Northwest Commission on Colleges and Universities

A Full-Scale
Evaluation Committee Report

Western Nevada College

Carson City, Nevada

May 3-5, 2010

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May 3-5, 2010

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Introduction

Western Nevada College hosted an evaluation team for a full-scale visit on May 3-5, 2010. The College was very well prepared for the visit. Local and system administration, academic faculty, staff, and students were all fully engaged in the accreditation process and very helpful with the Evaluation Committee's work.

While this was a comprehensive visit, particular attention was paid by the Committee to the recent Bachelor of Technology (BT) in Construction Management, the College's first baccalaureate degree.

The exhibit/work room provided by the campus was well organized and College staff were extremely helpful in assisting committee members in finding additional information that was needed to fully evaluate the College's compliance with the Commission's Standards and Policies. Technical assistance in the work room was provided by knowledgeable assistants and excellently prepared food was regularly refreshed in the work room so that team members could continue to work while eating.

Self-Study

The campus completed a self study that was the result of wide involvement from across the College community including the governing board, full and part-time faculty, staff, administrators and students. The result was a document that was clearly written and analyzed both the current strengths and weaknesses of the College against the Standards and Policies of the Commission. While the self-study itself did not get into much detail in some areas, the committee felt that most questions were answered in the self-study and large separately bound appendices provided to each committee member.

For example, while the Committee was impressed with the College's inclusive governance system as it pertains to strategic planning, coverage in the self study of Standard 1.B. Institutional Planning and Effectiveness was sparse. However, combined with the appendices and exhibits as well as with on-site interviews, the effectiveness and inclusiveness of the planning process became evident.

Eligibility Requirements

Western Nevada College (WNC) meets all eligibility requirements for accreditation by the Northwest Commission on Colleges and Universities (NWCCU). WNC operates under the authority of the Nevada Board of Regents and delivers higher education programs to a seven county service area.

WNC's mission is clearly defined and adopted by the Nevada Board of Regents, most recently in April 2009. WNC's purpose is to serve the educational interests of its educational service area, and its principal programs lead to certificates, associate degrees and most recently a Bachelor

of Technology degree in Construction Management. Most of its revenue is used to support its educational mission and goals.

WNC is governed and administered in a manner consistent with its Principles of Community, adopted by the College Council in 2008.

A thirteen member Board of Regents is responsible for the quality and integrity of the institution. Regents are elected by district; none of whom have contractual, employment, or personal financial interest in the institution.

WNC employs a president who is appointed by the Board of Regents whose full-time responsibility is to WNC.

WNC provides the administrative and support services necessary to achieve its mission and meet its goals.

The College employs a core of full-time, professionally qualified faculty. The faculty, except where noted in this report, is adequate in number and qualifications to meet its obligations toward achievement of the institution's mission and goals. Faculty are involved in the formulation of institutional policy and participate in academic planning, curriculum development and review, student academic advising, institutional governance and are evaluated in a periodic and systematic manner.

Consistent with its mission, WNC offers educational programs leading to a number of associate degrees and one baccalaureate degree—the Bachelor of Technology degree in Construction Management. All degrees are based on recognized fields of study; are of sufficient content and length; are effective in the use of library and information resources; and are conducted at levels of quality and rigor appropriate to the degrees offered.

The College's transfer degree programs require a core of general education as an essential element of the degree.   All other associate degree programs require a general education component; and certificate programs of a year or more require a core of related instruction.

WNC provides library and information resources for students and faculty appropriate for its mission and for all of its educational programs wherever located and however delivered.

The 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.

Western Nevada College engages in the regular and systematic assessment of student learning. It demonstrates, except where noted in this report, that students who complete their programs, no matter where or how they are offered, achieve these outcomes.

Western Nevada College is an open admissions institution, with selective eligibility and special admissions procedures for a limited number of programs. The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admission procedures and practices.

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.

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.

The institution's financial records are externally audited annually by an independent certified public accountant or on a regular schedule by a state audit agency. The Nevada System of Higher Education contracts with an external auditing firm to conduct an annual audit.

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.

Western Nevada College has agreed 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.

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 and Goals, Planning and Effectiveness

Mission and Goals
Western Nevada College modified its mission and goals most recently in April 2009 when the Board of Regents approved the College mission and goal statements.   The process for development of the mission and goal statements was inclusive with classified staff, academic faculty, administrative faculty, executive faculty, students and campus committees who reviewed the mission and goals in light of the 2006-12 strategic plan. From interviews with regents, the system chancellor, the local administration, and faculty and staff it is clear that there exists a common vision for the College and that all are working towards that shared vision.

The Board of Regent approved mission statement of the College is:

> 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.

The accompanying goals are:
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.

The mission and goals are published in the college catalog, website, and other appropriate College publications. They are also printed on the back of College employee business cards. There is also a two-page bi-fold document that details goals, key performance indicators, responsible organizational units and, in some cases, quantitative benchmarks.

Progress in accomplishing the College mission and goals is documented and made public. This includes the publication each spring of the *Institutional Portfolio,* which provides longitudinal data on all quantifiable goals for each of the previous ten years. Examples of progress on non-quantifiable goals are also published in the *Report to the Community.*

In addition, each year the president of the College gives an address to all college employees outlining progress towards goals made during the past year.

While the overarching goals have not been modified with the recent financial difficulties, making progress on a number of these goals has become problematical as the College attempts to avoid serious backsliding threatened by the budgetary difficulties.

Public service is consistent with the educational mission and goals of the College and is encouraged and evaluated in all campus employees. "Useful citizenship in an increasingly interdependent world" is part of the *Principles of Community* under which all college

organizations function and is taken to include College employee engagement in and service to the broader civic community.

The College regularly submits annual reports to the Commission detailing all changes that have a bearing on accreditation. It also consults with the Commission and files the necessary paperwork for any substantive changes. Evidence for this was provided as appendices to the self study and as exhibits.

The College develops a new strategic plan every six years with the current plan covering 2006-12. There was broad involvement in the development of the current strategic plan with all constituencies believing they had a voice that was listened to in the formation of the plan. The plan is simple enough to be understood by all and has associated goals with measureable outcomes for at least some of these goals.

With respect to improving student success rates, the College has established benchmarks and readily measureable target goals.   The College will thus be able to determine when its current target goals have been reached.

The College has an effective evaluation system in place to monitor how well it is doing and identify areas that need attention. The SPFIE Committee (Strategic Planning For Institutional Effectiveness) PARC Program Assessment and Review Committee), and the Budget Committee under the oversight of the College Council and the president's executive staff gather data and use these data to improve programs and College services. The staff in Institutional Research serves members of SPFIE and PARC providing them with much excellent data that is used to make decisions and implement change.

It is clear that the College has an effective system of planning and assessment in place and that this allows it to make choices on allocation of resources and ameliorate the effects of budget reductions on the operations of the College. It is also clear, however, that in spite of this planning, budget reductions of the magnitude being anticipated are likely to have at least some deleterious effects on the College and its students.

Standard Two – Educational Program and Its Effectiveness

Western Nevada College is committed to providing educational programming to meet the needs of a large rural area, covering seven counties, through an ambitious combination of face-to-face, web-based, and interactive TV delivery methods at multiple campus locations. Programs are compatible with the college's mission, and include transfer programs, occupational programs, and a new Baccalaureate program. There has been an impressive and significant shift since the last full scale accreditation visit to a program development, review, and assessment process with well-defined procedures that is faculty-driven. There is a concern with maintenance of current levels of programming due to the significant (~25 %) decrease in full-time faculty due to the severe budgetary shortfalls in the Nevada State System.

Western Nevada College has used foresight to weather the budgetary storm through a freeze on full-time permanent positions. The full unequivocal support of academic faculty and instructors, full- and part-time, is evident and highly commendable. There is concern with sustainability of faculty-driven design, implementation, and assessment of curriculum if Western Nevada College is financially unable to replace these vacant positions over the next several years. In addition, Western Nevada College will need to ensure that the institution's full-time faculty represents each field in which it offers major work.

Western Nevada College is committed to providing sufficient human, physical, and financial resources to support its educational programs; however the current statewide budgetary crisis has led to future concerns in all three of these areas. If additional funding does not become available over the next several years the institution will not be able to maintain the current level of programming. Across all divisions faculty voiced concerns with the significant reduction in full-time faculty positions, increase in class sizes, and the other additional responsibilities they are absorbing. It is quite clear faculty are stressed and overloaded. This is not sustainable for an extended period of time. College faculty will be required to teach one additional class next year without compensation or take a 4.6 percent reduction in salary by taking furlough days.

Facilities are adequate to support programming. Facilities range from recent, modern, and spacious to older and cramped. There are several areas, such as the science lab facilities, that are overdue for expansion and updating. In addition, the accommodation of the recent increase in student numbers combined with the budget shortfall has led to cramped classrooms due to increased class sizes.

With over 225 adjunct faculty, the College does not have dedicated office locations where adjuncts can prepare for classes and meet with students. The Carson City campus does have two rooms with computer and phone access. This situation is being handled by different divisions and on different campuses in a variety of ways, including having adjunct faculty arrive early or stay late in the classroom, borrow a full-time faculty member's office for a short while, or meet students at other campus locations; however none of these provide privacy, nor are they always available.

Design, approval, implementation, and integrity of the curriculum are faculty driven. Policies and procedures for additions and deletions of courses and programs are systematically and periodically reviewed. Program and course development, review, and modification begin with individual faculty. Proposals move up through the division to the Curriculum Committee and the Program Assessment and Review Committee. A new Program Assessment and Review system was implemented three years ago with clear policies and procedures. This process is strongly supported by both faculty and administrators, and has resulted in closing the loop through use of results in program level evaluation. Programs are reviewed in a five year cycle, thus at this time 60 percent of programs have been through this new assessment process. Programs required to undergo an accreditation process through an external accrediting agency

submit the external accreditation paperwork in lieu of the internal college procedure to the Program Assessment and Review Committee for evaluation. Noteworthy in the process is the inclusion of an external evaluator and a student focus group. Faculty and administration have spoken in agreement of the value of the student input, the budgetary connection to program evaluation, and the administrative feedback to the department.   Student feedback is considered prior to finalizing curriculum changes or new development, most notably through the Program Review process. In fact, the dean of instruction observed that the student group is widely regarded as the group that provides the most significant feedback for program revisions, indicating the College's deep commitment to deep listening followed by actions to improve student learning.

Enrolled students complete their program in a timely fashion when a program is eliminated or undergoes a significant change in its requirements. Each degree and certificate program has a mission and student learning outcomes. Degree objectives are clearly defined. Program descriptions demonstrate appropriate breadth and depth of courses, sequencing of courses, and use common practices to assign semester credit and program length. Western Nevada College has just begun targeted scheduling of courses to ensure students are able to take the courses required for their program in an efficient and timely fashion. Distance delivery has increased accessible scheduling.

Library and information resources are incorporated into courses and programs. There is significant faculty involvement in the determination of resources available for courses and programs. Library facilities at both the Carson City and Fallon campuses have been extensively remodeled, leading to a significant increase in use of library facilities by students. College resources provide needed hardware and software for designated computer labs; these are currently well maintained because of the student technology fee and Perkins dollars.

Educational Assessment; General Education; Related Instruction
Western Nevada College requires a breadth of general education coursework for graduation with an Associate of Arts (AA) or Associate in Science (AS) Degree by mandating students complete *a "General Education Program."* The mission of the program is "*to provide students with critical life skills that will benefit them in their personal and professional endeavors." (Western Nevada College Catalog, p. 25)*. The General Education Committee (formally a sub-committee of the Curriculum Committee) oversees the General Education program at the College. The Mission Statement and General Education Student Learning Outcomes have evolved over the last several years resulting in ten Student Learning Outcomes for General Education. 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.

The requirements for each degree are outlined in the *College Catalog*, the *Academic Program Guide 2009-2010,* and on-line. The number of credits vary according to emphasis; however, all students must select courses that satisfy the English Communications, Fine Arts, Humanities, Mathematics, Science, Social Sciences, and U.S. & Nevada Constitution general education requirements. Requirements for an AAS degree require students to complete appropriate courses in computation, communication and human relations but do not need to fulfill the requirement for Fine Arts. Requirements for the Bachelor of Technology in Construction Management Degree include a capstone course (9 credits) to include "*a rigorous writing component and a formal oral presentation.*" (*Self study, p. 2-19*).

These *Distribution Requirements* appear consistent with the statement in the *Accreditation Handbook* (NWCCU, 2003, p. 36) that states, *"General education introduces students to the content and methodology of the major areas of knowledge –the humanities and fine arts, the natural sciences, mathematics, and the social sciences…."*

The programs that offer a Certificate of Achievement are expected to demonstrate "that they have the communication, computational, and human relations skills appropriate to the certificate area." (*College catalog, p.25*). These courses are offered either as specific courses or are embedded within the program curriculum.

The *"Related Instruction"* (Accreditation Handbook, NWCCU, p. 36) component of Policy 2.1, such as safety or environmental awareness, is embedded in the curriculums of several programs such as science lab courses, nursing, and occupational area. (*College catalog, p. 32*)

In 2008-2009, the General Education Committee conducted a curricular mapping assessment project to determine the extent to which these ten Student Learning Outcomes were found in the AA, AS and AAS programs of study. The AA degree without an emphasis was not included in this project. The results showed that "all programs reviewed can guarantee that students will be exposed to General Education Student Learning Outcomes 1, 2, 3, 4 and 10. However, depending on the specific General Education courses that a student may choose to take, programs cannot ensure that all students will encounter General Education Student Learning Outcomes 5, 6, 7 and 8." (*WNC General Education Program Review Report, March 31, 2009*)

The findings from the assessment of the General Education Student Learning Outcomes showed that "when General Education Student Learning Outcomes were adopted, the implementation and assessment issues were not simultaneously worked out."

The Committee recognizes the work of the General Education Committee in the development of the General Education Student Learning Outcomes and the process of review, but the Committee believes that the plan has not been implemented to its fullest and the loop of assessment closed in all programs and general education classes. The College recognizes "the need to continue to work with faculty and chairs within academic divisions as well as the Program Assessment and Review Committee (PARC) to develop a framework for systematic assessment of the General Education Student Learning Outcomes in General Education courses." The Committee concurs.

The College has many of the foundations for a successful and regular program of educational assessment in place. For example, there is evidence of a comprehensive review process with multiple measures to produce data that are used to inform planning and decision-making. Data on students and graduates are available through the Institutional Research office, and many programs have systematically collected outcomes data on student employment, skill acquisition, and other measures, using these results to make improvements. The assessment program is driven principally by a college-wide assessment approach whereby every instructional program is evaluated every five years, which is to say 20 percent of all instructional programs are evaluated each year.

A thoughtful model for program review, which includes a peer evaluator from outside the department under review, a reviewer who is expert in the discipline but from outside the college, and reviewers from the student body and administrative faculty, is in its first cycle. These evaluators examine how well the program is doing in integrating course and program assessment for continuous improvement. Upon gathering and analyzing student outcomes data, this model "closes the loop" by using a Nichols & Nichols table that indicates improvement actions for the intervening years before the next review. These actions items, broken down by year, become the tactical improvement plans that are then assessed and rolled into the subsequent program review.

Exemplary assessment practices were identified in several instructional areas, as well as areas where improvement is needed. Some of the college programs are improving their outcomes, linking quality enhancement actions to budget, and, ultimately, creating a deeper culture of assessment focused on continuous improvement of teaching and learning. In these successful programs, learning outcomes have been incorporated into course outlines and linked to broad abilities at the program level. Each learning outcome is identified according to the level of comprehension needed to successfully demonstrate it.

In other college programs, though, application of this model is less successful, causing a concern where, for example, course outcomes are not clearly tied to program assessment or where general education outcomes, while extensively mapped to curriculum, are not yet

methodically assessed. The General Education program, in particular, will need to rigorously apply the model through one more five-year cycle before a meaningful evaluation of its efficacy can occur. At the end of this next cycle, though, it is expected that the college will be able to comprehensively evaluate its college-wide implementation of the plan.

Though there is work yet to do, the College is to be lauded for the mindfulness of its approach and persistence in developing a deeper culture of assessment. Dynamic and exciting assessment efforts are occurring in multiple areas of the College. There is significant evidence that the assessment plan will soon encompass all the college's offerings and be employed continuously to drive a cycle of planning, implementation, outcomes assessment, decision-making, and improvement of teaching and learning.

Undergraduate Programs

Baccalaureate Program

Bachelor of Technology in Construction Management
The Bachelor of Technology in Construction Management was approved for offering beginning in 2007. Its first graduates were degreed in the spring of 2009. The program was designed to meet a growing need for construction managers for the booming housing industry. Students may also be credentialed as a certified inspector of structures. The Bachelor of Technology in Construction Management program meets all requirements. In addition, Western Nevada College's support systems meet all NWCCU requirements for Western Nevada College to support Bachelor Level Programs.

Interviews with the Division Chair confirm that human, physical and financial resources exist to adequately support the educational program. However, additional staffing will be necessary to allow for the program's growth. The program expands WNC's goals to the baccalaureate level. The program was developed with the full support of industry, community, and the State of Nevada. Many members of the local construction industry continue to serve as adjunct faculty and advisors for the program.

The Bachelor of Technology program in Construction Management was reviewed extensively and is well planned with the involvement of all constituencies on campus to assure its optimal transition to a baccalaureate degree granting institution. The program was built on the excellent reputation of the Construction Technology/Construction Project Management degree at the associate degree level. Many of the students passing through the AAS degree seamlessly transfer into the Bachelor of Technology level degree. The first graduates of the program have been successful in securing employment in the field or the pursuit of additional education.

The Bachelor of Technology degree incorporates discipline-specific, general education and elective courses built in a rigorous manner to provide the broad knowledge and focused coursework of a baccalaureate degree. To meet the upper division requirements for a baccalaureate degree, new courses in Construction Management and Civil Engineering were designed and offered and two courses in Business were also elevated to 300 level courses for

these students. Student learning outcomes are clearly stated in the catalog and in course syllabi. A systematic and continuous process exists for the continuous assessment of programmatic goals. The results of program and course educational effectiveness assessment are used to improve the teaching and learning experience.

Mechanisms for the evaluation of student learning outcomes include a senior capstone project. This project involves seniors working individually or in groups to create and evaluate a project. Additionally, internships with local construction companies allow students to gather additional information from professionals on the job site.

The Division Chair is highly experienced and supportive of this program as are the rest of the Division faculty. However, the program, like others in this Division, has only one full-time faculty member, requiring the program to rely heavily on well-qualified adjunct faculty. In addition, the full-time faculty member is leaving the college and a search is underway to replace this person. Additional changes to staff are planned which will result in an additional full-time faculty member to join this program.

The students in the program are highly motivated. They have developed a proposal to seek accreditation from the American Council for Construction Education (ACCE). In order to meet the requirements for ACCE the students have developed a revision to the program course offerings and sequencing and will be submitting this proposal to the Division Chair for appropriate levels of approval. Among the new courses will be a heavier reliance on mathematics including statistics and calculus. Additionally, the students are proposing a change in the degree name to one more readily recognized by industry.

Associate Programs

Technology
The Technology Division offers Certificates in five programs, AAS degrees in seven programs and one program at the baccalaureate level. Certificates of Achievement are offered in Automotive Mechanics, Computer Technology (Networking Technology), Drafting Technology, Machine Tool Technology and Welding Technology. The AAS degrees include Automotive Mechanics, Computer Technology (Networking Technology), Construction Technology/Construction Project Management, Drafting Technology, Machine Tool Technology and Welding Technology. The Division also offers the Bachelor of Technology program in Construction Management.

Most of the AAS programs are certified by appropriate external agencies to offer these degrees. These certifications enable students to seek employment in areas where the certifications are essential. For example, the Automotive Mechanics program is certified by the National Automotive Technology Education Foundation (NATEF). The students, upon completion of their program receive certification as Automotive Service Excellence (ASE) Mechanics. This certification is necessary to obtain employment in the automotive service departments of dealerships.

Most of the degree and certificate programs in the Technology Division employ one full-time faculty member; however, these programs are also staffed by highly qualified adjunct faculty. Two programs, Automotive Mechanics and Drafting, do not have a full-time faculty member. This is a concerning issue that needs to be dealt with. The Division Chair has secured permission from NATEF to continue to operate the automotive program with the condition that the program trains students to be employed in dealer operated shops with courses taught by experienced ASE-certified adjunct faculty. The Drafting program is going to be incorporated as a support program for the Bachelor of Technology degree and may be eliminated as a degree program.

Adequate classroom space exists for the education of these students. Some of these classrooms are equipped with computers and projection facilities. All of the programs are operated with well-equipped laboratory environments. The equipment is relatively new, having been purchased through grants or donated to the college.

Business Administration and Management
Until the 2009-2010 academic year the Business Administration and Management Division was a stand-alone division, and is now incorporated into the Social Science, Education, Humanities, and Public Service Division. The division includes: Accounting with an Associate of Applied Science (AAS), a certificate of completion (CP) in Bookkeeping; Business, CP and an AAS in General Business; Economics; Management, AAS; Marketing; Real Estate, AAS); and Retail Management (CP). The college provides connectivity to the other outlying centers in support of the high quality delivery of the business programs.

The WNC Institutional Research Report of Fall 2009 indicated that the successful course completion rate in the area of business administration and management had dropped from 75% in 1999 to 61% in 2009, with the lowest completion rate of 57% occurring in 2005.   The growth of online instruction has shown a sharp increase in the last few years. The effect that online instruction has on the successful course completion rate may be an area that could be focused on for the next program review. Business faculty interviewed during the visit indicated the higher attrition rates in online courses.

Faculty in business administration and management engaged in a curriculum overhaul following the 2006 program review assessment. As a result of the review process, faculty eliminated the applied accounting program and revamped the certificates offered in business, management, and accounting. At the time of this report the business faculty is sending a new program for consideration to the curriculum committee as a result and annual planning with feedback from the advisory committee.

Noteworthy are the online degrees and certificates that the business faculty members have developed for students who are not able to access the courses at the campuses and rural centers. Online degrees offered in business administration and management include an AAS Business – Accounting Emphasis; AAS Business – General Business Emphasis; and an AAS

Business – Management Emphasis. In addition, an online certificate of achievement is offered in bookkeeping.   A number of courses in this area are also offered via interactive television connecting to remote sites.

The business faculty members in their attempts to offer optimal access have encountered some problems regarding one of these distance education modes of delivery.   Using the Fall 2009 Institutional Research Report, course retention rates in online courses have gone from 76% in 1999 to 69% in 2009 with the lowest point at 61% in 2004. The faculty members teaching online classes plan to work with the Coordinator of Distance Education as soon as that person is hired in order to improve retention in this area.

Although business faculty members were able to easily identify a number of changes made as a result of the 2006 Program Review, there was no documentation of a Five Year Assessment Plan with stated outcomes and a means for assessment listed as a result of that review. Without such documentation the 2011 Program Review will be much more difficult to assess. It is essential that business faculty follow up on creating and updating a plan annually in order to achieve the strategic outcomes they were able to articulate to the committee team evaluator. The business area will need to increase retention rates in online courses, to replace two vacant full-time positions in business on the Carson campus, eliminate the Real Estate Program, and launch the new Customer Service Certificate program.   The Five-Year Assessment Plan needs to have established timelines and means of assessment identified in the model template provided by the WNC Program Assessment Review Committee.

The business faculty members are able to articulate the importance of program review and the valuable information provided in the process. They have identified expected learning outcomes for each of its degrees and certificate programs yet still do not engage in regular and systemic assessment of expected learning outcomes.

The area of most concern is in respect to the two vacant positions in business at the Carson campus. Business students did communicate to the committee that it was difficult to get advising information or general information about the college from part-time faculty.

Communications and Fine Arts
The Communications and Fine Arts Division includes American Sign Language, Art, Chinese, Communication, Crafts, Dance, English, French, German, Graphic Communications, Italian, Journalism, Library Science, Music, Reading, Spanish, and Theatre. The stated mission of the division is to "prepare students for transfer to four-year colleges and/or to provide them with the knowledge they need for their careers" by focusing on the development of the communication skills and creative abilities of students seeking new skills or enhancement of existing talents.

Class caps have been raised in most disciplines--at 30, English Composition is double the class cap recommended by the National Council of Teachers of English--and yet faculty members

routinely sign overloads because of the commitment they feel to serving students. Key positions remain unfilled. In the words of one professor, "It's taking its toll both physically and emotionally."

Notably, one faculty member spoke highly of the assessment process of program review, which had brought needed funding into her program. As is mentioned throughout this report, budgets are austere because of the recession, but one faculty member did mentioned that she had been able to access one-time reserve dollars available each spring, Perkins dollars, and Tech Fee dollars. The faculty felt extremely confident about the competence and integrity of their division chair and the administration as a whole, noting several times that the college president kept them fully informed about all budget issues while involving them appropriately in decisions.

The Division's AAS program solicits input from the business community through an advisory committee to ensure curriculum reflect current practices. Insight is also sought from colleagues for potential program changes. Faculty members expressed many times that they feel well supported by each other, expressing a general sentiment that if you have a good idea or ask for feedback, everyone responds favorably. "How can we help you?" seems to be a campus mantra.

The Division keeps record of course Outlines/Objectives at the departmental level, which accompany syllabi developed by individual faculty members at the course level.

In general, students are well prepared for transfer or work. Communication and Fine Arts faculty and staff members work together in a positive environment toward a common goal of student success. Several commented that this college is "the best place bar none" to work in Nevada higher education. These dedicated professionals are engaged in a positive and productive relationship with the administrative faculty, whom they praise highly as "the best administration in the system" working for the "best president in the system."

Social Science, Education, Humanities, and Public Service
The Social Sciences, Education, Humanities and Public Service Division is a diverse division that includes both general education content areas and academic degree programs. The Social Science and Humanities courses support the general education and related instruction components of all degree and certificate programs, in addition the Public Service Program and the Early Childhood Program both offer an Associate of Applied Science Degree and a Certificate of Achievement. The stated mission of the division is to "Offer a wide variety of courses and programs from social and behavioral sciences, public service, and educational fields that will enhance the student's ability to be successful in his or her career, future learning, and personal life." The link between each of the programs is a shared value of inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, enhancing communication skills and respecting diversity.

A small student survey of 30 social science students indicates that they continue to have a positive learning experience despite the budget cuts. Faculty report that increased class sizes, in some cases going from 30 to 65 students in a course, is the main strategy to fill the faculty gap. From the student perspective this does not appear to have a negative effect, but from the faculty perspective the large class loads are challenging and may be difficult to maintain and still provide the kind of quality, student-centered learning activities they value as part of the student's learning experience. The staffing of Education, Early Childhood Education and Public Service has remained static.

Both Public Service programs, Criminal Justice and the Police Academy completed their five year program reviews within the last 12 months as did the Early Childhood Education Program. The review process includes a thorough review of program mission, goals, outcomes, and curriculum by internal and external reviewers. A specific review process to document if Social Science, Humanities and Education Programs are meeting the general education outcomes within their own content area is not evident at this time.

Programs for the general education content areas of social science and humanities are designed and updated to reflect associate degree requirements and to meet specific academic program needs. One example is a specific writing course to support requirements of police academy applicants.   The academic programs of Criminal Justice and the Police Academy rely on their community advisory committee and feedback from the public services agencies in the community to keep their programs current. An example is a recent need to increase drug identification skills in the Police Academy Program. The program responded by doubling the amount of hours dedicated to this topic.

Science, Mathematics, and Engineering
The Science, Mathematics, and Engineering division offers AS degrees in Biological Sciences, Chemistry, Computer Science, Engineering Science, Geosciences, Mathematics, and Physics; an AAS degree and a Certificate in Geographic Information Systems.   The mission of the Science, Mathematics & Engineering division is "To prepare students to succeed in college-level science, math and engineering courses; to prepare students to transfer to 4-year colleges; to provide students with the knowledge they need in their careers; and to provide students with opportunities for personal enrichment."

Division members speak highly of the division chair, who is located on the Fallon campus and commutes to the Carson City campus twice a week.   They expressed strong satisfaction that their division chair represents their needs at higher administrative levels.

The loss of full-time faculty positions in the division has created concern and increased workloads, and it is difficult in several of the departments to find adjunct faculty. A physics position was recently filled due to the challenge of finding qualified adjunct faculty. The faculty did indicate that they believe filling of full-time positions are being prioritized in terms of those areas most difficult to find qualified adjunct faculty, and that there are a greater number of

these positions in certain scientific disciplines as well as those qualified to teach higher level mathematics courses.

Departments have taken part in program review and have been quite active in the assessment process. The next step will need to be the second round of program review in order for departments to implement the changes proposed. In addition, course level assessment in support of the general education outcomes has yet to be implemented.

The Physics laboratory is located in a newer building with more modern facilities. In addition geosciences laboratories appear to be in good condition; however facilities in the areas of biology and chemistry laboratories are a concern. At both the Fallon and Carson City campuses the chemistry laboratory doubles as a biology laboratory. At the Carson City campus the human cadavers for the Anatomy and Physiology course are located in a small room only accessible through the chemistry laboratory. This small room does have a modern ventilation system and all required safety measures. The Carson City campus does not have a chemical preparatory and storage room. Chemicals are stored in the laboratory itself. The Fallon campus utilizes the same laboratory for microbiology and chemistry courses. Equipment is stored on top of the counters due to lack of adequate storage space. Chemicals are stored in a very small storage room not of adequate size. This prohibits the preparation and storage of stock solutions. Future facilities expansion and remodeling plans should include: continued diligence to ensure the old equipment and benches meet required safety standards; at the Carson City campus a dedicated anatomy and physiology lab with cadaver room, and a chemical storage and preparatory room; at the Fallon campus an expanded storage room for equipment and chemicals with the capability to also serve as a preparatory room.

Full-time faculty state they have excellent computer access and computing power in the mathematics department, as well as in other science departments. They are able to request needed library databases and holdings.

Nursing and Allied Health
The Nursing and Allied Health division offers one Associate of Applied Science Degree in Nursing and three allied health course offerings for EMS, Nursing Assistant, and Phlebotomy. A nationally accredited Surgical Technology program is currently inactive due to budget reductions.   The Nursing Program is offered at both the Carson and Fallon Campuses. Courses offered at the Fallon campus are delivered with a combination of face-to-face instruction with professors from the Carson campus and interactive TV. Enrollment at the Fallon campus is limited (16 students in 2010), and beginning in the fall of 2010, new students will be able to take nursing courses only at the Carson campus (second year students will be able to finish courses at the Fallon campus). Due to budget reductions, first year student enrollment at the Fallon campus will occur every other year.

The stated mission of the Nursing Program is "to meet the nursing educational needs of the service area. The program prepares qualified students to function as entry-level registered nurses and to transfer to higher degree programs." The Nursing Program solicits community

feedback through an advisory committee to ensure the curriculum to ensure current practice. There is also an EMS advisory board that meets one to two times per year.

The division demonstrates a clear commitment to high standards of teaching and learning as evidenced by high student satisfaction rates, high employer satisfaction rates, passing rates that exceed national averages on licensing exams, and physical facilities that provide ample space and equipment to meet the needs of students in healthcare fields. The Nursing Programs' full-time faculty positions are filled and the Program also relies on three part-time faculty members to fulfill specific teaching needs in specialized areas. The newest full-time faculty member is not in a tenure track position due to budget reductions; this faculty member is on a one-year contract. Program enrollments in the Nursing Program remain high to meet demands of the community for more nurses.

Interviews with the Chair show that the Nursing Program completes the full loop of using program review to improve instruction, revise curricula, and enhance program effectiveness. Interviews with faculty confirm that all nursing faculty are invested in the assessment process including the assessment of student learning outcomes for general education. Nursing faculty state that "they are ahead of the rest of the campus" in terms of outcomes assessment, data collection, and action plans" mainly due to requirements of the external accrediting body for the Nursing Program.

Faculty in the Nursing Program are very supportive of one another and have a common goal of student success. Many faculty commented that Western Nevada College is the "best college in Nevada" with the "best administration". Students echoed the comment about Western Nevada College being the college in Nevada and stated that the teachers at Western Nevada College "knew them by first name and were genuinely concerned about their success."

Continuing Education and Special Learning Activities

Continuing Education
According to College policy 12-2-1, Continuing Education and Special Learning Activities at WNC are defined under single term, "Community Education Program." This program, as required by the Board of Regents and the Nevada Legislature, is "self-supporting, separate, and will not compete with state-funded instruction." The program includes the following, which can be offered in a variety of formats such as seminars, workshops, performances, exhibitions, tours, and lectures that may be for credit or not.

1. Courses and workshops that respond to community cultural and recreational needs.

2. Courses and workshops that develop and improve personal and job skills and respond to life-long learning.

3. Activities that enhance the quality of life.

Recent community education offerings include seminars and workshops on specialty crops, community supported agriculture, farm marketing, flower and grape growing, organic farming, hoop house construction, industrial safety, OSHA construction safety, sign language, health and wellness for seniors, pre-employment skills, basic home repair, aerobic dancing, retirement planning, and many others.

College offerings through the Community Education Program are in compliance with the requirements outlined under 2.G.

Adult Education
The Developmental Education/ELL/ABE/GED programs serve approximately 1300 students, of which 863 maintain 12 or more credit hours per term. The program coordinator reports that the program is well respected and visible within the college community. This is also evident in the college catalog where the programs are clearly identified as a college support programs along with counseling, financial aid, etc…. It is noted, however, that the other services provide specific contact information for students to access the support services, while these programs are only described as "instructions and services for individuals seeking to enhance their academic skills to college level" with no contact information included. Student access is intentionally designed to be widely accessible to meet the needs with multiple sections offered both day and evening as well as at the outreach sites.

There is one full-time faculty member who coordinates this program. Two full-time internal hires are scheduled for July, one instructional and one to support data collection requirements associated with this program.

The program has experienced inconsistent funding from the state over the years, but funding levels have been more consistent in recent years. This past year the program was fortunate to receive an additional 23% in funding due to census data that indicates areas of high need.

This nature of the program requires that data collection and data analysis in regards to program outcomes is an ongoing and integral part of the program. Ongoing data is collected in regards to individual student education functioning level, students obtaining GED's, students transitioning to post secondary programs, and student's who obtain and maintain jobs. Program funding is tied to the data collection and reporting process with the Nevada State Department of Education.

The program has been quite successful in developing a transition path for students to move into college level courses. One example is their ELT 001 transitions course that helps students who are nearing completion of their GED to develop the confidence and skills to be successful in the general education program.

Through a variety of state and college funding sources that includes access to college staff development funds for the program coordinator. Currently, adjunct instructors in this program do not have access to staff development but the program coordinator is able to maintain a high

level of staff development for herself and her adjunct faculty through the use of the Nevada State Leadership Fund. As an example she was able to recently support all adjunct faculty to attend a well respected regional adult education conference.

A current challenge for the program is tracking student success after they transfer to the general education program but new software being adopted by the college is anticipated to provide this important data.

Study Abroad
At this time Western Nevada College does not have a study abroad program. In the past several general education classes, such as Art Appreciation or History, have included a one week trip (spring break) to a foreign country as part of the course. The courses were advertised in advance so that students knew before they signed up for the course that one week of foreign travel was part of the class. Even in these situations students made their own travel arrangements and covered their own travel expenses.

The University of Nevada, thirty miles away, offers a national student exchange program as well as the USAC program for international study. Western Nevada College students are encouraged to complete an AA, transfer to the university, and participate in one of these study abroad programs as they complete their bachelor degree.   At this time of budget constraints Western Nevada College is focused on meeting the needs of students in their extremely large Nevada service area.

Outreach
Since Western Nevada College has eight sites covering an 18,000 square mile area in seven counties, outreach is a large focus for the college. Interactive video has been a long term delivery method to the distant sites for many years. The two primary sites for sending interactive video are Carson City and Fallon. In addition to the main campus at Carson City, Fallon and Douglas have dedicated full-time faculty. The Douglas campus with 2.5 full-time faculty is significantly smaller than Fallon with eleven full-time faculty. Fallon has seen the recent loss of four full-time faculty positions due to attrition and buyout, a similar proportion to that noted at the Carson City Campus.

Dual enrollment
Western Nevada College has articulation agreements with ten high schools to provide a variety of career and technical educational offerings for college credit. A Tech Prep Coordinator and Outreach Coordinator at Western Nevada College oversee the program. Tech Prep courses count as electives for high school graduation as well as for college credits. There is no cost to the student to take a Tech Prep course, whereas a Fast Track course costs $25 plus lab fees and a dual credit course receives no discount. Tech Prep courses are offered at the local high school, Fast Track courses are delivered via web or interactive video to the high school students, whereas dual credit courses are offered on-site at the Western Nevada College campuses.

Distance Delivery of Courses, Certificate and Degree Programs
Policy 2.6 defines distance delivery as encompassing audio, video and computer-based technologies in either live or stored mode. They include both synchronous and asynchronous instruction; and may employ correspondence study, or audio, video or electronically mediated technologies. A review of Western Nevada College's Self study and interviews with the Director of the library, members of the library staff, and faculty who have taught or are currently teaching courses for distance delivery, indicated that Western Nevada College meets the Policy 2.6 requirements for distance delivery of courses, certificate and degree programs.

With eight sites, only three of which have full-time faculty representation, distance education plays an important role at Western Nevada College. Western Nevada College currently offers distance education courses in two formats. These formats are two-way video where the instructors and/or part of the class are in two locations and web-based instruction where the entire course is offered online in synchronous or asynchronous delivery. During the fall of 2009 there were 25 courses in two-way video, and 85 as web-based courses. Both of these class numbers are down from the previous spring where the numbers of courses were 30 and 90, respectively. Nevertheless, students continue to use Distance Education courses in their experiences at Western Nevada College. In spring of 2009, 24% of students had enrolled in at least one distance education course. In the fall of 2009, 22% of students had enrolled in distance education courses. (Unduplicated headcount data from the WNC Institutional Research.)

Three AAS degrees are offered completely online: Business – Accounting emphasis; Business – General Business; and Business – Management. In addition the Certificate in Bookkeeping is also offered completely online. The approval of all distance education courses follows the same procedures as those of other courses on campus (see Self study, p. 2-11). In the fall of 2009, a Distance Education Committee was formed to replace a sub-committee of the Curriculum Committee.

There are some courses which use the web for the delivery of course materials to students and/or for testing purposes. This modality allows for the testing of students in a completely secure environment. However, the primary delivery of curriculum for these courses is on-campus delivery.

Since Western Nevada College offers courses over a seven county area, a number of courses are delivered through a two-way interactive video environment. In this environment the instructor and some students may be in one location while other students are in a different location. This modality is similar to a classroom environment and is offered in a synchronous mode. During fall term of 2009, 35 courses were offered in this modality.

Other courses are offered in a totally online mode of delivery. This delivery method has instructors posting information on the web; students access this information, and turn in assignments over the web. These courses are offered in two modalities, synchronous and asynchronous. Synchronous requires the instructor and students to be logged in at the same

time. Asynchronous, the most common method, allows students to log in at any time. Occasionally, the instructor may opt for a synchronous delivery to allow students to engage in online chats and question and answer sessions. This modality also allows for the use of software wherein the instructor may be seen over a video transmission by students so they are able to see the instructor. When students are unable to log in for these classes, they may be downloaded and reviewed later. There is no data indicating how often the synchronous and asynchronous courses are used by faculty. All online courses use the same course management system, Blackboard.

The library at Western Nevada College is heavily involved in the delivery of web-based courses. The library has over 17,000 online journals and a large number of online databases which students, on campus or online, may access over the web. The library's tracking system allows them to track the number of requests for information via web delivery and separate whether the student was an on campus student or one from off campus (which may include students from remote sites or online students). This system shows that off-campus requests were 7,339, while on campus requests were 20,067 for the 2008/2009 academic year. In addition, if a faculty member wanted to post articles for the students to review, library staff obtain appropriate copyright permission and post the articles for the student use during the time frame requested by the faculty member. The faculty member needs to plan well ahead of time to obtain this service, although the library staff will attempt to accommodate the faculty needs.

With the 2008 retirement of the Coordinator of Distance Education much of the management of this aspect of Western Nevada College distance education delivery fell on a committee largely composed of members of the library. This committee coordinated the delivery of web courses for the past two years.

With the loss of the Coordinator of Distance Education faculty are not currently receiving training on the development of new distance education classes. To remedy this, an agreement has been reached with the University of Nevada, Reno for Western Nevada College faculty to sit in on their faculty distance education development classes. This has filled a needed hole, but further training is still necessary. One distance education faculty member indicated that faculty are essentially training themselves in an informal way.

All distance education faculty have access to a computer on campus for their use in the delivery of online courses. The campus also has excellent facilities for two-way video delivery from the Carson City site and from the Fallon site, and receipt at the satellite campuses. The Fallon campus has a history of providing service via two-way video delivery to the remote sites in the seven county region.

The admissions area, student services, financial aid, registrar and bookstore provide all support necessary for the student relative to distance education courses. The college provides online sources for students to apply for admission, register, be advised, secure financial aid, and order and pay for text books. Online students also have access to the same informal and formal

complaint procedures as on campus students. The Counseling department provides placement exams and services for students.

It should be noted, however, that not all students are interested in taking distance education courses. Some of the reasons cited are that 1) they prefer to have a instructor in the room with them and two-way video does not allow this; 2) the quality of online classes is not equivalent to the on campus class; 3) online classes are just not a preferred mode of delivery; 4) the facilities are not equivalent on all sites (e.g., access to a testing center).

The campus maintains adequate facilities for the delivery of two-way and online delivery of classes. There is a current search for a new Coordinator of Distance Education. This search is expected to be completed soon. The college is committed to the continued offering of both two-way video and online course development. However, there is a current moratorium on the development and offering of new courses pending the hiring of a new coordinator.

Online courses are evaluated by students with the same form as used with on campus courses. However, the return rate for these courses is much lower than that of on campus courses. Over the past four terms, spring 2008 through fall 2009, excluding summer classes, the return rate for online courses has ranged from 25% to 36% of the students taking the courses. The enrollments of online students for these terms ranged from 1,334 to 2,003. The results of the online evaluation are forwarded to the faculty member's division chair and are included in the instructors' annual review. The faculty member's department and/or division chair may be granted access to the course for review. Interviews with online faculty members indicate that this does not happen on a regular basis.

Another method for evaluating the online courses is the year-to-year retention rates. For online courses the retention rates are consistently lower than those for other courses. For example, the fall 2008 to fall 2009 online retention was 69%. By comparison, course retention for the college as a whole is 80%. For two-way video distance education courses the retention rates for receive sites is 86% and for the send sites it is 83%.

To provide integrity and credibility with the distance education system Western Nevada College facilitates and maintains software for the detection of plagiarism and to provide for test security. Many courses use "Turn-it-in" software for the submission of papers. This software will check student papers and provide feedback to the student within 24 hours of any concern regarding plagiarism. The student may submit revisions and continue to do so until it is acceptable for submission to the instructor. Another piece of software, "Respondus'" provides a secure website for the completion of exams.

It is a concern that online course evaluations are low. The college should address this issue and attempt to get more effective data. In addition, lack of equivalent facilities at all sites, such as availability of a testing center, is a concern that is important for Western Nevada College to address.

Recommendation

> The Committee recommends that the College implement its plan to conduct a comprehensive assessment of all of its programs. While the college is substantially in compliance with policy 2.2's direction for planning, progress on collecting and analyzing data that creates specific improvement actions must be a college priority. The first cycle of review, which has been analyzed and corrected where necessary, has revealed the need for another iteration before a complete analysis of the entire assessment effort can be adequately evaluated. (Policy 2.2)

Standard Three – Students

Purpose and Organization
WNC Student Services programs and services clearly connect in meaningful ways to the institution's mission and goals. Within and without traditionally identified student services roles, the institution and student services' faculty and staff have organized programs and services to support student development and learning. Irrespective of budget climate, the institution has been consistently successful in providing an essential core of support services—in many instances, WNC student services staff, in collaboration with instruction and faculty, have done so at an exemplary level.

The purpose and current organization of Student Services is adequate in providing services to WNC students. Student services' staff have maintained a high level of personal and student centered service despite a consistently severe budget climate over the past few years. The Dean of Student Services/Director of Intercollegiate Athletics reports to the Vice President of Academic and Student Affairs, serves as the chief student affairs officer and represents Student Services in all major college issues, budgeting, policy development and planning efforts.

Student service programs at WNC are staffed by highly dedicated individuals, who have the appropriate academic preparation and/or experience for their positions. Some staff have come to their present roles through internal transfer or from backgrounds not directly related to their current positions, but are well qualified for their adapted roles. The organization of student services has been remarkably responsive and flexible enabling it to meet increasing student and institutional expectations over a sustained period of financial reductions and uncertainty.

Appropriate policies and procedures exist for student services programs and activities, and students are formally included in the procedure and processes for influencing and/or proposing college policies. Students regularly participate in standing institution-wide committees and councils. Student input is regularly solicited on a variety of policy and procedural issues

relevant to their student status. An exemplary expression of this type of student inclusion is evidenced by the College's solicitation of student input on potential tuition and fee increases; student leaders credit the administration for consistent and "great communication all the way down the line."

WNC is meeting the core needs for support and services students who attend off-site centers. Services are coordinated by appropriate Student Services staff, with a high level of coordination between their programs and center staff. Staff have identified the need to continue assessing and addressing emerging student service, support, and program needs for students attending other WNC sites.

WNC student services are innovative, exemplary, and clearly directed at supporting the mission and strategic goals of the institution. There is concern about the College's ability to sustain its level of commitment to student support in key areas due position vacancies and the lack of resources necessary to fund them. Moving forward into next year, several staff expressed great anxiety about the College's ability to successfully implement the iNtegrate (PeopleSoft) information management system. Resources initially available for this project (resources that were provided to the preceding pilot institutions), have been pulled back by the State. The College administration is aware of this issue and is beginning to plan an approach to accommodate the conversion. Concern remains that there will not be adequate resources to effectively implement the new system.

General responsibilities
WNC generally provides student services on the basis of its assessment of student needs and adequately supports those services with staff, adequate facilities, and resources. A wide variety of assessments, surveys, and annual data collections and reviews are used to identify student characteristics, and are incorporated into institutional efforts to respond to student needs. Through the Program Review process, many student service units demonstrate continuous improvement at the individual unit level. Relatively recent student opinion surveys and the results from the *Noel-Levitz Student Satisfaction Inventory* and the *Community College Survey of Student Engagement* provide useful information about student perceptions, use, and satisfaction of most areas of student services and programs. There is evidence that the program review process, which incorporates diverse sources of evaluation (including student surveys and peer review) lead to improvement and change at the unit level.

WNC publishes a college catalog, schedule of classes, and other publications that provide complete and accurate information about its academic programs, courses (including course descriptions), academic policies, requirements, and other essential information for prospective and admitted students.   These publications and references also contain information about policies for the general student population specifying student rights and responsibilities and clearly stated procedural rights.

Academic Credit and Records

Evaluation of learning and award of credit are based on clear and distinguishable criteria. Academic records are accurate, comprehensive, securely stored electronically (and partially in paper form) onsite in a secure area. Student records are private, accurate, complete, and permanent. Data maintained electronically are adequately secured and routinely backed by duplicate files at an offsite location. Records are maintained for current and past WNC students. Institutional publications clearly indicate how credit will be utilized to fulfill degree requirements. Transfer credit is accepted only from accredited institutions. Transfer policies are consistent with Policy 2.5.

The institution has published procedures to guide the release of student information, and student confidentiality is assured.

Student Services

The college admits students consistent with its mission of meeting the educational needs of individuals, businesses, and its community, and a comprehensive array of student supports and services are in place to assist students accomplish their goals for attending WNC. The college publishes clear admission policies and procedures (at both the institution level and for programs requiring specialized admission) and adheres to them in its practice of admitting students. As an open access institution, it demonstrates regard for individual differences within its student body.

Assessment and placement procedures are in place to place students in coursework appropriate to their academic ability. Initial advising and academic counseling services utilize available assessment information to advise students on an initial plan of enrollment.

WNC has developed several exemplary programs designed to support student access and support. Of particular note are the strong collaborations between Student Services and instructional administrators and staff, and academic faculty to make these programs work so well. Noteworthy are the Early Alert, Peer Mentoring, Peer Advising, and faculty advisor pilot projects. In each of these programs, faculty and Student Services staff (and in the case of the Peer Mentoring program, students), are collaborating to support student success. Additionally, the Bridge to Success provides several structured enrollment experiences (admissions, counseling, placement testing, etc.) for high school seniors attending one of sixteen high schools located within the College's service area. WNC Student Life staff conduct these activities by visiting each school at least once (many times, twice) per month. Relationships with high schools are very strong, and student participation in the program has grown from 84 to nearly 700 over the past five years.

WNC publishes academic progress standards that provide for continuation in, or termination from, its educational programs; the policy appropriately provides for an appeal process. Institutional program requirements are contained in the college catalog and are applied constantly. Appropriate reference to the Student Right-to-Know Act is available and included in publications as required by law.

The institution provides an effective program of financial assistance for students, and relevant policies and procedures are clearly and consistently stated in campus publications. WNC regularly monitors the loan default rate of its former students and has taken several actions to reduce its student loan default rate. The Financial Aid staff is commended for activities, workshops, and publications that have been initiated to reduce confusion and make financial aid more accessible to its community.

Food services are supervised by professionally trained food service staff and meet recognized nutritional and mandated health and safety standards. Co-curricular programs and activities are provided based on student interest and participation. The college bookstore (provided by Follett Corporation) supports the education program and contributes approximately 8.6 percent of its gross revenue to student scholarships to the climate of the campus. Students, faculty, and staff have the opportunity to participate in the development and monitoring of bookstore policies and procedures.

Athletics
Intercollegiate athletics is an important component of the college experience for many students attending WNC. The operations of athletic programs are consistent with the educational mission and goals of the institution and are conducted with oversight by governing board and President.

The goals and objectives of the intercollegiate program are communicated to staff members, and policies concerning athletics are reviewed annually by the Dean of Student Services/Director of Intercollegiate Athletics and the Intercollegiate Athletic Board. Admission requirements, procedures, and degree requirements are the same for student athletes as they are for the general student population. Athletic budget development and control is aligned with institutional policy and practice; however, the program has a present shortfall in funding of $174,779.

WNC is committed to the fair and equitable treatment of both male and female athletes with respect to opportunities for participation in intercollegiate athletics; however there exists inequities between men and women's athletics with respect to coaching support and playing facilities. WNC, at the time of the NWCCU evaluation team visit, was in receipt of a Title IX complaint on this subject and had begun the process of interacting with the Department of Education. The College contracted a Title IX consultant to assist with its response to this complaint and has begun outlining a strategy to assure Title IX compliance. Because WNC's response will very likely require substantial financial resources to address the issues in its Title IX complaint, and because the program is presently facing a shortfall in funding of $174,779, there is concern that the College may not be able to resolve the issue satisfactorily.

Institutional Advertising, Student Recruitment, and Representation of accredited Status (Policy 3.1)

WNC consistently demonstrates integrity and responsibility in how it represents itself in its advertising, student recruitment, publications (especially the quarterly schedule and catalog) and promotional literature. While the college catalog indicates WNC is accredited by the Northwest Commission on Colleges and Universities, it is not indicated fully in a comprehensive statement, including the address of the NWCCU or the scope of accreditation (Policy 3.1; C, 5)

Concern: Given real and projected reductions in State support, human, physical, and financial resources for student services and programs may make it difficult to support the services and programs offered.

Commendation

> The Committee commends the College for its active commitment to student access and success through its exemplary services, experiences, and opportunities created and administered collaboratively by student services staff and faculty that help students engage in meaningful ways with the institution. Of particular note to the Committee were the faculty advisor pilot project, and the Early Alert, Peer Mentoring, Peer Advising, and Bridge to Success programs.

Recommendation

> The Committee recommends that while the College is in substantial compliance with Standard 3.E, the institution accommodate the fair and equitable treatment of both male and female athletes in providing opportunities for participation, equipment, and access to facilities. (Standard 3.E.5)

Standard Four – Faculty

Western Nevada College (WNC) has an outstanding faculty that is deeply committed to student learning and excellence in teaching. As of Spring 2010, WNC employed approximately 66 full-time and 236 part-time academic faculty members. Faculty members across the college describe an institutional culture featuring a high degree of collegiality and practices that promote active engagement of all faculty members in a professional community.

Over the last two years of severe budget cuts throughout the State of Nevada's institutions of higher education, WNC faculty members have made a number of sacrifices such as voluntarily participating in furloughs or teaching additional classes as overloads without receiving

compensation for them. These sacrifices have helped reduce adverse effects on students by mitigating the number of classes that would have been cancelled or by preventing job loss of college staff.

Although all certificate and degree programs have qualified faculty teaching them, due to the budget cuts the number of full-time faculty positions have been significantly diminished. As full-time positions become vacant they are not being replaced with full-time hires, leaving a number of disciplines and programs without full-time faculty. Associate degrees without full-time faculty include AAS Automotive Mechanics, AAS Drafting – Architectural Emphasis, AAS Drafting – Civil Emphasis, AAS Drafting – Mechanical Emphasis, AS Computer Science, AAS Engineering Science. Certificate of Achievement programs without full-time faculty include Automotive Mechanics, Business, Architectural Drafting, Mechanical Drafting, and Surgical Technology. Four of these programs have been identified to have their full-time vacancies filled soon, but faculty members and administrators are in agreement that the current dependency on part-time faculty and lack of full-time faculty in the listed positions is not acceptable in order to maintain program quality.

The committee recommends that, as funds become available, quality faculty be hired with a primary commitment to the college for those degree programs currently lacking full-time faculty oversight. Until that time special oversight should be given by the academic administration to such programs to ensure that program quality is not being seriously diminished.

Faculty participation is apparent throughout WNC's committee and governance structure. The faculty has an integral role in key college processes, including shared governance and extensive committee participation, faculty hiring, curriculum development and approval, assessment, and articulation with transfer institutions. Through committee participation and division chair positions, which carry release time, faculty members have multiple avenues for involvement in institutional governance.

Faculty members are actively engaged in the Strategic Planning for Institutional Effectiveness Committee. They have become the primary drivers of the Curriculum Committee, Program Assessment and Review Committee, General Education Committee as well as the Academic Faculty Senate. Counselors engage in formal advising which is complemented by informal advising by academic faculty who also participate in new student orientations. The committee finds the majority of full-time faculty to be well informed and engaged in college planning, program assessment, and college governance.

WNC Policy 3-2-3, reflecting a section of the State of Nevada Board of Regents Handbook, provides clear guidelines for faculty workloads, responsibilities, and duties. Except for recent efforts by faculty members volunteering to take on extra workloads due to the budget cuts, the committee found that faculty workloads reflect the mission and goals of WNC. Up until the recent budget cuts faculty had sufficient time and administrative support for professional development. Even with the current budget situation, WNC remains committed to providing

professional development funding for its full-time and part-time faculty through processes that are clear and well understood with faculty involvement in the decision-making process. The sabbatical leave process has been abandoned in the last two years due to the budget yet faculty are understanding of this necessary suspension and are continuing to find more affordable means for professional development.

WNC is able to retain many highly qualified faculty members who have more than twenty years of service and some with even more than thirty years. There are no doubt a number of variables that help account for this, yet WNC's step/salary schedule and benefit package do appear sufficient, clearly stated and fairly administered in the college's efforts to recruit and retain competent faculty who are not only committed to classroom teaching but in the other important work of the college as well.

Some faculty members report that the hiring of new Ph.D. faculty is challenging because the low end of the salary schedule is not as attractive so they typically see applicants from more experienced PhD candidates where the salary schedule is more inviting. The faculty members generally agree that while improvements have been made to the part-time salary schedule, it is still inadequate pay for how much they rely on part-time faculty at this institution. One faculty member did report that as she moved from part-time to tenure track the administration was very supportive in giving her credit for her part-time experience on the salary schedule.

The evaluation of full-time and part-time faculty at WNC is compliant with Policy 4.1. WNC evaluates faculty in a regular and systematic manner.

 A peer evaluation process at WNC has added an additional resource to the faculty evaluation and improvement process. The strongest component of the faculty performance evaluation for tenured faculty appears to be the peer evaluation process. Faculty members report that this is a very beneficial process and strives to maintain the designated schedule of peer review. The yearly administrative self-evaluation and review process seems to be considered less useful as faculty tend to receive minimal feedback that only indicates that their performance is adequate.

Faculty who were recently tenured did report that the process for tenure review was consistently maintained throughout the four year process and led to successful tenure status. The five year faculty review process is not currently being maintained and appears to be about one year behind schedule.

The committee finds the procedures being used by faculty search committees to be accessible to all, clear and adhered to in the recruitment and appointment of full-time faculty. Faculty members are screened and hired according to College standards for education, experience, and pedagogy. The college finds itself challenged to hire replacement faculty in a time period when retirements and other attritions are occurring or are anticipated because the current fiscal crisis in the state has required substantial budget reductions that are likely to continue into the next biennium.

Numerous faculty members agreed that academic freedom is fostered and protected, though it is noted that there seems to be a misunderstanding of the definition, which is locally construed to be control over scheduling of classes and other important shared governance issues rather than an understanding of a freedom from censorship in their academic domains as outlined in the widely accepted American Association of University Professor's statement. Administrators stress the importance that academic freedom plays in the respectful and collaborative culture that exists at WNC.

Professional development and faculty scholarship, research, and artistic creation are supported consistent with the college's mission through a sabbatical structure and professional development committees that have been well funded until the current budget crisis. The application process for the use of annual professional development funds for research and scholarship follows a clearly articulated process. Faculty members play a key role via the Professional Development Committee regarding the funding and support of such requests. On an annual basis full-time faculty members have up to $1,200 and part-time faculty have up to $500 available for professional development. Although this amount had been suspended when the budget crisis first hit, administration reinstated the policy much to the gratitude of faculty.

As the College is a teaching-focused institution, faculty are not formally responsible for the conduct of research or production of creative work, but many do engage in a variety of these activities, which promote currency with developments in their fields and enhance their work in the classroom.

There is a heavy reliance on part-time faculty at WNC, even more so given the last two years of budget cuts. Although finding qualified part-time faculty can be problematic at the more rural centers in WNC's service area, the committee finds that part-time faculty members possess the appropriate academic degrees or professional experience for the teaching assignment. Recent WNC policy revision has led to clearer guidelines regarding the evaluation of part-time faculty. New part-time faculty members receive a *Part-Time Faculty Information Guide*, which provides important information about the expectations and responsibilities of the teaching assignment along with the missions and goals of WNC. Part-time faculty members report being treated as equals among their full-time colleagues and that their input is always welcome and appreciated.

In some academic and career technical areas students express appreciation for learning what is currently happening in their major field from part-time faculty whose primary job is working in that field. Although part-time faculty members do not have assigned office space, students stress that most part-time faculty provide the means for students to be able to contact them. The library also provides convenient space for part-time faculty to meet with students and some office space is available for shared use at both the Carson and Fallon campuses. Some students express frustration that during the times they have available between classes to meet with part-time faculty that there is no way to conveniently do that.

The budget cuts have affected the entire college yet students report that they do not experience the adverse effects in any significant ways.   Although faculty members across the college are quick to praise the administrative leadership for wise fiscal planning and a caring sense in regards to preserving the college community through some very challenging times, WNC faculty are also deserving of praise. From Carson to Fallon to Douglas to the outlying rural centers, faculty members have voluntarily increased class capacities, taught additional classes without compensation, gone without sabbaticals, to name a few of the many significant sacrifices made. These sacrifices for the good of the college have helped mitigate the adverse effects on students and helped prevent job loss among college staff.

Despite the challenging times the committee finds the faculty to be upbeat and fully supportive of and committed to their students, their college, and each other.   The committee is impressed by the high praise the faculty receives from students and administration. The culture and climate of WNC is remarkably resilient and supportive of the entire college community and the faculty plays a large role in that regard.   The committee finds that the WNC faculty is indeed praiseworthy.

Faculty Evaluation
The College has a well-developed faculty evaluation process outlined in the Nevada System of Higher Education code. It meets the requirements of Policy 4.1 in that the process is regular and systematic and occurs at least once within a five year period. Evaluation criteria include multiple indices as the process requires feedback from students through a student evaluation process and reports from the dean of instruction based on classroom observation. Also required for probationary faculty is a report from one colleague based on a classroom visit. Currently faculty are generally not evaluated for distance education delivery by a division chair or dean and that is something the College may want to consider in the future.

Evaluation materials are collected by the probationer and administrative faculty and placed in a portfolio. This file includes the student questionnaires, self-evaluations, committee work reports, peer and administrative reports, and other materials.

Evaluation criteria and procedures are applied in a similar manner to all faculty members, whether the faculty is on a tenure track or on one-year renewable contracts. The ad-hoc committee makes one joint recommendation.

The evaluation process includes formative evaluation and assigned mentoring. Probationers are supported and guided toward improvement activities if the process identifies concerns.

There are four primary evaluation systems: pre-tenure, post-tenure, non-tenure track, and part-time faculty evaluation processes. Each system has multiple indices with clear procedures and criteria. All systems include student evaluations and administrative evaluations. The full-time faculty systems include additional indices as appropriate. Evaluation is a faculty driven process involving faculty and administrators. The process is strongly supported by both faculty and administration at WNC. Distance learning courses utilize the same student evaluation

instrument as other courses although the percentage of online class student evaluations submitted is far below what the college would like to see.

Recommendation

> The Committee recommends that, as funds become available, quality faculty be hired with a primary commitment to the college for those degree programs currently lacking full-time faculty oversight. Until that time special oversight should be given by the academic administration to such programs to ensure that program quality is not being seriously diminished. (Standard 4.A.1)

Standard Five – Library and Information Resources

The library program serves an 18,000 square mile district with three campuses and five centers. Libraries are situated on the Carson Campus and the Fallon Campus. The library collection reflects the curriculum of the college and the librarians and staff work closely with instructors to ensure institutional needs are met. The library program mission is stated in the Library Program Review and posted on the library web site.

From 2006 to 2008, the librarians conducted an extensive collection weeding program and eliminated approximately 3,000 outdated and unused books at the Dini Library on the Carson Campus.   An additional 2,000 books were withdrawn from the Beck Library on the Fallon Campus. The withdrawals improved the quality of the collection. Student leaders reported that the print and non-print materials are adequate and the online resources work well to supply student information needs. The collection has sufficient depth and breadth to meet the needs of the students.

Library orientations are offered to all courses with a special effort directed towards English 101 and Business 108 classes. A number of instructors arrange for orientation presentations for their classes. Librarians estimate they reach about one-third of students through these presentations. Discussions with students indicate a similar number. Printed subject guides and online pathways also support students' research needs.   Online tutorials provide additional support for distance education courses. Library orientations are evaluated by students and indicate a high satisfaction with the presentation and usefulness of information provided.

Collection development policies are well developed and incorporated into the general library policies. Every fall and spring, the librarians seek suggestions from faculty on purchases in program subject areas. Librarians send a letter to faculty, with an attached suggestion form, soliciting input. The librarians also review syllabi, when available, and rely on book reviews to assist them with collection development. Instructors report they have adequate input on new resources and services. The library has had representation on the Curriculum Development Committee. This representation enabled the library to anticipate changes to the curriculum. Continued representation would support the library's ability to be proactive in serving college needs.

When the new Bachelor of Technology in Construction Management program was announced, librarians contacted instructors for suggestions on materials to support the program. The librarians determined that the library had 185 full-text online periodicals that supported construction. Instructors requested an additional journal title in print. The librarians also purchased any books requested by faculty, textbooks in use by the program, and books identified through book reviews. At this time, the collection appears to be adequate to support the bachelor of technology program.

The library has made good use of technology to reach out to students online with a revamped web site, a strong move to online resources, adding EZ proxy to authenticate off-site users, online reference help, online tutorials, and pathfinders to research. The library contracted a web design firm with library experience to design a website that embraced the look and feel of the college while also creating an effective site that meets the research needs of the library and students. The library expanded the number of online databases to 30 providing access to 23,000 online journals and e-books. The librarians can be reached for help through the web site by clicking on a button labeled "Ask a Librarian" and online tutorials enable students to learn about research on their own at their own pace. In addition, the librarians have created online subject guides or pathways to finding information in specific fields and topics. Librarians at the Carson Campus also serve as the contact for students needing help with distance education. These actions have enabled the library to support distance education and students throughout the district.

At the Carson Campus, the Joe Dini Jr. Library and Student Center was completed in 2003. Remarkable attention was paid to providing a light, open space. Comfortable seating areas are inviting. Four group study rooms allow students to work together without disturbing quiet study areas. A large instructional space permits library faculty to introduce students to information literacy. Staff work areas are open and well-planned to foster efficiencies. Twenty-eight desktop computers provide on-site access to the catalog, databases, and Internet. Students especially appreciate the availability of both Mac and PC platforms in the library and different versions of Microsoft Office Suite to accommodate students using Office 2003 and 2007. Wireless access allows students to use laptops anywhere in the library.

The Beck Library on the Fallon Campus, had an extensive renovation that was completed in 2008 including new staff space, new study tables and carrels, new computers, and new comfortable seating. In conjunction with the renovation, the library completed a major weeding project resulting in a more open and welcoming space for students. Students at Fallon reported that the library is welcoming and easy to use.

Both libraries provide adequate hours of access onsite six days per week. Representative students reported needing hours later into the evening (past 8 p.m.) and on Saturdays until 5 p.m. Students on both campuses commented on the "great atmosphere" and appreciated the quiet study space in the library.

Based on information provided in the exhibits, library faculty and staff have appropriate education to meet written job descriptions. Student leaders stated that the library staff is a great asset to the college. Instructors also indicated their support saying "the staff does a great job." Surveys of faculty and students confirm that this belief is widely held.

Two library faculty members have been on sabbatical. One studied Web 2.0. The other studied enhanced library support for distance education. Both librarians prepared reports that were included in the exhibits for Standard Five. Librarians and staff continue to have professional development opportunities through the commitment of the administration during this economic downturn.

The library collection is organized by Library of Congress Classification. The WNC libraries share a library management system with the University of Nevada—Reno (UNR), Great Basin College, and the Desert Research Institute. Cataloging services are contracted through UNR. This arrangement seems to be working well as staff reports UNR is responsive to the needs of WNC. Students see the collection of all four libraries, with locations noted, when accessing the catalog. Interlibrary loan, primarily among these institutions, supplements the local collection.

In the exhibits for Standard Five, the library provided a comparison of peer institutions from the National Center for Educational Statistics, Academic Library Survey, fiscal year 2008. The library director selected institutions that have added a baccalaureate program. Compared to the average of the peer institutions, Western Nevada College is well-staffed with librarians, student workers, and other paid staff. Total staff per 1,000 FTE students is twice the peer average for that year. (5.D.1) Though expenditures for print and audiovisual materials were below average, expenditures for current and electronic serials were well above average. The number of printed volumes per FTE student is 21% below the average of peer institutions. Expenditures for online resources indicate an effort to use technology to serve a large, rural population with limited access to a physical library.

Additional comparisons with peer institutions included hours of operation. These are in line with peer institutions. Gate count in a typical week is 13% higher than peer institutions. Reference transactions in a typical week are 43% fewer than peer institutions. The number of circulation transactions from the library is 45% below the average peer institutions. Circulation transactions per FTE student are 2 versus 6 for peer institutions.

The committee noted that the library did not provide evidence of a written assessment plan. In 2006, administrative response to the library program review recommended revisions to the mission, goals, and assessment. While surveys conducted indicate high awareness and support for the library, there was no evidence that assessment is an integral part of the planning process. A written assessment plan would be helpful to close the feedback loop for program improvement.

Library faculty advocated the inclusion of information literacy in the General Education outcomes and it is reflected in the following General Education outcomes:

1. have problem solving, creative, and critical thinking skills
2. have effective and efficient learning skills, including the location and evaluation of information
3. have appropriate technological skills, including computer skills

At this time, however, assessment measures have not been established and assessment tools have not been developed for the general education outcomes. Assessment efforts for information literacy have not been initiated.

Assessments of the library services included a part-time instructor survey in 2004, a program review survey in 2005, a library support survey in 2006, a student library use survey in 2009, a recent graduate survey (2000-2009 longitudinal view), and the Noel-Levitz Student Satisfaction Inventory (2007 and 2009). In general, these surveys indicated high awareness and a high satisfaction with resources and services available. Eighty-seven percent of the part-time faculty responded that they were aware of library website; fifty percent reported they used it. Seventy-five percent were aware of media services for films or equipment. Ninety percent reported awareness of WNC library support to prepare for their classes and to support their students. Over one-third reported using the library resources.

The library program review survey indicated 97.5% of respondents agreed or strongly agreed the library staff listened well and were professional. Over 90% agreed or strongly agreed the library staff were helpful in resolving problems and nearly that many agreed or strongly agreed that requests were handled in a timely manner. Over 90% were satisfied or very satisfied with the accessibility of the library. At least 95% of respondents were satisfied or very satisfied with the efficiency of services, accuracy of information, usefulness of information, responsiveness to requests, and communication about services. Ninety percent thought the library supported teamwork and collaboration across the college community. Nearly 90% thought the library hours of operation were adequate to meet their needs. Overall, nearly 95% agreed or strongly agreed that the library provided quality customer service.

The library support survey (2006) asked faculty questions about awareness and usage of specific services and resources available to faculty and students. The results indicated that while there was a significant difference between knowledge and usage of these services and resources, there was still a high awareness (nearly 90%) of the large number of journal articles available through online databases and over 75% accessed the articles. Nevertheless, many faculty were unaware of such services as "alert" features in their area of research, permanent links to embed into their Blackboard site, or that they could e-mail the library with their research questions.

The student library use survey of 2009 was very positive overall. Eighty percent responded that they were satisfied or very satisfied with staff assistance in the library. Seventy-nine percent responded that the library or librarians made a moderate or major contribution in finding information; 74% felt the library or librarians made a moderate or major contribution to their

academic success; and 73% felt the library or librarians contributed (major or moderate) to their efficient use of time.

The recent graduate survey showed that, since 2002, at least 70% of graduates rated the library services above average or excellent. In the most recent survey (2008), 87% of graduates rated the library services above average or excellent. Only 5% rated the library services at average and 0% rated the library services below average.

The library was included in the Noel-Levitz Student Satisfaction Inventory. Overall institutional strengths identified (the top 25%) in the 2007 survey were "Library resources and services are adequate" and "Library staff are helpful and approachable."

The library director has direct oversight of media services, distance education support, and computing services. This structure presents opportunities for synergies between services. Over the last few years, a number of classrooms have been mediated and classrooms have been identified for future mediation. Consolidated administration fosters joint efforts to provide classroom technologies.

The library has provided evidence of an exemplary program. Two new library facilities (a new building on the Carson Campus and a renovated space on the Fallon Campus) present an inviting space for students and faculty.   The results of six surveys indicate high awareness of library resources and services and a high regard for library faculty and staff on the part of students and faculty. Comparisons against peer institutions indicate that the library is well funded and staffed. Its collection is comparable to peer institutions. A robust collection of online databases serves the college well by providing access to resources and services to students throughout a rural district.

The institution and the library conduct evaluations of the library program, however, a process that includes evidence of goals, measureable outcomes, targets, assessment, and incorporation of results needs to be instituted.

Library and Information Resources—Computing Services
The college has ample computing resources to support its mission, which includes significant rural education through Interactive Video (IAV) and web-based distance learning. While the former modality is supported through Library and Media Services, college computing services staff support all information technology at the college, which includes not just the 622 computers in 44 computer labs that are stretched across its 18,000 square mile service district but also the maintenance of the local area network and internet services and services and systems integration with the SCS, which handles financial aid, human resources, and other important administrative services for the entirety of the NHSE. The system is currently preparing to migrate from its legacy system to PeopleSoft, and this project is being coordinated with SCS by student services personnel who also work with institutional Research and the Webmaster.

The college is discontinuing student email accounts in June because the history of usage—less than 20 percent of students access their account even once—does not merit staff time. All staff and faculty members, including part-time faculty, are issued email accounts and have access to computers in offices, labs, and the Library. A concern was expressed that the academic divisions are sometimes spotty in their request for services for part-time faculty.
Faculty and staff report that Computing Services staff are competent and professional and are highly regarded for their skill and helpfulness, though individuals at the Fallon campus were sometimes stressed because recent budget cuts have centralized services back to the Carson campus with a staff visit to Fallon happening only once each week.

Computing services is accessible for faculty, staff, and student support through telephone, on the web, and by processed work requests. As mentioned previously, understaffing causes some stress, but there is no indication that the mission of the college is impaired. Annual planning and shared governance processes such as the Technology Committee provide additional mechanisms to assure the integrity of mission support. Data integrity and recoverability is assured with regular tape back-ups that are stored in a fireproof box.

The department is currently three positions short because of the state's fiscal crisis, and while the staff does a remarkable job, the committee expresses concern about the lack of succession planning for the network administrator. This individual is a highly knowledgeable and competent professional who designs and maintains the network's topography, all of its devices, and is largely responsible for shaping its future. Currently there are numerous important projects—a router replacement to replace the 100-megabyte LAN bottleneck with a gigabyte pipe; a Blade server configuration that will allow for improved web hosting, virtualization, and cluster computing; the migration from Netware to Active Directory Services; and so forth. Because the 21st century campus is so dependent on network services, redundancy in this position might be considered mission critical. Additionally, important strides are being made by the computing services team to "work smarter with smart tools" such as Log Me In, which helps greatly with remote support and increases the overall efficiency of staff by reducing the number of offsite visits. These efficiency measures must be built upon to keep the college's electronic business secure, consistent, and robust. The committee encourages the training of other staff in these areas and hopes that the college will be able to fill vacant positions as the budget recovers.

Strengths:
1. Surveys indicate high user satisfaction for library services among faculty and students.
2. Comparisons to peer college libraries indicate funding for materials and staff is above average.
3. Surveys and interviews with students and faculty provide evidence of strong support for library faculty and staff
4. Carson and Fallon campuses provide excellent, welcoming library facilities.
5. The library program demonstrates commitment to serve students throughout a large and rural district through an effective web site and extensive databases and pathfinders for research.

6. The library program demonstrates a proactive effort seeking faculty input on resource needs.

Concerns:
1. The committee recommends the development of an assessment plan for general education outcomes including information literacy.
2. The committee recommends development of a planning and assessment plan for library program that establishes an iterative process for program improvement.
3. The committee expresses concern about the lack of succession planning for the network administrator.

Commendation

The Committee commends the College for its excellent library facilities, efforts to support students and faculty through online resources and services, and dedicated librarians and staff resulting in a high rate of user satisfaction.

Standard Six. Governance and Administration

Governance System
The Committee found that Western Nevada College has a system of governance in place that facilitates the successful accomplishment of its mission and goals. Western Nevada College is one of eight institutions of higher education that are part of the Nevada System of Higher Education (NSHE). Its role is defined in the state constitution and overseen by the Board of Regents of NSHE.

A number of board approved documents outline the governance and administrative relationships that exist between the College, NSHE, and its Board of Regents including:

- NSHE Board of Regent 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
- Associated Students of Western Nevada (ASWN) Constitution
- WNC Academic Master Plan
- WNC Foundation Board of Trustees

It is the NSHE Board of Regent Handbook that outlines the governance system of NSHE. The Board of Regents consists of thirteen members, each of whom is elected to a six year term and represents a geographical region. The Board of Regents is legally responsible for oversight and control of NSHE and has both advisory and policy making functions.

A chancellor is appointed by the board to provide system leadership. The chancellor serves at the pleasure of the board and is evaluated periodically by a committee of the board in accordance with board approved procedures.

Representatives of the Committee met with four Regents and the NSHE Chancellor and found that they were very supportive of the College, familiar with its mission, and dedicated to its success. The chancellor expressed that the movement of the College to offering its first bachelor's degree was not a move away from its traditional mission of providing two-year and certificate education. The BT in Construction Management was seen as an appropriate extension of its mission in a technical area not served by other state institutions.

The Committee found that there was congruence between all layers of the administration with respect to recognizing the system of governance of the College and working together effectively within this structure.

College administrators, faculty, staff and students all have defined roles in the administration of the College and take those roles seriously. Every group spoken with by the Committee understood and supported their roles in the shared governance of the institution. Minutes of Board of Regent meetings and campus committees reflect the participation of all campus stakeholders.

All campus employees have access to agendas and minutes from all campus standing committees, the two Faculty Senates, the Classified Council, and College Council through the campus intranet system known as WestNET. This system allows messages to be sent by employees either to an entire committee or to the officers of a committee.

Students have broad participation in campus governance and spoke very highly of the president and other senior administrators with respect to their concern for the needs of the students and their willingness to listen to student issues, both in committees and in less formal settings.

Governing Board
The Board of Regents selects and evaluates the president of WNC as well as the presidents of the other NSHE institutions. Each president is evaluated by an evaluation committee appointed

by the Board of Regents at a public, scheduled meeting. The Board also evaluates itself at an annual retreat and updates its handbook based on this evaluation.

The College biennial budget is reviewed and approved by the Board as well as any budgetary adjustments, such as state mandated budget cuts, occurring within a biennium. Each institution receives an individual budget from the state legislature. The Board serves as the advocate for the institution before the legislature.   WNC budget reviews are documented in the minutes of the Board.

The Board takes an active role in reviewing and approving all significant changes to the College's academic, vocational, and technical programs. Minutes reflect Board approval of these changes.

The Board of Regents acts only as a committee of the whole. No member or subcommittee of the Board acts in place of the board except by formal delegation of authority. The Board is knowledgeable of the institution's accreditation status and is involved, as appropriate, in the accrediting process including participation in the development of the self-study, approval of substantive change, and meeting with the evaluation Committee.

Leadership and Management
The president serves as the chief executive officer of the College and has full-time responsibility to the College. The president reports to the chancellor and is accountable through the chancellor to the regents. Six specific duties are assigned to the president in the *Handbook:* providing leadership; appointment of professional personnel; making budget recommendations; authorizing grants, contracts, and gifts; and serving as principal spokesperson for the College. All indications are that the current president has been highly effective in performing all of these duties.

Campus organizational structure developed by the College under the president's leadership supports the teaching and learning environment and results in the advancement of the College's mission and goals. The president and her leadership team are highly regarded on campus and abundant opportunities for open, two-way meaningful communication have resulted in high morale during fiscally troubled times.

The duties, responsibilities, and ethical conduct requirements of the College's administrators are clearly defined and published. The College administration consists of the president, four vice presidents, three deans and a number of directors and coordinators. Each administrator has a position description that is supplemented by an annual written process of goal identification and assessment of goal attainment. Conversations with faculty, staff and students indicate that administrators act in a manner consistent with those requirements. All administrators are highly qualified for the positions they hold.

Institutional advancement activities in which the College and the WNC Foundation participate are clearly and directly related to the mission and goals of the institution and of benefit to its students.

The College's Institutional Research department publishes and widely distributes information about the College that is widely used to inform planning and decision making. The *Institutional Portfolio,* published yearly since 2004, provides statistical information about students, programs, faculty, staff, facilities, and resources. This publication is available in both print form and on the College's website.

Commendations

> The Committee commends the administration of the College, including its Board of Regents, for developing an inclusive, transparent, and open system of governance where students, campus employees and community members have an opportunity to openly express their opinions and offer suggestions that are fully considered by the administration. This was substantiated by the early and on-going communication to all staff during budget reductions and the linking of reductions to budget principles developed by the committee and in the college's approach to involving faculty, staff and the governing board in the planning of physical facilities and outdoor gathering spaces.

> The Committee commends the College on its recent handling of severe budget reductions. Broadly engaged shared governance contributed to the campus budget reduction planning process leading to an increase in the overall pride of the campus in itself and its employees. During this process an emphasis was placed on preserving the quality of academic programs and student services while maintaining access. Steps were also taken to preclude the involuntary loss of employment for economic reasons for all campus employees, including shared sacrifice.

Standard 7 - Finance

Financial Planning
Administration of finance for the Nevada System of Higher Education (NSHE) is governed by Board policy that clearly defines internal audit procedures, finance and administration policies, general business management, setting fees and expenses and financial aid. The Board of Regents is very clear that the responsibility for planning and budgeting takes place at the local campus. One member of the Board stated it has three responsibilities: to hire a president for each campus, to approve policy and to approve a budget for the community colleges.   The responsibility for the campus operation and development of local planning and budgeting clearly resides with each campus president.

The College has a process in place to prepare a campus budget using a systemized bottom up process. Departments have been able to make requests, funnel those up through their

department chairs to the vice president level with the final authority for the campus budget decisions belonging to the president. Open forums with the campus community to discuss priorities have been a part of this process. Admittedly, this process has been difficult to follow in recent years given the economic condition of the State and a lack of discretionary funds; however, the open forums have continued for the purpose of keeping the campus community informed about the condition of the State and the resulting impact on the campus operations.

Short-range capital construction requests are made through the regular budgeting process at the college and are included in the general operations budget request to the State. Longer-range, large dollar amount capital construction and improvement requests are prepared for review and action by the NSHE Board. Those approved are forwarded to the State Public Works Board which combines all requests and priorities into a master list for consideration by the State Legislature.

The college has difficulty meeting the requirements of Standard 7.A.2 with respect to planning a three-year projection of revenues and expenditures given its dependence on funding and information from the Legislature on a biennial basis. For example, the college has currently prepared its 2010-2011budget to be effective July 1, 2010; however, the governor just notified college presidents to expect a 10% decrease in the amounts to be expected for FY12 and FY13. The president said it is not yet known how this decrease will impact the individual campuses, but as soon as it is known, the college will begin to prepare budgets for FY12 and FY13. Even with this uncertainty, the college should be preparing revenue and expenditure projections. One possible way to do this might be to use historical trends.

The annual budget is available on line for department managers. A budget committee meets monthly to review the budget information and the minutes from their meetings are published on line so the campus is aware of the status. Department budget managers are allowed to make revisions to allowable accounts, and the budget officer makes budget changes and informs the requester the change has been made.

Annual debt service expenditure is minimal (less than 1% of the operating budget) for the size of the general fund operations.

Adequacy of Financial Resources
The college uses every amount available to support programs and services. Funds are received from the State on a monthly basis. At the beginning of the year, the college sets aside 2% of funds in case of the need for reversions or other unforeseen difficulties. On May 1, the budget director "sweeps" accounts of unused funds, and expenditures are reviewed for priorities which have not been previously allowed. No amounts are allowed to be carried forward by the State so every opportunity is used to allow year end spending.

The College has an active Foundation which has assisted with providing funds for program, capital and scholarship support. The Vice President of Development and External Affairs is a

member of the College staff and is aware of the various programmatic needs of the college. She is able to write proposals to agencies for possible funding.

Transfers and borrowing are guided by the operational manual of the NSHE board.

So far, the college has managed to carefully provide for support for its offerings in spite of the budget difficulties. Per NSHE guidelines, use of instructional funds are required to be used to the greatest extent possible in support of student instruction. The use of instructional funds for non-instructional purposes must be approved by the institution's president and prior to budgetary commitment.

Financial aid funding sources include federal aid, need-based state aid, and aid from the Foundation.   Amounts budgeted for "access" grants must be approved annually as part of the institution's operating budget by the NSHE.

The college does not maintain reserves except as allowed by the state for self-support operations. It sets aside 2% at the beginning of the fiscal year in order to deal with possible reversion requests from the State or other unknown events that may occur.

The college has auxiliary services including a vending contract, a bookstore, a café, and a childcare facility. The funds are used to continue operations of those entities and to pay for items such as hosted events that cannot be paid for with State funds. The college is not dependent on these sources of funds for general operations of the college.

Financial Management
Under the leadership of the Vice President of Finance and Administrative Services financial information is provided to the president for reporting to the State Board. The financial department is well-organized and includes a budget manager, a controller, and various support staff who are responsible for budget monitoring and compliance with college and NSHE policies regarding finances. The vice president has been in his position for four years and had previous experience with another higher education institution. The budget manager has been in his position for approximately three years and had previous experience working with the State budget office. The controller has been in his position for approximately seven months and had previous experience at a private corporation as a controller.

The college's accounting system follows generally accepted accounting principles which allows the budget manager to provide financial information to a campus budget committee and the vice president about the college which is then rolled up to the State system. Two systems are in place for managers to review their budget information. The State is currently in conversations with the financial managers at the various institutions about the possibility of using different, more integrated software for financial accounting. The budget manager and the controller have been participating in those discussions at the statewide level.

The college has recently hired an additional management-level person in the business office who is a CPA. Her role is to assist the controller, also a management-level person, in assuring compliance with internal controls. This will also provide a separation of duties that has not existed.

All financial reports requested during the visit were made available in hard copy or online.

Fundraising and Development
The WNC Foundation is closely allied with WNC. The Foundation is a 501(c)(3) corporation with a separate board of directors. Members of the Board of Regents are included as members of the Foundation Board. The mission statement for the Foundation clearly states its purpose is to develop friends and funds to support the educational, cultural and service goals of WNC. This is evidenced by the giving programs of the Foundation in support of equipment purchases, capital construction activities, and scholarships for students.

The College has a Vice President of Development and External Affairs who manages the operations of the Foundation. This person reports to the President. The relationship is defined in The Guidelines for Development and Procedures document which outlines activities for coordination of appeals, acceptance and acknowledgement of gifts, delegation of authority, and guidelines for fundraising programs (college initiated and donor initiated). The college controller assists by providing a quarterly review of the financial information that is maintained by the Foundation office in QuickBooks. He also assists the auditor by providing information for the annual audit/review.

The Foundation has audits in even years and reviews in odd years. This is done as a cost savings measure.

Recommendation

> The Committee recommends that, in spite of the challenges associated with knowing the certainty of future funding, the College project expenditures for a minimum of three years for major categories of expenditures. (Standard 7.A.2)

Standard 8 – Physical Resources

General comments – The physical resources of the campus appear to be well-maintained and are attractive.

Instructional and Support Facilities
Instructional facilities are well maintained and are generally adequate for the operations of the college. The physical plant is under the direction of a director of facilities planning and

management. The department's diverse activities include planning, buildings and grounds, room scheduling, receiving, keys and card access, motor pool, mail and moves, adds and changes for the phone system.

The department uses a work order system for monitoring requests for facilities' needs. The system provides information to the requester regarding action to be taken and current status of the request. It also provides the director with information regarding cost, repeat repairs required, and a tracking system for on-going maintenance.

Recent graduate surveys consistently show that graduates think the condition and maintenance of the college grounds is good to excellent. They also report the overall classroom conditions are fair to mostly good, excellent. It should be noted that the average square footage covered by the custodians is 47,000 square feet. The State recommends a standard coverage of 21,000 square feet. The director thinks they could handle 28,000 to 30,000 square feet, but this department has also been affected by budget cuts so they have had to change the way in which they are able to cover facilities. They attempt to respond to service requests as quickly as possible if something is missed.

The college is located on a hillside, and some buildings were built prior to ADA requirements. Those facilities that were not compliant have been made compliant with ramps and lifts. The exterior terrain has been designed in such a way to make facilities accessible. Entrances to buildings have auto-door openers. Some accessibility work remains, and State funding will be used to assist with the last phase of this project.

The college has established an institutional sustainability committee. It has increased recycling efforts on campus and is looking into establishing other possible power sources including solar power and the use of wind turbines in cooperation with another state community college.

The college employs a coordinator of environmental health and safety. He is responsible for emergency planning, hazardous materials, OSHA, and he serves on the institution sustainability committee. He has worked closely with the local rescue and fire personnel to improve relationships between the City and the college. He worked with the local fire chief to secure a homeland security grant that allowed the installation of speakers in the buildings so notifications can be provided on a building by building basis in case of a lockdown situation. The college is preparing to use blast e-mails and voice mail to students for emergency notifications. Drills are conducted periodically so faculty and students are aware of what to do in case of an emergency. The coordinator has also recently completed training as an OSHA trainer and will soon be providing training for on-campus employees.

The safety of the campus is monitored by non-certified personnel from approximately 7:00 am through 11:30 pm and on weekends depending on the various activities that may occur. Buildings are locked at night and on weekends, but department managers are allowed to approve employees to have keycard access to the buildings. With this system in place, if something happens after hours, the campus security can contact those individuals who have

been on campus to confer with them about anything they may have seen while on campus. Parking lot lights have been improved. Crime statistics are easily located on the college's website as required by The Jeanne Clery Act, and statistics are reported separately for each campus. During the three years reported, the only crimes reported were a burglary and a robbery on the Carson campus in 2007.

The college offers classes at several off-campus sites. Team members only visited the Fallon site, and these facilities are considered to be adequate for the services provided at that site.

Agreements are negotiated for non-owned off-site campuses, and sites must meet campus standards for course offerings.

Equipment and Materials
Suitable equipment is provided and accessible for instruction and administrative uses. Equipment is inventoried as required by NSHE. Equipment over $5,000 is capitalized. Sensitive equipment purchases (purchases between $2,000 and $5,000) are inventoried on the campus.

The results of a Program Assessment and Review Committee (PARC) survey conducted in Fall 2009 indicated that the fulltime and parttime faculty responding felt "mostly favorable" when asked if 1) suitable equipment is provided and readily accessible to meet education needs and 2) equipment is properly maintained and replaced or upgraded as needed. Recent graduate surveys from 2000-2009 indicate that students responded "always/usually good" to a question that equipment is in good condition and up to date.

The college generates a number of hazardous waste materials, and once notified the coordinator of environmental health and safety moves them to a storage facility on campus. The college contracts with an external company for hazardous material pickup and disposal.

Some concern was expressed about the accessibility of chemicals in the chemistry lab by students. Chemicals for current experiments are stored on open shelving above the lab work space so the opportunity exists for students to reach up on the shelving and obtain the chemicals. Ideally, these chemicals would be prepared in a separate area and brought to the work space for use during the lab period. The coordinator of environmental health and safety has recently completed an inventory of all stored chemicals in this lab. The plan is to move all chemicals to no higher than eye level and to separate the household chemicals from other chemicals. The working relationship between the faculty and the coordinator is a good one, and they work closely to provide as safe an environment as possible for the students and faculty. However, use of physical space and storage of chemicals in the science facilities should continue to be reviewed.

Physical Resources Planning
The College developed a campus master plan in 2001 to establish the physical framework to achieve its strategic goals. This process was a collaborative effort involving faculty, administration, students and neighbors. This plan is maintained and updated in two ways. The

State maintains a list of past, current, and future capital construction projects. It issued a contract to ISES Corporation to conduct an assessment of system and campus facilities that are 25 years or older. A second round of facility assessments on buildings that are 20-25 years old is scheduled and will include the machine tool technology center and Piñon Hall at the Fallon campus. In addition, the College maintains a list of physical plant needs including ADA/Life Safety, various campus projects, major campus projects (over $100,000), CIP projects, emergency repairs, insurance claims, roof repairs, and projects to be funded by the Foundation. This list briefly describes the project, status and responsible party.

The college prepares capital construction and improvement requests for review and action by the NSHE Board. Those approved are forwarded to the State Public Works Board. They combine all requests and priorities into a master list for consideration by the State Legislature.

ADA accessibility has been a recently funded project. Phase I was completed in 2009. The Legislature approved funding for Phase II in 2010; however, given the funding that was actually provided, it is likely this project will have to be extended to include a Phase III to complete the project.

The College has submitted a request to design and construct a 3500 square foot addition to the machine tool center. This will provide space for the installation of additional equipment, a relocation of dust-generating equipment to an area with an enhanced dust collection system and installation of separate electrical service for the building.

Standard 9 – Institutional Integrity

The Committee found that Western Nevada College has high standards of institutional integrity. The College adheres to federal, state, NSHE, and institutional laws, regulations, and policies regarding ethics for public institutions, public employees, and students. Beyond following policies and laws, the College administration fosters respect for the individual and expects such respect from all of its employees and students.

WNC Policy 1-2-1 provides that all College employees will abide by the Nevada Ethics in Government Law, Code of Ethical Standards. WNC Policy 1-5-1 prohibits romantic or sexual relationships between members of the college community when one of the individuals has direct authority over another. The Board of Regents has their own Ethical Code of Conduct contained in their *Board of Regents Handbook.*

WNC Policy 3-4-4 establishes standards for student conduct as well as the penalties that may be imposed for violation of this policy. Rules enforced by the College are designed to protect individual liberties and other College values as stated in its mission statement, especially the commitment to personal growth and development, achieving educational goals, advancing their careers, and coping with the technical and social changes in society.

The student policy also establishes standards for academic integrity and defines academic dishonesty including cheating, plagiarism, multiple submission, fabrication, grade tampering, and failure to report a violation. It is made clear to students that academic dishonesty disrupts the learning environment and threatens the educational integrity of the College.

Policies regarding institutional integrity are reviewed and changed as necessary on an as needed basis. Various stakeholders bring proposals for adopting or revising policies they deem significant to College Council for review and discussion. In 2008-9 the president approved policies regarding the use of copyrighted materials and bias incident/hate crimes. Other policies under review during 2009-10 include those concerned intellectual property and contracts.

The College accurately and fully represents itself in all of its publications, both print and on-line versions. It provides current information regarding educational opportunities, academic programs, specific classes, and student responsibilities. Information about admissions, registration, financial aid, scholarships, tuition and fees, FERPA, campus safety and security, the student code of conduct, and nondiscrimination policies are also made available to the public.

All College publications are reviewed and updated on an annual basis by Information and Marketing Services and the offices responsible for providing specific services. Class schedules are reviewed and printed more frequently.

Institutional and NSHE policies define conflict of interest and prohibit public employees or officers from accepting any salary, retainer, augmentation, expense or other compensation from any private source for the performance of his duties as a public officer or employee. Policy also prohibits employees from using government time, property, equipment or other facilities to benefit their personal or financial interests. The use of the employee's position to secure other employment or contracts is also prohibited.

WNC Policy 4-1-3 prohibits the hiring or causing to hire of another person within the third degree of consanguinity or affinity, except with the written approval of the appointing authority.

NSHE Code, Title 2, Chapter 2 defines Academic Freedom and Responsibility. Faculty members 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, faculty members are responsible for the maintenance of appropriate standards of scholarship and instruction.

Operational Policy A-6

The College has one agreement with an organization that is not regionally accredited. The agreement is entered into by NSHE on behalf of Western Nevada College and the Associated Builders and Contractors (ABC) of Sierra Nevada, Inc.

The agreement clearly identifies certificate and degree program options available to students. It also clearly delineates the responsibilities of each party. The apprenticeship program responsibilities state that the organization will adhere to WNC student admission, records policies and other student procedures. The college must receive faculty employment related information including qualifications and evaluation information.

Summary

The Committee was very impressed with the way the College community has pulled together under the leadership of the president with the support of the Board of Regents and system chancellor to ensure that student access to high quality academic programs and support services is being maintained as much as possible under the current budget cuts. The Committee is concerned that additional budget cuts could seriously diminish the quality of college offerings, decrease student access, increase substantially the cost to students, or some combination of the three.

Western Nevada College has demonstrated that it is capable of offering baccalaureate programs and has the faculty, information resources, and facilities to do so for the successfully implemented BT in Construction Management. While the College administration believes that limited additional baccalaureate programs that fall under the mission and scope of the College may be added in the future, implementation of such will not occur until the funding situation stabilizes and further study is done.

COMMENDATIONS

1. The Committee commends the College's president, administration, faculty and staff for its demonstrated collaboration in effective management of the college, particularly during tough economic times. This is made possible by a highly supportive system chancellor and governing board. There is clear evidence of effective communication and cooperation at all levels, both bottom-up and top-down, leading to an efficient operation for the benefit of students.

2. The committee commends the college on its recent handling of severe budget reductions. Broadly engaged shared governance contributed to the campus budget reduction planning process leading to an increase in the overall pride of the campus in itself and its employees. During this process an emphasis was placed on preserving the quality of academic programs and student services while maintaining access. Steps were also taken to preclude the involuntary loss of employment for economic reasons for all campus employees, including shared sacrifice.

3. The Committee commends the College for its excellent library facilities, efforts to support students and faculty through online resources and services, and dedicated librarians and staff resulting in a high rate of user satisfaction.

4. The Committee commends the College for its active commitment to student access and success through its exemplary services, experiences, and opportunities created and administered collaboratively by student services staff and faculty that help students engage in meaningful ways with the institution. Of particular note to the Committee were the faculty advisor pilot project, and the Early Alert, Peer Mentoring, Peer Advising, and Bridge to Success programs.

RECOMMENDATIONS

1. The Committee recommends that, as funds become available, quality faculty be hired with a primary commitment to the college for those degree programs currently lacking full-time faculty oversight. Until that time special oversight should be given by the academic administration to such programs to ensure that program quality is not being seriously diminished. (Standard 4.A.1)

2. The Committee recommends that the College implement its plan to conduct a comprehensive assessment of all of its programs. While the college is substantially in compliance with policy 2.2's direction for planning, progress on collecting and analyzing data that creates specific improvement actions must be a college priority. The first cycle of review, which has been analyzed and corrected where necessary, has revealed the need for another iteration before a complete analysis of the entire assessment effort can be adequately evaluated. (Policy 2.2)

3. The Committee recommends that, in spite of the challenges associated with knowing the certainty of future funding, the College project expenditures for a minimum of three years for major categories of expenditures. (Standard 7.A.2)

4. The Committee recommends that while the College is in substantial compliance with Standard 3.E, the institution accommodate the fair and equitable treatment of both male and female athletes in providing opportunities for participation, equipment, and access to facilities. (Standard 3.E.5)