

**Western Nevada College  
2016-17 Projects and 2017-18 Priorities Reports Summary  
September 18, 2017**

**Introduction**

This report summarizes 2016-17 Projects and 2017-18 Priorities related to WNC’s Mission, Strategic Plan, Core Themes, Objectives and Indicators as reported by departments and divisions across the WNC community.

As of this writing, 23 reports have been submitted, covering 99 projects, 87 priorities, and identifying 537 aligned indicators. Given the recent emphasis on enrollment at WNC, this metric has been chosen as a primary lens through which to consider current projects and priorities. The projects and priorities reported will be examined as follows:

- Section 1: 2016-17 Projects and 2017-18 Priorities Aligned with Enrollment Indicators
- Section 2: 2016-17 Projects and 2017-18 Priorities Aligned with Indirect Enrollment Indicators
- Section 3: 2016-17 Projects and 2017-18 Priorities Aligned with Non-Enrollment Indicators
- Section 4: Indicator Alignment Frequency
- Section 5: Reporting Departments and Divisions
- Section 6: Feedback and Future Recommendations

Appendix A at the end of this report shows the template sent to reporting departments and divisions to collect these responses in summer 2017.

Appendix B gives an overview of all current Strategic Plan Core Themes, Objectives, and Indicators.

**Section 1: 2016-17 Projects and 2017-18 Priorities Aligned with Enrollment Indicators**

The indicators in Table 1 below have been identified as being directly tied to increasing and/or maintaining enrollment at WNC.

| <b>Table 1<br/>WNC Enrollment Indicators</b> |   |   |             |                   |                     |              |
|--|---|---|-------------|-------------------|---------------------|--------------|
| <b>Core Theme</b>                            | <b>Objective</b>  | <b>Indicator</b>  | <b>Type</b> | <b># Projects</b> | <b># Priorities</b> | <b>Total</b> |
| 1. Core Theme 1: Student Success             | 1.1 Objective: WNC students graduate with a degree or certificate | 1.1.3 Course completion rates (C- and above / total enrolled) | Enrollment  | 10                | 11                  | 21           |
| 1. Core Theme 1: Student Success             | 1.1 Objective: WNC students graduate with a degree or certificate | 1.1.4 Fall-to-fall retention rates                            | Enrollment  | 32                | 21                  | 53           |

**Table 1 Continued  
WNC Enrollment Indicators**

| <b>Core Theme</b>                                     | <b>Objective</b>  | <b>Indicator</b>  | <b>Type</b> | <b># Projects</b> | <b># Priorities</b> | <b>Total</b> |
|---|---|---|-------------|-------------------|---------------------|--------------|
| 1. Core Theme 1: Student Success                      | 1.1 Objective: WNC students graduate with a degree or certificate             | 1.1.5 Percent of students enrolled full-time                          | Enrollment  | 21                | 13                  | 34           |
| 2. Core Theme 2: Institutional Excellence             | 2.1 Objective: WNC is the educational institution of choice in western Nevada | 2.1.1 WNC capture rate of high school graduates from the service area | Enrollment  | 13                | 11                  | 24           |
| 2. Core Theme 2: Institutional Excellence             | 2.1 Objective: WNC is the educational institution of choice in western Nevada | 2.1.2 Student enrollment by demographic variables                     | Enrollment  | 14                | 9                   | 23           |
| 3. Core Theme 3: One College Serving Many Communities | 3.1 Objective: WNC promotes access to higher education in western Nevada      | 3.1.1 Number of course sections offered by class location             | Enrollment  | 10                | 8                   | 18           |
| 3. Core Theme 3: One College Serving Many Communities | 3.1 Objective: WNC promotes access to higher education in western Nevada      | 3.1.2 Service area participation rate                                 | Enrollment  | 19                | 15                  | 34           |
| 3. Core Theme 3: One College Serving Many Communities | 3.1 Objective: WNC promotes access to higher education in western Nevada      | 3.1.3 Number of class sections offered at service area high schools   | Enrollment  | 10                | 7                   | 17           |

| <b>Table 1 Continued</b>                              |   |   |             |                   |                     |              |
|---|---|---|-------------|-------------------|---------------------|--------------|
| <b>WNC Enrollment Indicators</b>                      |   |   |             |                   |                     |              |
| <b>Core Theme</b>                                     | <b>Objective</b>  | <b>Indicator</b>  | <b>Type</b> | <b># Projects</b> | <b># Priorities</b> | <b>Total</b> |
| 3. Core Theme 3: One College Serving Many Communities | 3.1 Objective: WNC promotes access to higher education in western Nevada      | 3.1.4 Percentage of students enrolled exclusively in distance education classes | Enrollment  | 5                 | 6                   | 11           |
| 3. Core Theme 3: One College Serving Many Communities | 3.2 Objective: WNC serves as a catalyst for personal and community enrichment | 3.2.5 Enrollment in non-credit Adult Literacy and Language classes              | Enrollment  | 2                 | 2                   | 4            |
| <b>GRAND TOTALS</b>                                   |   |   |             | <b>136</b>        | <b>103</b>          | <b>239</b>   |

**Notes on Section 1: 2016-17 Projects and 2017-18 Priorities Aligned with Enrollment Indicators**

Of the 52 total current indicators, 10 are directly connected to increasing and/or maintaining enrollment. Despite representing only 19% of current Strategic Plan indicators, enrollment indicators made up 45% of all indicators identified as aligned with current projects and priorities. This reflects the recent focus within the WNC community on enrollment.

## Section 2: 2016-17 Projects and 2017-18 Priorities Aligned with Indirect Enrollment Indicators

The indicators in Table 2 below have been identified as being indirectly tied to enrollment at WNC.

| Table 2<br>WNC Indirect Enrollment Indicators |   |  |                     |            |              |       |
|---|---|--|---------------------|------------|--------------|-------|
| Core Theme                                    | Objective   | Indicator  | Type                | # Projects | # Priorities | Total |
| 1. Core Theme 1: Student Success              | 1.1 Objective: WNC students graduate with a degree or certificate             | 1.1.1 Number of Degrees and Certificates Awarded Annually  | Indirect Enrollment | 13         | 8            | 21    |
| 1. Core Theme 1: Student Success              | 1.1 Objective: WNC students graduate with a degree or certificate             | 1.1.2 Number of industry-recognized skills preparation certificates  | Indirect Enrollment | 6          | 3            | 9     |
| 1. Core Theme 1: Student Success              | 1.1 Objective: WNC students graduate with a degree or certificate             | 1.1.6 Graduation rates   | Indirect Enrollment | 20         | 14           | 34    |
| 1. Core Theme 1: Student Success              | 1.1 Objective: WNC students graduate with a degree or certificate             | 1.1.7 Transfer students with 24 credits or Associate's degrees   | Indirect Enrollment | 3          | 2            | 5     |
| 1. Core Theme 1: Student Success              | 1.2 Objective: WNC students are engaged in the college experience             | 1.2.1 Community College Survey of Student Engagement (CCSSE) Results   | Indirect Enrollment | 12         | 10           | 22    |
| 2. Core Theme 2: Institutional Excellence     | 2.1 Objective: WNC is the educational institution of choice in western Nevada | 2.1.4 Degrees, Certificates of Achievement, and industry skills certificates awarded in science, technology, engineering, and mathematics (STEM), and allied health fields | Indirect Enrollment | 4          | 2            | 6     |

**Table 2 Continued**  
**WNC Indirect Enrollment Indicators**

| <b>Core Theme</b>  | <b>Objective</b>   | <b>Indicator</b>   | <b>Type</b>            | <b># Projects</b> | <b># Priorities</b> | <b>Total</b> |
|--|--|--|------------------------|-------------------|---------------------|--------------|
| 2. Core Theme<br>2: Institutional<br>Excellence                | 2.1 Objective:<br>WNC is the<br>educational<br>institution of<br>choice in western<br>Nevada     | 2.1.5 Noel-Levitz<br>Student Satisfaction<br>Inventory Results   | Indirect<br>Enrollment | 22                | 15                  | 37           |
| 2. Core Theme<br>2: Institutional<br>Excellence                | 2.2 Objective: All<br>academic<br>programming is of<br>the highest quality                       | 2.2.7 Gateway course<br>completers   | Indirect<br>Enrollment | 2                 | 4                   | 6            |
| 2. Core Theme<br>2: Institutional<br>Excellence                | 2.2 Objective: All<br>academic<br>programming is of<br>the highest quality                       | 2.2.8 Job placement<br>rates for AAS degree<br>and certificate<br>completers   | Indirect<br>Enrollment | 1                 | 2                   | 3            |
| 2. Core Theme<br>2: Institutional<br>Excellence                | 2.2 Objective: All<br>academic<br>programming is of<br>the highest quality                       | 2.2.9 Percent of<br>AA/AS graduates who<br>transfer and complete<br>a Bachelor's degree<br>within three years of<br>graduating | Indirect<br>Enrollment | 2                 | 1                   | 3            |
| 2. Core Theme<br>2: Institutional<br>Excellence                | 2.2 Objective: All<br>academic<br>programming is of<br>the highest quality                       | 2.2.10 Percent of<br>students passing<br>external licensing<br>exams   | Indirect<br>Enrollment | 1                 | 0                   | 1            |
| 2. Core Theme<br>2: Institutional<br>Excellence                | 2.3 Objective: All<br>support programs<br>and services meet<br>the needs of the<br>WNC community | 2.3.1 At-risk<br>associate's and<br>bachelor's degrees<br>and awarded  | Indirect<br>Enrollment | 3                 | 3                   | 6            |
| 2. Core Theme<br>2: Institutional<br>Excellence                | 2.3 Objective: All<br>support programs<br>and services meet<br>the needs of the<br>WNC community | 2.3.2 At-risk<br>certificates awarded  | Indirect<br>Enrollment | 2                 | 2                   | 4            |
| 2. Core Theme<br>2: Institutional<br>Excellence                | 2.3 Objective: All<br>support programs<br>and services meet<br>the needs of the<br>WNC community | 2.3.3 No. of awards<br>per 100 degree-<br>seeking student FTE  | Indirect<br>Enrollment | 15                | 7                   | 22           |
| 3. Core Theme<br>3: One College<br>Serving Many<br>Communities | 3.1 Objective:<br>WNC promotes<br>access to higher<br>education in<br>western Nevada             | 3.1.5 Number of<br>certificates and<br>degrees offered<br>completely online  | Indirect<br>Enrollment | 3                 | 4                   | 7            |

**Table 2 Continued**  
**WNC Indirect Enrollment Indicators**

| <b>Core Theme</b>  | <b>Objective</b>   | <b>Indicator</b>  | <b>Type</b>            | <b># Projects</b> | <b># Priorities</b> | <b>Total</b> |
|--|--|---|------------------------|-------------------|---------------------|--------------|
| 3. Core Theme<br>3: One College<br>Serving Many<br>Communities | 3.2 Objective:<br>WNC serves as a<br>catalyst for<br>personal and<br>community<br>enrichment | 3.2.1 Number of<br>cultural and quality of<br>life events sponsored<br>by WNC   | Indirect<br>Enrollment | 9                 | 3                   | 12           |
| 3. Core Theme<br>3: One College<br>Serving Many<br>Communities | 3.2 Objective:<br>WNC serves as a<br>catalyst for<br>personal and<br>community<br>enrichment | 3.2.2 Cultural<br>activities participation<br>rate for the WNC<br>service area  | Indirect<br>Enrollment | 2                 | 1                   | 3            |
| 3. Core Theme<br>3: One College<br>Serving Many<br>Communities | 3.2 Objective:<br>WNC serves as a<br>catalyst for<br>personal and<br>community<br>enrichment | 3.2.3 Non-credit<br>courses/sections for<br>Career, Self, and Fun   | Indirect<br>Enrollment | 1                 | 0                   | 1            |
| 3. Core Theme<br>3: One College<br>Serving Many<br>Communities | 3.3 Objective:<br>WNC promotes<br>community<br>connections                                   | 3.3.1 Percentage of<br>technical skills<br>programs with active<br>advisory groups  | Indirect<br>Enrollment | 1                 | 1                   | 2            |
| 3. Core Theme<br>3: One College<br>Serving Many<br>Communities | 3.3 Objective:<br>WNC promotes<br>community<br>connections                                   | 3.3.2 The range of<br>customized training<br>and apprenticeships<br>by economic sector  | Indirect<br>Enrollment | 0                 | 1                   | 1            |
| 3. Core Theme<br>3: One College<br>Serving Many<br>Communities | 3.3 Objective:<br>WNC promotes<br>community<br>connections                                   | 3.3.4 Number of<br>courses that provide<br>internships, practica,<br>service learning,<br>apprenticeships and<br>partnering with<br>organizations and<br>businesses | Indirect<br>Enrollment | 3                 | 3                   | 6            |
| All  | All  | All   | Indirect<br>Enrollment | 0                 | 3                   | 3            |
| <b>GRAND<br/>TOTAL</b>   |  |   |                        | <b>125</b>        | <b>89</b>           | <b>214</b>   |

**Notes on Section 2: 2016-17 Projects and 2017-18 Priorities Aligned with Indirect Enrollment Indicators**

Of the 52 total current indicators, 21 are indirectly connected to enrollment. In addition to these 21 indicators, several reports included priorities defined as aligned with all current indicators. These priorities with such broad-reaching alignment are being counted within the indirect enrollment indicator category under the label “All.” Indirect enrollment indicators make up 40% of all indicators identified as aligned with current projects and priorities. This again reflects an attention to factors that influence enrollment at WNC.

**Section 3: 2016-17 Projects and 2017-18 Priorities Aligned with Non-Enrollment Indicators**

The indicators in Table 3 below are not connected with enrollment either directly or indirectly.

| <b>Table 3<br/>WNC Indirect Enrollment Indicators</b> |   |   |                    |                   |                     |              |
|---|---|---|--------------------|-------------------|---------------------|--------------|
| <b>Core Theme</b>                                     | <b>Objective</b>  | <b>Indicator</b>  | <b>Type</b>        | <b># Projects</b> | <b># Priorities</b> | <b>Total</b> |
| 2. Core Theme<br>2: Institutional<br>Excellence       | 2.1 Objective:<br>WNC is the<br>educational<br>institution of<br>choice in<br>western<br>Nevada | 2.1.3 Percentage of<br>instructional faculty<br>on regular<br>appointments who<br>report as<br>underrepresented<br>minorities | Non-<br>Enrollment | 3                 | 0                   | 3            |
| 2. Core Theme<br>2: Institutional<br>Excellence       | 2.2 Objective:<br>All academic<br>programming is<br>of the highest<br>quality                   | 2.2.1 Percent of<br>transfer programs<br>with articulation<br>agreements  | Non-<br>Enrollment | 1                 | 1                   | 2            |
| 2. Core Theme<br>2: Institutional<br>Excellence       | 2.2 Objective:<br>All academic<br>programming is<br>of the highest<br>quality                   | 2.2.2 Percent<br>instructional faculty<br>on regular<br>appointment   | Non-<br>Enrollment | 3                 | 1                   | 4            |
| 2. Core Theme<br>2: Institutional<br>Excellence       | 2.2 Objective:<br>All academic<br>programming is<br>of the highest<br>quality                   | 2.2.3 Percent credit<br>hours taught by<br>regular faculty  | Non-<br>Enrollment | 1                 | 0                   | 1            |
| 2. Core Theme<br>2: Institutional<br>Excellence       | 2.2 Objective:<br>All academic<br>programming is<br>of the highest<br>quality                   | 2.2.4 Percent of<br>accredited<br>academic programs<br>eligible for<br>accreditation that<br>are accredited                   | Non-<br>Enrollment | 2                 | 3                   | 5            |

**Table 3 Continued**  
**WNC Indirect Enrollment Indicators**

| <b>Core Theme</b>                         | <b>Objective</b>   | <b>Indicator</b>   | <b>Type</b>    | <b># Projects</b> | <b># Priorities</b> | <b>Total</b> |
|---|--|--|----------------|-------------------|---------------------|--------------|
| 2. Core Theme 2: Institutional Excellence | 2.2 Objective: All academic programming is of the highest quality                    | 2.2.5 Percent of eligible online classes that meet Quality Matters standards and practices | Non-Enrollment | 3                 | 2                   | 5            |
| 2. Core Theme 2: Institutional Excellence | 2.2 Objective: All academic programming is of the highest quality                    | 2.2.6 Demonstrate Learning of Institutional Student Learning Outcomes                      | Non-Enrollment | 11                | 6                   | 17           |
| 2. Core Theme 2: Institutional Excellence | 2.3 Objective: All support programs and services meet the needs of the WNC community | 2.3.4 Program Reviews of Departments providing Student Support Services                    | Non-Enrollment | 1                 | 0                   | 1            |
| 2. Core Theme 2: Institutional Excellence | 2.4 Objective: WNC has an exemplary system of governance and management              | 2.4.1 Percent of full-time employees who are members of a committee or governance group    | Non-Enrollment | 2                 | 3                   | 5            |
| 2. Core Theme 2: Institutional Excellence | 2.4 Objective: WNC has an exemplary system of governance and management              | 2.4.2 Total faculty (administrative and academic) and staff FTE per 1000 student FTE       | Non-Enrollment | 0                 | 0                   | 0            |
| 2. Core Theme 2: Institutional Excellence | 2.4 Objective: WNC has an exemplary system of governance and management              | 2.4.3 Formal grievance rate  | Non-Enrollment | 0                 | 0                   | 0            |
| 2. Core Theme 2: Institutional Excellence | 2.4 Objective: WNC has an exemplary system of governance and management              | 2.4.4 Formal harassment action rate  | Non-Enrollment | 0                 | 0                   | 0            |



**Table 3 Continued**  
**WNC Indirect Enrollment Indicators**

| <b>Core Theme</b>                                     | <b>Objective</b>  | <b>Indicator</b>   | <b>Type</b>    | <b># Projects</b> | <b># Priorities</b> | <b>Total</b> |
|---|---|--|----------------|-------------------|---------------------|--------------|
| 2. Core Theme 2: Institutional Excellence             | 2.4 Objective: WNC has an exemplary system of governance and management       | 2.4.5 Percentage of academic and administrative programs undergoing formal program review                    | Non-Enrollment | 5                 | 4                   | 9            |
| 2. Core Theme 2: Institutional Excellence             | 2.5 Objective: WNC strives for institutional sustainability                   | 2.5.1 Beginning fund balance as a percentage of total operating budget                                       | Non-Enrollment | 0                 | 1                   | 1            |
| 2. Core Theme 2: Institutional Excellence             | 2.5 Objective: WNC strives for institutional sustainability                   | 2.5.2 Overhead as a proportion of overall spending and efficiency  | Non-Enrollment | 2                 | 1                   | 3            |
| 2. Core Theme 2: Institutional Excellence             | 2.5 Objective: WNC strives for institutional sustainability                   | 2.5.3 Electrical consumption per square foot (kWh/sf)  | Non-Enrollment | 1                 | 0                   | 1            |
| 2. Core Theme 2: Institutional Excellence             | 2.5 Objective: WNC strives for institutional sustainability                   | 2.5.4 Natural gas consumption per square foot (Therms/sf)  | Non-Enrollment | 0                 | 0                   | 0            |
| 2. Core Theme 2: Institutional Excellence             | 2.5 Objective: WNC strives for institutional sustainability                   | 2.5.5 Percent of employees giving to the foundation  | Non-Enrollment | 1                 | 1                   | 2            |
| 2. Core Theme 2: Institutional Excellence             | 2.5 Objective: WNC strives for institutional sustainability                   | 2.5.6 Amount of funds paid to WNC by the WNC Foundation  | Non-Enrollment | 1                 | 1                   | 2            |
| 3. Core Theme 3: One College Serving Many Communities | 3.2 Objective: WNC serves as a catalyst for personal and community enrichment | 3.2.4 Conferences and Institutes sponsored or hosted by WNC  | Non-Enrollment | 1                 | 0                   | 1            |
| 3. Core Theme 3: One College Serving Many Communities | 3.3 Objective: WNC promotes community connections                             | 3.3.3 Number of events and activities initiated by organizations outside of WNC that use College facilities. | Non-Enrollment | 0                 | 0                   | 0            |

| Table 3 Continued<br>WNC Indirect Enrollment Indicators |           |           |                |            |              |           |
|---|-----------|-----------|----------------|------------|--------------|-----------|
| Core Theme  | Objective | Indicator | Type           | # Projects | # Priorities | Total     |
| Uncertain   | Uncertain | Uncertain | Non-Enrollment | 9          | 13           | 22        |
| <b>GRAND TOTALS</b>                                     |           |           |                | <b>47</b>  | <b>37</b>    | <b>84</b> |

### Notes on Section 3: 2016-17 Projects and 2017-18 Priorities Aligned with Non-Enrollment Indicators












Of the 52 total current indicators, 21 are not connected to enrollment. In addition to these 21 indicators, several reports included projects and priorities unable to identify alignment with any current indicators. These projects and priorities are being counted within the non-enrollment indicator category under the label "Uncertain." Non-enrollment indicators make up 15% of all indicators identified as aligned with current projects and priorities.

### Section 4: Indicator Alignment Frequency

Table 4 below lists all current indicators sorted by frequency of alignment with current projects and priorities, as well as an arrow indicator displaying 2016-17 progress toward strategic plan targets.

| Table 4<br>All Current Strategic Plan Indicators by Total Project and Priority Alignment Frequency |                     |            |              |       |                             |
|--|---------------------|------------|--------------|-------|-----------------------------|
| Indicator  | Type?               | # Projects | # Priorities | Total | 2016-17 Progress twd Target |
| 1.1.4 Fall-to-fall retention rates   | Enrollment          | 32         | 21           | 53    | ↔                           |
| 2.1.5 Noel-Levitz Student Satisfaction Inventory Results   | Indirect Enrollment | 22         | 15           | 37    | ↓                           |
| 1.1.5 Percent of students enrolled full-time   | Enrollment          | 21         | 13           | 34    | ↓                           |
| 1.1.6 Graduation rates   | Indirect Enrollment | 20         | 14           | 34    | ↑                           |
| 3.1.2 Service area participation rate  | Enrollment          | 19         | 15           | 34    | NA                          |
| 2.1.1 WNC capture rate of high school graduates from the service area                              | Enrollment          | 13         | 11           | 24    | ↑                           |
| 2.1.2 Student enrollment by demographic variables  | Enrollment          | 14         | 9            | 23    | NA                          |
| 2.3.3 No. of awards per 100 degree-seeking student FTE   | Indirect Enrollment | 15         | 7            | 22    | NA                          |
| 1.2.1 Community College Survey of Student Engagement (CCSSE) Results                               | Indirect Enrollment | 12         | 10           | 22    | NA                          |
| Uncertain  | Non-Enrollment      | 9          | 13           | 22    | NA                          |

**Table 4 Continued**  
**All Current Strategic Plan Indicators by Total Project and Priority Alignment Frequency**

| <b>Indicator</b>   | <b>Type?</b>        | <b># Projects</b> | <b># Priorities</b> | <b>Total</b> | <b>2016-17 Progress twd Target</b>  |
|--|---------------------|-------------------|---------------------|--------------|---|
| 1.1.1 Number of Degrees and Certificates Awarded Annually  | Indirect Enrollment | 13                | 8                   | 21           |    |
| 1.1.3 Course completion rates (C- and above / total enrolled)  | Enrollment          | 10                | 11                  | 21           |    |
| 3.1.1 Number of course sections offered by class location  | Enrollment          | 10                | 8                   | 18           | NA  |
| 2.2.6 Demonstrate Learning of Institutional Student Learning Outcomes  | Non-Enrollment      | 11                | 6                   | 17           | NA  |
| 3.1.3 Number of class sections offered at service area high schools  | Enrollment          | 10                | 7                   | 17           |    |
| 3.2.1 Number of cultural and quality of life events sponsored by WNC   | Indirect Enrollment | 9                 | 3                   | 12           | NA  |
| 3.1.4 Percentage of students enrolled exclusively in distance education classes  | Enrollment          | 5                 | 6                   | 11           |    |
| 1.1.2 Number of industry-recognized skills preparation certificates  | Indirect Enrollment | 6                 | 3                   | 9            |    |
| 2.4.5 Percentage of academic and administrative programs undergoing formal program review  | Non-Enrollment      | 5                 | 4                   | 9            |  |
| 3.1.5 Number of certificates and degrees offered completely online   | Indirect Enrollment | 3                 | 4                   | 7            |  |
| 2.1.4 Degrees, Certificates of Achievement, and industry skills certificates awarded in science, technology, engineering, and mathematics (STEM), and allied health fields | Indirect Enrollment | 4                 | 2                   | 6            |  |
| 2.3.1 At-risk associate's and bachelor's degrees and awarded   | Indirect Enrollment | 3                 | 3                   | 6            | NA  |
| 3.3.4 Number of courses that provide internships, practica, service learning, apprenticeships and partnering with organizations and businesses                             | Indirect Enrollment | 3                 | 3                   | 6            | NA  |
| 2.2.7 Gateway course completers  | Indirect Enrollment | 2                 | 4                   | 6            |  |
| 1.1.7 Transfer students with 24 credits or Associate's degrees   | Indirect Enrollment | 3                 | 2                   | 5            | NA  |
| 2.2.5 Percent of eligible online classes that meet Quality Matters standards and practices   | Non-Enrollment      | 3                 | 2                   | 5            |  |
| 2.2.4 Percent of accredited academic programs eligible for accreditation that are accredited   | Non-Enrollment      | 2                 | 3                   | 5            |  |

**Table 4**  
**All Current Strategic Plan Indicators by Total Project and Priority Alignment Frequency**

| Indicator   | Type?               | # Projects | # Priorities | Total | 2016-17 Progress twd Target |
|---|---------------------|------------|--------------|-------|-----------------------------|
| 2.4.1 Percent of full-time employees who are members of a committee or governance group                         | Non-Enrollment      | 2          | 3            | 5     |                             |
| 2.2.2 Percent instructional faculty on regular appointment  | Non-Enrollment      | 3          | 1            | 4     | NA                          |
| 3.2.5 Enrollment in non-credit Adult Literacy and Language classes  | Enrollment          | 2          | 2            | 4     | NA                          |
| 2.3.2 At-risk certificates awarded  | Indirect Enrollment | 2          | 2            | 4     | NA                          |
| 2.1.3 Percentage of instructional faculty on regular appointments who report as underrepresented minorities     | Non-Enrollment      | 3          | 0            | 3     |                             |
| 2.2.9 Percent of AA/AS graduates who transfer and complete a Bachelor's degree within three years of graduating | Indirect Enrollment | 2          | 1            | 3     | NA                          |
| 3.2.2 Cultural activities participation rate for the WNC service area   | Indirect Enrollment | 2          | 1            | 3     | NA                          |
| 2.5.2 Overhead as a proportion of overall spending and efficiency   | Non-Enrollment      | 2          | 1            | 3     |                             |
| 2.2.8 Job placement rates for AAS degree and certificate completers   | Indirect Enrollment | 1          | 2            | 3     | NA                          |
| All   | Indirect Enrollment | 0          | 3            | 3     | NA                          |
| 3.3.1 Percentage of technical skills programs with active advisory groups                                       | Indirect Enrollment | 1          | 1            | 2     |                             |
| 2.2.1 Percent of transfer programs with articulation agreements   | Non-Enrollment      | 1          | 1            | 2     |                             |
| 2.5.5 Percent of employees giving to the foundation   | Non-Enrollment      | 1          | 1            | 2     |                             |
| 2.5.6 Amount of funds paid to WNC by the WNC Foundation   | Non-Enrollment      | 1          | 1            | 2     |                             |
| 2.2.10 Percent of students passing external licensing exams   | Indirect Enrollment | 1          | 0            | 1     | NA                          |
| 3.2.3 Non-credit courses/sections for Career, Self, and Fun   | Indirect Enrollment | 1          | 0            | 1     | NA                          |
| 2.2.3 Percent credit hours taught by regular faculty  | Non-Enrollment      | 1          | 0            | 1     | NA                          |
| 2.3.4 Program Reviews of Departments providing Student Support Services   | Non-Enrollment      | 1          | 0            | 1     | NA                          |

| Table 4<br>All Current Strategic Plan Indicators by Total Project and Priority Alignment Frequency           |                     |            |              |       |                             |
|--|---------------------|------------|--------------|-------|-----------------------------|
| Indicator  | Type?               | # Projects | # Priorities | Total | 2016-17 Progress twd Target |
| 2.5.3 Electrical consumption per square foot (kWh/sf)  | Non-Enrollment      | 1          | 0            | 1     | ↑                           |
| 3.2.4 Conferences and Institutes sponsored or hosted by WNC  | Non-Enrollment      | 1          | 0            | 1     | ↑                           |
| 3.3.2 The range of customized training and apprenticeships by economic sector                                | Indirect Enrollment | 0          | 1            | 1     | NA                          |
| 2.5.1 Beginning fund balance as a percentage of total operating budget                                       | Non-Enrollment      | 0          | 1            | 1     | NA                          |
| 2.4.2 Total faculty (administrative and academic) and staff FTE per 1000 student FTE                         | Non-Enrollment      | 0          | 0            | 0     | NA                          |
| 2.4.3 Formal grievance rate  | Non-Enrollment      | 0          | 0            | 0     | ↑                           |
| 2.4.4 Formal harassment action rate  | Non-Enrollment      | 0          | 0            | 0     | ↑                           |
| 2.5.4 Natural gas consumption per square foot (Therms/sf)  | Non-Enrollment      | 0          | 0            | 0     | ↓                           |
| 3.3.3 Number of events and activities initiated by organizations outside of WNC that use College facilities. | Non-Enrollment      | 0          | 0            | 0     | NA                          |

#### Notes on Section 4: Indicator Alignment Frequency

Twenty-three reports were submitted, covering 99 projects, 87 priorities, and identifying 537 aligned indicators. While some projects and priorities may only identify one indicator, others identify multiple aligned indicators. As discussed previously, enrollment indicators account for 45% of all aligned indicators, indirect enrollment indicators account for 40% of aligned indicators, and non-enrollment indicators make up 15% of aligned indicators.

When reviewing indicators aligned with projects and priorities by core theme, Core Theme 1: Student Success and Core Theme 2: Institutional Excellent each account for 37% of total aligned indicators. Core Theme 3: One College Serving Many Communities accounts for the remaining 26% of total aligned indicators. It is interesting to note that while Core Theme 1 and Core Theme 2 have the same percentage of reported aligned indicators, Core Theme 1 has only 10 indicators from which to select alignment, while Core Theme 2 has 30. Core Theme 3 has 14 indicators with which projects and priorities could be aligned.

In addition to the list of current strategic plan indicators, the indicator categories of “All” and “Uncertain” appear in Table 4. Three priorities were reported to align with all indicators, given anticipated college-wide impacts. Nine projects and 13 priorities were unable to identify aligned indicators, for a total of 22 projects and priorities under the “Uncertain” indicator category. For some of these projects and priorities, the impacts are not yet certain, and so it is difficult to align them with

specific indicators at this point. For others, however, the reports state that there are no current indicators that align with the project or priority in question.

In the “2016-17 Progress toward Target” column, the arrows represent the most current data available regarding college-wide progress toward reaching the indicator’s target goal. “NA” indicates either a lack of updated data or data that has multiple subcategories difficult to represent here. These arrows are reflecting data from the Projects and Priorities reports, but are instead intended to give a point of reference for college-wide indicator progress. For example, if an indicator has a red down arrow in the “2016-17 Progress toward Target” column, and there have also been no or few projects or priorities aligned with the indicator in question, this could show that the college needs to focus more attention on this indicator in order to reverse the downward trend seen for reaching this indicator’s target goal. Please see the most current full Mission Fulfillment Indicators overview for more complete information regarding current progress toward strategic plan targets.

### Section 5: Reporting Departments and Divisions

Table 5 below lists reporting departments and divisions, along with their number of reported projects and priorities.

| <b>Reporting Area</b>                                   | <b># Projects</b> | <b># Priorities</b> | <b>Total</b> |
|---|-------------------|---------------------|--------------|
| Academic Affairs  | 2                 | 9                   | 11           |
| Admissions and Records                                  | 5                 | 2                   | 7            |
| Adult Literacy & Language                               | 2                 | 3                   | 5            |
| Career & Technical Education                            | 8                 | 8                   | 16           |
| Computing Services                                      | 8                 | 10                  | 18           |
| Counseling  | 6                 | 3                   | 9            |
| Development   | 6                 | 5                   | 11           |
| Disability Support Services/Student Services/Counseling | 8                 | 4                   | 12           |
| Environment, Health, and Safety                         | 1                 | 3                   | 4            |
| Facilities, Managing & Planning                         | 3                 | 2                   | 5            |
| Fallon Campus   | 1                 | 1                   | 2            |
| Finance/Budget  | 1                 | 1                   | 2            |
| Financial Assistance/Student Services                   | 13                | 4                   | 17           |
| Information and Marketing Services                      | 8                 | 3                   | 11           |
| Institutional Research and Effectiveness                | 3                 | 4                   | 7            |
| Latino Outreach/Student Services                        | 5                 | 3                   | 8            |
| Liberal Arts  | 5                 | 9                   | 14           |
| Nursing & Allied Health                                 | 4                 | 4                   | 8            |
| Public Safety   | 1                 | 1                   | 2            |
| Scheduling  | 5                 | 4                   | 9            |
| Student Services Division                               | 1                 | 1                   | 2            |
| Student Services/Student Life/ASWN                      | 1                 | 1                   | 2            |
| <b>GRAND TOTAL</b>                                      | <b>99</b>         | <b>87</b>           | <b>186</b>   |

## Notes on Section 5: Reporting Departments and Divisions

This is the first year that WNC has asked departments and divisions to compose reports on current projects and priorities. A request for reports was sent out, along with a report template, in late May 2017. Reports were returned through September 2017. Moving forward, the goal will be to have completed projects and priorities reports by April 30 of each year.

## Section 6: Feedback and Future Recommendations

The WNC Annual Report on Projects and Priorities related to WNC's Mission, Strategic Plan, Core Themes, Objectives and Indicators is a new report for the WNC community. As such, the distribution of a report template and example was appreciated by reporting areas (please see Appendix A for a copy of this template).

Despite the template, there were still many questions about how to complete the report. The following lists includes many of the most common questions and concerns, as well as recommendations for increased clarity in future reports.

- **What counts as a project or priority?** The intention for this report was to capture projects and priorities that will advance the strategic plan via specific current indicators. Such projects and priorities should be new for the reporting area, or a significant change, improvement, or development to an ongoing project. Many reporting areas instead thought that the report was asking for an outline of both pre-existing and new or changing projects and priorities.

To clarify this in the future, it is recommended that the template include specific language around the kinds of projects and priorities that should be reported. Emphasis should be placed on reporting only those projects and priorities that move beyond the current annual scope of activities in order to advance the strategic plan and move strategic plan indicators forward. Real examples from the previous year's reports could be included, as opposed to created examples.

Additionally, adding a new field for each project or priority in which the author is asked whether this is a current, regular, ongoing, and/or annual activity could be helpful. Projects and priorities that are identified as such could therefore be easily flagged for further review in order to determine whether they are or are not advancing the strategic plan.

- **What are indicators, and where can a list be found?** The template included a prompt for reporting areas to identify strategic plan themes, objectives, and indicators that aligned with each project or priority. In the directions on the template, the location for finding the most recent overview of said themes, objectives, and indicators was included. However, it was clear upon receipt of reports that the majority of reporting areas did not understand the language around "strategic plan indicators," nor had they located said indicators. Instead, the language around the strategic plan was interpreted in very general, broad strokes. Most reports included self-created indicators for evaluating the effectiveness of reported projects and priorities, rather than selecting specific strategic plan indicators. Additionally, many reports felt projects and priorities could align broadly with all core themes, given that all work at WNC should be done to advance student success, institutional excellence, and serving the community.

Given the difficulty in using specific strategic plan themes, objectives, and indicators, most reports needed additional review in order to identify aligned indicators, when possible.

To address this confusion, it will be important improve accessibility to the current strategic plan themes, objectives, and indicators. Several steps are currently underway to address this issue. They include updating the WNC website so that the strategic plan is easily located under the “About” heading. An interactive listing of all themes, objectives, and indicators will appear on this new page. Currently, this information is spread across an “Explore WNC” page, the IRE page, and hard-to-find downloads on WestNET. Adding to the confusion is that some of the most readily located strategic plan documents are out-of-date and do not include indicators.

Another step has been the creation of a standardized numbering system for all current themes, objectives, and indicators (please see Appendix B for this new system). This simplified list could even be sent out as part of the report template in the future, ensuring that everyone has access to the same updated list.

- **What should be done when no current indicators align with a project or priority?** While it is true that many instances of this question could be addressed by clarifying what the indicators are and where a list is located, a number of projects and priorities simply did not neatly align with any one indicator. Examples of this include campus-wide software and technology updates for administrative staff, development initiatives that gather funding from outside of the WNC community, and increased staff professional development opportunities not directly connected to serving students.

When thinking ahead to the development of the next strategic plan, it will be important to consider indicator gaps discovered through this reporting process, as well as to gather input from the WNC community regarding new indicator creation. Additionally, the report template should clarify if reporting areas should NOT include projects or priorities that do not have a clear specific indicator, or if they should include said project or priority with as narrow a strategic plan alignment as possible (i.e., including a core theme and objective, but noting that no specific indicator under that objective heading fits).

While there were questions that arose as reporting areas completed this report, a great deal of information regarding current projects and priorities in alignment with the strategic plan was gathered. The data collected from this first report serves as a good baseline for improving upon and continuing the WNC Annual Report on Projects and Priorities related to WNC’s Mission, Strategic Plan, Core Themes, Objectives and Indicators moving forward.



**Appendix A: WNC Annual Report on Projects and Priorities related to WNC’s Mission, Strategic Plan, Core Themes, Objectives and Indicators Report Template, May 2017**

## **WNC Annual Report on Projects and Priorities related to WNC’s Mission, Strategic Plan, Core Themes, Objectives and Indicators**

Please use the table format below to record the following for each major project/priority:

- Describe the primary activities and projects initiated and/or completed by you, your area, and the personnel you supervise over the course of the last academic year (these may include, but are not limited to, priorities reported in the ‘Goals’ section of your annual self-evaluation).
- Indicate the stage of completion (initiated, in progress, completed)
- Describe new or current resources were used to support them
- Provide an evaluation of efficacy including a statement on the need for any changes or improvements
- Identify the Core Theme, Objective, and Indicators they relate to -- **for Strategic Plan themes, objectives and indicators see the “Annual Mission Fulfillment Report” on the IRE public website <http://www.wnc.edu/institutional-research/strategic-planning/>.**  
Detailed definitions for indicators are on the WestNet IR page, “Appendix A.”

Similarly, report on activities and projects planned/prioritized for the next academic year. Copy/paste as many reporting tables as necessary below.

Submit reports by April 30th each year (by July 15th 2017) to your department, division, or area supervisor. These will be reviewed and sent to IRE for inclusion in the *WNC Annual Report on Projects and Priorities related to WNC’s Mission, Strategic Plan, Core Themes, Objectives and Indicators*.

**Academic year:**

**Area/Division/Department:**

**Author:**

**Date Submitted:**

**Appendix A Continued**

**Major Projects in 2016-17 (copy/paste as many tables as necessary)**

|  |  |
|--|--|
| Brief Description  |  |
| Stage of Completion  |  |
| Resources  |  |
| Evaluation of effectiveness and plans for improvement        |  |
| Strategic plan alignment: <b>theme, objective, indicator</b> |  |

**Planned Priorities for 2017-18 (copy/paste as many tables as necessary)**

|  |  |
|--|--|
| Brief Description  |  |
| Stage of Completion  |  |
| Resources  |  |
| How will an evaluation of effectiveness be made?             |  |
| Strategic plan alignment: <b>theme, objective, indicator</b> |  |

**Appendix A Continued**

**EXAMPLE:  
Major Project completed in 2016**

|  |  |
|--|--|
| Brief Description  | Work with Lyon County School District to begin providing second year Jump Start classes to allow AA degree completion for qualified students at a convenient location.   |
| Stage of Completion  | Completed  |
| Resources  | Faculty (FT+LOA), scheduling, student services, administrative services, facility use agreements   |
| Evaluation of effectiveness and plans for improvement        | At least 15 units of second year courses were offered at Fernley High School in the 15-16 year. The results included 14 AA degrees earned by FHS Jump Start students who completed high school graduation requirements in the same semester.   |
| Strategic plan alignment: <b>theme, objective, indicator</b> | Theme 1: Student Success. <b>Indicator: Percent of students enrolled full-time, graduation rates, fall to fall retention rates.</b><br>Theme 3: Communities. <b>Indicator: Class sections offered at rural sites, service area participation rate, number of classes offered at service area high schools.</b> |

**EXAMPLE:  
Planned Priority for 2017-18:**

|   |   |
|---|---|
| Brief Description                                 | Coordinate planning for year-seven NWCCU accreditation visit: April 4-6, 2018   |
| Stage of Completion                               | Focused preparation activities (e.g. self study reports, feedback, etc) are ongoing since 2015. The bulk of the remaining work will be completed before January 2018 with a final self study published in February 2018. Final preparations for the visit itself will be completed by April 4, 2018.  |
| Resources   | While the project encompasses every college function, the bulk of the work in preparing the report falls to the Accreditation Committee, SPFIE, President's Office, VP Offices, IR, Academic Division Offices, and Info/Marketing.  |
| How will an evaluation of effectiveness be made?  | Effectiveness is measured in how closely the feedback from the evaluation group (NWCCU) matches the reality of college operations. In particular, are recommendations (if any) and commendations resulting from the visit reflective of the current state of the college.   |
| Strategic plan alignment and associated indicator | The accreditation standards provide a framework by which an institution can evaluate and improve its operations holistically. Therefore, this process of focused review, feedback, and improvement will align with every indicator to some extent. In particular, this project aligns with: <b>Core Theme 2 Indicators: Percentage of accredited academic programs eligible for accreditation</b> |

## Appendix B: Current List of Strategic Plan Core Themes, Objectives, and Indicators

# WNC Core Themes, Objectives, and Indicators

*Our Mission: Western Nevada College inspires success in our community through opportunities that cultivate creativity, intellectual growth and technological excellence, in an environment that nurtures individual potential and respects differences.*

## 1. Core Theme 1: Student Success

### 1.1 Objective: WNC students graduate with a degree or certificate

- 1.1.1 Number of Degrees and Certificates Awarded Annually
- 1.1.2 Number of industry-recognized skills preparation certificates
- 1.1.3 Course completion rates (C- and above / total enrolled)
- 1.1.4 Fall-to-fall retention rates
- 1.1.5 Percent of students enrolled full-time
- 1.1.6 Graduation rates
- 1.1.7 Transfer students with 24 credits or Associate's degrees

### 1.2 Objective: WNC students are engaged in the college experience

- 1.2.1 Community College Survey of Student Engagement (CCSSE) Results

## 2. Core Theme 2: Institutional Excellence

### 2.1 Objective: WNC is the educational institution of choice in western Nevada

- 2.1.1 WNC capture rate of high school graduates from the service area
- 2.1.2 Student enrollment by demographic variables
- 2.1.3 Percentage of instructional faculty on regular appointments who report as underrepresented minorities
- 2.1.4 Degrees, Certificates of Achievement, and industry skills certificates awarded in science, technology, engineering, and mathematics (STEM), and allied health fields
- 2.1.5 Noel-Levitz Student Satisfaction Inventory Results

### 2.2 Objective: All academic programming is of the highest quality

- 2.2.1 Percent of transfer programs with articulation agreements
- 2.2.2 Percent instructional faculty on regular appointments
- 2.2.3 Percent credit hours taught by regular faculty
- 2.2.4 Percent of accredited academic programs eligible for accreditation that are accredited
- 2.2.5 Percent of eligible online classes that meet Quality Matters standards and practices
- 2.2.6 Demonstrate Learning of Institutional Student Learning Outcomes
- 2.2.7 Gateway course completers
- 2.2.8 Job placement rates for AAS degree and certificate completers
- 2.2.9 Percent of AA/AS graduates who transfer and complete a Bachelor's degree within three years of graduating
- 2.2.10 Percent of students passing external licensing exams

## **Appendix B Continued**

### 2.3 Objective: All support programs and services meet the needs of the WNC community

2.3.1 At-risk associate's and bachelor's degrees and awarded

2.3.2 At-risk certificates awarded

2.3.3 No. of awards per 100 degree-seeking student FTE

2.3.4 Program Reviews of Departments providing Student Support Services

### 2.4 Objective: WNC has an exemplary system of governance and management

2.4.1 Percent of full-time employees who are members of a committee or governance group

2.4.2 Total faculty (administrative and academic) and staff FTE per 1000 student FTE

2.4.3 Formal grievance rate

2.4.4 Formal harassment action rate

2.4.5 Percentage of academic and administrative programs undergoing formal program review

### 2.5 Objective: WNC strives for institutional sustainability

2.5.1 Beginning fund balance as a percentage of total operating budget

2.5.2 Overhead as a proportion of overall spending and efficiency

2.5.3 Electrical consumption per square foot (kWh/sf)

2.5.4 Natural gas consumption per square foot (Therms/sf)

2.5.5 Percent of employees giving to the foundation

2.5.6 Amount of funds paid to WNC by the WNC Foundation

## 3. Core Theme 3: One College Serving Many Communities

### 3.1 Objective: WNC promotes access to higher education in western Nevada

3.1.1 Number of course sections offered by class location

3.1.2 Service area participation rate

3.1.3 Number of class sections offered at service area high schools

3.1.4 Percentage of students enrolled exclusively in distance education classes

3.1.5 Number of certificates and degrees offered completely online

### 3.2 Objective: WNC serves as a catalyst for personal and community enrichment

3.2.1 Number of cultural and quality of life events sponsored by WNC

3.2.2 Cultural activities participation rate for the WNC service area

3.2.3 Non-credit courses/sections for Career, Self, and Fun

3.2.4 Conferences and Institutes sponsored or hosted by WNC

3.2.5 Enrollment in non-credit Adult Literacy and Language classes

### 3.3 Objective: WNC promotes community connections

3.3.1 Percentage of technical skills programs with active advisory groups

3.3.2 The range of customized training and apprenticeships by economic sector

3.3.3 Number of events and activities initiated by organizations outside of WNC that use College facilities.

3.3.4 Number of courses that provide internships, practica, service learning, apprenticeships and partnering with organizations and businesses