (Follett) and food services (Jive n' Java and Lifted at Sedway Cafe) are operated by contractors and provide

\$160,000 per year to the college in unrestricted revenues. (7.B.8)

Financial Management

Finances are centralized under the vice president of Finance and Administrative Services, who supervises the Budget Office, Controller's Office, Facilities Planning and Management, and Environmental Health and Safety. Additionally, this vice president is responsible for contracting, risk management, and auxiliary enterprises. The vice president is a member of the college's executive staff and reports directly to the president. The vice president of Finance and Administrative Services submits reports to the president, other vice presidents, and the Board of Regents to assist them in the planning process for the college.

Day-to-day financial activities are completed in the Controller's Office. The controller is responsible for institutional business functions and financial reporting. All staff in the Controller's Office are qualified to perform their duties and are appropriately trained for the tasks assigned. The financial management structure is effective for an institution the size of WNC. All college revenues and expenditures pass through the Controller's Office and are governed by uniform policies and procedures.

During the last two years, Business Office staff associated with student accounts have been working closely with Student Services to implement a new SIS from PeopleSoft. WNC will "go live" with the PeopleSoft product in fall 2010. It is expected that the new system will improve services to students and create efficiencies in the Controller's Office.

The chief budget officer is responsible for managing the current budget, planning, and

position control. The budget officer works closely with the college Budget Committee and vice presidents to ensure that the budget process is centered on strategic college goals.

WNC uses services provided by NSHE and Business Center North (BCN), a centralized business center. The system office provides an internal audit department, banking department, and investment services for both endowments and daily cash balances.

The NSHE internal audit reports to an audit subcommittee of the governing board. The internal audit selects areas to audit based on the risk associated with various functions, requests from the governing board, and requests from the institution. The internal audit department also performs unannounced audits. All internal audit reports and the responses prepared by WNC are presented to and approved by the governing board. The board's audit committee also reviews all external audits, comments contained in the auditor's management letters, and WNC's responses.

An external audit of NSHE as a whole is performed annually. A supplemental section in the audit reports out the totals to specific colleges in the system. The audits are published on the NSHE website. All WNC funds are included in the audit. The audit includes a review of accounting policies, which are in accordance with generally accepted principles of accounting.

All bank accounts and investments are held in the board's name, and the board has formal guidelines for investing and banking policies. Investment policies are stated in board policy (Title 4, Chapter 10). BCN provides purchasing and inventory control in accordance with standards set by the governing board.

The college president and the vice president of Finance and Administrative Services regularly report to the Board of Regents on the status of the college budget. There are standard reports provided to the board on a regular schedule, such as annual financial statements, and the board also requests special reports on an as-needed basis. The following state operating reports are submitted annually to NSHE:

- Operating Budget with Positions
- Legislatively Approved to Board of Regents Approved State Operating Budget
- Accountability (Budget to Actual) Report

The college submits the following state operating reports to NSHE on a quarterly basis:

- All-Funds Report of Revenues and Expenditures
- American Recovery and Reinvestment Act Report
- Report of Transfers Between Functions
- Fiscal Exceptions Report (of accounts with a negative balance in excess of \$5,000)
- State Appropriations Report

In addition to the state operating reports, the college submits self-supporting operating budgets to NSHE. A detailed annual operating budget (for accounts with operating budgets in excess of \$25,000) and a budget to actual expenditures report are submitted annually for these budgets.

The board also collects data on institutional needs as part of the biennial budget request process. (Exhibits 7.1, 7.10) (7.B.4, 7.C.1, 7.C.2, 7.C.3, 7.C.4, 7.C.5, 7.C.11, 7.C.12, 7.C.13)

Fundraising and Development

WNC FOUNDATION

The Western Nevada College Foundation is a 501(c)3 nonprofit corporation organized to hold and administer endowments for funding scholarships and to conduct capital fundraising campaigns for Western Nevada College.

The regents constitute the membership of the Foundation Corporation and appoint the Foundation Board of Trustees. Therefore, they exercise control over the Board of Trustees. Policies for fundraising and Board of Trustee responsibilities are defined in the *WNC Foundation Board of Trustees Handbook*. Also included are sections on ethics, advocacy, duties, responsibilities, and conflict of interest.

The vice president of Development and External Affairs, along with the Foundation Finance Committee (the college controller serves on this committee), has been designated by the Board of Trustees to be responsible for managing the investment policies and strategies for the Foundation. The Finance Committee meets every two months and reviews internal financial statements, the unrestricted budget, and the investment portfolio. Each quarter, the Foundation Board reviews and ratifies the work of the Finance Committee. All investments, with the exception of six endowments held by NSHE, are managed by broker/dealer Charles Schwab, who is insured for up to \$100,000 by the Securities Investor Protection Corporation (SIPC).

An independent auditor audits the Foundation each year. In its 15-year history, the Foundation has received unqualified opinions each year regarding its financial management and condition, verifying that

financial statements are virtually problem-free.

The Foundation's financial statements are prepared in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments*.

The Foundation is a component unit of the college as defined in GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units*. As such, the Foundation reports its financial activities and position using a single-column enterprise fund presentation as described by GASB 34. Additionally, the Foundation has elected to apply all Financial Accounting Standards Board (FASB) Statements and Interpretations issued after November 30, 1989, except for those that conflict with or contradict GASB pronouncements.

While the Foundation is a 501(c) 3 entity separate from the college, all college fundraising activities are coordinated through Development and External Affairs to provide for a cohesive and organized effort. The president sits on the Foundation's Executive Committee and attends all Foundation quarterly meetings and the annual retreat. The vice president of Development and External Affairs reports directly to the president. The college controller serves on the Finance Committee.

Development and External Affairs has established a set of development policies and procedures with the following purposes:

- Provide a continuity of message in building understanding and support for college-wide funding needs.

- Avoid conflict and duplication of effort in the fundraising contact program.
- Maximize the contribution from each potential donor.
- Provide a complete accounting and audit trail of all monies donated to the WNC Foundation.
- Ensure that no other fundraising efforts compete with the priorities established by the Western Nevada College Foundation in support of the college.

Additionally, policies and guidelines for transfer of funds from the Foundation to the college are defined in the *NSHE Board of Regents Handbook*. All major fundraising projects are approved in advance by the Board of Regents and must align with the strategic plan of the college. The Foundation has an open record policy. However, anonymity rights cover those donors who do not want their contribution to the Foundation made public. (Appendices 7.6, 7.7; Exhibits 7.1, 7.11, 7.12, 7.13, 7.14) (7.C.5, 7.D.1, 7.D.3)

ENDOWMENT FUNDS

Two major bodies administer funds for WNC. The regents handle NSHE endowments, and the Board of Trustees of the WNC Foundation has designated the Foundation Finance Committee to review the financial health of the Foundation.

The Board of Regents has delegated management of endowments to an Investment and Facilities Committee comprised of five regents. The chancellor, vice chancellor for finance, and the director for banking and investments serve as ex-officio members of the Investment Committee. Guidelines for endowment fund management are defined in the *NSHE Board*

of Regents Handbook (Title 4, Chapter 10). External audits of the fund occur annually, and the auditors have reported that the funds are managed in accordance with generally accepted accounting principles. (Exhibits 7.1, 7.14) (7.D.2)

Strengths

- Since 2007, creative and effective financial planning has allowed the college to balance its budgets with available resources.
- Even with major cuts in the last two biennial budgets, no college employees have been laid off.
- Hiring freezes, buyouts, suspension of merit raises and longevity bonuses, and furlough programs are never popular remedies. However, against the backdrop of economic crisis, a significant majority of WNC employees have supported the college's efforts to mitigate the loss of state revenues.

Challenges

- Since 2007, significant decreases in revenue and reversions of state appropriations have negatively impacted the operation of the college, most notably, in the areas of instruction and instructional support.
- The lack of stability in the college's revenue streams has made financial planning and resource management difficult.
- During the next 18 months, alternatives to the one-time federal stimulus funds must be found. Federal stimulus dollars comprise 20% of the current biennial budgets.

- Limited funding has significantly hindered the college's ability to address a growing list of deferred maintenance issues.

Recommendations

- The college must identify other efficiencies and measures to facilitate additional cost reductions.
- WNC should aggressively pursue and locate additional revenue sources.

Standard Seven Supporting Documentation

APPENDICES

- 7.1 Table 2: Current Funds Expenditures and Mandatory Transfers
- 7.2 Table 3: Summary Report of Revenues and Expenditures
- 7.3 Table 1: Current Funds Revenues
- 7.4 Table 10: Capital Investments
- 7.5 Table 4: Sources of Financial Aid
- 7.6 Table 9: Operating Gifts and Endowments
- 7.7 Ending Year Endowment Fund Balances (IPEDS 2006, 2007)

EXHIBITS

- 7.1 NSHE Board of Regents Handbook
 - 7.1.1 Internal Audit, Finance and Administration Policies (Title 4, Chapter 9)
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---/T4-CH09---NSHE-Internal-Audit--Finan.pdf>
 - 7.1.2 General Business Management (Title 4, Chapter 10)
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---/T4-CH10---General-Business-Managemen.pdf>
 - 7.1.3 Fees and Expenses (Title 4, Chapter 17)
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---/T4-CH17---Fees-and-Expenses.pdf>
 - 7.1.4 Financial Aid (Title 4, Chapter 18)
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---/T4-CH18---Financial-Aid.pdf>
- 7.2 NSHE Procedures and Guidelines Manual
 - 7.2.1 Fiscal Procedures (Chapter 5)
<http://system.nevada.edu/Board-of-R/Procedures/P-Gchap5R.pdf>
 - 7.2.2 Fees and Tuition (Chapter 7)
<http://system.nevada.edu/Board-of-R/Procedures/P-Gchap7R.pdf>
 - 7.2.3 Millennium Scholarship (Chapter 12)
<http://system.nevada.edu/Board-of-R/Procedures/P-Gchap11R1.pdf>
- 7.3 Grants Review Committee Documents
 - 7.3.1 Grants Committee Bylaws
https://intranet.wnc.edu/download/info/2009-10-14_10:16:28_grants_review_committee_bylaws.pdf
 - 7.3.2 Grant Proposal Review Form
https://intranet.wnc.edu/download/info/2009-10-19_14:47:06_grant_proposal_review_form.doc
- 7.4 Budget Process (WestNET)
<https://intranet.wnc.edu/departments/budget/budgetprocess.php>
- 7.5 2006-2010 Strategic Plan
http://www.wnc.edu/files/reports/institutional/2006-2012_strategic_goals.pdf

EXHIBITS (Cont.)

- 7.6 Current Operating Budget
- 7.7 2008-2009 Report to the Community
- 7.8 IPEDS Report - Financial Section
- 7.9 Default Rates
- 7.10 NSHE Financial Statements
 - 7.10.1 FY 2009
 - 7.10.2 FY 2008
 - <http://system.nevada.edu/Chancellor/Finance---/Financial-/08-final-NSHE-A-133.pdf>
- 7.11 WNC Foundation Board of Trustees Handbook
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STANDARD EIGHT

Physical Resources



W Western Nevada College
CEDAR BUILDING
ALLIED HEALTH - First Floor
MARLETTE HALL - First Floor
PERFORMING ARTS TICKETS First Floor



Standard Eight

Physical Resources

Introduction

WNC has been successful in maintaining and developing facilities to support the institution's mission and goals on three campuses, located in Carson City, Fallon, and Minden, and at five instructional centers in the communities of Fernley, Hawthorne, Lovelock, Smith Valley, and Yerington.

It is the mission of Western Nevada College to inspire success in its community "through opportunities that cultivate creativity, intellectual growth and technological excellence, in an environment that nurtures individual potential and respects differences."

The college's three campuses and five rural instructional centers provide post-secondary educational services to a wide variety of students within the 18,000 square miles of the institution's service area. (8.A.1)

Instructional Support Facilities

WNC has sufficient and adequate instructional facilities to complete its mission, meet its goals, and fulfill its various instructional functions.

The Carson campus is located at the northwest corner of Nevada's state capital city and is nestled within the foothills of the Sierra Nevada. The city's economic base consists of manufacturing, government, and tourism. The Carson campus, the main campus of WNC, is the primary work location for more than 200 full-time faculty and staff and offers a full range of degree programs and student services.

Located 60 miles east of Carson City in Churchill County, Fallon is known as the

"Oasis of the Desert." The major industries in Churchill County are agriculture and services related to one of the U.S. Navy's most active military bases: the Fallon Naval Air Station. The Fallon campus is the primary work location for more than 30 full-time faculty and staff. The campus also serves as the hub for the rural centers by providing administrative support and leadership to their operations.

Fifteen miles south of Carson City are the cities of Minden and Gardnerville located in Douglas County. The Douglas Campus is two miles west of Minden. The industrialization of the agriculturally rich Carson Valley created a major population boom in the 1980s and 1990s. This "boom" encouraged the college to solicit private contributions and legislative support to purchase property and develop the Douglas campus. The campus is the primary work location for five full-time faculty and staff. Supported heavily by academic and student services from the Carson campus, the Douglas campus provides the necessary courses leading to the associate degrees offered by the college.

For more than 35 years, WNC has cultivated relationships with the school districts in Lyon, Pershing, and Mineral counties in order to provide appropriate college services to rural students. Through these vital partnerships, Western has been able to service high school early entry/dual credit needs as well as the adult evening student population through traditional classroom, interactive video (IAV), and web-based instruction.

Table 8.1: Population Growth Within the WNC Service Area			
Sources: Bureau of Business and Economic Development; University of Nevada, Reno; and Nevada Small Business Development Center			
COUNTY	2000 POPULATION	2008 POPULATION ESTIMATES	% INCREASE
Carson City	52,457	57,600	10%
Churchill	23,082	26,981	17%
Douglas	41,259	52,131	26%
Lyon	34,501	55,820	62%
Mineral	5,071	4,401	-13%
Pershing	6,693	7,192	9%
Storey	3,399	4,384	29%

Fernley is located 50 miles northeast of Carson City and is the fastest growing community within the WNC service area. The economic backbone for the community is manufacturing. In addition, Fernley has become a bedroom community to the much larger cities of Reno and Sparks, which are only 38 miles to the west. The Fernley Center office, IAV classroom, and computer lab are located in a double-wide mobile unit located on Lyon County School District property. The center uses classroom space at the high school in the evening.

Approximately 60 miles to the southeast of Carson City, Yerington and Smith Valley are communities whose economies depend on agriculture. Unfortunately, both are suffering economically because of water rights issues regarding the Walker River. For many years, the high schools have provided office and IAV classroom space for college use.

Hawthorne, the most remote community serviced by Carson City, is approximately 135 miles southeast of Carson City. With the downsizing of the Hawthorne Army Ammunition Depot over the past two decades, Hawthorne has struggled to maintain a sense of community and

economic diversification. Nevertheless, Mineral County High School provides Western sufficient space for an office, two IAV classrooms, and a computer lab to service this remote student population.

Lovelock is situated 90 miles northeast of Carson City. Although economically depressed as is all of rural Nevada, Lovelock has maintained a stable population due to its agricultural base and the presence of the Lovelock Correctional Center. The Pershing County Instructional Center houses both the WNC Lovelock Center and the Pershing County Alternative High School. This facility provides sufficient office and IAV classroom space for college operations in Lovelock.

Periodically the college offers courses and programs in other locations within its vast service area. Lake Tahoe, Virginia City, Dayton, and Schurz become instructional centers when local residents express specific needs. As with the rural centers, the college depends heavily upon local school districts to provide appropriate facilities for these locations.

Construction and renovation of facilities is a college priority. New structures at the Carson campus are the Jack C. Davis

Table 8.2: WNC Facilities			
Source: Finance and Administrative Services			
Structure	Sq. Ft.	Location	Use
Andy Butti Metals Technology Center	10,001	Carson City	Classrooms, labs, offices
Aspen	24,855	Carson City	Classrooms, labs, offices, lecture hall and performance room, conference room, food services, bookstore
Bently Hall	14,965	Minden	Classrooms, labs, offices, IAV room
Bookstore/Storage Building (modular)	1,440	Fallon	Bookstore and storage
Bristlecone	62,629	Carson City	Classrooms, labs, offices, conference room, art gallery
Carson High Tech Center	34,890	Carson City	Classrooms, labs, offices
Cedar	70,667	Carson City	Classrooms, labs, offices, IAV rooms, lecture hall
Child Development Center	7,652	Carson City	Classrooms and offices
Donald W. Reynolds Center for Technology	28,472	Carson City	Classrooms, labs, offices
E. L. Cord Automotive Technology Center	20,387	Carson City	Classrooms, labs, offices
Fernley Center	1,440	Fernley	Office, computer lab, IAV room, classroom/conference room
Hawthorne Center	1,600	Hawthorne	Office, computer lab, IAV room at Mineral County High School
Jack C. Davis Observatory	2,749	Carson City	Classrooms and labs
Joe Dini Library & Student Center	34,952	Carson City	Library, classrooms, labs, conference room, weight room, indoor sport court
Lovelock Center	500	Lovelock	Office, IAV room at Pershing County School District facilities
Piñon Hall	7,632	Fallon	Classrooms and offices
Sage Hall	10,800	Fallon	Auto and welding shops, classrooms, labs, offices
Smith Center	625	Smith	IAV room at Smith Valley High School
Virgil Getto Hall	16,245	Fallon	Library, Academic Skills Center, classrooms, labs, offices, IAV rooms, art gallery
Woody Wurster Machine Tool Technology Center	8,483	Carson City	Classrooms, labs, offices
Yerington Center	800	Yerington	Office, four student computers, IAV room at Yerington High School

Observatory, the Joe Dini Library and Student Center, and the John L. Harvey Field. Erected in 2003 with a \$100,000 gift to the WNC Foundation and open to students and the public, the Jack C. Davis Observatory provides classroom and cosmic observation facilities for the study of planetary and stellar astronomy. With

funding from the legislature, WNC constructed the 35,000-square-foot Joe Dini Library and Student Center, which provides a full range of library and student life services. Privately-raised monies were used to build the John L. Harvey Field for the college's baseball team.

In addition, Americans with Disabilities Act (ADA) renovations were completed in two phases (2005-07 and 2007-08) in Bristlecone, the oldest building on the Carson City campus, using Campus Improvement Project (CIP) funds. The changes included adding three chair lifts, reconstructing ramps and stairs, building an ADA-compliant universal bathroom, and improving the ADA parking lot between the Child Care Center and Bristlecone buildings.

Located in the Aspen Building, Sarah Winnemucca Hall was converted from its limited use as a large classroom or meeting site to a theater-style lecture room or performance facility through the use of its expanding and mobile seating platform.

In the past four years, the Fallon campus has undergone the following facility improvements:

- Almost every classroom has become a technology-mediated classroom, with a projector suspended from the ceiling and a computer, along with a VCR/DVD, stationed at a movable podium in the front of the classroom.
- A portion of Sage Hall was transformed into office space for the Buildings and Grounds crew.
- A portion of the portable building behind Sage Hall was transformed into additional bookstore space.
- Beck Library, located in Virgil Getto Hall, received a major renovation that increased the number of study desks and computers.
- The café was moved from Sage Hall to Getto Hall to provide better customer service.
- A room in Piñon Hall was transformed into a storage room for geological materials.

- The chemistry lab in Getto Hall and the biology lab in Sage Hall both received needed improvements.
- Carpeting was replaced in Sage Hall and Getto Hall classrooms, the Beck Library, and administrative and student services areas.

Operations at WNC's instructional sites in Hawthorne and Yerington, including IAV and computer classrooms, were returned to local school districts, causing little if any impact on services or programs offered at those centers. In fact, moving the offices to the high schools has increased WNC's visibility with high school students and the community. (Tables 8.1, 8.2) (Appendix 8.1; Exhibit 8.1) (8.A.1, 8.A.2)

Adequacy of Furnishings

While the college has fought to preserve the furnishings budget, it has had to use private funds to offset the recent decline in state funds. For example, in 2007, library staff determined that the Beck Library at the Fallon campus was in need of redesign and refurbishing to better serve students, faculty, and staff. Working with the WNC Foundation, local students, and faculty, library staff accessed privately raised funds for improvements to the Beck Library. The \$125,000 renovation provided new furniture, new carpeting, and 10 new work stations. (Exhibits 8.2, 8.3) (8.A.3)

Maintenance and Operation of Instructional Facilities

WNC's management, maintenance, and operation of institutional facilities are adequate to ensure the continuing quality and safety necessary to support the educational programs and services of the college. The facilities at Western are also constructed and maintained with due regard

for health and safety and for access by the physically disabled.

The Recent Graduate Survey, conducted by Institutional Research staff between the years of 2001 and 2007 inclusive, revealed that an average of 72% of respondents rated overall classroom conditions as excellent or good. The same surveys also reported an average of 81% evaluating the conditions and maintenance of college grounds as excellent or good. These are indicators of high satisfaction among recent WNC graduates.

In 2007, Facilities Management and Planning implemented a Computerized Maintenance Management System (CMMS) to track maintenance and operation of the institutional facilities. It is the purpose of CMMS to increase the effectiveness and efficiency of the department by providing it with immediately available and updated information.

CMMS installation began in 2007. Although it is not anticipated to be fully operational until fiscal year 2013, the system is presently in use by WNC faculty and staff to prepare and deliver online work requests to Facilities Management and Planning for assignment to appropriate members of its crew. The first work order was submitted on February 15, 2007. An average of 1,310 work orders is processed each year.

When installation is complete, Facilities Management and Planning anticipates doing labor accounting and inventory control. Resulting benefits include the standardization of information and the production of valuable maintenance and operating costs reports.

CMMS thus far has proven to be an efficient means for requesting, assigning, and completing needed work. (Exhibits 8.4, 8.5, 8.6, 8.7, 8.8) (8.A.4)

Health and Safety

College facilities are constructed and maintained with regard for the health and safety of the college community and for access by the physically challenged. A 2005 Non-Academic Program Review Survey, which gathered evidence of satisfaction among employees as part of the program reviews of the Public Safety and Environmental Health and Safety departments, produced outstanding ratings for both areas. Around 80% of respondents strongly agreed or agreed that both departments provide quality customer service, are efficient, and employ staff members who are professional and helpful. Over 85% of the respondents claimed to feel safe on campus.

In that same survey, 26 respondents provided written comments about Public Safety. Of these, 14 identified one or more of the following needs:

- More security officers.
- A professional public safety department that includes sworn law enforcement officers.
- Security coverage 24 hours per day, seven days per week.
- Full-time security officers or facility attendants where there are currently part-time employees.

In addition, in the same survey, two respondents at the Douglas campus expressed concern over the lack of sufficient parking facilities. Currently, the parking lot located at Bently Hall accommodates the vehicles of WNC staff, including faculty and attending students. If the parking lot is full, vehicles must be parked on an unlighted street leading to the Douglas campus entrance off Buckeye Road. To address this problem, WNC recently acquired an

additional 0.8 acres adjacent to the Douglas campus. It is the plan of the college to grade, gravel, and curb this additional piece of property in the summer of 2010 so that it can be used for overflow parking by the fall 2010 semester.

Starting in 2007, WNC took action to increase campus security. A siren at the Carson campus has provided a needed emergency alert system. A Fallon campus intercom system, activated immediately from any campus phone, will relate emergency information clearly and loudly to all in potential danger. The college has not yet invested in a siren or intercom system for the Douglas campus. Personnel have been actively involved in campus-wide lockdowns and emergency training.

Other improvements for public safety include the following:

- Upgraded signage (for example, displaying emergency procedures, exit pathways, etc.) bolstered by safety training for students and employees.
- Installation of emergency notification software (pop-up messages) on all college workstations.
- The installation of inside locks in some classrooms and offices.
- Electronic reader boards with updated information for students and faculty.
- Installation of a sprinkler system in Piñon Hall at the Fallon campus.

Much work was completed between 2005 and 2009 at the Carson campus to make it increasingly accessible to disabled students. All new construction has been accomplished according to ADA codes to remove barriers to access and keep college facilities safe.

More parking for the disabled was provided at the Carson campus, and lifts, handrails, and ramps were installed. ADA improvements to Rotary Plaza, which connects the Bristlecone and Aspen buildings, are nearly complete. Outdoor areas still requiring ADA improvements will be addressed between 2009 and 2011. The total cost of the ADA renovations, funded by the Nevada Legislature, is over \$2 million.

Facilities Management and Planning staff work with academic divisions to establish safe classroom seating capacities and accessibility for the disabled. This information is recorded in the Student Information System to allow for the monitoring of compliance.

Eye washes and showers at WNC's largest campuses and shops have been upgraded. Automated Electronic Defibrillators continue to be added or upgraded at all campuses. (Exhibits 8.9, 8.10, 8.11, 8.12) (8.A.5)

Adequacy of Off-Site Facilities

Programs and classes are offered at the rural centers located in Fernley, Hawthorne, Lovelock, Smith Valley, and Yerington to serve their residents and those in surrounding areas. The physical facilities at these sites are provided by the local school districts and are appropriate to the classes and programs that are offered. At each of these facilities, WNC has an office, staffed for a published number of hours, and at least one classroom for transmission of IAV courses from the Carson, Fallon, and Douglas campuses. Western provides computer labs at the Hawthorne and Fernley centers for traditional instruction, completion of homework assignments, or access to web-based classes. At the

Lovelock center, students have access to a computer lab managed by the Pershing County School District, while, at the Yerington center, a limited number of computers are available for student use.

All instructional facilities at the rural sites are evaluated to determine seating capacity and handicapped accessibility. Facility use agreements are negotiated and completed with each off-campus site. (Exhibit 8.1) (8.A.6, 8.A.7)

Equipment Suitability and Availability

Western Nevada College provides suitable equipment to students, faculty, staff and administration to facilitate the achievement of its educational goals and objectives.

In the 2009 PARC Assessment and Accreditation Survey of full- and part-time instructors, 86% of respondents agreed that suitable equipment is provided and readily accessible to meet educational and administrative needs.

The WNC IAV system consists of 14 classrooms located at the three campuses and the five instructional centers. These classrooms are an important part of the college's ability to offer a wider range of classes, including degree-core and elective courses, to students who would otherwise be unable to continue their education. In addition, the statewide feature of the IAV system allows WNC students to complete degrees and programs through Nevada State College (NSC) and Truckee Meadows Community College (TMCC).

The Carson, Fallon, and Douglas campuses have fully equipped computer laboratories with current software programs. The libraries at the Carson and Fallon campuses have computers available for student and public use at no charge. In addition, Dragon

Naturally Speaking speech-recognition software and Premier Assistive Technology software, which takes the written word and reads it aloud, are available as needed for the hearing and visually impaired respectively. (See Standard Five.) (Exhibits 8.13, 8.14) (8.B.1)

Equipment Maintenance and Upgrades

Equipment is maintained, replaced, or upgraded as needed. Classrooms are continually upgraded with the latest technologies.

In the automotive technology shops in Carson and Fallon, equipment was significantly upgraded to attain National Automotive Technicians Education Foundation certification for the Automotive Technology Associate of Applied Science program.

Other examples of equipment upgrades include the addition of auto engine maintenance equipment to the machine tool shop and new frame straightening equipment in the auto body shop. In all shops, the college has removed older equipment and reoriented machinery to improve access and safety.

WNC remodeled its biology labs in Bristlecone 329 and in Fallon's Sage 104, adding more storage, additional ventilation, and better work stations to provide increased space for preparation of experiments and dissection of specimens. The Fallon chemistry and biology sections have been segregated to create better accessibility to equipment in both labs. At the Douglas campus, ventilation in the prep area of the science lab has been enhanced, and an autoclave has been added to increase the lab's effectiveness. Ventilation has also been improved in Carson's cadaver lab.

The Nursing and Allied Health facilities undergo continuing upgrades and improvements. Purchases and donations keep its nursing and surgical technology programs equipped with modern and functional apparatus, from hospital beds to computerized “patients.” For example, in 2006, the Lesch family donation of \$60,000 made possible the purchase of a Laerdal SimBaby infant patient simulator with laptop and compressor.

Community and professional support on the part of local governments and hospitals provide the programs of the Nursing and Allied Health Division with vital resources to maintain and upgrade equipment. An example of this community support is the contribution of more than \$450,000 over five years from Banner Churchill Community Hospital to provide the Fallon nursing lab facility with needed equipment and personnel to support the Rural Nursing Initiative and also to support emergency medical technician courses.

Other recent college upgrades include the following:

- A central monitoring system for college-wide HVAC has enhanced cost savings for the institution, but it still presents challenges in regards to student and faculty comfort.
- Upgrades of the lighting systems have improved economy and environmental responsibility.
- The installation of an electronic door control system and the use of key cards have improved security and building/room access.

(Exhibit 8.15) (8.B.2)

Equipment Inventory and Control

The college’s academic divisions, administrative departments, Facilities Management and Planning personnel, and Computing Services staff cooperate to maintain equipment in proper operating condition.

Outside vendors, as well as college staff, perform maintenance, repairs, and scheduled service to equipment. In order to minimize the need for equipment replacement, Facilities Management and Planning implemented a software package that monitors and reports on preventive maintenance for equipment, systems, and vehicles. New equipment and systems are continually entered into the M-Pulse fixed asset database.

Institutional personnel initiate requests for repairs to college-owned equipment through two primary online software systems. The first is InfoNet, which tracks maintenance and repair requests to be completed by Facilities personnel. The second is the Computing Services department’s WonderDesk, a work order system for network issues, hardware and software problems, and repairs to individual computers.

WNC maintains two equipment inventories—fixed asset and sensitive equipment—in order to control and monitor their status and replacement. Both are maintained according to Nevada System of Higher Education (NSHE) policies and procedures, and, in the case of fixed asset inventory, as required by Business Center North. The Controller’s office has responsibility for both inventories. (Exhibits 8.16, 8.17) (8.B.2)

Sustainability Activities

A core of college individuals proposed and obtained institutional and presidential approval for the creation of the Institutional Sustainability Committee, a college standing committee.

Since its creation, the committee's efforts have resulted in new and expanded sustainability initiatives. Among these are the following:

- Expansion of recycling efforts to include a larger variety of materials at all campus sites and the delivery of educational information to the campus community.
- Development of a Request for Proposal (RFP), in concert with TMCC, to conduct an assessment of opportunities for energy savings and alternative power generation.
- Collaboration with Black Rock Solar for potential development and installation of a 50kW or a 100kW solar panel on or adjacent to the Cedar Building on the Carson campus.
- Creation of a carbon footprint report for the college that will be verified by an external group.

In addition, the committee recommended that the college President sign the American College & University Presidents' Climate Commitment. (Exhibits 8.18, 8.19) (8.A.4, 8.A.5)

Hazardous Materials and Campus Safety

Western Nevada College is committed to maintaining a safe environment for its students, faculty, and staff. To this end it has established a comprehensive environmental,

health, and safety program for each of its three campuses. The plan, which can be viewed on the college website, includes a chemical hygiene plan, a biological safety manual, and a hazard communication program.

The college is also committed to upholding local, state, and federal laws concerning the safe use, storage, and disposal of hazardous materials as evidenced by adherence to prescribed procedures outlined in its Environmental Health and Safety (EH&S) program. The program's efforts are enhanced through effective interactions with WNC's EH&S Advisory Committee, the Facilities Committee, the Sustainability Committee, and the Recycling Committee.

Ninety-six percent of college employees who responded to the 2009 PARC Assessment and Accreditation Survey agreed or strongly agreed that hazardous materials are properly used, stored, and replaced or upgraded as needed.

The college is complying with its prescribed procedures for the use, storage, and disposal of hazardous materials as exemplified below:

- A commitment to limit and reduce the use of hazardous materials in laboratories, classrooms, and shops was made by appropriate academic divisions after careful collaboration with EH&S. For instance, the greatest hazard in the use of chlorinated hydrocarbons in the automotive shops is the possible contamination of parts-washing stations. Fortunately, technology has produced several non-hazardous products that can replace the chlorinated hydrocarbons. These products are not only safer but more cost effective. After EH&S made

faculty and administration aware of the hazards and alternatives, the decision was made to make the change. In the end, the environment and WNC students are the main benefactors because they will be exposed to fewer hazardous materials.

- In 2009, the college invested in a centralized hazardous material storage facility on the Carson campus. This facility enables the college to remove certain hazardous wastes from classrooms and laboratories, including unnecessary mercury. Thus far, that investment has paid off: WNC has avoided a major spill and has not exposed students to toxic materials, received adverse publicity, or disrupted class schedules.
- The college recycles certain hazardous and universal wastes to lessen the environmental impact. These include photographic wastes, fluorescent light bulbs, and many electronic wastes (old computers, cell phones, batteries, etc.).
- Biological wastes are used, controlled, and discarded at the college in accordance with applicable law.
- WNC holds U.S. Environmental Protection Agency identification numbers for three campuses that use and store hazardous materials. Biennial hazardous waste reports are also completed and sent to the Nevada Department of Environmental Protection to document Western's disposal of wastes. EH&S maintains records on hazardous waste disposals.

- The college applies for and receives annual hazardous material storage permits, issued by the Nevada State Fire Marshall. Local firefighting and emergency response entities are working to have this data available in their emergency response vehicles.
- Employees receive training in handling hazardous materials during the EH&S Orientation. Faculty who deal with hazardous wastes receive refresher training on key program elements. Similarly, full-time EH&S staff receive annual Hazardous Waste Operations and Emergency Response (HAZWOPER) certification. Facilities personnel receive hazardous communications training to stay abreast of changes in materials or procedures used at the college. (Exhibits 8.13, 8.20) (8.B.3)

Campus Physical Development Master Plan

For the past 30 years, Western Nevada College has effectively used facility master planning to guide the development of campus facilities. Updated periodically, the facilities master plan ensures consistency with the college's mission and goals as well as its strategic plan.

In 2001, the college established a Carson Campus Facilities Master Plan Committee, comprised of faculty, staff, and an architect, and charged the committee with evaluating, researching, analyzing, planning, and recommending implementation of a 10-year facilities master plan.

The *2001 Campus Master Plan* study grew out of a need to select a site for a new library, a student center, and a center for the arts at the Carson campus. The site selection and design processes evolved into a

comprehensive master plan that provided guidance for the long-term growth of the campus.

The *2001 Campus Master Plan* addressed many issues. Some examples follow:

- Placement of the library and student center.
- Development of an organizing concept for the campus.
- Improvement of parking facilities.
- Improvement of the appearance of the campus “front door.”
- Creation of more congenial spaces for students to gather informally on campus.
- Integration of “academic” and “vocational” faculty offices.
- ADA improvements.

The purpose of the *2004 Fallon Campus Master Plan* is “to recommend the most suitable arrangements that could accommodate change, provide permanence, and allow the College to evolve with grace.” It addresses the immediate construction needs and growth of WNC Fallon over a 20-year period and made clear the landlocked nature of the Fallon campus. As a result, WNC re-opened discussions with various landowners adjacent to the college to acquire additional property. In 2006, WNC purchased a 4.8 acre parcel immediately to the west of the existing Fallon campus for future site expansion.

The plan for the Douglas campus originated in 1993 to meet the academic needs of the expanding Carson Valley population. A grassroots fund-raising campaign for facilities culminated with a ribbon-cutting ceremony for Bently Hall in August 1997.

The science lab has been renovated and the parking lot has been expanded. However,

current space utilization and budget restrictions will likely prevent any new building construction for the next five years. (Exhibits 8.21, 8.22, 8.23, 8.24, 8.25, 8.26) (8.C.1)

Allocation of Funds

To date Western Nevada College operates sufficient institutional facilities for overall delivery of programs and services. State Higher Education Capital (HEC) funds allocated to WNC have permitted required safety and ADA renovations. Since 1999 state capital and privately-raised foundation funds have provided the resources to construct four structures totaling 101,063 square feet and a new baseball complex. Newly renovated space over the same time period has amounted to 28,710 square feet.

NEW CONSTRUCTION

Jim Randolph High Tech Center: This 34,890-square-foot building, located on the Carson High School campus and built through a partnership of WNC, Carson City School District, and the Nevada State Legislature, was opened to the public in 1999. The structure provides space for computer technology instruction for a K-14 population.

Donald W. Reynolds Center for Technology: This 28,472-square-foot building, located on the Carson campus, was opened to the public in 1999 and provides classrooms and labs for technology-related programs such as computer-aided drafting and construction technology. This building was funded by a grant from the Donald W. Reynolds Foundation.

Jack C. Davis Observatory: Consisting of 2,749 square feet, this facility was opened to the public in 2003 and provides instructional space for the astronomy program and a location for public viewing of the stars. The

Davis Observatory was built with privately raised funds.

Joe Dini Jr. Library and Student Center:

This 34,592-square-foot facility, built with state funding, opened to the public in 2004. The first floor provides office and activity space for student-centered events, while the second floor houses the WNC Library.

John L. Harvey Baseball Complex: The baseball complex, completed in 2005 with privately raised funds, totals 253,300 square feet. It has become the home of the WNC Wildcats Baseball Team.

NEWLY RENOVATED SPACE

Nursing Lab (Fallon Campus): Completed in 2003, this project, consisting of 2,500 square feet, provides the Rural Nursing Initiative a fully equipped clinical lab at the Churchill County Complex. The space was donated by Churchill County and the equipment contributed by Banner Churchill Community Hospital.

Bookstore (Carson Campus): This project, consisting of 1,440 square feet, was completed in 2004. The renovation, with expenses paid by Follett Bookstore, converted the original bookstore into a more user-friendly space.

Getto Hall Library (Fallon Campus): This 2006 project, made possible through a gift from the Beck family, involved the renovation of 4,000 square feet, modernizing library facilities with computers, research areas, and quiet study cubicles.

Bristlecone Building ADA Phase 1

(Carson Campus): This 2007 project, funded by state HEC funds, consists of 12,000 square feet and involved the remodeling of the old library into ADA

accessible offices, meeting rooms, and a new art gallery.

Café (Fallon Campus): This General Improvement Fund (GIP) project consists of 300 square feet and was completed in 2007 in order to provide students, faculty, and staff with a small coffee shop serving beverages and snacks. Jive 'n Java currently leases the space.

Aspen Building (Carson Campus): This project transformed Sarah Winnemucca Hall from a standard large classroom to a theater-style lecture hall and performing arts facility. It involved 2,625 square feet and was completed with CIP funds in 2008.

Bently Hall Science Lab (Douglas Campus): This project consists of 250 square feet and was completed in 2007 with CIP funds. The renovation converted the library annex into additional storage space for the science classroom/lab.

Bookstore (Fallon Campus): This project, consisting of 120 square feet and completed in 2008, converted a campus storage room into additional bookstore space. Follett Bookstore paid for this renovation.

Piñon Hall (Fallon Campus): This 2008 project, which was completed with CIP funds, transformed a 150-square-foot audio/visual storage room into a storage room for geological materials and supplies.

Sage Hall (Fallon Campus): This 2,600-square-foot project, completed in 2008 with CIP funds, included converting open space into offices for part-time faculty and Buildings and Grounds employees and renovating the biology science lab.

Getto Hall: With this 2008 project, consisting of 775 square feet, the chemistry lab was renovated using CIP funds to provide a safer learning environment.

Bristlecone Building ADA Phase 2

(Carson Campus): This project of 5,500 square feet was completed in 2008 with CIP funds to meet ADA compliance.

In 2004, WNC finalized the purchase of 4.8 acres adjacent to the Fallon Campus. WNC Foundation funds totaling \$750,000 made the purchase possible. The property provides needed space for future campus growth. In 2008, the WNC Foundation received a gift of 73,000 square feet of property adjacent to the Douglas campus. Plans are underway to use the acquisition to expand the current parking lot.

WNC facilities are adequate for the effective operation of the assigned activities. Construction of new facilities and the remodel and repair of existing buildings allow the college to make significant improvements. Growth in the number of students and programs, evolving pedagogical requirements, and increasing demand for technology solutions will continue to impact facility adequacy and funding. (Exhibit 8.27) (8.A.1, 8.C.2)

Security Arrangements

The design of new or renovated facilities includes compliance with all state and federal ADA laws and regulations.

Safety is a major priority for WNC. Campus emergency response procedures have been developed under the direction of the Environmental Health and Safety coordinator and the Public Safety director with input from the Student Crisis Intervention Team. College administrators review the emergency plan and hold semi-annual drills on campuses to improve emergency preparedness. Western uses e-mail and blast phone systems to alert students, faculty, and staff of emergency situations.

As required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act, the college reported two crimes between 2006 and 2008. One was a robbery and one was a burglary, both at the Carson campus. (Exhibit 8.10) (8.A.4, 8.C.3)

Governing Board Members and Constituent Groups

The NSHE Board of Regents reviews and approves campus master plans and all facility designs before they are finalized.

Faculty and staff are engaged in master planning and facilities development. During project planning, students and employees provide information to the architects so that building features, adjacencies, and size can be established. Students and employees continue to assist and review plans during the design stage. The college values participatory planning because it creates a high degree of program functionality in the completed facility.

A typical example of participatory planning was the process used for the Joe Dini Jr. Library and Student Center. The end result was an excellent design that produced a high degree of satisfaction among students, faculty, and staff. (Exhibits 8.21, 8.22, 8.23, 8.27) (8.C.4)

Strengths

- WNC maintains excellent facility partnerships with school districts in its service area to provide post-secondary education while keeping facility expense to a minimum.
- WNC fulfills its mission to communities throughout its wide service area by providing IAV and

other technologies to support instruction.

- Led by safety initiatives of the Environmental Health and Safety coordinator, a strong professionalism exists among science, nursing, and technical faculty who deal with hazardous materials and bio-hazards at the college. Where hazardous materials must be used to ensure quality instruction, they are handled with care and appropriate safeguards.
- The Joe Dini Jr. Library and Student Center is an excellent example of participatory planning.

staff, faculty, and students at that location.

Challenges

- WNC should provide Public Safety with the necessary resources to expand its security hours at each campus location.
- WNC should remain a Conditionally Exempt Small Quantity Generator of Hazardous Wastes at all locations producing small amounts of hazardous materials. If it fails to meet this challenge, the college's waste costs will rise dramatically.
- WNC should explore ways in which to expand the parking facilities at the Douglas campus in order to better ensure the safety of its staff, faculty, and students at that location.
- The college's aging facilities are creating the need for increased maintenance funds. These funds are limited or not available due to the fiscal situation of the state and the institution.
- WNC should follow through on its plans to provide overflow parking facilities at the Douglas campus in order to better ensure the safety of its

Standard Eight Supporting Documentation

APPENDICES

- 8.1 Campus Maps
 - 8.1.1 Carson City Instructional Site Overview
 - 8.1.2 Carson Campus: Overview
 - 8.1.3 Carson Campus: Aspen Building
 - 8.1.4 Carson Campus: Bristlecone Building
 - 8.1.5 Carson Campus: Cedar Building
 - 8.1.6 Carson Campus: Dini Library and Student Center
 - 8.1.7 Carson Campus: Jack C. Davis Observatory
 - 8.1.8 Carson Campus: John Sheldon Trade and Industry Complex
 - 8.1.9 Carson Campus: Reynolds Center for Technology
 - 8.1.10 High Tech Center (Carson High School)
 - 8.1.11 Douglas Campus: Bently Hall
 - 8.1.12 Fallon Campus: Overview
 - 8.1.13 Fallon Campus: Sage and Piñon Halls
 - 8.1.14 Fallon Campus: Virgil Getto Hall

EXHIBITS

- 8.1 WNC Policy 7-1-2: Compensation of School Districts for Use of Facilities
<http://www.wnc.edu/policymanual/7-1-2.php>
- 8.2 Furnishings Expenditures
- 8.3 WNC Policy 7-3-3: Policy for Furniture and Equipment
<http://www.wnc.edu/policymanual/7-3-3.php>
- 8.4 Recent Graduate Survey
http://www.wnc.edu/files/reports/institutional/selected_graduate_survey_responses_-_a_longitudinal_view.pdf
- 8.5 WNC Policy 1-2-5: Distinguished Visitors
<http://www.wnc.edu/policymanual/1-2-5.php>
- 8.6 WNC Policy 1-3-1: Inclement Weather
<http://www.wnc.edu/policymanual/1-3-1.php>
- 8.7 WNC Policy 6-1-1: Facility Use Policy
<http://www.wnc.edu/policymanual/6-1-1.php>
- 8.8 WNC Policy 6-1-2: Standard Hours and Building Access
<http://www.wnc.edu/policymanual/6-1-2.php>
- 8.9 2005 Non-Academic Program Review Survey
 - 8.9.1 Public Safety Survey
 - 8.9.2 Environmental Health and Safety Survey
- 8.10 WNC Public Safety Policies
<http://www.wnc.edu/policymanual/#10>
 - 8.10.3 Policy 10-1-3: Parking Regulations
 - 8.10.4 Policy 10-1-5: Fingerprinting/Background Checks

EXHIBITS (Cont.)

- 8.10.5 Policy 10-1-6: Video/Audio Surveillance and Security
- 8.10.6 Policy 10-1-7: Emergency Notification of Students
- 8.10.7 Policy 10-1-8: Possession of Dangerous Weapons on College Campuses
- 8.10.8 Policy 10-1-9: Bias Incidents/Hate Crimes Policy
- 8.10.9 Policy 10-2-1: Use of Prison Labor
- 8.11 WNC Policy 13-2-1: Personal Care Attendant Policy
<http://www.wnc.edu/policymanual/13-2-1.php>
- 8.12 WNC Policy 13-2-2: Service Animal Policy
<http://www.wnc.edu/policymanual/13-2-2.php>
- 8.13 2009 PARC Assessment and Accreditation Survey
http://www.wnc.edu/files/reports/institutional/parc_overall_summary_percent.pdf
- 8.14 WNC Policy 6-1-3: College Equipment
<http://www.wnc.edu/policymanual/6-1-3.php>
- 8.15 Instructional Equipment Replacement Schedule
- 8.16 Fixed Assets List
- 8.17 NSHE Procedures and Guidelines Manual (Chapter 1, Section 2, Paragraph 9)
<http://system.nevada.edu/Board-of-R/Procedures/P-Gchap1R.pdf>
- 8.18 WNC Policy 7-7-2: Institutional Sustainability
<http://www.wnc.edu/policymanual/7-7-2.php>
- 8.19 American College & University Presidents' Climate Commitment
http://www.wnc.edu/files/reports/president/climate_change_commitment.pdf
- 8.20 WNC Environmental Health and Safety Policies
<http://www.wnc.edu/policymanual/#11>
 - 8.20.1 Policy 11-1-1: Operational Mandate
 - 8.20.2 Policy 11-1-2: Accident Investigation
 - 8.20.3 Policy 11-1-3: Campus Emergency Notification Guidelines
 - 8.20.4 Policy 11-1-4: Record Keeping
 - 8.20.5 Policy 11-1-5: Dealing with EH&S Regulatory Agency
 - 8.20.6 Policy 11-2-1: Emergency Management Plan
 - 8.20.7 Policy 11-2-2: Communicable Disease Plan
 - 8.20.8 Policy 11-2-3: Hazardous Materials Emergency Response Plan
 - 8.20.9 Policy 11-3-1: Asbestos Management Program
 - 8.20.1 Policy 11-3-2: Biosafety Manual
 - 8.20.1 Policy 11-3-3: Bloodborne Pathogen Exposure Control Program
 - 8.20.12 Policy 11-3-4: Chemical Hygiene Plan
 - 8.20.13 Policy 11-3-5: Confined Space Entry Procedure
 - 8.20.14 Policy 11-3-6: Contractors and Outside Agents Work Place Safety Procedures
 - 8.20.15 Policy 11-3-7: Danger Lock and Tag Program
 - 8.20.16 Policy 11-3-8: Fire Protection Plan
 - 8.20.17 Policy 11-3-9: Fire Protection System Impairment Policy
 - 8.20.18 Policy 11-3-10: Hazardous Waste Management
 - 8.20.19 Policy 11-3-11: Hearing Conservation Program

EXHIBITS (Cont.)

- 8.20.20 Policy 11-3-12: Hot Works Program Policy
- 8.20.21 Policy 11-3-13: Indoor Air Quality Program
- 8.20.22 Policy 11-3-14: Industrial and Vocational Shop First Aid Policy
- 8.20.23 Policy 11-3-15: Tobacco Smoking
- 8.20.24 Policy 11-3-16: Volunteers in State Service
- 8.20.25 Policy 11-3-17: Workers Compensation Program
- 8.20.26 Policy 11-3-18: Hazard Communication Program
- 8.21 2001 Campus Master Plan (Carson Campus)
- 8.22 2004 Fallon Campus Master Plan
- 8.23 2001 Western Nevada Community College Master Plan Space Program
- 8.24 2007 Space Inventory Reports
 - 8.24.1 Carson Campus Space Inventory
 - 8.24.2 Douglas Campus Space Inventory
 - 8.24.3 Fallon Campus Space Inventory
- 8.25 Facilities Planning 2010-2013
- 8.26 Annual and Long-Term Plans for Remodeling, Renovation, and Maintenance
- 8.27 WNC Policy 6-3-1: Construction Management Process

STANDARD NINE

Institutional Integrity



Standard Nine

Institutional Integrity

Introduction

Western Nevada College adheres to federal, state, Nevada System of Higher Education (NSHE), and institutional laws, regulations, and policies regarding ethics for public educational institutions, public employees, and students. The college’s mission statement and goals represent a distillation of these laws, rules, and policies, which, at best, aspire to a high level of individual integrity and respect for one another. Although the laws, rules, and policies that the college is bound to follow generally recite and proscribe behavior that is unlawful, prohibited, or unethical, the mission statement and goals suggest that the members of the campus community will model standards of conduct that are above reproach.

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.

Goals

1. Improve student success in program completion and graduation rates.
2. Ensure institutional excellence in teaching, programs and services.
3. Embrace our college's many communities and respond to their diverse needs.

Similarly, the college, through its laws, regulations, and policies, aspires to review and evaluate its policies regularly, to accurately represent itself in its publications,

to avoid conflicts of interest, and to assure academic freedom for the common good.

High Ethical Standards

Western Nevada College administrators, faculty, and staff are subject to numerous institutional and NSHE policies requiring compliance with high ethical standards. Similarly, the college adheres to all federal laws and guidelines pertaining to ethical standards for institutions of higher education. WNC Policy 1-2-1 provides that institutional employees will abide by the Nevada Ethics in Government Law, Code of Ethical Standards (Nevada Revised Statutes 281.481). A consensual relationships policy (WNC Policy 1-5-1) prohibits romantic or sexual relationships between members of the college community when one of the individuals has direct professional power or direct authority over the other. (Exhibits 9.1, 9.2)

The Board of Regents has an Ethical Code of Conduct for Regents (*Board of Regents Handbook*, Title 4, Chapter 1, Section 2), as well as policies prohibiting conflicts of interest in the employment of relatives (Nepotism) (Title 4, Chapter 3, Section 7), compensated outside professional services (Title 4, Chapter 3, Section 8) (defining “conflict of interest” to mean “any outside activity or interest that may adversely affect, compromise, or be incompatible with the obligations of an employee to the institution”), and purchasing (Title 4, Chapter 10, Section 1). (Exhibit 9.3)

WNC Policy 3-4-4 (Rationale) establishes standards for student conduct, the penalties that may be imposed for the violation of these standards, and the process that will be

followed in determining whether a violation has occurred as well as the appropriate sanction. The policy explains that “[the] rules enforced by the College are designed to protect individual liberties and other values stated in the College’s Mission and Goals, especially the commitment to ‘personal growth and development, achieving their educational goals, advancing in their careers, and coping with the technical and social changes in our society.’” Section 2 of the policy provides that “[the] College expects its students to act with integrity. Dishonesty, fraud, and failure to respect the rights of others will not be tolerated in a community that is dedicated to the development of responsible individuals.” (Exhibit 9.4)

WNC Policy 3-4-5 establishes standards for academic integrity and defines “academic dishonesty,” including cheating, plagiarism, multiple submission, fabrication, grade tampering, and the failure to report a violation. The policy sets forth hearing procedures and possible sanctions. The policy explains that “[students] at Western Nevada College are expected to be honest and forthright in their academic endeavors because academic dishonesty disrupts the learning process and threatens the educational environment for all students.” (Exhibit 9.5) (9.A.1)

Policy Review and Evaluation

WNC Policy 1-1-1 establishes the mechanism for the approval of new policies or the amendment or modification of existing policies. All such proposals for new policies and revisions to existing policies are submitted by appropriate college committees, such as the Academic Affairs Council, the Academic Faculty Senate, the Administrative Faculty Senate, Classified Council, and the Associated Students of

Western Nevada (ASWN), to the College Council. The College Council is comprised of campus stakeholders including the president; the vice presidents of Academic and Student Affairs, Finance and Administration, and Human Resources and General Counsel; the Academic Faculty Senate chairperson; the Administrative Faculty Senate chairperson; the Classified Council chairperson; the ASWN president or representative; a division chair representative; and a strategic planning representative. New and modified policies and procedures are recommended by a majority vote of the College Council and submitted for approval to the president.

Although there is no formal review of existing policies on an annual basis, the various stakeholders bring proposals for adopting or revising policies that they deem significant to the College Council. For example, during the 2008-09 academic year, the president approved policies regarding the use of copyrighted materials, bias incident/hate crimes, merit procedure for administrative faculty at the top of their salary range, computer workstation/network resources use, and institutional student fees. A number of policies were revised during this period, including policies pertaining to professional leave, classified tuition reimbursement, facility use, and purchasing procedures. Thus far in the 2009-10 academic year, the college’s intellectual property, contracts, vehicle usage procedures, and accidents involving motor pool vehicles policies were amended, and a new policy was adopted pertaining to intellectual property rights. (Exhibit 9.6) (9.A.2)

Accurate Representation to the Public

Western Nevada College catalogs, publications, and official statements in writing and posted to its website reflect accurate information regarding educational opportunities, academic programs, specific classes, and student responsibilities. Additionally, information about admissions, registration, financial aid, scholarships, tuition and fees, FERPA, campus safety and security, the student code of conduct, and nondiscrimination policies is also available on the website and in print publications. Publications regarding other services available to students, such as Disability Support Services and the Student Crisis Intervention Team, are current and accurate.

All WNC publications are reviewed and updated annually by Information and Marketing Services and the offices responsible for providing specific services. Class schedules are reviewed and printed more frequently. There is a greater likelihood of some inaccuracies in printed class schedules, as classes may be added to or deleted from the schedule depending upon enrollment. However, the online class schedule is kept current at all times. (Exhibits 9.7, 9.8, 9.9, 9.10) (9.A.3)

Avoiding Conflict of Interest

Western Nevada College administrators, faculty, and staff are subject to numerous institutional and NSHE policies prohibiting conflicts of interest. As mentioned earlier (9.A.1), WNC employees must abide by the Nevada Ethics in Government Law, Code of Ethical Standards. These standards prohibit a public officer or employee from accepting “any salary, retainer, augmentation, expense allowance or other compensation from any private source for the performance of his

duties as a public officer or employee.” Similarly, they prohibit a public officer or employee from using “governmental time, property, equipment or other facilities to benefit his or her personal or financial interest.” Finally, they prohibit a public officer or employee from seeking “other employment or contracts through the use of his official position.”

WNC Policy 3-1-1 prohibits actual and potential conflicts of interest pertaining to sponsored projects and defines “conflict of interest” as “any situation in which an employee of WNC uses, or is in a position to use, his or her influence and authority within WNC to advance his or her own personal or financial interest, or the personal or financial interest of his or her immediate family.” WNC Policy 7-4-1 prohibits conflicts of interest in purchasing, such as where a regent or other employee of NSHE becomes a contractor or a vendor for the purchase of supplies, equipment, services, and construction. WNC Policy 4-1-3 prohibits college employees from hiring or causing to hire or supervising relatives within the third degree of consanguinity or affinity, except with the written approval of the appointing authority. WNC Policy 4-5-1-9 prohibits conflicts of interest in the performance of compensated outside professional services. (Exhibits 9.11, 9.12, 9.13, 9.14) (9.A.4)

Academic Freedom

NSHE Code, Title 2, Chapter 2 sets forth the system policy regarding Academic Freedom and Responsibility. The policy explains that institutions of higher education are conducted for the common good and not to further the interests of individual members of the faculty or the institution and that the continued existence of the common good depends upon the free search for truth and knowledge and their free expression.

The board's policy clearly states that "[freedom] in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student in learning." A member of the faculty "has freedom and an obligation, in the classroom or in research, to discuss and pursue the faculty member's subject with candor and integrity, even when the subject requires consideration of topics which may be politically, socially or scientifically controversial." A member of the faculty may not be subject to censorship or discipline for expressing opinions or views which are controversial, unpopular, or contrary to the attitudes of the NSHE community. Conversely, a member of the faculty is responsible for the maintenance of appropriate standards of scholarship and instruction. Academic freedom extends to all institutional faculty and to the invited guests of the system.

The rights and responsibilities articulated in NSHE Code, Title 2, Chapter 2 are embodied in Western Nevada College's mission and goals. (Exhibit 9.3) (9.A.5)

Strengths

- The college's mission statement and goals advocate standards of conduct that reflect a high level of integrity and respect for one another.
- The college, through its College Council, evaluates existing policies and procedures and considers new policies and procedures on a regular basis.
- The college strives to represent itself accurately in its publications and official communications.
- The college has clear standards prohibiting conflicts of interest.

- The college's policy regarding academic freedom encourages the free search for truth and knowledge and their free expression.

Challenges

- The college currently has a cumbersome procedure in place for amending college bylaws.

Recommendations

- The college should, and is currently considering, amending its procedure for amending college bylaws.

Standard Nine Supporting Documentation

EXHIBITS

- 9.1 WNC Policy 1-2-1: Nevada Ethics in Government Law
<http://www.wnc.edu/policymanual/1-2-1.php>
- 9.2 WNC Policy 1-5-1: Consensual Relationships
<http://www.wnc.edu/policymanual/1-5-1.php>
- 9.3 NSHE Board of Regents Handbook
 - 9.3.1 Title 2, Chapter 2: Academic Freedom and Responsibility
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-2---/T2-CH02---Academic-Freedom-and-Respo.pdf>
 - 9.3.2 Title 4, Chapter 1, Section 2: Ethical Code of Conducts for Regents
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---/T4-CH01---General-Policy-Statements.pdf>
 - 9.3.3 Title 4, Chapter 3, Section 7: Nepotism
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---/T4-CH03---Professional-Staff.pdf>
 - 9.3.4 Title 4, Chapter 3, Section 8: Compensated Outside Professional Services
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---/T4-CH03---Professional-Staff.pdf>
 - 9.3.5 Title 4, Chapter 10, Section 1: Purchasing Policy
<http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---/T4-CH10---General-Business-Managemen.pdf>
- 9.4 WNC Policy 3-4-4: Student Conduct
<http://www.wnc.edu/policymanual/3-4-4.php>
- 9.5 WNC Policy 3-4-5: Academic Integrity
<http://www.wnc.edu/policymanual/3-4-5.php>
- 9.6 WNC Policy 1-1-1: Policy and Procedure Development at WNC
<http://www.wnc.edu/policymanual/1-1-1.php>
- 9.7 Western Nevada College 2009-2010 Catalog
http://www.wnc.edu/files/catalogs/2009-2010_catalog.pdf
- 9.8 WNC Academic Program Guide 2009-2010
http://www.wnc.edu/files/catalogs/2009-2010_apg.pdf
- 9.9 WNC 2010 Spring Schedule
http://www.wnc.edu/files/schedules/spr_schedule-10.pdf
- 9.10 Student Services Publications
 - 9.10.1 Disability Support Services Program Information Brochure
 - 9.10.2 Student Crisis Intervention Team Brochure
- 9.11 WNC Policy 3-1-1: Conflict of Interest Pertaining to Sponsored Projects
<http://www.wnc.edu/policymanual/3-1-1.php>
- 9.12 WNC Policy 7-4-1: Conflict of Interest
<http://www.wnc.edu/policymanual/7-4-1.php>
- 9.13 WNC Policy 4-1-3: Nepotism
<http://www.wnc.edu/policymanual/4-1-3.php>

EXHIBITS (Cont.)

- 9.14 WNC Policy 4-5-1-9: NSHE Board of Regents Policy for Compensated Outside Professional Services
<http://www.wnc.edu/policymanual/4-5-1-9.php>

