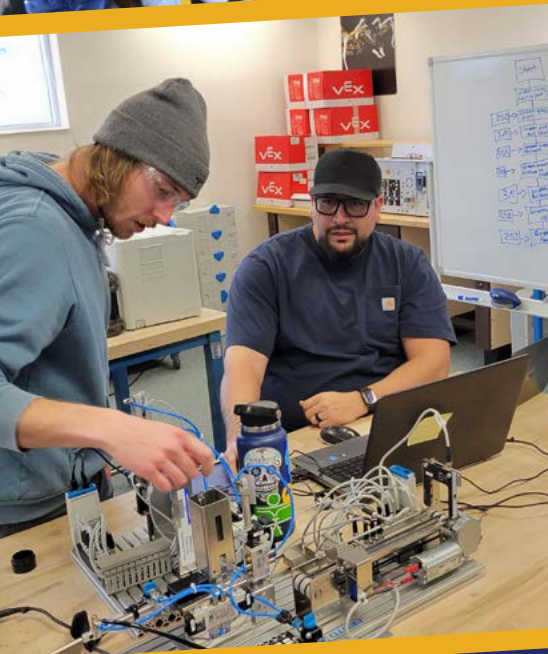




Western Nevada College

YEAR SEVEN EVALUATION OF INSTITUTIONAL EFFECTIVENESS

Prepared for the Northwest Commission on Colleges and Universities



Submitted February 5, 2025

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APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Western Nevada College

(Name of Institution)

Dr. J. Kyle Dalpe

(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

January 27, 2025

(Date)



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Institutional Overview

[Western Nevada College](#) (WNC) is a comprehensive community college and one of eight member institutions under the [Nevada System of Higher Education](#) (NSHE), which operates under the authority of the Nevada Constitution. The NSHE Board of Regents, a 13-member elected body, oversees the system's policy making and strategic initiatives, with the NSHE Chancellor serving as the chief executive officer. The president of WNC reports directly to the Chancellor. Since its founding in 1971, WNC has served as a vital educational resource, offering accessible pathways to careers, transfer degrees, and sustainable student success. Each year, the college supports more than 5,583 unique students, primarily within a service area spanning six counties and over 12,000 square miles.

WNC supports a vibrant regional economy that includes the first Tesla Gigafactory, several mines, five airports, a naval air station, and an army depot. By fostering connections between education and industry, WNC plays a vital role in the economic and social development of its region.

WNC's main campus is in Carson City, Nevada, with rural campuses located in Fallon and Minden, operating primarily on the three campuses across 200 acres with 15 buildings. The college extends its reach to smaller communities such as Fernley, Yerington, Silver Springs, and Dayton, and collaborates with nine K-12 school districts, 15 high schools, five charter schools, one private K-12 institution, and more than seven indigenous colonies and communities. The college also delivers specialized programs, such as a prison education initiative. With just 164 full-time employees, the college operates efficiently, ensuring sustainable growth and success for its students and communities.

Primarily a two-year institution, WNC does offer two baccalaureate degrees in applied science. The [main credential areas offered at WNC](#) are:

- Bachelor degrees: Bachelor of Applied Science (BAS)
- Transfer degrees: Associates of Arts, Business, Science (AA, AB, AS)
- Non-Transfer Degrees: Associate of Applied Science (AAS), Associate of General Studies (AGS)
- Certificates: Certificate of Achievement, Skills Certificate

[WNC's BAS degrees](#) focus on construction management and organization and project management to prepare professionals for careers in the industry. The [AA](#), [AB](#), and [AS](#) degrees are designed for university transfer and are recognized specifically in the NSHE Code regarding transfer within the state. [WNC's 16 AAS programs](#) and specializations are designed to prepare graduates for careers in business or industry. Fifteen [certificates of achievement](#) granted by WNC require completion of 30 credits and 37 [skills certificates](#), which require fewer credits, are designed to prepare students for state, national, or international licensing exams.



Program development and planning at WNC since the last full accreditation visit in 2018 has supported [NSHE goals](#) of accessibility and meeting workforce needs in Nevada, state initiatives to address education gaps at the local level, and responses to changing workforce needs in the region. Examples include co-requisite course initiatives, WNC's Dual Enrollment program, and educational skill-up programs such as the new Career and Technical Education Teaching Skills Certificate.

To reach its wide service area, WNC employs online, interactive video, and hybrid modes of instruction. Through partnerships with area high schools, a significant number of in-person class sections are offered at remote sites in rural areas along with three charter schools in Las Vegas, Nevada.

WNC works to smooth student transitions into higher education and enhance student success by recognizing that different students experience different challenges. Retention and skills development programs, such as Gear Up, the Veterans Resource Center, and the Career and College Readiness Program, offer encouragement, preparation, and assistance to students and their families to help overcome common barriers.

WNC's 58 full-time and 226 part-time instructional faculty are recognized as professional, accessible, and focused on student success. The dedication of WNC's faculty is reflected in an ongoing commitment to exploring partnerships with industry representatives in technical training, with school districts and charter schools in dual credit and preparatory pathways, and with sister institutions in the state to leverage strengths and enhance transfer pathways for students. With creativity and enthusiasm, WNC faculty work daily to meet students' evolving needs and the challenges they face in our rapidly changing educational environment.

WNC's student profile includes a wide variety of ages and ethnicities (46% students of color, 52% women, 29% full-time, 27% ages 25 and older), and the growth in the region continues to increase diversity. WNC students start their college journey with varied goals, needs, and expectations, and WNC offers them the opportunity to pursue their interests and aspirations in an affordable and nurturing environment. The [Associated Students of Western Nevada](#) (ASWN), WNC's student government organization, actively represents the student body and participates in the committee structure of the college.

The [Western Nevada College Foundation](#), founded in 1992, supports WNC students by raising funds through employee giving, special events, campaigns, and individual, corporate, and private foundation grant requests. The WNC Foundation is a non-profit, 501(c)(3) that connects the college to the community for the purpose of raising funds and developing relationships that support the college's strategic initiatives, projects, and student scholarships. Through their incredible efforts, the Foundation was able to award more than \$800,000 in scholarships during the 2023-24 academic year. Projects such as the new Family Friendly Study Space in the Carson City Campus Library and The Link: Community, Career and Employer Center are examples of the impact community donations create through the Foundation.



EXHIBITS

- [WNC 2024-2025 Kickoff Meeting](#)
- [WNC Fast Facts Summary Graphic Fall 2024](#)
- [WNC Fast Facts Full Report Fall 2024](#)
- [Explore WNC page](#)
- [Nevada System of Higher Education webpage](#)
- [WNC Degree page](#)
- [WNC BAS page](#)
- [WNC AA page](#)
- [WNC AB page](#)

- [WNC AS page](#)
- [WNC AGS page](#)
- [WNC AAS page](#)
- [WNC Certificate of Achievement page](#)
- [WNC Skills Certificate page](#)
- [NSHE Strategic Planning page](#)
- [Associated Students of Western Nevada](#)
- [WNC Foundation page](#)



Preface

Western Nevada College (WNC) has experienced significant changes since the last Evaluation of Institutional Effectiveness report and site visit in the spring of 2018. From leadership transitions and faculty and staff attrition to the challenges of the COVID-19 pandemic, the rise of artificial intelligence, and navigating three legislative sessions, both the internal and external landscapes have reshaped the college and the broader higher education sector in profound ways.

[Leadership](#) changes have been particularly notable. At the executive level, WNC has seen three presidents since 2018. Dr. J. Kyle Dalpe brought much-needed stability when he was appointed interim president in the spring of 2022, followed by his permanent appointment in the spring of 2023. During this period, Dr. Dana Ryan joined the executive team as interim Vice President of Academic and Student Affairs in the spring of 2022, with her full appointment finalized in the fall of 2024. Additionally, Melody Duley, the Chief Human Resources Officer and Title IX Coordinator, expanded her responsibilities by assuming the role of Chief of Staff under Dr. Dalpe.

At the director level, WNC welcomed several new leaders to key roles. John “JW” Lazzari was appointed Director of Student Services, Travis Carr joined as Academic Director of the Workforce, Career, and Technical Education Division, Dr. Christopher Michaels joined as Director of Institutional Research and Effectiveness, and Dr. Audrey Auer became Academic Director of the Nursing and Allied Health Division. The college is currently in the process of recruiting its next Director of Liberal Arts and Sciences.

President Dalpe has also navigated significant system-level challenges during his tenure, working with three chancellors and one officer in charge within the Nevada System of Higher Education due to leadership turnover at the system level. Despite these hurdles, Dr. Dalpe’s leadership has helped guide WNC through a period of rapid change, positioning the college for continued success and adaptability in a dynamic higher education landscape.

WNC has grown and adapted to meet the demands of its internal and external stakeholders while keeping the focus on supporting students on their educational path through access and success. Most recently in [fall of 2023](#), the college increased by 17% in headcount, marking the highest enrollment in more than 10 years. This increase exceeded the goals set for that year. Albeit a good problem to have, the increase in enrollment put a strain on faculty and staff, and the college’s infrastructure.

Through prudent fiscal management, WNC has invested significantly in creating a safe, compliant, and student-friendly campus, making substantial strides in improving its facilities to enhance the overall student experience. These efforts have included mitigating long-standing infrastructure challenges, upgrading learning environments, and modernizing campus features to foster a welcoming and functional atmosphere.



WNC has prioritized addressing critical infrastructure issues to ensure the safety and reliability of its campuses. Repairs and maintenance have targeted essential systems, such as HVAC, plumbing, and computer servers and networks, resulting in a more efficient and sustainable environment while preparing the college for future growth.

Classrooms and learning spaces have also undergone extensive upgrades. New furniture, advanced audiovisual technology, and modernized layouts now support collaborative and innovative teaching. These enhancements enable faculty to adopt dynamic instructional methods, better engaging students and meeting the needs of today's education. Additionally, the creation of spaces like a family-friendly study room further demonstrates WNC's commitment to supporting student needs.

Campus safety has been bolstered through the installation of security lights and emergency call stations, ensuring a secure environment for students and staff. Updated signage and wayfinding systems have improved navigation across campuses, while also reinforcing WNC's identity with clear visuals.

Response to Outstanding Recommendations

The following recommendations come from the 2021 mid-cycle self-evaluation, the responses to these recommendations reflect the work that has been conducted since that time to address these recommendations.

- 1. Establish a clearly stated definition of mission fulfillment and identify and make available targets or goals for institutional key performance indicators.**

WNC has established [key performance indicators](#) for the measurement of the achievement of goals derived from the mission statement. The institutional goals were created as part of the strategic plan and are a reflection of the core ideas of the institutional mission statement.

- 2. Describe links between institutional planning and resource allocation.**

The link between institutional planning and resource allocation is established in the [Budget Resource Request Form](#) that must be completed for all budget requests. This document requires that applicants link their request with specific institutional objectives and NSHE goals.

- 3. Continue progress on program outcomes assessment and course mapping approach.**

The creation of the Accreditation and Curriculum Management Coordinator position means that support for program outcomes assessment and course mapping is now housed with a specific role at the college. As is discussed in sections 1.C.1 and 1.C.2 of this report, assessment of program learning outcomes is currently linked to course-level objective and institutional student learning outcomes assessment. The alignment of program learning outcomes with institutional learning outcomes and the mapping of courses within programs provides insight into achievement of program learning outcomes. This work is ongoing and will continue as programs are reviewed and program outcomes are updated.



4. Provide enhanced support for faculty and staff in the use of institutional data to improve teaching and services.

A review of institutional data is now included in the all-college meetings that occur before the beginning of each semester. Additionally, the Director of Institutional Research and Effectiveness holds information sessions before the beginning of each semester during [professional development sessions](#).

5. Include additional analysis of the ways in which data are used in the report.

WNC continues to use data across the college at all levels of decision-making and planning, something that is reflected in the new program review process and in the completion of the following report. The current institutional key performance indicators are all data-based and are tracked and reported on each year to the Nevada System of Higher Education. WNC strives to be data-informed in our decision making and continues to work towards that goal at all levels of institutional planning.

EXHIBITS

[WNC Organization Chart](#)

[WNC 2024-2025 Kickoff Meeting](#)

[WNC Goals and KPIs](#)

[WNC Budget Resource Request Form](#)

[Curriculum Mapping General Education Requirements - AA, AS, AB, AGS, and AAS](#)

[WNC Professional Development Schedule January 2025](#)





Standard 1.A.1: The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

The [WNC mission statement](#) is as follows: WNC contributes to solutions for the 21st century by providing effective educational pathways for the students and communities of Nevada.

WNC mission statement focuses on the diverse and meaningful [educational pathways](#) that provide for students and communities. These pathways include transfer degrees for students continuing their education at the university level, professional and technical degrees and certificates designed to match the workforce needs in the state, as well as a wide range of continuing educational opportunities for personal enrichment and professional development. WNC's mission is actively guided by the institutional values of being student centered, inquiry driven, and data informed as we nurture community connections and promote an environment of equity and inclusion; and the development and expansion of educational pathways is informed by the aspirations in our vision to be an integral and innovative educational partner fostering equity and a life of learning in an inclusive environment for the evolving, diverse community it serves.

WNC's mission statement aligns with the [NSHE goals](#) of increasing access to higher education, improving student success, closing institutional performance gaps, meeting workforce needs in Nevada, increasing solutions-focused research, and ensuring system coordination, accountability, and transparency. In particular, the institutional mission statement emphasizes WNC's commitment to providing an effective educational experience for students in Nevada.

WNC assesses mission fulfillment by reviewing a collection of key performance indicators (KPIs) identified in the 2019-2025 Strategic Plan and reported to the NSHE Board of Regents in an annual metrics report. Mission fulfillment is defined as meeting 80% of the thresholds for the [identified KPIs](#). The WNC goals of access, success, closing the achievement gap, and

workforce were established to support the mission statement and the associated KPIs provide insight into the efficacy of the institution in achieving these goals. WNC's strategic plan aligns all institutional goals to the mission statement, with annual review and clarification to ensure alignment is maintained.

The [WNC mission statement](#) is available on the public website along with the WNC vision statement, values statement, and a description of the institution's core themes. WNC hosts two major information sessions per academic year, one in [August](#) before the beginning of the fall semester and one in [January](#) before the beginning of the spring semester. At these meetings, the mission statement is provided to attendees along with updates regarding the achievement of established KPIs and the college's initiatives for that academic year.

The WNC mission statement describes the guiding principles of the institution and serves as the touchstone to which all goals and objectives are aligned, ensuring that all planning for the institution is focused on service to our students and community.

EXHIBITS

[WNC Degree page](#)

[March 2019 NSHE Board of Regents Meeting Minutes](#)

[2023-2024 WNC Mission Fulfillment Report](#)

[WNC Goals and associated KPIs](#)

[WNC Mission & Themes](#)

[WNC 2024-2025 Kickoff Meeting](#)

[Spring 2024 Welcome Back Meeting](#)

[NSHE Strategic Planning page](#)





Standard 1.B.1: The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Western Nevada College's annual planning process begins with the President presenting the annual institutional focus at the fall semester kickoff event. Leaders from the Enrollment Management Committee, executive leadership team, along with the [College Council](#) and its committees, the Faculty Senate, the Administrative Faculty Senate, the Classified Council, and the [Associated Students of Western Nevada](#) (ASWN; student government) are involved in setting goals in advance of that event. These groups ensure a comprehensive approach, integrating perspectives from all areas of the institution and aligning strategic initiatives with the college's strategic plan and operational capacity.

[WNC's annual institutional focus](#) links institution-specific goals to the [NSHE goals](#) to 1) increase access to higher education; 2) improve student success; 3) close institutional performance gaps; 4) meet workforce needs in Nevada; 5) increase solutions-focused research; and 6) ensure system coordination, accountability, and transparency. To smooth the alignment of division goals with NSHE goals, the WNC annual institutional focus is divided into four main areas: Access and Success, Student Experience, Operations and Infrastructure, and Visibility. These four areas represent key points in the [WNC Strategic Plan \(2019-2025\)](#). [Institutional data](#), including enrollment trends, diversity metrics, and student outcomes, inform the setting of specific institutional goals. For instance, enrollment and retention data were used to establish goals for increasing non-high school student populations and improving part-time student persistence in goal setting for the 2023-2024 academic year.

Every year, departments are required to set annual goals and submit those to their supervisors and the office of [Institutional Research and Effectiveness](#) (IRE). These department goals are

aligned with that year's annual institutional focus, and use the [SMART goals](#) format to ensure division goals are measurable and tied to a specified timeline (SMART is an acronym for Specific, Measurable, Achievable, Relevant, and Time-bound). Key performance indicators are identified in the goals submission document and are used to measure goal achievement in the spring semester. KPIs are tied to institutional goals, such as enrollment, student diversity, and retention rates. These indicators are set by leadership in alignment with the [WNC Strategic Plan](#) and informed by NSHE-defined metrics. WNC uses a combination of institutional data reporting systems and the [Mission Fulfillment Report](#), which collects and assesses KPIs annually to measure achievement of identified goals. The College also utilizes [NSHE's performance pool metrics](#) as a tool for measuring effectiveness. While division goal setting has been in practice for a number of years at WNC, the current cycle of setting and reporting goals is being revised to better support planning and allocation of resources.

The [annual cycle of reporting](#) at WNC begins in late spring with the [WNC Annual Institutional Focus](#) document created by the President in collaboration with the executive team, their reporting departments, the [College Council](#), and the [Enrollment Management Committee](#). The college President, along with the [executive leadership team](#), initiate the planning process during a series of academic year "kickoff" events. This process allows for college departments, and individual faculty and staff, to understand and prepare for the academic year with sound knowledge of institutional priorities for that year. In addition, faculty and staff are able to develop goals for their evaluation plans in a manner that is consistent with the overall college direction, thus avoiding activities that are not in line with college direction and resource allocations.

Following the release of the annual focus document, the executive team members develop individual area goals and organize meetings with representatives from the departments they oversee. At these planning meetings, area supervisors review and discuss the goals achieved in the previous year. They determine if previous goals need to be continued into the coming year and establish any new initiatives that may have developed from the previous year's work. At this meeting, the initial plan for the year's goals for each department are established and the completed [SMART goal document](#) is submitted to that area's direct supervisor and the division of Institutional Research and Effectiveness.

In April, reports on goal achievement are submitted to area supervisors and the executive team as appropriate. Once goal reports are submitted, the late spring meeting is held to [review the previous year](#) and establish goals for the year ahead and the cycle of goal setting and planning begins again.

Prior to 2020, goal planning and strategic plan alignment were the purview of WNC's Strategic Planning for Institutional Excellence Committee (SPFIE). In 2020, the college disbanded the SPFIE committee after the office of Institutional Research and Effectiveness embedded the coordination of strategic planning in a staff position. This change helped streamline and stabilize the planning process by dedicating specific personnel to this work, creating greater continuity from year to year by providing administrative support for planning activities.



Planning for academic programs is closely tied to the [Program Review](#) process. Academic programs are currently reviewed on a five-year cycle and include a review of the report by academic and administrative faculty to help establish recommendations and determine who should be involved in planning for the program.

Following the finalization of an academic program review, the results are presented at the College Council and [Curriculum Committee](#) meetings; these committees provide a broad audience from across the college for the program review and help identify approaches and resources needed to respond to the recommendations.

Much like the annual planning cycle, the program review process is currently being evaluated to update its components and refine the review cycle.. These updates are based on feedback from program review participants. Updates include what information would be most relevant in a program review that meet the needs of divisions for NSHE reporting, and to key personnel in the offices of Institutional Research and Effectiveness, as well as Accreditation and Curriculum Management. Recommendations developed through the program review process are included in annual goal setting and planning at the division and faculty level, and are reported on as part of that process. The new program review process is being developed with an emphasis on transparency and the inclusion of the entire college community - academic and administrative faculty, staff, students, and community stakeholders. While the current focus is on academic program review, work on the administrative review process will begin in the 2025-2026 academic year.

EXHIBITS

[WNC Org Chart](#)

[NSHE Strategic Planning - Goals](#)

[Full 2019-2025 WNC Strategic Plan Packet](#)

[FY 25 WNC Institutional Focus](#)

[FY 24 Annual Goals and Outcomes](#)

[WNC Strategic Planning Page](#)

[2019-2025 WNC Strategic Plan Summary](#)

[WNC Planning and Assessment Cycles Overview - Updated June 2023](#)

[SMART Goals Template for Annual Strategic Planning](#)

[SMART Goals Assessment Form](#)

[Writing and Using SMART Goals Overview](#)

[2022-23 WNC SMART Goals Overview](#)

[WNC Data and Statistics page](#)

[WNC Institutional Research and Effectiveness page](#)

[WNC Mission Fulfillment Report AY 2023-2024](#)

[NSHE Performance Pool Report 2013-2025](#)

[WNC College Council](#)

[WNC Enrollment Management Committee](#)

[WNC Program Review & Assessment page](#)





Standard 1.B.2: The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

WNC sets and articulates meaningful goals, objectives and indicators related to mission fulfillment. This process has become more regular since President Dalpe began serving in his current capacity in spring of 2022. During that semester, President Dalpe began the development of annual college goals that tie to the overall college strategic plan for the upcoming academic year as a way to engage the campus regularly and effectively. This process has stayed in place for the 2022-2023, 2023-2024 and 2024-2025 academic years, and is planned for 2025-2026.

For example, during the 2023-2024 year, through a series of initiatives tied to the [WNC strategic plan](#) and the required NSHE strategic plan and metrics report, the college worked toward the following overarching initiative areas: [Access and Success](#); [Student Experience](#); [Infrastructure and Visibility](#). Each of these areas was defined with specific goals.

The institutional focus on these areas was developed with the college's [Enrollment Management Committee](#) and presented to the [College Council](#) and other shared governance groups. In addition, forums were held for the entire college community at the end of the Spring 2023 semester to "tee up" the upcoming 2023-2024 academic year. In August 2023 at the all-college academic year kickoff event, President Dalpe provided college updates, which included revisiting the institutional focus areas and goals for the upcoming year (see [WNC AY 2023-2024 Kickoff Aug 23, 2023](#)). This roadmap for the 2023-2024 academic year was revisited in January 2024 during a kickoff to the spring semester (see [WNC 2024 Spring All Campus Meeting Jan 18, 2024](#)). By setting clear goals for the upcoming year (2023-2024) at the end of the previous year (in spring 2023) and revisiting them during the start of the year, faculty and staff were kept informed of the college's overall direction - a direction they helped shape and can be used to build college goals into their individual annual planning.

The [NSHE goals](#) are 1) Increase access to higher education; 2) Improve student success; 3) Close institutional performance gaps; 4) Meet workforce needs in Nevada; 5) Increase solutions-focused research; and 6) Ensure system coordination, accountability, and transparency. These goals have remained consistent, with the exception of the last item (coordination, accountability, and transparency) that was added in 2023. These system-level goals form the basis for the current [WNC strategic plan](#). WNC will begin a review and update of its strategic plan this year, taking into account the new NSHE elements and accreditation feedback, along with changes in its service area needs.

In order to ensure that WNC goals are meaningful, with clear objectives and indicators of goal achievement that directly relate to mission fulfillment, key performance indicators are set and reviewed regularly. Identified KPIs are consistent with NSHE Mission Fulfillment reporting requirements and include:

WNC GOAL	KEY PERFORMANCE INDICATOR	DESCRIPTION
Access	Fall Enrollment	Measures participation in postsecondary education
Access	Fall Enrollment by Race/Ethnicity	Disaggregates enrollment data to track diversity and inclusion
Success	Graduation Rates	Tracks the percentage of first-time full-time students who graduate within 150% of the standard time to degree completion
Success	Performance Pool Points	Measures WNC's success in reaching NSHE Performance Pool Targets
Success	First-Time Full-Time Student Retention	Tracks fall-to-fall retention rates for first-time full-time degree-seeking students
Success	First-Time Part-Time Student Retention	Monitors fall-to-fall retention rates for first-time part-time degree-seeking students
Success	Peer Institution Graduation Rates	Compares WNC's graduation rates with peer institutions to assess performance relative to similar colleges
Close the Achievement Gap	Graduation Rates by Race/Ethnicity	Tracks graduation rates for first-time full-time students disaggregated by race and ethnicity
Close the Achievement Gap	Completions by Race/Ethnicity	Monitors the number of degrees and certificates awarded to students, disaggregated by race and ethnicity
Workforce	Number of Pathways to NSHE In-Demand Occupations	Tracks the number of pathways (degrees, certificates, and skills programs) available for students in NSHE-defined in-demand occupations
Workforce	Total Awards in STEM and Health Science Occupations	Measures the number of awards (degrees and certificates) granted in STEM and Health Science fields that are considered high-demand occupations in Nevada

WNC has met 91% of its KPIs for the 2023-2024 year, exceeding thresholds for key indicators in Fall Enrollment, Graduation Rates, and Retention. However, WNC did not meet its target for total awards in STEM and Health Science occupations, highlighting the need for improvement and the potential for growth in those areas. In addition, the college's Certified Nursing Assistant (CNA) program was suspended during this time to evaluate and rebuild the program to better meet needs. WNC sets benchmarks using a three-year rolling average of data and established NSHE performance metric; these thresholds are designed to measure WNC's achievement of both institutional and system goals.



2023-24 Mission Fulfillment KPI Summary

OBJECTIVE	KPIS	THRESHOLD MET?
Access: Increase participation in postsecondary education	1. Fall Enrollment 2. Fall Enrollment by Race/Ethnicity	1. Yes 2. Yes
Success: Improve completions/student success rates and increase the number of individuals with a post-secondary credential	3. Graduation Rates 4. Performance Pool Points 5. First-Time, Full-Time Student Retention 6. First-Time, Part-Time Student Retention 7. Peer Institution Graduation Rates	3. Yes 4. Yes 5. Yes 6. Yes 7. Yes
Close the Achievement Gap: Close the achievement gap among underserved student populations	8. Graduation Rates by Race/Ethnicity 9. Completions by Race/Ethnicity	8. Yes 9. Yes
Workforce: Respond to the needs of industry and provide effective pathways for students toward in-demand occupations	10. Number of pathways to NSHE in-demand occupations 11. Total awards in Science, Technology, Engineering, Math, and Health Science occupations	10. Yes 11. No
	Percentage of KPIs Meeting Threshold	91% (10/11)
	Mission Fulfillment Definition Met?	Yes

WNC ensures alignment by integrating NSHE goals into its strategic planning and reporting processes. The [Mission Fulfillment Report](#) evaluates the college's performance against NSHE-defined metrics, and the results are reviewed annually by leadership and reported to the NSHE Board of Regents. This process ensures ongoing alignment with system-wide goals and allows system institutions to gain insight into the achievement of goals throughout NSHE. WNC reviews the performance data and planning efforts of other NSHE institutions through the use of these reports, which provides an initial baseline for peer comparisons. This benchmarking ensures that WNC remains aligned with the overall direction of the NSHE system while addressing the unique needs of its service area.

To provide further input on what goals best support mission fulfillment, community needs are identified through partnerships with local employers, government agencies, and other stakeholders. WNC also uses economic and labor market data to align its program offerings with regional workforce demands. For example, WNC offers specific programs in response to industry needs, such as STEM and health science pathways. WNC engages stakeholders, including students, faculty, staff, and community members, through forums, advisory boards, and surveys; input from these groups helps guide program development and improvements. Additionally,



local employers contribute to workforce development initiatives through the WNC [Institutional Advisory Council](#), as well as state task force meetings and informal and formal program consultations. WNC addresses the needs specific to its rural service area through programs like advanced manufacturing and automotive technologies, which are tailored to meet local employer demand and the state's changing workforce demands.

As a public institution, it is important that WNC responds to legislative changes by adjusting its programs to meet state workforce priorities. For example, funding initiatives for Nursing and Advanced Manufacturing Programs are driven by state-level workforce development priorities, which can result in changes to academic program structures to meet requirements set by the state. This aligns with [WNC's mission](#) by ensuring that the institution continues to provide educational pathways that are effective and relevant to our students and community.

In order to help determine if WNC is meeting the needs of our students, student priorities are identified through institutional data, student surveys, and trends in higher education. For example, [surveys like those conducted by the Gardner Institute](#), provide valuable feedback on student satisfaction and needs for course offerings and support services. In addition to [student surveys](#), WNC uses a wide range of institutional data including enrollment trends, retention rates, completion statistics, and demographic data disaggregated by race, ethnicity, and socioeconomic status to understand how students are engaged with the institution and to identify areas of student need that require further support and development. To give further insight into the institution's perspective on how we are meeting student needs, key courses in gateway subjects such as math and English are regularly reviewed for student success rates that are presented to faculty to support the continued development of quality curriculum and instruction.

EXHIBITS

[WNC AY 2023-2024 Kickoff Aug 23, 2023](#)
[WNC 23-24 Mission Fulfillment Report](#)
[WNC 2023-2024 Detailed Mission Fulfillment Table](#)
[WNC Strategic Plan 2019-2025 Summary](#)
[FY 2024 Institutional Focus Overview](#)
[WNC Policy 14-1-1: College Planning](#)
[NSHE Strategic Planning Page](#)
[Institutional Advisory Council](#)
[Fall 2018 SIPS Survey Summary](#)
[WNC 2023 CCSSE Executive Summary of Results](#)
[WNC Student Survey Results page](#)
[Automotive Advisory Meeting Agenda 2/6/25](#)
[Criminal Justice Advisory Meeting Agenda 11/6/24](#)
[Construction Program Enrollment Trends](#)
[Construction Advisory Meeting 12/5/24](#)





Standard 1.B.3: The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

As noted in 1.B.1 and 1.B.2, President Dalpe provides two college-wide updates on annual planning to the college for each academic year. In addition, the president and executive team members share information with college stakeholders on a regular basis, including the ASWN student government, Academic Faculty Senate, Administrative Faculty Senate, and Classified Council; further, the WNC administration maintains a working relationship with the WNC chapter of the Nevada Faculty Alliance (NFA) by including representatives of that body in information sharing sessions. For special topics (such as a recent discussion around academic organization), forums, both online and in-person, are used to dive deeper into the topic as needed. Feedback provided by these shared governance groups and others is considered in decision-making and allocation of resources. In addition, the President meets one-on-one each month with shared governance group leaders to discuss planning, initiatives, and other topics.

WNC prioritizes inclusiveness in the planning process by seeking feedback from the college community as a whole. To provide broad representation from across the college for planning, many internal groups are involved including the [Executive Team](#), area supervisors, stakeholder groups (Academic Faculty Senate, Administrative Faculty Senate, Classified Council), [College Council](#), formal committees ([Diversity, Equity, and Inclusion](#), [Accessibility](#), [Digital Learning](#), [Budget](#)), ad hoc committees ([Strategic Enrollment Management](#), [Artificial Intelligence Committee](#), etc), and the [student government](#) (ASWN). The executive team meets weekly, while most of the stakeholder groups meet monthly; area supervisors meet monthly or more frequently with their executive team leader, and formal and ad hoc committees set monthly meeting schedules at the beginning of each academic year and publish that information on that committee's webpage.

To ensure that all internal stakeholders have sufficient opportunities to share information with the groups they represent and to collect feedback from those groups, the College Council has established a recursive process whereby proposals for new initiatives or to update existing initiatives are presented at the College Council at no fewer than two monthly meetings. This process provides stakeholder groups with the necessary time to present information to their constituents, collect feedback, and present feedback to the College Council for discussion and review before adoption and integration into the larger WNC strategic plan.

WNC also includes a number of external stakeholders in the planning process through a variety of formal community and education-specific groups. As mandated by NSHE in 2014, the college's [Institutional Advisory Council](#) is composed of at least seven residents of the area in which the college is located. The [IAC is charged](#) with supporting the president and ensuring the link between the college and the community and that the educational programming of the college meets the needs of the area.

There are a number of advisory committees focused specifically on Career and Technical Education programs, providing insight into the needs of local businesses to guide possible changes to existing programs and the creation of new programs to address educational gaps in the workforce. Additional workforce groups such as the [Governor's Office of Economic Development](#) (GOED), the [Economic Development Authority of Western Nevada](#) (EDAWN) and the [Northern Nevada Development Authority](#) (NNDA) also provide guidance on local business trends and workforce needs. Finally, the [Foundation Board of Trustees](#) provides an opportunity for philanthropic support of students and programs and helps bridge the gap between public funding and college needs to ensure resources are available for allocation in support of the [WNC Strategic Plan](#).

Within NSHE, there are a number of "job alike" groups such as the Academic Affairs Council, Student Affairs Council, Business Officers, Council of Presidents, and Human Resources Advisory Council that meet regularly to identify and discuss trends and needs within the system and Nevada as a whole; and for special topics that arise there is a process in place for the formation of ad hoc committees composed of system members to research and suggest solutions for emerging issues.



As a small institution, it is crucial that WNC is strategic with resource allocation, and thus WNC has a number of approaches for determining how best to allocate the resources necessary to continue existing, and implement new, initiatives. In the case of a new program or college initiative, a feasibility study is conducted in advance of any implementation. The feasibility study includes input from stakeholders as appropriate and charting out the extended horizontal and longitudinal impact on the institution. This charting takes into consideration impacts within and outside of the institution and the sustainability of the proposed program or initiative. Additionally, before program or initiative implementation, financial return on investment (ROI) evaluations are conducted to assess potential inclusive costs including personnel and overhead. The executive team reviews all proposals prior to allocation to ensure the proposed budget is realistic and feasible. Depending upon the scope and scale of the proposed program or initiative, funding may be allocated out of the operating budget of the college, through the work of the WNC Foundation, or through grants. In each case, internal reporting by way of the annual planning and reporting cycle provides insight into how allocated resources have been used.

While the process for proposing changes and implementing new programs and initiatives may seem lengthy, the institution's commitment to transparency and inclusivity in the planning process ensures that all ongoing and new initiatives are strategic and focused on improving institutional effectiveness and. By vetting proposals through a broad range of stakeholders internally and externally, and regularly reporting on initiatives throughout implementation and beyond, the institution is able to ensure alignment with our mission and determine the efficacy of work at every level. WNC is committed to serving students and community members, and the process of reviewing existing, and implementing new, programs helps with this commitment.

EXHIBITS

[WNC IAC Charges](#)

[WNC Institutional Advisory Council webpage](#)

[Economic Development Authority of Western Nevada webpage](#)

[Northern Nevada Development Authority](#)

[Automotive Advisory Meeting Agenda 2/6/25](#)

[Criminal Justice Advisory Meeting Agenda 11/6/24](#)

[Construction Program Enrollment Trends](#)

[Construction Advisory Meeting 12/5/24](#)

[2021-2023: Biennial Budget Requests](#)

[2021-2022: State Budget to Actual](#)

[2021-2022: Operating Budget](#)

[WNC Budget Office webpage](#)

[WNC Budget Committee webpage](#)





Standard 1.B.4: The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings that assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

WNC monitors its internal and external environments to identify current and emerging patterns, trends, and expectations using a number of methods.

Western Nevada College leverages the committee structure to help monitor the internal environment. Every [standing committee of the institution](#) has a mission statement and standing goals that guide the activities of the committee and establish the role that the committee plays in the governance of the institution. Assessing the strategic position of the college internally involves many of these committees with each group providing insight on a different aspect and working to address emerging patterns, trends, and expectations.

The Administrative Faculty Senate at WNC provides a forum for information sharing with representation from areas across the college, while the Academic Faculty Senate brings together faculty from the three academic divisions ([LAS](#), [WCTE](#), and [NAH](#)). The Classified Council represents WNC classified staff from across the college and the [Associated Students of Western Nevada](#) student government represents the students of Western Nevada College. These organizations are key in reviewing policies related to the governance of WNC and ensuring that proposed initiatives align with the institutional mission statement and that the impact of implementation on all areas of the college is considered. By providing a forum for information sharing and discussion, these groups ensure that the impact of initiatives is considered across the college and the results of those initiatives are assessed from a holistic perspective.

The [Auxiliary Committee](#) monitors operational efficiencies, resource allocation, and community



engagement. This committee collaborates closely with Executive Leadership and the College Council to ensure alignment between auxiliary services and institutional priorities, in particular student experience. This coordination helps maintain a clear understanding of how auxiliary operations impact and support strategic initiatives. By maintaining positive relationships with external partners, the institution strengthens its operational stability, which is crucial for achieving strategic goals.

Although the [Budget Committee](#) is not directly involved with the monitoring of trends and patterns internally or externally, it does help those departments who have identified trends and patterns to possibly fund proposed initiatives. The Budget Committee's goals support WNC's strategic position and increase efficiency; for example, the committee's goal of reviewing budget projections and making recommendations to college administration ensures that the college is able to allocate resources appropriately for initiatives that align with the core WNC goals of transferring education, professional education, and lifelong learning. The Budget Committee also educates staff on budgets and trends in spending, facilitating planning for current and future trends and patterns. Giving staff the ability to plan and implement new ideas and trends while also educating staff on the budget process and policies, leads to fewer unknowns in achieving funding and managing current projects and missions. Importantly, the Budget Committee gives transparency to the budgeting process and provides unobstructed views of current budget expenditures and revenues.

The [Curriculum Committee](#)'s contribution to WNC's strategic planning, strategic assessment, and improvement comes from its goals to develop and recommend policies and procedures for reviewing new and existing curricula at WNC. The ongoing application of curriculum review policies and procedures provides nearly real-time insight into the contribution of those policies and procedures to the achievement of WNC strategic goals. This insight led directly to one of the Committee's 2024-2025 annual goals, which is to facilitate the creation of a guiding document that more clearly defines General Education courses. This outline facilitates program development and review by allowing stakeholders to more clearly target and assess program efficiency in achieving outcomes and addresses the college and system's goal of success. In addition, the Curriculum Committee reviews the curriculum of all educational programs through the program review process. Curriculum review is an integral part of program review and forms an important part of WNC's internal monitoring.

The [Ad Hoc Enrollment Management Committee](#) (this ad hoc committee is being formalized to a standing committee this year) identifies, recommends, and supports the growth and development initiatives and strategies related to student access and success. This group represents a cross-section of the college that came together to solve immediate enrollment challenges in real time. The WNC Enrollment Committee is committed to using data to inform recommendations and decisions around programs and initiatives focused on growing enrollment and supporting retention. This committee's guiding principles are in alignment with access, success, closing the achievement gap, and addressing workforce needs.

Other committees also play a role in this work, such as the [Accessibility Committee](#) which



identifies current and emerging patterns, trends, and expectations in relation to accessibility compliance in higher education. This committee reviews relevant laws and decisions pertaining to accessibility compliance in higher education to share and inform the college community. To monitor changes in technology, the [Digital Learning Committee](#) and the newly formed ad-hoc [Artificial Intelligence Committee](#) will provide insight into trends to the increasing prevalence of artificial intelligence (AI) and help support best practices around the use of AI in higher education. The [Diversity, Equity, and Inclusion](#) (DEI) Committee uses feedback from faculty, staff, and students, as well as data on enrollment and completion, to provide insight into the efficacy and relevance of the strategic efforts around increasing inclusivity and prioritizing diversity at the institution.

Outside of the committee structure, the academic divisions actively monitor internal and external environments for existing and emerging patterns, trends, and expectations. In order to ensure the continuity and relevance of transfer degrees, the [Liberal Arts and Sciences Division](#) sends a representative to the University of Nevada, Reno Silver Core Board to provide regular updates on changes at that institution that may affect transfer students. The [Workforce, Career, and Technical Education Division](#) monitors trends within the institution through the analysis of internal reports on enrollment trends, graduation rates, skill certificate awards, and course evaluation surveys from students. Additionally, the WCTE Division uses regular program review reports to gather feedback from faculty and staff working in the division to provide insight into the effectiveness and relevance of the programs offered. WCTE uses comparative data from CTE programs at similar institutions, and routine surveys of students, faculty, and community members to provide insight into satisfaction levels and evolving needs. The [Nursing and Allied Health Division](#) uses program review and recertification with the [Accreditation Commission for Education in Nursing](#) (ACEN) to gather information on community and student needs and trends and to identify areas for growth and improvement. By regularly assessing and updating the nursing program curriculum and outcomes, this division ensures that the Nursing Program remains aligned with current trends and expectations in the field, thereby effectively positioning the college for future success.

To assist in the monitoring of external environments, members of the Executive Team participate in a variety of groups to maintain up-to-date information about the community. [President Dalpe](#) is on the board of the [Northern Nevada Development Authority](#) (NNDA), is a member of the [Carson City Chamber of Commerce](#), is a member of the [Rotary Club of Carson City](#), and a board member of the national [Rural Community College Alliance](#) (RCCA). [Chief Advancement Officer Niki Gladys](#) is a member of the [Rotary Club of Carson City](#), and [Vice President of Academic and Student Affairs Dr. Dana Ryan](#) is a member of [NevadaWorks](#). [Chief Financial Officer Coral Lopez](#) serves on the [Douglas County Economic and Community Development Committee](#), and Chief Human Resources Officer and [Chief of Staff Melody Duley](#) is a member of the [Society for Human Resource Management](#), the [Northern Nevada Human Resources Association](#), and the [Association for Title IX Administrators](#). These diverse local and national organizations provide insight into current and emerging trends in the communities served by WNC and help the institution plan to meet the needs of students and community.



The [WNC Institutional Advisory Council](#) (IAC) provides another avenue for the college to monitor external environments. The concept of the IAC originated from legislative action in 2013, aiming to establish advisory councils at NSHE institutions that function similarly to local boards at community colleges in other states. The discussions and insights from the IAC are highly valuable to the president and executive team, offering information that reflects diverse community and industry perspectives. However, while President Dalpe has worked with IACs at two NSHE institutions, he has not observed a direct benefit in terms of institutional impact or decision-making. This, however, is not a reflection of the membership, which comprises a highly skilled group of leaders across various sectors and community partners, including Carson Tahoe Health, American AVK Co., the Washoe Development Corporation, Friends in Service Helping (FISH), Miles Construction, and the City of Fallon. Each entity brings expertise and understanding of community needs and trends.

The challenge lies in the structural limitations of the IAC within Nevada's governance framework. Unlike local boards in other states, which have a substantial role in governance, direction, and budget oversight—often supported by local tax revenue—WNC and other Nevada colleges operate under a state board that handles these responsibilities, with funding derived from state revenue rather than local taxes. Consequently, while the IAC provides essential feedback, its advisory role does not extend to direct governance or budgetary influence, as it might in states with locally governed community colleges.

The review and revision of WNC's mission and strategic plan are integrated into a multi-year cycle that is aligned with accreditation requirements and institutional effectiveness. Regular updates are informed by internal assessments, like the Mission Fulfillment Report, and external factors such as enrollment trends, workforce demands, and community needs. The institution conducts broad-based reviews, engaging faculty, staff, and administration through committees like the College Council. Strategic planning documents, such as the [2019-2025 Strategic Plan](#), are reviewed to ensure alignment with institutional and Board priorities. This process is supported by regular accreditation reviews, including the [NWCCU Policies, Regulations, and Financial Review \(PRFR\)](#) submitted in Spring 2024.

Key Performance Indicators are reviewed annually as part of the institution's assessment and reporting cycle. The [Mission Fulfillment Report](#) plays a central role in this process, collecting and assessing KPI data aligned with the WNC Strategic Plan. KPIs are revisited and adjusted based on their alignment with institutional priorities, evolving student needs, and changes in the external environment, including NSHE goals and workforce demands. The review cycle is led by the Enrollment Management Committee, the executive leadership team, and the College Council; these groups ensure that the indicators remain relevant and reflective of institutional goals. Adjustments to existing KPIs are made if it is determined that the metrics no longer align with current institutional needs or if new data sources provide better insights into student success and institutional effectiveness.



WNC's next strategic planning cycle will begin in 2025 with the implementation of the new plan expected in fall 2025. While the college is still in the very early stages of forming the new plan, we have already identified a number of areas of growth based on the insights we have gained by monitoring internal and external environments, including expansion of the college's nursing program at the Fallon and Douglas campuses, and implementation of new programs including battery recycling, culinary arts, and collision repair.

EXHIBITS

[WNC Committee Main Page](#)

[Accessibility Committee](#)

[Budget Committee](#)

[Curriculum Committee](#)

[Diversity, Equity, and Inclusion Committee](#)

[Strategic Enrollment Management Committee](#)

[NSHE Handbook Title 4 Chapter 14 Sections 3 & 4](#)

[WNC Strategic Planning webpage](#)

[2019-2025 WNC Strategic Plan Summary](#)

[Full 2019-2025 WNC Strategic Plan Packet](#)

[WNC Planning and Assessment Cycles Overview - Updated June 2023](#)

[SMART Goals Template for Annual Strategic Planning](#)

[SMART Goals Assessment Form](#)

[Writing and Using SMART Goals Overview](#)

[2022-23 WNC SMART Goals Overview](#)





Standard 1.C.1: The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Western Nevada College has several processes in place to ensure that programs have appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials, and include designators consistent with program content in recognized fields of study.

Identifying the need for a new program begins with monitoring internal and external environments for emerging trends. The Workforce, Career and Technical Education Division uses community outreach, market research on workforce trends, and legislation from the state to identify the need for new programs. In the Nursing and Allied Health Division, national and state licensure requirements and the changing needs of students entering health fields guide program development and change. In the Liberal Arts and Sciences Division, it is most common for program changes to be a response to changes at institutions within the Nevada System of Higher Education to support transfer options. These updates may be the result of changes based on legislation, emerging national trends, the needs of students based on feedback from student surveys, and data on enrollment and completion. In every case, a new program is developed in response to a need that has been identified in the community and changes in the needs of students, which directly supports the institutional mission to contribute to solutions for the 21st Century by providing effective educational pathways for the students and communities of Nevada.

After establishing that an educational gap exists, members of the institution, most often academic directors and the Vice President of Student and Academic Affairs, work with internal and

external stakeholders to determine the curricular content of the program, the resources that will be required to initiate and run the program, and any challenges that may arise during the planning and approval process. Using the [NSHE New Academic Degree Program Proposal Form](#) as a guide, academic directors work with faculty, the budget office, area-specific experts from the community, and a variety of institutional administrative areas to determine what existing curriculum is appropriate for inclusion in the new program, and what new curriculum will need to be developed to meet the needs of the program in development. If the program exists at another NSHE institution, a review of that program's curriculum is conducted to determine where the programs may and should overlap and where they should differ to meet the needs of differing student populations or program purposes.

The proposal form includes several areas that ensure that the program being considered is appropriately designed to meet the needs of students and the community. To ensure that the curriculum has appropriate content and rigor, the program proposal ([Certificate of Achievement - Construction](#)) includes a representative semester-by-semester course of study including course credits and identification of those courses that are new; program entrance requirements; program completion requirements; expected student learning outcomes and a plan for assessing those outcomes. Program outcomes are established during the proposal stage and are reviewed by area-specific faculty to ensure that the outcomes are appropriate for the purpose and mission of the program, that they are achievable, and that they are measurable. Program outcomes are also evaluated for alignment with [WNC institutional student learning outcomes](#) and [NSHE Strategic Goals](#).



Table 1.C.1.1 WNC Degrees

TRANSFER DEGREES	
<u>Associate of Arts</u>	
<u>Associate of Science</u>	
<u>Associate of Business</u>	
NON-TRANSFER DEGREES	
<u>Associate of General Studies</u>	
<u>Associate of Applied Science</u>	Emphasis: <u>Business Accounting</u> <u>Business Management</u> <u>Business General</u> <u>Criminal Justice</u> <u>Deaf Studies</u> <u>Graphic Design</u> <u>Health Science</u> <u>Mechatronics & Electronics Technology</u> <u>Registered Nursing</u> <u>Technology - Auto Mechanics</u> <u>Technology - Computer Information Technology</u> <u>Technology - Front End Developer</u> <u>Technology - Back End Developer</u> <u>Technology - Cybersecurity</u> <u>Technology - Programming</u> <u>Technology - Construction</u> <u>Technology - Machine Tool</u> <u>Technology - Welding</u>
CERTIFICATES OF ACHIEVEMENT	
<u>American Sign Language</u>	<u>Automotive Mechanics</u>
<u>Bookkeeping</u>	<u>Computer Information Technology</u>
<u>Construction</u>	<u>Criminal Justice</u>
<u>Early Childhood Education</u>	<u>General Business</u>
<u>Graphic Design</u>	<u>HVAC</u>
<u>Industrial Electronics Technology</u>	<u>Machine Tool Technology</u>
<u>Mechatronics Technology</u>	<u>Welding Technology</u>



CERTIFICATION AND LICENSING PREPARATION	
Automotive Brakes	Automotive Collision Repair
Automotive Electrical	Automotive Engine Performance
Automotive Heating and Air	Automotive Mechanics
Automotive Steering and Suspension	Automotive Transmission and Transaxle
Certified Inspector of Structures	Cisco Routing and Switching
Construction Gateway	Construction Skills
Cybersecurity	Early Childhood Educator I
Early Childhood Educator II	Foundations of Elementary Education
Front End Developer	HVAC
Industrial Electronics Technology	IT Essentials
IT Project Management	IT Security - Ethical Hacking
IT Security - General Security	Lab Technician - Phlebotomy
Machine Tool Technology	Manufacturing Technician
Mechatronics Foundations I	Microsoft Certified Specialist
Network Support	Real Estate
Secondary Education Endorsement - Programming	Welding Certification Preparation
ONLINE DEGREE PROGRAMS	
Associate of Arts	BAS Organization and Project Management
Associate of Applied Science - Business Accounting	Associate of Applied Science - Criminal Justice
Associate of Applied Science - Business Management	Associate of Applied Science Graphic Design
BACHELOR OF APPLIED SCIENCE	
BAS Construction Management	
BAS Organization and Project Management	

Course-level objectives are determined during the development of individual courses. Courses that already exist within the Nevada System of Higher Education must have descriptions and credit values that align with the existing course, however, objectives are determined on an institution-by-institution basis. All courses proposed for adoption by the institution, whether existing in or new to the system, are reviewed by WNC faculty and subject matter experts at all institutions within the Nevada System of Higher Education. The [Common Course Numbering](#) review process requires that all institutions within the NSHE be informed of the intent to adopt



a course via email that includes the [Common Course Numbering New Course Form](#) and a complete course outline. [Course outlines](#) include the number of credits, the transferability of the course, prerequisites, course description, course objectives, topics for the course, and the name of the person or persons who developed the outline. Course objectives are commonly linked to [institutional student learning outcomes](#), though not necessarily to program-level outcomes. As many courses would meet requirements for more than one program, it is not necessarily advantageous to show alignment with program-level student learning outcomes; however, the recent development of the Bachelor of Science in Nursing Program did offer an opportunity to align course-level objectives with both program learning outcomes and institutional learning outcomes. With the development of twelve courses specifically for the BSN program, the implementation of a [curriculum map](#) became crucial in determining the alignment of the courses with the program outcomes and state requirements for licensure in nursing. As the map was being developed, it made sense to also include that alignment information on the course outlines themselves to help demonstrate how these courses would fit into the program and the relevance of the identified course objectives.

Updates to existing programs are most often the result of changes to workforce needs, state qualification and licensure requirements, and changes at institutions to which students commonly transfer.

In all cases, whether a new program is being proposed or changes are being proposed for an existing program, the suggested program curriculum is reviewed by the [WNC Curriculum Committee](#). This committee is comprised of members from across the college including the Director of Admissions and Records, a representative from Academic Advising and Access, an Academic Director, the Associated Students of Western Nevada President (or designees), the Vice President of Academic and Student Affairs (VPASA), the Accreditation and Curriculum Management Coordinator, and six academic faculty members. The VPASA and Accreditation and Curriculum Management Coordinator are not voting members of the committee, meaning that academic faculty represent the majority of voting members. For all proposals to adopt new programs or change existing programs, the committee reviews the program learning outcomes, the courses required to complete the program, and the suggested course sequence. The committee considers the availability of faculty to teach the required courses, the ability of the college to offer the courses consistently, the content and rigor of the courses proposed for inclusion in the program, how the courses align with the program learning outcomes, and how the program aligns with the institutional mission and strategic plan. For existing programs that have proposed updates, the committee also considers how the change might affect students currently enrolled in the program and if there may be any unforeseen impacts on the institution.

Following internal review and approval of proposed new and changing programs, the proposal is then reviewed by the NSHE Academic Affairs Council and the NSHE Academic, Research, and Student Affairs Committee before being presented to the Board of Regents for final review and approval.



In order to ensure that the curriculum of all programs is regularly reviewed, Western Nevada College engages in a regular cycle of program review. Per NSHE guidelines the institution must review each program every 10 years. Currently, WNC uses a five-year cycle and has been reviewing programs by degree (for example, the AAS Technology encompasses six programs: Automotive Mechanics, Computer Information Technology, Construction, Machine Tool, Mechatronics Technology, and Welding). We have been using a template updated in the Spring of 2020 to complete each review, which includes the following information:

Part I: Program Overview

- A. Brief Description/Summary
- B. College and Program Mission
- C. College and Program Goals
- D. Short Description:
 - a. Unique characteristics
 - b. Concerns or trends affecting the program
 - c. Significant changes or needs in the next five years
 - d. Program Student Learning Outcome/ Course Curriculum
- E. Degrees and/or Certificates offered
- F. Niches served

Part II: Program Effectiveness:

- A. Evidence of Effectiveness
 - a. Course Scheduling/Enrollment History Report
 - b. Summary Data Sheet
 - c. Systematic Assessment Five-Year Assessment Plan
- B. Evidence of Satisfaction
- C. Certification/Licenses
- D. Enrollment Trends
- E. Need for the Program
- F. Curriculum Review Report
- G. Internal and External Reviewer Reports
- H. Findings and Recommendations

In 2023, WNC began developing a [new procedure for program review](#) to better meet institutional, community, and student needs in a post-COVID environment. Significant changes include a substantial increase in enrollment and graduation data for each review. The institution now tracks more demographic categories, Pell Grant status, initial semester of enrollment and declaration of program, and certificate enrollment. Additionally, the institution is working toward tracking skills certificate enrollment as well, as they account for 85% of annual awards. The institution has relocated the data-gathering process to administrative faculty while academic faculty will now serve on a review panel that emphasizes creating and reviewing recommendations. This will create consistency year to year, remove a substantial burden of labor for academic faculty, and provide more institutionally holistic information for each program. Once a program review



is complete it goes through the [Curriculum Committee](#), then [College Council](#). At that point, it goes to the VPASA and the appropriate academic director to determine how and if they will implement each recommendation. At that time individual departments are contacted about their role in said implementation (marketing, budget, academic division, etc). The new template for program review will be adopted in the Fall of 2025.

The institution uses course-level assessment to inform the review and revision of program-level outcomes, though this is currently happening at a division level rather than institutionally. Moving forward, the institution is developing a plan to directly link course-level assessment to outcomes in Canvas, which we can pull directly and link to institutional Student Learning Outcomes (SLOs). Some subject areas do course-wide assessments each year and others are on a faculty-by-faculty basis. Each program review over the last 4 years has included a recommendation to develop an assessment plan that will directly link to outcomes.

Western Nevada College works hard to ensure that all programs are relevant, rigorous, and aligned with the institutional mission and strategic plan. By ensuring that faculty are an integral part of the program proposal process, WNC guarantees that the curriculum of every program is appropriate to that field of study and that the student learning outcomes are not only present but relevant and measurable. WNC is committed to providing effective educational pathways to all students, and the process of developing and changing programs reflects that commitment.

EVIDENCE

[NSHE New Program Proposal form](#)

[NSHE Academic Program Change Proposal form](#)

[Common Course Numbering New Course Form](#)

[Course Outline Template](#)

[BSN PSLO ISLO Mapping](#)

[BSN PSLO to Organizational Mapping part 2](#)

[Program Review Template](#)

[WNC Program Review Schedule](#)

[WNC Program Review & Assessment page](#)

[WNC Online Degrees and Programs; Hybrid Degrees and Programs](#)

[WNC Program Licensure and Certification List](#)

[Certificate of Achievement - Construction](#)





Standard 1.C.2: The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Western Nevada College reviews programs on a regular five-year cycle. During the review process, data on student learning is collected and reviewed, and program learning outcomes are reviewed and updated as appropriate. The program review process ensures that all degrees, certificate, and credential programs are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Student learning achievement is established through completion and assessment data, a multi-level approach that provides both a larger view of whether or not students can successfully complete a course and the achievement of students on specific course objectives. The alignment of course objectives with institutional student learning outcomes means that course-level assessment provides insight both into individual courses and student achievement of the larger [institutional student learning outcomes](#).

In the past, course outlines have been reviewed on an ad hoc basis dependent on the interest of academic directors, faculty, and the [Curriculum Committee](#). However, the adoption of the Coursedog curriculum management system means that it will be easier to track when course outlines were most recently reviewed and/or updated and the programs that include a given course. In preparation for the implementation of Coursedog, the Accreditation and Curriculum Management Coordinator worked with academic directors and the Director of Admissions and Records to collect course outlines for all courses currently active in the [WNC catalog](#). This process highlighted the need for a central repository for course outlines and provided insight into how the inconsistency of the course outline review process has led to difficulty in determining the currency and relevance of some curriculum. Once course outlines were located and collected, they were shared with academic directors who have worked directly with faculty to review

and update the existing outlines. Once reviewed and updated, course outlines are sent to the Curriculum Committee for review and discussion, with special attention given to whether or not the stated objectives are appropriate for the course based on credits and course level, and alignment with the institutional student learning outcomes.

All [programs, certificates, and degrees](#) at WNC include student learning outcomes, which are published in the program guide and on the WNC website. The development and approval of programs includes review of the intended student learning outcomes and the alignment of courses and course-level objectives with those program student learning outcomes. Program student learning outcomes are developed to reflect the ongoing needs of students who pursue that educational program, including the skills and knowledge necessary to succeed at a transfer institution, pursue certification or licensure, enter the workforce, or advance in their current field. The assessment of program student learning outcomes is completed through course-level objective assessment and completion rates. As was described in the previous section, program student learning outcome alignment is generally not indicated on course outlines, and thus course-level assessment of key courses in the educational program is used as an indirect assessment of the program; to help give greater insight into the suitability of program learning outcomes, an important aspect of program review involves gathering feedback from internal and external stakeholders regarding the program level outcomes and their relevance to that area of study.

While course-level objectives and the alignment of those objectives with institutional student learning outcomes is consistently practiced at WNC, program student learning outcomes alignment is still in development. The recent development of the Bachelor of Science Nursing (BSN) degree is one example of how [alignment between course-level objectives and program learning outcomes](#) may occur; much like institutional student learning outcomes are identified on course outlines, the new [courses adopted for the BSN program](#) all included alignment with the relevant program learning outcomes meaning that this program is being developed with consideration of alignment at the forefront of the degree plan. As in this example, for some educational programs, it is practical to identify alignment with program-level outcomes on individual course outlines, and that work can occur during the current review and update of course outlines. While this is a lengthy process that involves the work of both academic directors and faculty, it is a project that has the support of the college and will ultimately make alignment in many WCTE and NAH programs clearer and make those program student learning outcomes much easier to assess.

However, alignment and assessment of program student learning outcomes for the WNC [Associate of Arts](#), [Associate of Science](#), and [Associate of General Studies](#) degrees present a greater challenge. These degrees consist largely of general education requirement courses with the rest of the degree requirements being met by courses selected by the student to best represent their interests and potential transfer degree path. For all three of these degrees, achievement of institutional student learning outcomes 1-6 is listed as a program student learning outcome, therefore all course-level assessment that includes assessment of institutional student learning



outcomes can be used to assess achievement in those degree programs. A strategy to provide insight into the other identified program student learning outcomes is in early development, but curriculum mapping of these degree programs is helping to identify key courses that would be useful in providing insight into the achievement of the other identified program student learning outcomes.

The question of sequencing has recently been a topic of discussion in many places across the college community including the [Curriculum Committee](#), the ad hoc [Enrollment Management Committee](#), and the [Academic Advising and Access Office](#). Questions of required course sequencing are considered by the Curriculum Committee as part of the committee's responsibility to review and approve new and updated courses. Required prerequisites are considered carefully before being approved, particularly around how the requirement will directly impact student success in the course including both necessary skills development and content knowledge depending on the course in question. Issues of scheduling are also considered, particularly if the required prerequisite course is not offered every semester. Another issue taken under consideration is whether or not the prerequisite will become a "hidden" prerequisite for any degree for which the course requiring the prerequisite is required. To provide insight into these topics, the committee seeks feedback from the faculty member involved in developing the course, faculty who teach the proposed pre-requisite, the academic director of that subject area, the Accreditation and Curriculum Management Coordinator, and the Director of Admissions and Records. If it is determined by the committee that requiring the proposed prerequisite course will promote student success and that it can be offered consistently so as not to present a barrier to students seeking to take the course for which the prerequisite is required, the prerequisite is adopted and the change is reflected in the course description online, in the course catalog, and the information is pushed to Academic Advising and Access.



Outside of prerequisites for courses, “suggested course sequencing” is included for degrees, certificates, and programs. Suggested course sequencing is included in the [WNC Program Guide](#) and is available in paper and digital formats for students. As the name implies, suggested course sequencing is not required for degree completion, but it does provide a carefully reviewed and considered pathway for degree completion within four semesters for associate degrees, and three or fewer semesters for certificates depending on the number of credits required for completion. Suggested course sequences include a semester-by-semester schedule that accounts for both general education and program-specific requirements, with recommendations based on faculty input about what courses are appropriate early in the degree program versus those that should be taken later. Additionally, the typical scheduling of the courses is taken into consideration along with any prerequisite course requirements and other issues that may affect the ability of students to enroll in courses using the suggested course sequence as a guide.

To ensure that Western Nevada College awards credit, degrees, certificates, or credentials that are meaningful and relevant to our students and community, the institution approaches the assessment of educational programs from a holistic perspective, including not only degree and course completion but also course level objective achievement and close review by teaching faculty. This broad approach provides insight into the success of students and the propriety of the breadth, depth, sequencing, and synthesis of learning in educational programs. As WNC continues to grow in the assessment of courses and programs, we will look for additional ways to determine the quality and efficacy of the composition of degrees, the propriety of required and recommended sequencing, and the relevance of the content to the area of the program.

EXHIBITS

[NSHE New Program Proposal form](#)

[NSHE Academic Program Change Proposal form](#)

[WNC 2024/2025 Program Guide](#)

[Curriculum Committee](#)

[Program Review Template](#)

[WNC Program Review Schedule](#)

[WNC Liberal Arts Course Assessment Report Form](#)

[WNC WCTE Course Assessment Report Form](#)

[NSHE General Education Requirements](#)

[NSHE Handbook Title 4 Chapter 16 Section 25: Community College Certificate and Degree Requirements](#)

[WNC Institutional Student Learning Outcomes](#)

[Curriculum Mapping General Education Requirements - AA, AS, AB, AGS, and AAS](#)





Standard 1.C.3: The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Western Nevada College identifies and publishes program and degree student learning outcomes for all degrees, certificates, and credentials in the [WNC Program Guide](#). The Program Guide is updated annually to reflect changes to program composition, outcomes, and status of programs at WNC. Additionally, student learning outcomes for degrees, certificates, and programs are published on the Western Nevada College website ([AA](#), [AS](#), [AB](#), [AGS](#), [AAS](#), [BAS](#), [COA](#)) and updated annually to reflect changes.

Student learning objectives for all courses are included in the course outlines, which are currently shared with students as a required component of course syllabi ([MATH 181](#), [NURS 149](#), [CRI 234](#)). While this approach ensures that all students enrolled in a course have access to the course outline including the student learning objectives, WNC is hoping to expand access to course student learning objectives to the WNC website as part of the adoption of the Coursedog Curriculum Management system. As work to integrate Coursedog has been in progress over the last year, course outlines for all active courses in the [WNC catalog](#) have been collected and are being reviewed for currency and relevance by faculty, academic directors, and the [Curriculum Committee](#). The Coursedog software will enable the Director of Admissions and Records and the Accreditation and Curriculum Management Coordinator to make changes and updates to course outlines in one place and push that information to the WNC website and the PeopleSoft system. This will significantly simplify the update of the course outlines as they appear on the website, allowing us to include the course learning objectives and provide students with a fuller understanding of the course and the expected student learning outcomes before they have enrolled in the course.

EXHIBITS

[WNC Associate of Arts](#)

[WNC Associate of Applied Science - AAS Business Management](#)

[WNC Associate of Business](#)

[WNC Associate of General Studies](#)

[WNC Associate of Science](#)

[WNC Bachelor of Applied Science - Construction Management](#)

[WNC Bachelor of Applied Science - Organization and Project Management](#)

[WNC Certificate of Achievement](#)

[BIOL 190: Intro to Cell & Molecular Biology Course Outline](#)

[CRJ 234: Introduction to the Courts and American Legal System](#)

[EDCT 230: Introduction to Career & Technical Education](#)

[PSC 101: Introduction to American Politics](#)

[STAT 152: Introduction to Statistics](#)

[ENG 101: Composition I Course Outline](#)

[MATH 181: Calculus I Spring 2025 Course Syllabus](#)

[ENG 102: Composition II Spring 2025 Course Syllabus](#)

[NURS 149: Mental Health and Illness Theory Spring 2025 Course Syllabus](#)

[NURS 167: Medical Surgical Nursing Clinical Spring 2025 Course Syllabus](#)

[CRJ 234: Introduction to the Courts and the American Legal System Spring 2025 Course Syllabus](#)

[ELM 134: Programmable Logic Controllers Spring 2025 Course Syllabus](#)





Standard 1.C.4: The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Admission to Western Nevada College is based on the [NSHE Board of Regents Handbook Title 4, chapter 16, Section 18](#). Requirements for admission to the College can be found on the [Admissions Information](#) website. Applicants who have graduated from high school or have obtained a high school equivalency diploma such as the GED, HISET or TASC will satisfy admissions requirements. Applicants who do not meet the degree-seeking requirement may be admitted as degree/certificate-seeking under alternate criteria or as a non-degree-seeking student. Steps to enroll can be found on the [Start Here](#) page on the website.

Select programs have additional admissions requirements, such as a competitive application, background checks, or vaccinations. These requirements are found on each of the program pages within the catalog and/or on the department's website. They can also be found on the admissions application of each individual program (Table 1.C.4.1).

Table 1.C.4.1 – Programs with Special Admissions Requirements

PROGRAM	DEPARTMENT PAGE	ADMISSIONS APPLICATION
Associate of Applied Science, Registered Nursing	Nursing	Nursing Application (Fall 2024)
Bachelor of Applied Science, Construction Management	BAS Construction Management	BAS Construction Application
Bachelor of Applied Science, Organization & Project Management	BAS Org & Project Management	BAS Org & Project Management Application

Graduation requirements are found on the [Graduation Information page](#) within the college catalog and on the [Graduation page](#) of the website. Specific course requirements can be found on the program pages of the catalog. Progress is tracked through the Peoplesoft student information system's Academic Advisement Report. Each semester, the Admissions and Records Office reviews Academic Advisement Reports for each student who has submitted an Application for Graduation and made a payment to the Admissions and Records Office by the published deadlines.

Graduation requirements for associate degrees and certificates of achievement are completion of the curriculum requirements for the degree or certificate; and completion of 15 semester, degree-applicable units that must be taken in residence at WNC. Challenge examinations, non-traditional credit, or developmental courses (courses numbered below 100) do not count as resident credit. Maintain a minimum WNC cumulative grade point average of 2.0, and a minimum 2.0 grade point average calculated by using all courses, WNC and transfer courses, used to fulfill the degree requirements.

Similarly, for bachelor's degrees, graduates must earn a 2.0 grade point average (GPA). Bachelor degree graduates must also complete the curriculum requirements for the degree, complete a minimum of 32 credits in residence at WNC, and 40 credits of upper-level courses. Challenge examinations, non-traditional credit, or developmental courses (courses numbered below 100) do not count as resident credit. Maintain a minimum WNC cumulative grade point average of 2.0, and a minimum 2.0 grade point average calculated by using all courses, WNC and transfer courses, used to fulfill the degree requirements.

EXHIBITS

[WNC Graduation Information page](#)

[WNC Graduation page](#)

[NSHE Board of Regents Handbook Title 4 Chapter 16 Section 18](#)

[WNC Admissions Information](#)

[WNC Start Here page](#)





Standard 1.C.5: The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Western Nevada College has been engaged in [course-level assessment since 2013](#), and has made steady increases in the number of assessments conducted, the percentage of courses reporting on assessment, and the number of faculty engaged in assessment in their courses. While initially Liberal Arts and Sciences was the only division reporting assessment, by 2016 WCTE began reporting regularly in a number of subject areas. To support this work, in the fall of 2017, a new [Jotform](#) was developed to help collect and standardize assessment reporting. The Jotform system provides an online location for the secure collection of reports that is easily updated and stable from year to year. The use of the Jotform has eased the process of assessment reporting for faculty and since 2017 WNC has seen a steady increase in reporting. Academic directors are provided with information on the assessment reports at the end of each academic year to assist in academic planning for the following academic year.

Course-level assessment at WNC is faculty-led and faculty-driven. All full-time faculty include assessment plans in the annual plan submitted to their academic directors. The courses that are assessed and the objectives assessed are determined by the faculty teaching those courses, both for assessments conducted across several sections of a course and for those assessments conducted on a single course section. Course-level assessment reports identify the course-level objectives that are being assessed, as well as the aligned program and institutional student learning outcomes as applicable. Outcome achievement is measured at 50% achievement as the threshold and 70% achievement as the target. Beyond reporting achievement numbers, the Jot form report also asks faculty to describe the design of their assessment project, their conclusions about the data gathered during the assessment project, and their plans for acting on the information gathered through the assessment process.

Depending on the results of the assessment, those results are used to update course-level objectives, assignments, educational approaches, and pre-requisite/co-requisite courses. As an example, English faculty have conducted course-wide assessments of Composition I (ENG 100 and ENG 101) and [Composition II](#) (ENG 102) for several years. As a part of the planning process each year, the English faculty have reviewed the Composition I and Composition II course outlines and objectives to help establish what will be assessed in the upcoming year. The creation of a grading rubric for the assessment and a norming session are also an integral part of the process and help faculty define what that objective means and how it appears in the work of students. In 2022, after several years of course-wide assessments, the English faculty determined that it was appropriate to update the course outlines for both Composition I ([2014 outline](#), [2022 outline](#)) and Composition II ([2014 outline](#), [2022 outline](#)) to better reflect the intended outcomes for the course based on the results of the conducted assessments and the conversations that occurred during the planning and norming sessions.

At the program level, program review is the primary method of assessment. Data on student achievement is combined with the results of course-level assessment to provide insight into the performance of students enrolled in the program. Faculty, administrators, and staff all participate in the program review process, either in the creation of the report, the development of program recommendations, or in the review of the report once it has been finalized. In this way, the assessment of programs involves the entire college community and includes both quantitative and qualitative data. This approach provides insight into the success of students in the program both at that course level and more widely at the program level and helps steer program development at the college.

Historically, WNC has engaged in division-level assessment in both academic and non-academic areas. While the changes in leadership at the college did disrupt that process for a number of years, since the appointment of Dr. Dalpe as president of the college, division-level assessment has been reinstated. Assessment at the division level starts with meetings wherein division leadership identifies goals that align with that year's annual institutional focus and uses the [SMART goals](#) format to identify key performance indicators for achievement and the plan for assessing achievement in those areas. The achievement of divisions on the identified goals is [assessed by division leadership and the executive team members](#) to whom they report, and the data collected from these assessments is used for future planning in that area including allocation of resources. Currently, assessment at the division-level is collected by the office of [Institutional Research and Effectiveness](#), and the forms and processes related to these assessments are being reviewed and updated to better align with the Western Nevada College's new division goal-setting approach.

As stated above, faculty lead academic assessment at WNC at both the course and program levels. It is a part of the full-time faculty role to participate in assessment and to include reports on assessments that have been conducted, and division and area leadership provides support both in the development of assessment plans and in the creation of assessment reports. This support includes stipends for special assessment projects, faculty-to-faculty mentoring assignments



as part of the pre-tenure and performance review processes, and opportunities for faculty-led [workshops](#) and [information](#) sessions. The creation of the Accreditation and Curriculum Management Coordinator position has also led to increased formal support of faculty in the area of assessment, as a part of that position is tasked with not just [collecting assessment reports](#), but also reviewing assessment plans and supporting faculty in the completion of assessment projects and reports as needed. This position is currently occupied by a former tenured faculty member who served as the Liberal Arts and Sciences Assessment Lead for five years and thus has a robust understanding of the needs of faculty as they complete assessment and the possible barriers to reporting that exist.

The use of achievement data by faculty to assess the efficacy of their teaching and the educational environment has been used to inform the scheduling of classes, course development, course outline review and updating, and program development and updating. While participation by faculty in assessments is still uneven from year to year, the number of faculty participating in assessments continues to grow and the information gathered from those assessments is used to guide faculty and college leadership as we negotiate the ever-changing landscape of education.

EXHIBITS

[BIOL 224: Human Anatomy and Physiology II Assessment Fall 2023](#)

[Math 126: Precalculus I Assessment Spring 2024](#)

[HIST 101: U.S. History to 1877 Assessment Fall 2024](#)

[EDU 203: Introduction to Special Education Fall 2022 Assessment](#)

[CRJ 106: Introduction to Corrections Assessment Spring 2024](#)

[GRC 220: Graphic Design I Assessment Fall 2024](#)

[WNC Assessment Map](#)

[Liberal Arts Assessment Jotform](#)

[WNC Program Review and Assessment page](#)

[Meaningful Outcomes Assessment Lead Presentation January 2022](#)

[February Assessment Month Flyer 2023](#)

[Creating Outcomes in Canvas - Assessment Support](#)

[Adding Outcomes to Rubrics in Canvas - Assessment Support](#)

[ENG 101: Composition I Course Outline 2014](#)

[ENG 101: Composition I Course Outline 2022](#)

[ENG 102: Composition II Course Outline 2014](#)

[ENG 102: Composition II Course Outline 2022](#)

[ENG 102: Composition II AY 22/23 Assessment Results](#)





Standard 1.C.6: Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

In 2023, the Western Nevada College Curriculum Committee started the process of updating the [WNC Institutional Student Learning Outcomes](#) to better reflect the mission and educational goals of the college. This process began in the Curriculum Committee with a workgroup consisting of faculty and the academic director of the Liberal Arts and Sciences division. In the fall of 2024, the initial revision developed by that workgroup was sent by the Accreditation and Curriculum Management Coordinator (ACMC) to the entire college community for review and feedback. From there, the draft was presented at the College Council so it could be shared with the college community in a more direct manner to receive additional feedback. As a result of this initial presentation at the College Council, it was determined that additional faculty feedback would be beneficial, and in response to that feedback, the ACMC attended subject area-specific meetings with faculty from the academic divisions to continue working on the draft document. This method proved very effective in getting feedback from faculty and resulted in greater clarity in the language and learning outcomes that better reflected the educational work of faculty.

1. CONTENT KNOWLEDGE

Demonstrate understanding of essential information and concepts relevant to a discipline or area of study.

2. COMMUNICATION

Effectively convey and/or interpret a central idea via visual, oral, or written media.

3. QUANTITATIVE LITERACY

Correctly analyze, interpret, draw conclusions from, and communicate quantitative processes and information.

4. INFORMATION LITERACY

Locate, evaluate, and appropriately use information from multiple resources in support of a claim or central idea.

5. DIVERSITY AND SOCIETY

Identify and discuss changing human societies demonstrating an understanding of the subject and respect for various cultural, methodological, and/or theoretical perspectives.

6. CRITICAL THINKING

Integrate knowledge and skills to develop logical conclusions and/or solutions that demonstrate a well-reasoned evaluation of a problem, question, perspective, or solution.

7. CAREER PREPARATION

Apply specialized knowledge, approaches, and skills to successfully complete projects and/or demonstrate relevant professional and/or industry-standard competencies.

These Institutional Student Learning Outcomes (ISLOs) were formally [approved by the College Council](#) in the Fall semester of 2024. While this process was lengthy, the opportunity to involve the entire college including the Curriculum Committee, Accreditation and Curriculum Management Coordinator, Academic Faculty Senate, Administrative Faculty Senate, and Classified Council resulted in ISLOs that reflect and guide academic work at WNC in alignment with the college's [mission, vision, and values](#).

Assessment of Institutional Student Learning Outcomes occurs primarily at the course through the assessment of aligned course-level objectives. [Course outlines](#) identify objectives that align with at least one of the institutional student learning outcomes, the assessment of which provides insight both into student achievement of course objectives and institutional student learning outcomes. Assessment plans are determined by faculty and identified in full-time faculty annual plans and reported on both through the Accreditation and Curriculum Management Coordinator's office via the Jot form collection system and on individual faculty annual self-evaluation reports.

The results of ISLO assessment are collected through the Accreditation and Curriculum Management Coordinator's office and shared with academic division directors. The creation of the Accreditation and Curriculum Management Coordinator position has also meant that there is more institutional support for assessment and thus there are more opportunities to share the results of course-level assessment. For example, during Welcome Back Week for the Fall 2024 semester, the ACMC provided a [history of the assessments](#) that had been conducted in each subject area at small group faculty meetings. These reports helped faculty as they worked to form



assessment plans for the upcoming year by providing insight into what kinds of assessment had been conducted previously and any potential patterns in what was chosen for assessment over the years.

While assessment results are being used to assist in updating course outlines and curricular changes, there is still an opportunity for assessment to play a more integral role in program assessment. Currently, alignment with program-level outcomes is not standard on course outlines, and often that alignment work is occurring after the development of a course rather than as part of the development process. However, additional institutional support provided by the creation of the Accreditation and Curriculum Management Coordinator and the development of a new program review process means that a new way of looking at this alignment is possible. As an example, the new Bachelor of Science in Nursing degree is being created with program outcome alignment identified on course outlines in much the same way institutional student learning outcomes have been. This alignment means that course assessment will more directly speak to program learning outcomes and provide greater insight into student success in those courses and program more broadly. For courses that fall under the general education heading, the current system of assessment is a solid beginning on which the institution hopes to build with more course-wide assessment being conducted with greater regularity.

EXHIBITS

[WNC Student Learning Outcomes](#)

[WNC College Council Meeting Minutes 10-04-24](#)

[WNC Institutional Student Learning Outcomes Program Learning Outcomes Alignment](#)

[WNC Assessment Map](#)

[Curriculum Mapping General Education Requirements, AA, AS, AGS](#)

[Course Outline Template](#)

[ENG 102: Composition II Assessment Spring 2023](#)

[ATMS 117: Meteorology Assessment Fall Assessment 2023](#)

[MATH 124: College Algebra Assessment Fall 2024](#)

[GRC 116: Introduction to Digital and Art Design Assessment Fall 2023](#)

[AM 145: American Sign Language I Assessment Spring 2023](#)

[ECON 102: Principles of Microeconomics Assessment Fall 2024](#)





Standard 1.C.7: The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Western Nevada College uses the results of assessment to inform academic planning and learning support planning with the intent of continuously improving student learning outcome achievement. In order to use assessment results effectively, there must be a standard system of collecting and sharing assessment results; at WNC, the creation of the Accreditation and Curriculum Management Coordinator (ACMC) position has provided the institutional support needed to accomplish these tasks. While the college has been able to standardize the collection of assessment reports by using the Jot form system, the sharing of the collected information still represents an area of growth for WNC.

All full-time faculty at WNC are required to conduct assessment on at least one course every year and to include an assessment plan as part of their annual plan for the academic year. These plans range from individual course assessments to course-wide assessments and focus on course-level objectives as well as institutional student learning outcomes. Plans are submitted to academic division directors at the beginning of September each year and reports on those plans are submitted to division directors at the beginning of April each year. Academic directors also receive a copy of all reports submitted for the academic year after the completion of the spring semester. This provides academic directors with the opportunity to review the assessment results in detail and to connect directly with the faculty conducting the assessment to support the planning process. This approach also helps faculty either “close the loop” on assessment projects or determine the need to continue the assessment for additional semesters.

The use of assessment results informs the revision of course outlines, changes to teaching approaches, and areas of growth for faculty and student support. One example of how assessment results are used to continuously improve student learning outcomes can be taken from the

ongoing work of the History faculty at Western Nevada College. In 2018, the WNC history faculty discovered a significant difference in the achievement of outcomes for students taking evening classes versus those enrolled in classes scheduled during the day. Based on these results, the faculty requested evening hours at least once a week in student services. Academic Advising and Access, Learning and Innovation, and Admissions and Records all made schedule adjustments to make that change possible thus providing students who are on campus primarily in the evening more support. The Academic Advising and Access and Admissions and Records departments now stay open for additional evening hours at key points during the semester. In addition, and Learning and Innovation provides evening hours throughout the year. Another example of how assessment is used to guide changes at the institution can be taken from the ongoing work of the science faculty. In 2018 the science faculty began discussing the potential for course-wide assessment in a science course, and faculty identified a writing assignment as being potentially useful in determining students' ability to understand key concepts in the subject. As several science courses have objectives that are aligned to institutional student learning outcome 2 (communication), the group started to identify features of science writing that they would be most interested in assessing. The faculty assessment lead participated in the conversation and was able to help science faculty identify what aspects of writing they were most interested in assessing and ways that they might be able to collect the achievement data they were looking for. Since that time several science faculty have assessed writing in their courses across multiple semesters, with one faculty member even extending their assessment to a course that did not list writing as an objective but followed courses in which writing was an objective ([BIOL 190 Fall 2022](#), [BIOL 223 Fall 2023](#), [BIOL 251 Fall 2023](#), [BIOL 190 Spring 2024](#)). As these examples show, faculty, administration, and staff at WNC have been able to use assessment results and conversations around assessment to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Beyond using course-level assessment results to update course outlines, review teaching efficacy, and determine areas of growth, discussions of assessment results have also provided opportunities for student support services such as the Learning and Innovation division to



identify needed areas of support. As an example, employees from the Learning and Innovation division regularly attend English faculty meetings to discuss ways they can provide support to students and areas where additional student support may be necessary. Learning and Innovation offers learning support in the form of academic coaches both in-person and online, lectures on the use of library resources for research, and forums for students to interact with each other to ask questions and offer tips. Their participation in the English faculty meetings means that the support they offer is directed to specific areas that have been identified through assessment.

At the program level, assessment is a key component of the planning process. The current program review process uses student achievement data to identify patterns and trends and to inform recommendations. An example of how this data is used can be taken from the WNC apprenticeship program. For the apprenticeship programs, WNC partners with local businesses and business organizations to provide skill-up opportunities for current employees. In gathering data for a planned program review, the WNC Veterans Resources, Prison Education, and Apprenticeship Program Director noted that completion rates for the apprenticeship construction skills certificates were very low. The program director then reached out to a partner business organization to determine what was the cause of the low completion rates and discovered that for the Construction Skills Certificate, the number of credits of which the program was comprised created both a financial and time barrier for students; in the case of the Construction Gateway Skills Certificate, it was discovered that there were “hidden” prerequisites in the certificate, for some courses a prerequisite was required for a course that would not count toward the completion of the certificate, and it was determined that if they were able to complete these courses in an accelerated one-semester format students would be eligible for financial aid. The program director brought these issues to the attention of the [Curriculum Committee](#) with [proposals to update](#) those skills certificates to eliminate the discovered issues. While these changes are recent enough that we do not have current completion data, it is the belief of the Veterans Resources, Prison Education, and Apprenticeship Program Director and the Curriculum Committee that these changes will result in better completion rates for these skills certificates.

EXHIBITS

[ENG 102: Composition II AY 22/23 Assessment Results](#)

[ENG 102: Composition II Course Outline 2014](#)

[ENG 102: Composition II Course Outline 2022](#)

[English Assessment Results 2013-2022](#)

[BIOL 190: Intro to Cell & Molecular Biology Assessment Report Fall 2022](#)

[BIOL 223: Human Anatomy and Physiology I Assessment Report Fall 2023](#)

[BIOL 251: General Microbiology Assessment Report Fall 2023](#)

[BIOL 190: Intro to Cell & Molecular Biology Assessment Report Spring 2024](#)

[Curriculum Committee Meeting Minutes November 4, 2022](#)

[HVAC Skills Certificate Update November 4, 2022](#)

[Liberal Arts and Sciences Assessment History Report](#)

[Workforce, Career, and Technical Education Assessment History Report](#)





Standard 1.C.8: Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Western Nevada College accepts transfer credit and credit for prior learning according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. All information on the policies for accepting transfer credit and credit for prior learning is published on the page [Transfer to WNC](#) under the [Admissions & Records](#) section of the WNC website.

WNC follows the policies approved by the Nevada System of Higher Education Board of Regents that regulate the transfer of credits between colleges and universities within the system. Students transfer rights are explained in the [Board of Regents Handbook Title 4 Chapter 14 Sections 15-18](#). In compliance with this policy, credits earned in institutions of higher learning that are accredited by a regional accrediting organization are normally transferable, provided the courses are comparable with those offered by WNC and are applicable to degree requirements. The institution may determine how the credit applies toward the declared degree and may require the validation of course content if the transfer credit is for a lower-division course that is used to satisfy upper-division curricular requirements. Per the Board of Regents Handbook, the [Common Course Numbering system](#) is maintained by the Chancellor's Office and is published on the website with a system-wide standardization of course numbering so that baccalaureate transfer courses are clearly identified for student reference prior to registration. In alignment with the Board of Regents Handbook, all courses that are non-transferable or are transferable for a bachelor's of applied science degree only are appropriately identified for students and advisors during the registration process.

WNC's policies and procedures around [transfer credits](#) and [credit for prior learning](#) are published and maintained on the website and are detailed in the course catalog, both of which are available to current and prospective students. Students may request to have transfer credits evaluated by submitting a [Petition for Transfer Credit Evaluation form](#) to [Admissions and Records](#). Once the evaluation is complete, the student is sent an email notification of completion and can then view their transfer credit in myWNC and run a degree audit report to determine how transfer credits apply toward their intended degree or certificate program.

WNC recognizes that students also learn from outside college environments from various non-traditional educational sources. For this reason, WNC does consider awarding credit for prior experiential learning to students who have been accepted to the college and are declared as degree/certificate-seeking. Similar to the transfer credit process, students who wish to be awarded credit for prior experiential learning must submit a [Petition for Transfer Credit Evaluation form](#) to Admissions and Records. Students must submit any official transcripts, training records, certificates, or military forms with their petition for consideration in the evaluation. Once the evaluation is complete, the student is sent an email notification of completion and can then view their transfer credit in their myWNC student portal to run a degree audit report to determine how transfer credits apply toward their intended degree or certificate program.

The review process at Western Nevada College ensures that transfer credits and credits awarded for prior learning policies are appropriate for its programs and comparable in nature, content, academic rigor, and quality by requesting significant documentation from students making the request and having qualified faculty and staff review the request and materials. Official transcripts along with course content materials are requested at the time the Petition for Transfer Credit Evaluation form is submitted and are then sent to the appropriate college personnel to ensure that each review is thorough and that those conducting the review have the materials necessary to determine the suitability of the request. As with many processes at WNC, the acceptance of transfer credits and credits for prior experiential learning rely on partnerships between administrative and academic departments and highlight the commitment of WNC to ensuring that the process for applying credit toward degree and certificate completion is consistent and transparent.

EXHIBITS

[NSHE BoR Handbook Title 4 Chapter 14 Sections 15-18](#)

[NSHE Common Course Numbering System Website](#)

[WNC Transfer Credit Policy](#)

[WNC Credit for Prior Learning Policy](#)

[WNC Policies for Evaluating Military Transcripts](#)

[Petition for Transfer Credit Evaluation form](#)

[WNC Transfer Policy Course Catalog page](#)





Standard 1.C.9: The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

WNC does not offer any graduate-level programs.



Standard 1.D.1: Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Western Nevada College strives to provide educational opportunities for students throughout Nevada. The college's open access mission drives the college's strategy to provide beneficial options for a variety of populations including dual enrollment, recent high school graduates, adult learners seeking retraining and career growth opportunities, and other life-long learners.

Recruitment strategies and activities fall under the operational oversight of the Vice President of Academic and Student Affairs and the Executive Director of Student Services, with strategic planning being under the purview of the [Enrollment Management Committee](#). Depending on the student population, the recruitment approaches and participating personnel vary with the understanding that not every strategy is appropriate for every prospective student.

Western Nevada College supports a comprehensive dual enrollment program that provides a variety of pathways for students interested in earning college credit while still in high school. WNC's [JumpStart Program](#) moves qualified Juniors and Seniors through an Associate Degree Program during the students' junior and senior years of high school. WNC's [Concurrent Enrollment Program](#) allows students to earn college credit without ever leaving their high school. These are collaborative programs between WNC, school districts, and individual high schools. WNC also has opportunities for students to take college courses independently to earn college credit. WNC proudly supports the vibrant homeschool community by offering [dual credit opportunities](#). These enable students to integrate college courses into their high school curriculum, allowing them to pursue multiple pathways simultaneously while completing their high school education. WNC's [CTE College credit](#) options allow students to take a series of

CTE courses at their high school and have credits articulated on their college transcript. To help reach students and identify the appropriate dual enrollment program for the student, WNC has a number of approaches including: collaborative dual enrollment school district meetings; high school dual enrollment information nights/events; classroom visits to share information about the JumpStart Program, concurrent enrollment options, and CTE pathway options; and home school information sessions.

For high school seniors preparing to graduate, there are a number of program options that provide support to incoming students with recruitment strategies and activities. The [Nevada Promise Scholarship Program](#) is overseen by the Director of Advising and Access, the Director of Financial Aid, three Access and Outreach Advisors, Academic Counselors, and the Financial Aid Outreach Specialist. The Nevada Promise Scholarship Program was established by the Nevada Legislature in 2017. The unique last-dollar scholarship program is for recent high school graduates who meet all eligibility requirements. This access-driven program supports students in the enrollment pipeline through a series of supportive activities such as required mentor meetings, FAFSA completion deadlines, and required scholarship training. WNC's Nevada Promise Program is a collaborative effort through the Advising and Access Office and the Financial Assistance Office.

The [Bridge to Success Program](#) is overseen by the Director of Advising and Access, three Access and Outreach advisors, the Financial Aid Outreach Specialist, and WNC Peer Mentors. WNC has established partnerships with local high schools to facilitate the Bridge to Success Program. Through the Bridge to Success Program, Access and Outreach Advisors visit seniors preparing them for the transition to college with educational opportunities about start-up steps, academic programs, financial aid, and more.

To reach high school seniors outside of these programs, WNC engages in outreach both on the high school campuses and on the college campus. High School Senior Financial Aid Nights are overseen by the Director of Financial Assistance, the Assistant Director of Financial Assistance, the Financial Aid Outreach Specialist, and the Financial Assistance Coordinators. WNC has established partnerships with local high schools and provides a variety of financial assistance education to high school seniors, parents, and counselors. The WNC Financial Assistance Office provides Financial Aid Information nights to all service area high schools and provides additional hands-on workshops for FAFSA and scholarship application completion. High School Senior Day is overseen by the Director of Advising and Access, the Student Success Coordinator, three Access and Outreach Advisors, the Access and Outreach Staff including an Administrative Assistant and Peer Mentors, the Financial Assistance Team, Admissions and Records Team Members, and WNC Faculty presenters. Every Spring, WNC's hosts a High School Senior day for prospective students. The event includes students in the Nevada Promise or Bridge to Success programs and is also open to students who are still exploring post high school options. The event provides information sessions from Faculty in CTE programs, Liberal Arts and Sciences subject areas, Nursing and Allied Health programs, Financial Assistance and Foundation Scholarships, Learning and Innovation, Student Clubs, and Student Life. This event strives to connect students



to campus, build excitement for the transition to college, and keep students engaged through the enrollment process.

WNC also engages in outreach with students before they become high school seniors, primarily through the [Gear Up Program](#). The Gear Up Program is overseen by the Director of Advising and Access and the Gear Up Coordinator. Nevada State GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally funded grant that is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Generally, students are identified as GEAR UP during their 7th grade year and exposed to GEAR UP activities that continue through high school. The GEAR UP program at Western Nevada College provides comprehensive mentoring, academic enrichment, workshops, and club meetings to prepare students for success.

For adult students who are not currently in the secondary education system, WNC employs different strategies for outreach to try and meet these students where they are in much the same way as high school students. To reach students who are employed or seeking employment, the Workforce, Career, and Technical Education division collaborates with local business and industry organizations. WCTE outreach is overseen by the WCTE Academic Director, WCTE faculty, and the WCTE Outreach and Training Coordinator. WNC participates in Career Fairs



throughout northern Nevada, and visits businesses and companies directly to connect employees with WNC programs and specialty programs such as the Tesla Start program that helps current employees upskill. Additionally, the Academic Advising and Access department partners with WNC's [College and Career Readiness department](#) (previously ACCEL) to transition students from non-credit-bearing preparation services to credit-bearing coursework. This outreach helps students in the transition to certificate and degree pathways.

To support students who are planning to [transfer from WNC](#) to the University of Nevada, Reno, WNC participates in the Transfer Admissions Program (TAP). This program is overseen by the Director of Advising and Access, the Coordinator of Retention, and the Transfer Coordinator at the University of Nevada, Reno. The University of Nevada, Reno Transfer Admissions Program (TAP) is offered at Western Nevada College. The program allows students to stay connected with the University of Nevada, Reno by receiving monthly reminders on application deadlines, financial aid, transfer events and more. The University of Nevada, Reno visits WNC at least once a month to go over the application process and academic advising. Some key features and benefits of the TAP program include: helping students connect with the University of Nevada, Reno faculty and advisors; providing students with regular reminders of deadlines, such as the February 1st scholarship deadline; and giving students better directed academic advising while attending WNC.

WNC's Student Success Coordinator develops a comprehensive [New Student Orientation](#) each year with the support of the Access and Advising staff, a representative from the Financial Assistance office, the staff of the Learning and Innovation division including Academic Coaches, and the Student Life staff. Wildcat Welcome Orientation is an important part of connecting students to WNC and it is the first introduction to advising. This is a mandatory step for first-time degree seeking students; and an optional step for non-degree seeking and transfer students. Orientation is an essential introduction to the college academic calendar, resources, academic programs, financial aid, career exploration and student responsibilities. Orientations are offered in a variety of formats to meet the needs of the diverse student population. Students may attend an In-Person orientation session on the Carson City campus, join a scheduled Zoom session, or complete the guided self-paced Canvas Orientation. Fall semester orientations begin in the Summer prior to the Fall semester and are offered every other week until the start of the semester. Spring semester orientations begin in October and are offered every other week until the start of the semester.

All new to WNC degree/certificate-seeking students, including transfer students, are required to participate in New Student Orientation; however New Student Orientation is open to all students, regardless of degree/certificate declaration.

In addition to the general New Student Orientation, the Nursing Program has additional orientation requirements. Every June, the WNC Nursing Program offers a [new student orientation](#) to students upon acceptance into the Nursing Program. The orientation provides important information about academic dates and deadlines and reviews items from the



Nursing Student Handbook. Representatives from key departments on campus participate in the orientation to present information about , financial aid and scholarships, library services, disability support services and other student support services.

The Higher Education in Prison Program (HEPP) offers a new student orientation prior to the start of every semester. The [orientation](#) provides important information about academic dates and deadlines, reviews key sections of the HEPP Student Handbook including student conduct, financial aid and what students can expect from instructors. Representatives from key departments on campus participate in the orientation to present information about library services, disability support services and other services available to incarcerated students.

The goals of WNC’s orientation activities are to support student understanding of the following: WNC degree offerings and completion requirements; the financial aid application process and policies; course placement methods for English and math; in-person and online learning options and expectations; WNC student success resources including but not limited to library services, academic coaching, and mental health support; fostering student connections to the campus; campus safety; familiarization with WNC tools including myWNC, Canvas, and student emails; and building the confidence needed to have a successful first semester. These orientations also provide enrolled and prospective students with opportunities to schedule appointments with the Advising and Access department, during the check-in process for in-person events and immediately following Zoom orientations via phone calls from their assigned peer mentors. These goals were developed using student and advisor feedback gathered via student surveys and staff meetings.

EXHIBITS

[WNC Orientation webpages](#)

[WNC New Student Orientation Presentation](#)

[Wildcat Welcome Survey Orientation](#)

[WNC New Student Orientation Post-Attendance Survey AY 2023-2024](#)

[WNC New Student Orientation Post-Attendance Survey AY 2024-2025](#)

[WNC Nursing Program Orientation Presentation](#)

[WNC Prison Education Program Orientation Agenda](#)

[WNC Higher Education Prison Program Outreach Flyer](#)

[WNC Enrollment/Admissions page](#)

[WNC Graduation Information and Policies page](#)

[WNC Transfer Information and Policies page](#)





Standard 1.D.2: Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Key Performance Indicators (KPIs) are established in alignment with Western Nevada College's Strategic Plan and are reviewed annually as part of the institution's Mission Fulfillment Report process. Institutional leadership, in conjunction with the Enrollment Management Committee and shared governance groups, set the KPIs based on institutional priorities like access, student success, and workforce alignment. These indicators are reviewed each year to ensure they reflect current institutional goals, NSHE metrics, and evolving student needs. KPIs are updated based on trends in institutional data, peer comparisons, and changes in external expectations such as accreditation standards or industry requirements. WNC is monitoring the following KPIs for this academic year:

1. Access KPI: Fall Enrollment
2. Access KPI: Fall Enrollment by Race/Ethnicity
3. Success KPI: Graduation Rates
4. Success KPI: Performance Pool Points
5. Success KPI: First-Time, Full-Time Student Retention
6. Success KPI: First-Time, Part-Time Student Retention
7. Success KPI: Peer Institution Graduation Rates
8. Close the Achievement Gap KPI: Graduation Rates by Race/Ethnicity
9. Close the Achievement Gap KPI: Completions by Race/Ethnicity
10. Workforce KPI: Number of pathways to NSHE in-demand occupations (p.
11. Workforce KPI: Total awards in STEM and Health Science occupations

[KPI outcomes are reported annually](#) through internal documents like the [Mission Fulfillment Report](#) and presented to stakeholders such as the College Council, shared governance groups, and executive leadership. Additionally, the [NSHE Performance Pool](#) metrics and annual metrics reports are submitted to the NSHE Board of Regents, which includes disaggregated data on student success indicators such as enrollment, retention, and graduation rates.

KPI achievement is communicated through several channels, including all-college forums, email updates, and presentations at the start of each academic year during events like the [WNC Fall Kickoff](#). Faculty and staff are engaged through committee meetings, and students and the broader community receive updates via public-facing reports. KPI performance is also shared with NSHE and included in public dashboards like the [NSHE Graduation Rates Dashboard](#), ensuring transparency and accountability.

Disaggregation of data is driven by institutional priorities related to equity, diversity, and inclusion, as well as the need to close achievement gaps. Categories like race, ethnicity, age, gender, socioeconomic status, and first-generation status are considered institutionally meaningful and are in alignment with WNC's [DEI initiatives](#) and [NSHE goals](#). WNC leadership reviews [institutional data](#) trends to determine how to break down KPIs, ensuring that this data informs strategic decisions and resource allocation for student success initiatives.



Peer comparators are identified based on several criteria, including institutional size, mission, geographic location, and the student demographics of other community colleges in NSHE and similar regions. WNC uses data from the [National Center for Education Statistics](#) (NCES) and other publicly available sources to benchmark against peer institutions. WNC also engages with regional and national organizations such as the [Rural Community College Alliance](#) (RCCA) to ensure it compares performance metrics with similar institutions.

WNC has been required by the Nevada System of Higher Education (NSHE), along with other institutions in the system, to provide an annual Metrics Report to the board. This report contains many elements including enrollment, enrollment by ethnicity, graduation rates, graduation rates compared to peer institutions, completion rates by ethnicity, students receiving degrees and certificates compared to peer institutions, and full- and part-time student retention rates. This report has been used for years and provides accountability to each institution at both the college and board levels. Most of the data used is IPEDS-related, but the college is able to include other metrics beyond what is required.

WNC used the metrics required by the Board of Regents to develop its mission fulfillment measurement. In 2023, however, the NSHE system office and board leadership suspended the metrics report for all institutions in advance of updating the requirements of the report. However, WNC continues to use these accountability metrics in the best interest of its mission fulfillment process and will update as needed if a new outline comes from the Board of Regents.

EXHIBITS

[WNC 23-24 Mission Fulfillment Report](#)

[WNC 2023-2024 Detailed Mission Fulfillment Table](#)

[NSHE Performance Pool Metrics Report 2013-2025](#)

[WNC Data & Statistics webpage](#)

[NSHE Graduation Rates Dashboard](#)

[WNC Enrollment Dashboard](#)

[WNC Retention and Graduation Rates Report 2007-2022](#)





Standard 1.D.3: The institution’s disaggregated indicators of student achievement should be widely published and available on the institution’s website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision-making, and allocation of resources.

Western Nevada College publishes its disaggregated indicators of student achievement through its Mission Fulfillment Report and public dashboards. The Mission Fulfillment Report includes both aggregated and disaggregated benchmarks that measure student achievement. For example, graduation rates are disaggregated by race, ethnicity, and gender.

The three-year rolling average is another key approach used in WNC’s benchmarking efforts. While the data is aggregated over three years, the indicators are disaggregated by specific groups, such as Hispanic students. Dashboards provide further disaggregation, allowing for the analysis of student achievement by persistence, retention, and graduation rates, broken down by various student populations. These disaggregated indicators are accessible through the following dashboards, which are available to the public on the [Graduation Dashboard](#), [Course Success Dashboard](#), [Program Evaluation Dashboard](#), and [Mission Fulfillment Report](#).

WNC ensures alignment of its student achievement indicators with those of peer institutions through several mechanisms. First, NSHE mandates that WNC benchmark its performance against other institutions within the system. Also, the [Mission Fulfillment Report](#), specifically KPI number 7, measures WNC’s graduation rates against five other colleges with similar size and mission. Additionally, [IPEDS](#) and NSHE require [regular semester and annual reporting](#), which ensures that WNC’s focus on key metrics—such as graduation rates, retention, and outcome measures—aligns with regional and national standards. These reporting requirements help WNC stay consistent with best practices across the higher education landscape.

WNC establishes benchmarks by calculating a three-year rolling average of past performance data. For example, the benchmark for graduation rates in 2023 was determined by averaging the graduation rates from 2020, 2021, and 2022. This method ensures that benchmarks are based on recent and relevant data, allowing for meaningful comparisons over time.

The data collected and analyzed by WNC is used to inform institutional planning, guide decision-making, and allocate resources effectively. Disaggregated data is shared with key stakeholders, including the NSHE program review team, the WNC executive team, and division leaders. By providing these groups with access to student achievement indicators, WNC ensures that data-driven decisions support student success and institutional goals. Disaggregated data has played a significant role in driving meaningful institutional improvements at WNC. For instance, the Course Success Dashboard has been used to identify gaps in student achievement and improve instructional strategies. Another example is the implementation of the corequisite model for gateway courses in Fall 2020. This model replaced the traditional developmental model, and its implementation was informed by local data. Using insights from the Course Success Dashboard, faculty and administration revised placement procedures to include multiple measures and guided self-placement, increasing student access to gateway courses. This change significantly increased the number of students earning gateway credit in their first semester. The introduction of MATH 124 in Fall 2020 is another example. Achievement data showed that MATH 126, the previous prerequisite for BIOL 190, exceeded the needs of pre-nursing students. MATH 124 was introduced as a more accessible pathway, reducing the need for remediation and better aligning with the needs of students in pre-nursing and other biology-related majors. In Fall 2023, Biology and Chemistry faculty worked with student services to update prerequisite language for lab science courses. This change, based on data from MATH 124's success, allowed students to meet prerequisites using high school coursework, thereby expanding access to first-year science courses.

EXHIBITS

[WNC Data & Statistics page](#)

[WNC Graduation Dashboard](#)

[WNC Course Success Dashboard](#)

[WNC Program Evaluation Dashboard](#)

[WNC 2023-2024 Mission Fulfillment Report](#)





Standard 1.D.4: The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

At Western Nevada College, indicators of student achievement are collected and analyzed using a state-of-the-art data warehouse. The [Institutional Research and Effectiveness](#) (IRE) department builds data views that drive key public dashboards, such as the [Course Success Dashboard](#) and the [Graduation Dashboard](#). Additionally, WNC compiles student achievement data through mandated reports, including NSHE and [IPEDS](#) reports such as completions, graduation rates, and outcome measures surveys. These reports also inform the [WNC Mission Fulfillment Report](#), where thresholds are set based on three-year rolling averages.

Transparency is achieved through a centralized and standardized approach to data collection and validation. Data from PeopleSoft is loaded onto WNC's servers, transformed and transferred via Pentaho, and further enhanced within the data warehouse to ensure consistency and reliability. To maintain accuracy, ongoing data validation measures are implemented. These include analyzing historical trends and applying rigorous validation procedures from NSHE and IPEDS. For example, data submitted in the IPEDS Graduation Rates survey must align with data from the IPEDS Outcomes Measures survey. Additionally, the programming logic used for IPEDS surveys is applied consistently across student achievement tools to ensure data integrity. Regular discussions with the registrar further support transparency by ensuring alignment of business processes across departments.

WNC's processes are developed and refined collaboratively within the NSHE system, leveraging the expertise of programmers and computer engineers from three NSHE colleges. This collaborative effort ensures that WNC's methodologies align with system-wide standards and best practices.

Indicators of student achievement are shared through the following platforms:

- Public and Internal Websites
- Presentations for the NSHE Board of Regents and Local Stakeholders
- Mission Fulfillment

Key Dashboards:

- [Graduation Dashboard](#)
- [Course Success Dashboard](#)
- [Program Evaluation Dashboard](#)

WNC has used student achievement indicators to make data-informed decisions that enhance institutional planning.

Corequisite Model for Gateway Courses:

In the Fall of 2020, WNC implemented a corequisite model for gateway courses, replacing the traditional developmental model. While this shift was initiated by the NSHE system office, the implementation details at WNC were informed by local data. Using the Course Success Dashboard and specific data provided by IRE, faculty, and administration worked with student services to revise placement procedures. These revisions incorporated multiple measures and guided self-placement, moving away from traditional placement testing. As a result, students could leverage their experiences and confidence levels to determine their starting points in gateway courses for math and English. This change significantly increased the number of students earning gateway credit in their first semester.



Introduction of MATH 124:

Also in the Fall of 2020, WNC introduced [MATH 124](#) as a new gateway math course. Achievement data revealed that the traditional prerequisite, MATH 126, often exceeded the needs of pre-nursing students, who comprised most prospective BIOL 190 students, as well as pre-business students aiming for MATH 176. MATH 124 provided a more appropriate starting point for students requiring foundational math skills but not a full precalculus course. This change reduced the need for remediation and aligned course offerings with student needs.

Updates to Science Course Prerequisites:

In the Fall of 2023, the Biology and Chemistry faculty collaborated with student services to update the prerequisite language for [BIOL 190](#) and [CHEM 121](#). These updates were informed by student achievement data and the success of MATH 124. The revised prerequisites allowed students to qualify for first-year lab science courses using high school coursework, thereby expanding access to these courses.

WNC has employed data-driven strategies to address gaps in achievement and equity, focusing on underrepresented groups and ensuring equal access to resources and opportunities. For instance, data collected through dashboards and program reviews have informed initiatives that support historically underserved populations. Regular analyses of persistence and retention rates by race, ethnicity, and gender help guide interventions to close achievement gaps.

EXHIBITS

[WNC 2023-2024 Mission Fulfillment Report](#)

[WNC Graduation Dashboard](#)

[WNC Course Success Dashboard](#)

[WNC Program Evaluation Dashboard](#)

[BIOL 190: Intro to Cellular & Molecular Biology Updated Course Outline](#)

[CHEM 121: General Chemistry I Updated Course Outline](#)



Conclusion

As this report demonstrates, Western Nevada College is an exciting moment of growth and transition. To provide structure as the college navigates these new opportunities, WNC is committed to continuous improvement through regular self-evaluation and assessment across all areas of the college.

WNC is guided by a mission to provide accessible, equitable, and innovative educational pathways tailored to the needs of its diverse student population and regional stakeholders. The institution emphasizes inclusivity, student success, and community engagement. WNC's strategic goals are in alignment with those of NSHE, particularly in the areas of access, equity, workforce development, and student achievement.

Central to this mission is a commitment to sustainability and adaptability. The institution actively evaluates its programs and services to ensure they meet the evolving needs of its students and the broader community. Whether supporting students in pursuing transfer degrees, gaining workforce-ready skills, or achieving personal enrichment, WNC remains a vital resource for its region. While the landscape of higher education is changing rapidly, WNC's commitment to monitoring internal and external environments and responsiveness to emerging trends makes it ideally positioned to respond to the growing needs of students and the communities it serves. In response to the needs of students and the community, WNC offers a wide range of academic and workforce programs that reflect its commitment to regional and state needs. Key highlights include:

- Gateway Course Reform: WNC's corequisite models for gateway math and English courses have significantly improved student success rates, ensuring more students earn college-level credits early in their academic journeys.



- **Workforce Alignment:** Programs in advanced manufacturing, nursing, and STEM fields are continuously updated to reflect industry trends and demands. These efforts prepare graduates for high-demand, well-paying careers.
- **Health and STEM Pathways:** Expanding health sciences and STEM-related programs remains a strategic priority, reflecting the growing demand for skilled professionals in these fields.

WNC's student population is diverse, with 46% identifying as students of color, 52% as women, and nearly one-third over the age of 25. The college prioritizes equity and inclusion by offering tailored support services, such as:

- Orientation programs to ease the transition into higher education.
- Academic advising to guide students through complex educational pathways.
- Family-friendly study spaces and resources for nontraditional learners.

By addressing the unique needs of its students, WNC ensures that all individuals—regardless of background or circumstance—have access to education and opportunities for success. Strong connections with employers, advisory boards, and local stakeholders drive WNC's program development. Partnerships with industries like healthcare, technology, and manufacturing enable the college to design curriculum and training programs that meet real-world needs. These collaborations not only enhance the relevance of WNC's offerings but also foster economic growth in the region.



Advisory councils, public forums, and regular communication with employers ensure that WNC remains an active partner in addressing workforce gaps and regional challenges. By engaging with its community, the college builds trust and mutual investment in its mission.

To support growth in both program offerings and student enrollment, WNC has prioritized investments in its physical and technological infrastructure to support a welcoming and efficient learning environment. Recent upgrades include:

- Classroom renovations to improve functionality and access.
- Safety enhancements across campus to ensure a secure environment.
- Family-friendly spaces and amenities designed to meet the needs of nontraditional students and those with dependents.

These improvements reflect WNC's commitment to fostering an inclusive and supportive campus culture where all students feel valued and empowered to succeed.

WNC maintains a culture of continuous improvement through systematic planning, assessment, and feedback. Annual program reviews, strategic planning cycles, and data-informed decision-making ensure that the college remains focused on its mission while adapting to new challenges and opportunities.

Through the institution's system of shared governance, faculty and administrative leadership collaborate to refine academic programs, align institutional goals with regional and state needs, and create pathways for student success. These processes reinforce WNC's accountability to its students, stakeholders, and accrediting bodies.

Western Nevada College is more than an educational institution—it is a vital community partner, an engine for workforce development, and a beacon of opportunity for students from all walks of life. Through its commitment to equity, innovation, and adaptability, WNC continues to meet the challenges of the 21st century while remaining steadfast in its mission to serve the diverse needs of its students and the region.



Distance Education Addendum

Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit.

Western Nevada College ensures that students who register in a Distance Education course or program are the same students who participate in the course and receive credit by adhering to [WNC policy 3-3-11: Distance Education Online Policy Section 4 G](#) in which the requirement of presenting a current photo identification for onsite proctoring of exams is detailed. Those courses for which online exams are made available to students, online proctoring systems are available including Respondus, a system which also requires students to present a current photo identification in order to have the test administered. Additionally, in [WNC Policy 3-4-5: Academic Integrity Sections 1 and 4](#) detail the requirement that students must present their original work. The policies of WNC regarding student conduct are in accordance with the rules of conduct detailed in the [NSHE Handbook Title 2 Chapter 10 Section 10.2](#) and are designed to ensure that students maintain academic integrity during the course of their time at Western Nevada College.

EXHIBITS

[WNC Policy 3-3-11 Section 4 G](#)
[WNC Policy 3-4-5: Academic Integrity Sections 1 and 4](#)
[NSHE Handbook Title 2 Chapter 10 Section 10.2](#)

Policies and procedures that make it clear student privacy is protected.

[Western Nevada College's privacy notice](#) and [FERPA policy](#) are published in the college catalog and available on the website. WNC ensures that student privacy is protected by adhering to its privacy policy and the policies and procedures outlined by the learning management system [Instructure's Product Privacy Policy](#) (Canvas), the Nevada System of Education handbook policies related to student privacy [Title 4 Chapter 1 Section 24 NSHE Information Security Policy](#) and [Title 4 Chapter 21 Section 3 Confidentiality of Student and Employee Data](#), and those requirements set by the [Federal Educational Rights and Privacy Act](#).

EXHIBITS

[Western Nevada College's privacy policy](#)
[Instructure Product Privacy Policy](#)
[Title 4 Chapter 1 Section 24 NSHE Information Security Policy](#)
[Title 4 Chapter 21 Section 3 Confidentiality of Student and Employee Data](#)
[Federal Educational Rights and Privacy Act](#)



Notifications to students at the time of registration of any additional charges associated with verification procedures.

[Western Nevada policy 3-4-1: Admission, Registration, Grades, and Examinations](#) Section 3A requires that all registration policies be published by the Office of Student Services. Information regarding fees can be found in the College Catalog on the [Registration Fees and Tuition](#) page, which is available to students both online and in pdf format. At this time there are no fees or charges associated with identity verification at WNC.

EXHIBITS

[Western Nevada policy 3-4-1: Admission, Registration, Grades, and Examinations Registration Fees and Tuition](#)

Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs.

[Western Nevada College Policy 3-3-11: Distance Education Online Policy](#) Section 4: Course Delivery stipulates the requirements for instructor interactions in an online course. The policy requires that faculty log into the learning management system no fewer than 3 times per week, with the requirement that those logins be evenly spaced throughout the week. The faculty also requires that all student communications receive a response within 48 hours except during weekends and holidays and that this policy be clearly stated in the course syllabus.

EXHIBITS

[Western Nevada College Policy 3-3-11: Distance Education Online Policy](#)



The institution's Distance Education programs are consistent with the mission and educational objectives of the institution (Standard 1.C.1).

Western Nevada College's Distance Education programs are designed to be consistent with the college's mission and educational objectives. All Distance Education programs complete the same proposal and review process as those programs delivered in other modalities, a process that requires a close review of learning objectives and outcomes by the Curriculum Committee for alignment with WNC's mission and institutional student learning outcomes. All courses for which objectives exist are reviewed for objective alignment to institutional student learning outcomes as described in the narrative response to Standard 1.C.1, courses that are meant to be run in digital format are not distinguished as such in the course outline and are subject to all of the same review standards as courses meant to be taught in other modalities.

EXHIBITS

[WNC Academic Program Guide](#)

Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities (Standard 1.C.6).

The [Nevada System of Higher Education Handbook Title 4 Chapter 4 Section 14: Distance Education](#) provides guidelines for the creation and offering of distance education courses. This policy requires that the quality of distance education must be equal to courses offered on-campus and that distance education courses are subject to the same institutional policies and procedures as on-campus courses to ensure quality. Internally, the [Western Nevada College Policy 3-3-11: Distance Education Online Policy](#) provides guidelines for faculty in the creation of courses meant to be delivered online including the requirement of both a self-review and a curriculum specialist review using the [SUNY OSCQR Rubric](#).

EXHIBITS

[Nevada System of Higher Education Handbook Title 4 Chapter 4 Section 14: Distance Education](#)
[Western Nevada College Policy 3-3-11: Distance Education Online Policy](#)
[SUNY OSCQR Rubric](#)



Response to any concerns (findings) raised in the peer-evaluation report of the Year Six, Policies, Regulations, and Financial Review (PRFR).

Standard 2.C.4

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

TEAM VERIFICATION

- Type 1 Finding – (Provided evidence suggests that the institution needs improvement)

EVIDENCE

- Policies/procedures regarding secure retention of student records, (i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies) _N_

RATIONALE

Was unable to identify evidence supporting reliable backup and retrievability of records.

RESPONSE

Western Nevada College's policy regarding the storage of student records is available on the [WNC Records & Transcripts page](#). WNC follows the [Nevada System of Higher Education's Procedures and Guidelines Manual Chapter 15](#) policies and procedures regarding the retention of student records.

EXHIBITS

[WNC Records & Transcripts page](#)

[Nevada System of Higher Education's Procedures and Guidelines Manual Chapter 15](#)

Standard 2.G.2

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring



institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

TEAM VERIFICATION

- Type 1 Finding – (Provided evidence suggests that the institution needs improvement)

EVIDENCE

Catalog (and/or other publications) that provides information regarding:

- Institutional mission _Y_
- Admission requirements and procedures _Y_
- Grading policy _Y_
- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion _Y_
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty _Y_
- Rules and regulations for conduct, rights, and responsibilities _Y_
- Tuition, fees, and other program costs _Y_
- Refund policies and procedures for students who withdraw from enrollment _Y_
- Opportunities and requirements for financial aid _Y_
- The academic calendar _Y_

RATIONALE

Overall, information on degree requirements, programs, policies, etc. are well documented. Listing of degrees and conferring institutions for faculty and administrators are missing for many positions. Work in process is evident but needs to be completed.

RESPONSE

The project to provide degrees and conferring institutions for faculty and administrators has been completed and that information is now available on the WNC website on the Campus Directory pages.

EXHIBIT

[WNC Campus Directory](#)



Standard 2.G.3

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

TEAM VERIFICATION

- Type 1 Finding – (Provided evidence suggests that the institution needs improvement)

EVIDENCE

Samples of publications and other written materials that describe:

- Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered _Y_
- Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials _Y_

RATIONALE

Evidence supports compliance for some programs (Nursing as an example). Evidence provided, however, does not clearly indicate what programs require licensure or certification and if those requirements are being met by the program.

RESPONSE

Programs intended to prepare students for subsequent licensure or certification exams are identified in the program description in the [WNC Program Guide](#). All programs are reviewed for alignment with intended certification or licensure requirements during the initial program proposal and at regular intervals as part of the program review process. Program proposals and program reviews are completed by teams of faculty and administrative personnel and are presented internally to the Curriculum Committee and College Council. New program proposals are also reviewed by the Nevada System of Higher Education Board of Regents and NSHE sister institutions for alignment with industry standards and existing educational programs within the system.

The [2022 Deaf Studies program review](#) is an example of how the program review process works to ensure alignment with intended certification or licensure requirements. In conducting the review, the review team discovered that state standards for becoming an interpreter had changed, and the college's certification program no longer aligned with those standards. In particular, the previous program was for a skills certificate and current Nevada state standards require a minimum of a Bachelor's degree. This change was outlined in the "Commendations and Concerns" section of the report and resulted in the elimination of the Skills Certificate in Interpreting. This program review finding is guiding the revision of the Deaf Studies program to determine how the program can best serve students and community.



For degree programs that may lead to licensure or outside body certification, WNC follows the guidelines and requirements set out by the National Council on State Authorization Reciprocity Agreements. These guidelines ensure that students outside the state of Nevada who may pursue certification or licensure outside of Nevada are aware of the possible incompatibility between WNC's program elements and those required for certification or licensure in the state in which the student resides. All State Authorization Reciprocity Agreement guidelines are followed and implemented, and WNC completes the required NC SARA recertification annually.

EXHIBITS

[WNC Program Guide AY 24-25](#)

[2017-2022 Deaf Studies Program Review](#)

[WNC Program Licensure and Certification List](#)

[WNC State Authorization Reciprocity page](#)

[WNC SARA States page](#)

