

**Western Nevada College 2012-2018 Strategic Plan
Annual Report on Mission Fulfillment: January 24, 2018**

Introduction

This report provides information on the way Western Nevada College (WNC) defines and measures mission fulfillment. Each section of the report presents an objective, a rationale for selecting performance indicators and progress on those indicators, and a table depicting information on performance indicators (the current level of performance, the target or “stretch goal” for strategic planning purposes, and the threshold or minimal level of acceptable performance in order to evaluate mission fulfillment). Details about the measurement of each indicator, as well as the criteria for determining the target and threshold levels, are provided in Appendix A – Mission Fulfillment Indicators 2018. Appendix B – Student Learning Outcomes 2016-17 reports more detail about assessment of institutional student learning outcomes.

Western Nevada College Mission Statement

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

Core Theme 1 is Student Success

Student success is defined as improving student success in courses and programs.

- WNC students graduate with a degree or certificate.
- WNC students engage in the college experience.

Core Theme 2 is Institutional Excellence

Institutional excellence is defined as ensuring institutional excellence in teaching, programs, and services.

- WNC is the educational institution of choice in western Nevada.
- All academic programming is of the highest quality.
- All support programs and services meet the needs of the WNC community.
- WNC has an exemplary system of governance and management.
- WNC strives for institutional sustainability.

Core Theme 3 is One College Serving Many Communities

Core Theme 3 is defined as embracing our college’s many communities and responding to their diverse needs.

- WNC promotes access to higher education western Nevada.
- WNC serves as a catalyst for personal and community enrichment.
- WNC promotes community connections.

Core Theme and Overall Mission Fulfillment Summary

Mission Fulfillment is achieved when 90% of the indicators meet or exceed a given percentage of their threshold values. In 2017, WNC changed the definition of threshold achievement from comparing the most current value and the threshold value to comparing the most current value to its percentage of the threshold value and ranking them as:

- Exceeds Threshold if the current value is above 90% of the threshold value
- Meets Threshold if the current value is between 75% to 90% of threshold
- Below Threshold if the current value is less than 75% of threshold

This brings greater stability to the measurement of threshold achievement by removing the variability of annual changes in the numbers and helps WNC to focus on those indicators that are severely out of compliance. The Summary Table below assesses mission fulfillment for the core themes overall as well as for each objective.

Summary Table			
Core Themes, Objectives, and Overall Mission Fulfillment			
Core Theme and Objective	Total No. of Indicators with Current Data	No. of Thresholds Met or Exceeded	Percent of Thresholds Met or Exceeded
<i>Core Theme 1: Student Success</i>			
1.1 Students graduate – Table 1	7	7	100%
1.2 Students engage – Table 2	5	5	100%
Core Theme 1 Total	12	12	100%
<i>Core Theme 2: Institutional Excellence</i>			
2.1 Institution of choice – Table 3	12	12	100%
2.2. High quality programs – Table 4	14	11	79%
2.3 Services meet community needs – Table 5	6	5	83%
2.4 Exemplary governance – Table 6	5	5	100%
2.5 Institutional sustainability – Table 7	6	6	100%
Core Theme 2 Total	43	39	91%
<i>Core Theme 3: Serving Many Communities</i>			
3.1 Access to higher education– Table 8	15	15	100%
3.2 Personal/community enrichment – Table 9	5	5	100%
3.3 Community connections – Table 10	4	3	75%
Core Theme 3 Total	24	23	96%
<i>WNC Institutional Mission Fulfillment</i>			
Grand Total	78	73	94%

Core Theme 1 – Student Success overall and all of the objectives are exceeding mission fulfillment thresholds. Core Theme 2 – Institutional Excellence is also meeting or exceeding mission fulfillment thresholds overall even though indicators for two of the five objectives are below minimum thresholds for mission fulfillment – High quality programs (79%), and Services meeting community needs (83%). Core Theme 3 – Serving Many Communities is also meeting or exceeding mission fulfillment over all (96%) even though the objective for Promoting community connections is below mission fulfillment thresholds (75%). Overall, Western Nevada

College is meeting or exceeding threshold levels on 94% of its indicators and is therefore meeting the definition of fulfilling its mission.

WNC's low performance is in five indicators for three objectives: 2.2 All academic programs is of the highest quality (79%), 2.3 All support programs and services meet the needs of the WNC community (83%), and 3.3 WNC promotes community connections (75%). Each of these is under scrutiny and action to address them is in progress.

Core Theme 1: Student Success

Objective 1.1: WNC students graduate with a degree or certificate

Indicators for WNC students graduate with a degree or certificate

As shown in Table 1, seven indicators of completion of educational goals are used to measure the achievement of this objective.

Mission Fulfillment Assessment: 100% (all 7 indicators are above 90% of their threshold values)

Table 1				
Indicators of Student Success and Attainment of Educational Goals				
Key Performance Indicator	Current Performance	Target	Threshold	Threshold Performance
1.1.1 Number of degrees and certificates awarded annually	578	635	569	Exceeds
1.1.2 Number of industry-recognized skills preparation certificates	330	404	362	Exceeds
1.1.3 Course completion rates (C- and above / total enrolled)	77%	84%	74%	Exceeds
1.1.4 Fall-to-fall retention rates	45%	55%	46%	Exceeds
1.1.5 Percentage of students enrolled full-time	34%	39%	30%	Exceeds
1.1.6 Graduation rates	30%	37%	17%	Exceeds
1.1.7 Transfer students with 24 credits or associate's degrees	367	383	359	Exceeds

Rationale and Progress Notes

The College uses multiple indicators to assess how well students complete academic programs. There are four indicators to capture the completion of degrees and certificates: the number of degrees and certificates awarded annually, industry-recognized certifications, graduation rates, and students completing 24 or more credits who subsequently transfer to baccalaureate programs elsewhere in Nevada. The annual number of degrees and certificates awarded and graduation rates provide two clear indicators of student success of completing academic programs and targets are tied to national performance standards (Complete College America and the National Community College Benchmarking Project, NCCBP, respectively).

Students often define completion of their education at WNC in terms of how well the College prepares them for academic programs at other colleges and their careers. WNC has an indicator to measure each of these approaches to “completion” of education. Tracking the number of students who transfer with at least 24 credits provides important information on the College’s role in helping students succeed in their education beyond the degrees available at the College. The number of industry-recognized certificates documents another facet of student success, how well WNC prepares students for workforce careers and advancement in careers.

Three additional indicators are used to make improvements to academic programs and services because they provide valuable information on important factors in student success. The course completion indicator allows WNC to track success at the course level and compare the College to national data (NCCBP) as do retention rates, which examine how well students stay on track to completing academic programs. The selection of the indicator on the proportion of full-time students is based on the Nevada System of Higher Education (NSHE) goal of “15 to Finish,” and represents the system-wide emphasis on having students enroll full-time in order to increase their success in completing academic programs.

Objective 1.2: WNC students are engaged in the college experience

Indicators for WNC students are engaged in the college experience

WNC uses one indicator to assess student engagement in the college experience, the Community College Survey of Student Engagement (CCSSE). The CCSSE provides national norms for five factors of student engagement in community colleges that have been found to be important in student success. These five factors are shown in Table 2.

Mission Fulfillment Assessment: 100% (all 5 indicators are above 90% of their threshold values)

Key Performance Indicator	Current Performance	Target	Threshold	Threshold Performance
1.2.1 Community College Survey of Student Engagement (CCSSE) Results				
CCSSE Active and Collaborative Learning	48.6	60.3	49.7	Exceeds
CCSSE Student Effort	49.4	58.6	46.5	Exceeds
CCSSE Academic Challenge	50.5	57.4	48.1	Exceeds
CCSSE Student-Faculty Interaction	49.5	59.1	49.4	Exceeds
CCSSE Support for Learners	45.6	60.2	44.6	Exceeds

Rationale and Progress Notes

The major reason the College selected the CCSSE is because it is a standardized assessment that has national recognition. Data from the CCSSE allows WNC to monitor student engagement practices at the college and determine how WNC compares to other community colleges. Current data are from spring 2014. WNC will administer this survey again in spring 2018.

Core Theme 2: Institutional Excellence

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

Indicators for Institutional Excellence Objective: WNC is the educational institution of choice in western Nevada.

WNC seeks to make the college attractive to potential students by offering valuable programs and services in an environment that nourishes individual growth for the diverse populations it serves. Twelve indicators were selected for this objective and are shown in Table 3.

Mission Fulfillment Assessment: 100% (all 12 indicators are above 90% of their threshold values)

Key Performance Indicator	Current Performance	Target	Threshold	Threshold Performance
2.1.1 WNC capture rate of high school grads	23%	30%	21%	Exceeds
2.1.2 Student enrollment by demographic variables				
Less than 18	13%	Monitor	< 20%	Exceeds
18 - 24	46%	Monitor	40%	Exceeds
25 and older	41%	Monitor	40%	Exceeds
Hispanic/Latino	19%	25%	16%	Exceeds
American Indian/Alaska Native	3%	4%	3%	Exceeds
All other minority students	8%	3%	3%	Exceeds
2.1.3 Full-time instructional faculty by race/ethnicity				
All Minority	2%	21%	2%	Exceeds
2.1.4 Awards in STEM and Allied Health fields	472	531	476	Exceeds
2.1.5 Noel-Levitz Student Satisfaction Survey				
College experience met expectations	5.00	5.10	4.88	Exceeds
Overall satisfaction with college experience	5.69	5.80	5.63	Exceeds
Would enroll at WNC again	6.06	6.10	5.97	Exceeds

Rationale and Progress Notes

The first indicator, WNC capture rate of high school graduates, provides objective evidence on how attractive the College is to high school graduates in the service area.

Two indicators, demographic descriptions of students and full-time faculty, allow WNC to examine how well it attracts a diverse student body and teaching faculty. The age demographic is important because WNC strives to attract both recent high school graduates and older adults while offering an innovative Jump Start College program to high school students. The College also seeks to have a student body and teaching faculty that

include a mixture of ethnic and cultural backgrounds, with a particular interest in serving the growing Hispanic/Latino population in western Nevada, as well as the relatively large percentage of Native Americans (3%).

Offering pathways to careers that are highly valued by the communities it serves and tracking student satisfaction are important factors in helping WNC attract potential students. The indicator on the number of degrees and certificates awarded in high skill, high demands, and high wage career areas (STEM, health fields, and trades) provides information on WNC's effectiveness in preparing students for these fields. Student satisfaction is measured by the Noel-Levitz Student Satisfaction Inventory (SSI) survey with specific attention paid to three points: how well WNC met expectations, overall satisfaction, and whether the student would enroll at WNC again. WNC last administered the SSI in spring 2016 and will participate again in spring 2020.

Objective 2.2: All academic programming is of the highest quality

Indicators for Institutional Excellence Objective: All academic programming is of the highest quality.

Indicators for this objective are clustered into two domains. Three indicators comprise the first domain--Quality Design of Academic Programs--and eleven indicators are used to measure Student Learning. The indicators for this objective are depicted in Table 4.

Mission Fulfillment Assessment: 79% (11 out of 14 indicators are within 75% or more of their threshold values)

Key Performance Indicator	Current Performance	Target	Threshold	Threshold Performance
<i>Quality Design of Academic Programs</i>				
2.2.1 Percentage of transfer programs with articulation agreements	100%	100%	100%	Exceeds
2.2.2 Percentage of full-time instructional faculty	22%	30%	20%	Exceeds
2.2.3 Percentage credit hours taught by regular faculty	40%	NA	NA	(monitor only)
2.2.4 Percentage of academic programs eligible for accreditation that are accredited	100%	100%	100%	Exceeds
<i>Student Learning</i>				
2.2.5 Assessed Courses Achieving Threshold (at least 50% of students achieve 70% on assessment)				
Working Knowledge	78%		100%	Meets
Written Communication	100%		100%	Exceeds
Quantitative Literacy	60%		100%	Below
Information Literacy	50%		100%	Below
Diversity and Society	100%		100%	Exceeds

Critical Thinking	78%		100%	Meets
Career Preparation	25%		100%	Below
Assessed Courses Achieving Target (at least 70% of students achieve 70% on assessment)				
Working Knowledge	48%	100%		
Written Communication	27%	100%		
Quantitative Literacy	40%	100%		
Information Literacy	50%	100%		
Diversity and Society	100%	100%		
Critical Thinking	11%	100%		
Career Preparation	25%	100%		
<i>Additional Indicators</i>	Current Performance	Target	Threshold	Threshold Performance
2.2.6 Gateway course completers	1847	2014	1847	Exceeds
2.2.7 Job Placement Rates for AAS degree and certificate completers	98%	100%	94%	Exceeds
2.2.8 Percentage of AA/AS graduates who transfer and complete a 4-year degree in 3 years	28%	35%	29%	Exceeds
2.2.9 Percentage of students passing external licensing examinations	95%	100%	83%	Exceeds

Rationale and Progress Notes

The three indicators that pertain to the design of academic programs are objective measures of the quality of academic programs because they provide evidence that the programs are accepted by other institutions (articulation agreements), are supported by a sufficient number of full-time instructional faculty, and meet relevant industry-recognized accreditation standards. An indicator tracking online courses that meet the best practices and standards developed by a nationally recognized leader in online learning, Quality Matters, is no longer applicable because WNC no longer uses the Quality Matters protocol as an assessment tool. As of spring 2017, the Distance Education Committee has devised a self-evaluation and peer review system for online courses.

The Student Learning domain includes evidence that students demonstrate they have mastered the content from courses and academic programs. The College has institutional student learning outcomes (combined with general education student learning outcomes as of fall 2017) that guide the assessment of courses and programs. Details on the indicators and how they are measured are available in Appendix B – Student Learning Outcomes 2016-17. As summarized in Appendix B, assessment of student learning was reported for 33 courses in which the assessment results on three of the seven outcomes were below the minimum threshold of at least 50% of the students achieving 70% on assessment. Even though faculty have been assessing student learning in their courses for years, this was the first year they were asked to use a common form for reporting purposes which presented multiple challenges. Changes have been made to the form and more importantly, 100% of the assessed courses have improvement plans.

The information on gateway course (math and English) completion enables WNC to determine that students are completing required foundation courses in a timely fashion. Finally, the three indicators on job placement,

student success at transfer institutions, and passing external licensing examinations (the national nursing NCLEX exam) provide valuable information on student usage of their learning to achieve career and educational goals.

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

Indicators for Institutional Excellence Objective: All support programs and services meet the needs of the WNC community

As shown in Table 5, six indicators are used to assess to measure how well the support programs and services offered by WNC meet the needs of the WNC community. The first five indicators are NSHE performance indicators and focus on how well the College support programs and services meet the needs of at-risk and minority students.

Mission Fulfillment Assessment: 83% (5 out of 6 indicators are within 75% or more of their threshold values)

Table 5				
Indicators of Success of Support Programs and Services				
Key Performance Indicator	Current Performance	Target	Threshold	Threshold Performance
2.3.1 At-risk associate’s and bachelor’s degrees				
Number awarded to Pell-eligible students	208	273	233	Exceeds
Number awarded to minorities	148	155	139	Exceeds
2.3.2 At-risk certificates awarded				
Number awarded to Pell-eligible students	14	15	17	Meets
Number awarded to minorities	6	8	6	Exceeds
2.3.3 Number of awards per 100 student FTE	49.4	48.4	47.7	Exceeds
2.3.4 Program Reviews of departments providing student support services	0	2	1	Below

Rationale and Progress Notes

Higher education in Nevada values the role of colleges and universities in serving minority and at-risk students with programs and financial aid. The first five indicators assess how well the College does this. WNC has a sixth indicator, the completion of a rigorous program review for the nine departments providing student support services and programs, to ensure that all students are served equally well. As a result of several issues such as personnel vacancies and scheduling problems, among others, program reviews of departments providing student support services are out of compliance. WNC’s Program Review and Assessment Committee is well aware of these issues and is currently taking corrective action.

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

Indicators for Institutional Excellence Objective: WNC has an exemplary system of governance and management.

The College has defined an exemplary system of governance and management as one which operates with integrity, employee involvement, and effective leadership. Table 6 shows the five indicators that measure how well the objective is being achieved.

Mission Fulfillment: 100% (all 5 indicators are above 90% of their threshold values)

Key Performance Indicator	Current Performance	Target	Threshold	Threshold Performance
2.4.1 Percentage of full-time employees who are members of a committee or governance group	39%	100%	36%	Exceeds
2.4.2 Total faculty (administrative and academic) and staff FTE per 1000 student FTE	143	116	134	Exceeds
2.4.3 Formal grievance rate	0.35	0.00	0.81	Exceeds
2.4.4 Formal harrassment filings rate	0.52	0.00	0.73	Exceeds
2.4.5 Percentage of academic and administrative programs undergoing formal program review	9%	20%	6%	Exceeds

Rationale and Progress Notes

The WNC model of governance includes using both departments and college committees to develop policies, programs, and services. Additionally, the College stresses the need for ongoing evaluation of all of its programs and services. Efficient staffing levels and involvement of all full-time employees in both departments and college committees are important features in WNC's selected governance process. Tracking the percentage of academic and administrative program reviews every five years shows the commitment to the model used for planning and assessment at the college.

WNC uses two indicators that could signal difficulties in achieving this objective. The rates of harrassment filings and formal grievance filings track personnel and student interaction problems.

Objective 2.5: WNC strives for institutional sustainability

Indicators for Institutional Excellence Objective: WNC strives for institutional sustainability.

WNC maintains financial stability and engages in practices that support sustainability in the environment. The four indicators to assess financial stability and the two indicators for environmental sustainability are shown in Table 7.

Mission Fulfillment Assessment: 100% (all 6 indicators are above 90% their threshold values)

Key Performance Indicator	Current Performance	Target	Threshold	Threshold Performance
2.5.1 Beginning fund balance as a percentage of total operating budget	2.5%	2.0%	1.9%	Exceeds
2.5.2 Overhead as a proportion of overall spending and efficiency	33.7%	30.0%	35.2%	Exceeds
2.5.3 Percentage of employees giving to the foundation	51%	70%	51%	Exceeds
2.5.4 Amount of funds to students in scholarships from the foundation	\$190,720	\$172,766	\$174,131	Exceeds
2.5.5 Electrical Consumption per square foot	8.24	8.80	9.00	Exceeds
2.5.6 Natural Gas Consumption per square foot	0.477	0.456	0.437	Exceeds

Rationale and Progress Notes

The financial indicators of sustainability are measures of how the College ensures financial stability, maintains good stewardship, and develops additional funding using public and private sources. Monitoring the electrical and natural gas consumption represents two specific ways WNC strives to make its energy consumption as minimal as possible.

Core Theme 3: One College Serving Many Communities

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

Indicators for One College Serving Many Communities Objective: WNC promotes access to higher education in western Nevada

The College has 15 indicators to ascertain how well its communities are served. The first three categories of indications in Table 8 show those that track the College's efforts to bring education into the many locations in its geographical service area. The last two indicators in the table assess how well WNC provides educational opportunities using alternative formats.

Mission Fulfillment Assessment: 100% (all 15 indicators are within 75% or more of their threshold values)

Key Performance Indicator	Current Measure	Target	Threshold	Threshold Performance
3.1.1 Number of course sections offered by class location				Exceeds
Carson City	934	Monitor	979	Exceeds
Douglas	42	Monitor	53	Meets
Fallon	192	Monitor	173	Exceeds
Fernley	38	Monitor	33	Exceeds

Online	227	Monitor	193	Exceeds
Silver Springs	14	Monitor	10	Exceeds
Yerington	14	Monitor	15	Exceeds
3.1.2 Service area participation rate				Exceeds
Carson City	24.9	29.9	27.5	Exceeds
Churchill	13.6	15.5	15.0	Exceeds
Douglas	15	17.1	15.8	Exceeds
Lyon	11.7	12.8	12.4	Exceeds
Storey	3.9	2.0	3.5	Exceeds
3.1.3 Number of class sections offered at service area high schools	82	37	32	Exceeds
3.1.4 Percentage of students enrolled exclusively in distance education classes	12%	12%	10%	Exceeds
3.1.5 Number of degrees offered completely online	14	5	5	Exceeds

Rationale and Progress Notes

WNC serves a large geographical area and access needs to be available to those who live in the rural communities as well as the larger towns. The first three indicator categories that examine the College's course offerings in the various locations throughout the geographical service area show how well the College uses traditional face-to-face courses to bring educational opportunities to members of the community. The two indicators that examine online and other distance education formats provide important information on the College's use of online courses and other types of distance education to serve its many communities.

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

Indicators for One College Serving Many Communities Objective: WNC serves as a catalyst for personal and community enrichment.

Either alone or in partnership with other entities, WNC initiates and hosts quality-of-life educational opportunities, activities, and programs that enrich the communities it serves. The five indicators used to assess this objective are presented in Table 9.

Mission Fulfillment Assessment: 100% (all 5 indicators are within 75% of their threshold values)

Key Performance Indicator	Current Performance	Target	Threshold	Threshold Performance
3.2.1 Number of cultural and quality-of-life events sponsored by WNC	104	106	106	Exceeds
3.2.2 Cultural activities participation rate	8.0%	18.8%	1.0%	Exceeds
3.2.3 Non-credit courses for personal enrichment	61	50	33	Exceeds

3.2.4 Conferences and institutes sponsored or hosted by WNC	12	10	9	Exceeds
3.2.5 Students enrolled in non-credit Adult Literacy and Language classes	282	632	314	Meets

Rationale and Progress Notes

Two types of evidence form the basis for helping WNC determine how effective it is in meeting the objective of being a source for personal and community enrichment. One set of measures focuses on the number of events, programs, and courses that are offered each year that provide activities that help individuals achieve personal goals or enrich the quality of life in the community. The college also records the number of community members who attend WNC sponsored cultural events and activities as a means of determining the rate of public participation in these activities and events.

Objective 3.3: Western Nevada College promotes community connections

Indicators for One College Serving Many Communities Objective: WNC promotes community connections.

WNC seeks to encourage connections between individuals, organizations, and businesses in the community it serves. The four selected indicators measure a range of activities designed to determine how well the College meets this objective are shown in Table 10.

Mission Fulfillment Assessment: 75% (3 out of 4 indicators are above 90% of their thresholds)

Table 10				
Indicators of Promoting Community Connections				
Key Performance Indicator	Current Performance	Target	Threshold	Threshold Performance
3.3.1 Percentage of technical skills programs with active advisory groups	100%	100%	50%	Exceeds
3.3.2 Range of customized training and apprenticeships by economic sector	2	8	7	Below
3.3.3 Number of events and activities initiated by organizations outside of WNC that use College facilities and services	76	64	58	Exceeds
3.3.4 Number of courses that provide internships, practica, service learning, apprenticeships, and partnering with organizations and businesses	6	8	6	Exceeds

Rationale and Progress Notes

The indicators were selected because they provide signs of how well the College works with groups and members of the communities it serves. Active advisory groups provide connections among key businesses and organizations with career-oriented academic programs. The indicators of providing customized training/apprenticeships and courses that place students in businesses and organizations measure how well

WNC creates connections between its students and the communities it serves. Customized training and apprenticeships are especially responsive to the communities' workforce development needs and in 2017, occurred in only two sectors, construction and manufacturing. The loss of WNC's Director of Economic Development and Continuing Education in 2016 has left this indicator without a focused champion, and thus its low performance. The indicator that looks at the use of College facilities and services by organizations from the community shows how effective WNC is at bringing community organizations to the College campus.

Core Theme 1: Student Success				Exceeds Threshold = indicator achieves above 90% of threshold				Green						
Objective 1.1: WNC students graduate with a degree or certificate				Meets Threshold = indicator within 75% to 90% of threshold				Yellow						
Table 1. Indicators of Student Success and Attainment of Educational Goals				Below Threshold = indicator less than 75% of threshold				Red						
Indicator Number	Key Performance Indicator	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
1.1.1	Number of degrees and certificates awarded annually	495	522	564	556	572	578	17%	569	Y	102%	635	↑	This measure tracks the total number of degrees and certificates awarded to students each fiscal year. The target is from Complete College America goals of 55 additional degrees and skills certificates annually to the year 2018 of which a 3-year avg percent degrees of grand total is 61%. Threshold is a 3-year rolling average. This is an NSHE performance indicator. Source: Integrated Postsecondary Education Data System (IPEDS).
1.1.2	Number of industry-recognized skills preparation certificates	NA	293	276	369	388	330	13%	362	N	91%	404	↓	In 2013-14, WNC identified sequences of Career and Technical Education classes that prepare successful completers to take and pass an industry exam. This measure tracks the total number of awards of less than 30 credits in the fields of Peace Officer Standards Training, Automotive Service Excellence I and II, Certified Inspector of Residential Structures, Certified Realtor, Deaf Studies Interpretation, Machine Tool Technology, Welding, Production Technology, CISCO Networks, Microsoft IT Professional, Plebotomy, Nursing Assistant, EMT, construction, and Hospitality. Target is same as above (39% of CCA goal), threshold is a rolling 3-year average. NSHE performance Indicator. Source: IPEDS.
1.1.3	Course completion rates (C- and above / total enrolled)	73%	74%	75%	77%	76%	77%	5%	74%	Y	104%	84%	↔	This measure calculates the number of successful enrollments (students receiving a C- or above final grade) in credit classes as a percentage of the total number of students enrolled during fall semesters. It does not include audits, Incompletes, or missing grades. Target is the National Community College Benchmarking Project's (NCCBP) recommended best practices at 90th percentile nationally for fall 2015. Threshold is 25th percentile. Source: PeopleSoft final grades, end-of-term snapshots.
1.1.4	Fall-to-fall retention rates	38%	50%	48%	51%	50%	45%	19%	46%	N	98%	55%	↓	This measure is calculated from the number of non-high school students enrolled in credit classes during fall semester, minus the number who graduate prior to the next fall and the percentage of those who re-enroll in credit classes the next fall. Target is the NCCBP 90th percentile for fall 2015. Threshold is 25th percentile. Source: PeopleSoft October and end-of-term snapshots.
1.1.5	Percentage of students enrolled full-time	31%	28%	29%	32%	36%	34%	10%	30%	Y	113%	39%	↓	This measure calculates the percentage of students enrolled full-time (12 or more credits) as of Oct 15 during fall semesters. Based on NSHE '15 to Finish' goals. Target is a 25% increase over baseline; threshold is to maintain or exceed 30%. Source: PeopleSoft.
1.1.6	Graduation rates	Fall 2008 Cohort - 23%	Fall 2009 Cohort - 17%	Fall 2010 Cohort - 22%	Fall 2011 Cohort - 25%	Fall 2012 Cohort - 25%	Fall 2013 Cohort - 30%	30%	17%	Y	176%	37%	↑	This measure calculates the percentage of students entering a given fall semester as first-time, full-time degree-seeking students who receive a certificate or degree within 150% of the usual time it takes to receive it (1 year for an industry skills certificate, 1 ½ years for a certificate and 3 years for an Associate's). Uses the same methodology as IPEDS, but reports more recent cohorts rather than six years ago. Target is 90th percentile nationally for fall 2015. Threshold is 25th percentile. Source: SIS, PeopleSoft, NCCBP.
1.1.7	Transfer students with 24 credits or associate's degrees	213	354	263	347	364	367	72%	359	Y	102%	383	↑	NSHE performance pool indicator. The total number of students who enrolled at NSC, UNLV or UNR during the fall or spring semester of a given reporting year who had earned at least 24 college-level credits or a transferable associate's degree at a community college prior to the reporting year. Students are excluded if they are co-enrolled at a 4-year institution and a 2-year institution during the term in which they otherwise would have been included as a transfer student. (Excludes courses from the 24 credit count if the grades are AU, AD, NR, ND, X, I, F, U, W.) Threshold is a 3-year rolling average and Target is an 80% increase over baseline. Source: NSHE.

Indicator Number	Key Performance Indicator	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Objective 1.2: WNC students are engaged in the college experience														
Table 2. Indicators of Student Engagement														
1.2.1	Community College Survey of Student Engagement (CCSSE) Results	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
	CCSSE Active and Collaborative Learning	50.3		48.6				-3%	49.7	N	98%	60.3	↓	This group of measures comes from the Community College Survey of Student Engagement (CCSSE) which was administered to randomly selected classes during spring 2010 and again in spring 2014. Target is based on CCSSE's top performing colleges that scored in the top 10 percent. Threshold is WNC's prior two-year average (2011 and 2013). WNC will administer this survey again in spring 2018. Source: CCSSE.
	CCSSE Student Effort	49.8		49.4				-1%	46.5	Y	106%	58.6	↔	
	CCSSE Academic Challenge	49.7		50.5				2%	48.1	Y	105%	57.4	↑	
	CCSSE Student-Faculty Interaction	51.0		49.5				-3%	49.4	y	100%	59.1	↓	
	CCSSE Support for Learners	45.0		45.6				1%	44.6	Y	102%	60.2	↑	

Core Theme 2: Institutional Excellence		Exceeds Threshold = indicator achieves above 90% of threshold							Green					
Objective 2.1: WNC is the educational institution of choice in western Nevada		Meets Threshold = indicator within 75% to 90% of threshold							Yellow					
Table 3. Indicators of Choosing to Attend Western Nevada College		Below Threshold = indicator less than 75% of threshold							Red					
Indicator Number	Key Performance Indicator	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
2.1.1	WNC capture rate of high school graduates from the service area	NA	10%	14%	18%	22%	23%	130%	21%	Y	110%	30%	↑	This measure tracks the percentage of recent HS grads from the WNC service area who attend WNC the first fall after graduating from high school. Target is a 30% capture rate and threshold is a 3-year rolling average. Source: Nevada Report Card, http://www.nevadareportcard.com/di/main/cohort . This measure was originally WNC's market share of service area high school graduates attending NSHE institutions, but NSHE stopped providing that data and so was changed in 2016 to capture rate.
2.1.2	Student enrollment by demographic variables													These measures report the percentage of total students enrolled by age group and race/ethnicity. Unless otherwise stated, targets are to reasonably match the WNC service area population projections for 2018. Thresholds are 3-year rolling averages. Source: October 15 snapshots of fall semester enrollment.
	Less than 18	4%	4%	4%	7%	10%	13%	225%	No more than 20%	Y	65%	Monitor	NA	Age is calculated as of October 15, fall semesters. The fall 2014 strategic initiative (Jump Start) to serve high school students is changing this demographic. The threshold limits serving high school students to no more than 20% of total population.
	18 - 24	40%	45%	46%	45%	45%	46%	15%	40%	Y	115%	Monitor	NA	
	25 and older	56%	51%	50%	48%	45%	41%	-27%	40%	Y	103%	Monitor	NA	
	Hispanic/Latino	15%	16%	18%	18%	19%	19%	25%	16%	Y	119%	25%	↔	
	American Indian/Alaska Native	3%	3%	3%	3%	2%	3%	3%	3%	Y	100%	4%	↑	WNC is already above the 90th percentile nationally (2%) per NCCBP as of fall 2015. Threshold is to match service area population projections for 2018. Target is a stretch goal.
	All other minority students	6%	6%	7%	7%	8%	8%	33%	3%	Y	267%	3%	↑	Threshold and target are the same: WNC service area population projection for 2018 as of 2015.
2.1.3	Percentage of full-time instructional faculty who report as underrepresented minorities	8%	8%	5%	2%	2%	2%	-76%	2%	Y	102%	21%	↓	Target is to match or exceed service area population projections for 2018. Threshold is a three-year rolling average. Source: IPEDS, NV State Demographer's website.
2.1.4	Degrees, Certificates of Achievement, and industry skills certificates awarded in science, technology, engineering, and mathematics (STEM), and allied health fields	NA	404	416	445	510	472	17%	476	N	99%	531	↓	NSHE performance pool measure includes awards by Classification of Instructional Program (CIP codes): 4 - architecture; 11 - computer and information science; 14 - engineering; 15 - engineering technologies; 26 - biological sciences; 27 - mathematics; 40 - physical sciences; 41 - science technologies; and 51 - health professions; 46 - construction trades; 47 - mechanic repair; 48 - precision production; and 49 - transportation. Threshold is a three-year rolling average. Target is 51% (3 yr rolling avg proportion of these to total degrees) of CCA goals for total certificates and degrees. Source: IPEDS.
2.1.5	Noel-Levitz Student Satisfaction Inventory Results													
	So far, how has your college experience met your expectations?	5.05	NA	NA	NA	5.00	NA	-1%	4.88	Y	102%	5.10	↓	Baseline is from spring 2011 and is on a 7 point scale. Threshold is a prior two-year average of 2009, 2011, and the target is the 90th percentile nationally as reported in NCCBP as of fall 2014. Data are current as of spring 2016; WNC will participate in this survey again in spring 2020. Source: Noel-Levitz.
	Rate your overall satisfaction with your experience here thus far.	5.75	NA	NA	NA	5.69	NA	-1%	5.63	Y	101%	5.80	↓	
	All in all, if you had to do it over, would you enroll here again?	6.08	NA	NA	NA	6.06	NA	0%	5.97	Y	102%	6.10	↓	

Indicator Number	Key Performance Indicator	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Objective 2.2: All academic programming is of the highest quality														
Table 4. Indicators of Quality Academic Programming														
		2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
2.2.1	Percentage of transfer programs with articulation agreements	100%	100%	100%	100%	100%	100%	0%	100%	Y	100%	100%	↑	This measure calculates the number of transfer programs with articulation agreements as a percentage of total transfer programs. The target is to have complete articulation agreements for all transfer programs. Source: WNC Counseling Services.
	Percentage instructional faculty on regular appointments	24%	23%	22%	21%	22%	NA	NA	22%	NA	NA	30%	NA	Note: This measure was replaced by the "Percent full-time instructional faculty" metric below as of fall 2017 to relieve a reporting burden. This measure calculates regular instructional faculty headcounts as a percentage of total instructional faculty. Target is the GBC and TMCC institutional average and Threshold is a rolling 3-year average. Source: WNC HR, NSHE Workload reports.
2.2.2	Percentage of full-time instructional faculty	19%	22%	20%	16%	22%	22%	NA	20%	Y	110%	30%	↑	This measure calculates the percentage of instructional faculty who are employed full-time as a percentage of total instructional faculty as reported to IPEDS for fall semesters. Full-time faculty do not include teaching faculty on B contracts with less than full-time appointments and part-time faculty do not include full-time administrative faculty who are also teaching. Target is the TMCC and GBC institutional average and threshold is a three-year rolling average. Source: IPEDS.
2.2.3	Percentage credit hours taught by regular faculty	NA	42%	NA	39%	NA	40%	NA	NA	NA	NA	Monitor	NA	This is a context measure that illustrates the percent of classes taught by regular faculty. There are no thresholds nor targets. Source: NSHE Workload reports in fall semesters of even years.
2.2.4	Percentage of academic programs eligible for accreditation that are accredited	100%	100%	100%	100%	100%	100%	100%	100%	Y	100%	100%	↑	External accreditation agencies accredit Nursing, Welding, Automotive Service, and Machine Tool Technology. This measures the percent of those programs that are fully accredited. Source: WNC departments.
	Percentage of eligible online classes that meet <i>Quality Matters</i> standards and practices	0%	13%	28%	31%	35%	NA	NA	31%	NA	NA	100%		Note: As of spring 2017, WNC changed how it assesses online classes and no longer has comparable numbers. These are online and Lecture Capture classes plus instructor combinations offered fall and spring and the percentage of the total for each term that meet the <i>Quality Matters</i> standards and practices. As of fall 2015, classes must have been taught online for at least one year to be considered eligible. Threshold is a three-year rolling average and target is to reach 100%. This has been replaced by a self-evaluation and peer review system developed by the Distance Education Committee.
2.2.5	<i>Demonstrate Achievement of Institutional Student Learning Outcomes</i>													
	Demonstrate Learning of Institutional Student Learning Outcomes at THRESHOLD Level (percent of courses assessed in which at least 50% of students achieve 70% on assessment)													
	Working Knowledge	NA	NA	NA	NA	NA	78%	NA	100%	N	78%			Institutional Student Learning Outcomes (ISLOs) were developed and approved in 2014-15. Details about the outcomes including rationale for indicators, targets and thresholds can be found in Appendix B Measuring Student Learning Outcomes. Initially, General Education student learning outcomes were similar, but separate from these. As of fall 2017, the first six ISLOs are also General Education Student Learning Outcomes. Source: faculty assessment reports.
	Written Communication	NA	NA	NA	NA	NA	100%	NA	100%	Y	100%			
	Quantitative Literacy	NA	NA	NA	NA	NA	60%	NA	100%	N	60%			
	Information Literacy	NA	NA	NA	NA	NA	50%	NA	100%	N	50%			
	Diversity and Society	NA	NA	NA	NA	NA	100%	NA	100%	Y	100%			
	Critical Thinking	NA	NA	NA	NA	NA	78%	NA	100%	N	78%			
	Career Preparation	NA	NA	NA	NA	NA	25%	NA	100%	N	25%			
	Demonstrate Learning of Institutional Student Learning Outcomes at TARGET Level (percent of courses assessed in which at least 70% of students achieve 70% on assessment)													
	Working Knowledge	NA	NA	NA	NA	NA	48%	NA	100%			100%	↑	

Indicator Number	Key Performance Indicator	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
	Written Communication	NA	NA	NA	NA	NA	27%	NA	100%			100%	↑	Institutional Student Learning Outcomes (ISLOs) were developed and approved in 2014-15. Details about the outcomes including rationale for indicators, targets and thresholds can be found in Appendix B Measuring Student Learning Outcomes. Initially, General Education student learning outcomes were similar, but separate from these. As of fall 2017, the first six ISLOs are also General Education Student Learning Outcomes. Source: faculty assessment reports.
	Quantitative Literacy	NA	NA	NA	NA	NA	40%	NA	100%			100%	↑	
	Information Literacy	NA	NA	NA	NA	NA	50%	NA	100%			100%	↑	
	Diversity and Society	NA	NA	NA	NA	NA	100%	NA	100%			100%	↑	
	Critical Thinking	NA	NA	NA	NA	NA	11%	NA	100%			100%	↑	
	Career Preparation	NA	NA	NA	NA	NA	25%	NA	100%			100%	↑	
2.2.6	Gateway course completers	1549	1684	1632	1944	1750	1847	19%	1847	Y	100%	2014	↑	NSHE performance indicator. The total number of students (unduplicated) who successfully completed a 100-181 level English or mathematics course (grade C- and above) in the reporting year. Threshold is rolling three-year average. Target is a 30% increase over baseline. Source: NSHE Data Warehouse
2.2.7	Job placement rates for AAS degree and certificate completers	NA	99%	95%	92%	95%	98%	-1%	94%	Y	104%	100%	↑	Perkins Grant performance indicator. The percent of students receiving a Career and Technical Education skills certificate, certificate, or degree who were employed within six months of graduating. Excludes students who continued on with their education. Threshold is the Perkins state-adjusted level of performance and Target is 100%. Source: WNC survey, DETR employment records, National Student Clearinghouse. Note: Industry Skills Preparation Certificate completers were added in 2013-14 and significantly increased the numbers in the calculations.
2.2.8	Percentage of AA/AS graduates who transfer and complete a Bachelor's degree within three years of graduating	27%	30%	23%	30%	29%	28%	4%	29%	N	97%	35%	↓	The number of Associate of Arts and Associate of Science graduates during a given year (summer, fall, and spring) who graduate with a Bachelor's degree within three years. Threshold is a rolling 3-year average and Target is a stretch goal at 35%. Source: National Student Clearinghouse.
2.2.9	Percentage of students passing external licensing exams	89%	100%	87%	95%	100%	95%	7%	83%	Y	115%	100%	↓	National Nursing (NCLEX) exam passing rates during calendar years. Threshold is the national average. Target is a stretch goal. Source: Nevada State Board of Nursing and National Council of State Boards of Nursing for the calendar year.
Objective 2.3: All support programs and services meet the needs of the WNC community														
Table 5. Indicators of Success of Support Programs and Services														
		2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
2.3.1	At-risk associate's and bachelor's degrees and awarded													
	No. awarded to Pell-eligible, non-minority students	NA	182	NA	238	224	208	14%	223	N	93%	273	↓	NSHE performance indicator. The number of associate's or bachelor's degrees awarded to non-minority students who were eligible to receive a federal Pell grant at any time during their academic career. Threshold is a 3-year rolling average and Target is a 50% increase over baseline. Source: NSHE. Measure revised in 2016.
	No. awarded to minorities	NA	103	NA	125	144	148	44%	139	Y	106%	155	↑	NSHE performance indicator. The number of associate's or bachelor's degrees awarded to minority students. Threshold is a 3-year rolling average and Target is a 50% increase over baseline. Source: NSHE. Measure revised in 2016.
2.3.2	At-risk Certificates of Achievement awarded													
	No. awarded to Pell-eligible, non-minority students	NA	6	NA	19	18	14	133%	17	N	82%	15	↓	NSHE performance indicator. The number of Certificates of Achievement awarded to non-minority students eligible to receive a federal Pell grant at any time during their academic career. Threshold is a 3-year rolling average and Target is a 150% increase over baseline. Source: NSHE. Measure revised in 2016

Indicator Number	Key Performance Indicator	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
	No. awarded to minorities	NA	4	NA	9	3	6	50%	6	Y	100%	8	↑	NSHE performance indicator. The number of Certificates of Achievement awarded to minority students. Threshold is a 3-year rolling average and Target is a 100% increase over baseline. Source: NSHE. Measure revised in 2016.
2.3.3	Number of awards per 100 degree-seeking student FTE	NA	38.7	NA	46.0	47.6	49.4	28%	47.7	Y	104%	48.4	↑	NSHE performance indicator. The number of certificates (including those less than 30 credits), associate's and bachelor's degrees awarded per 100 degree-seeking FTE. Threshold is a 3-year average. Target is a 25% increase over baseline. Source: NSHE. Measure revised in 2016.
2.3.4	Program Reviews of Departments providing Student Support Services	0	1	1	0	0	0	0%	1	N	0%	2	↓	This indicator tracks the number of student support services departments and functions that undergo a formal program review each year. Nine programs are scheduled for review over a five year period- Financial Assistance, Admissions and Records, Student Life & ASWN, Counseling Services, Disabilities Services, Academic Skills Center, Adult Literacy & Language, CTE College Credit/Perkins, and Library & Media Services. Threshold is at least 1 program per year with a Target of 2 per year. Source: PARC minutes and documents.
Objective 2.4: Western Nevada College has an exemplary system of governance and management														
Table 6. Indicators of Exemplary Governance and Management														
		2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
2.4.1	Percentage of full-time employees who are members of a committee or governance group	45%	32%	32%	34%	34%	39%	-14%	36%	Y	109%	100%	↑	This measure calculates the number of full-time employees participating in college government and management as a percentage of total full-time employees. Target is to see all full-time employees involved with governance and management at WNC, including non-SPFIE committees. Threshold is a three-year rolling average. Source: President's office committee appointments. *This does not include faculty and staff that participate in Academic Faculty Senate, Administrative Faculty Senate or Classified Council.
2.4.2	Total faculty (administrative and academic) and staff FTE per 1000 student FTE	116	125	127	126	134	143	23%	134	N	106%	116	↓	This measure uses faculty and staff headcounts in fall semesters as a ratio of student FTE over a 12 month period. FTE is calculated as full-time plus 1/3 part-time employees and total student credit hours enrolled divided by 30 for students. Threshold is a three-year rolling average and Target is baseline. The metric is intended to decline. Red arrow indicates movement in wrong direction. Source: IPEDS.
2.4.3	Formal grievance rate	0.76	0.38	NA	NA	1.19	0.35	-54%	0.81	Y	43%	0.00	↑	Grievance actions are those that are filed in accordance with institutional policies and include employee-employee and student-employee actions per total full-time and part-time employees. These need not have resulted in a filing to the EEOC. Threshold is the 75th percentile from NCCBP and the target is the 25th percentile nationally as of 2015-16. Source: WNC Human Resources and Dean of Student Services, NCCBP. The metric is intended to decline. A red arrow indicates movement in the wrong direction.
2.4.4	Formal harrassment filings rate	0.76	0.94	NA	NA	1.54	0.52	-32%	0.73	Y	71%	0.00	↑	Harassment actions are those that are filed in accordance with institutional policies and include employee-employee and employee-student actions. These need not have resulted in a filing to the EEOC. Threshold is the 75th percentile from NCCBP and the target is the 25th percentile nationally as of 2015-16. Source: WNC Human Resources and Dean of Student Services, NCCBP. The metric is intended to decline. A red arrow indicates movement in the wrong direction.
2.4.5	Percentage of academic and administrative programs undergoing formal program review	6%	9%	6%	6%	3%	9%	50%	6%	Y	150.0%	20%	↑	This calculates the percent of 9 academic and 22 administrative programs completing program reviews. Target is 20% over a five-year period and threshold is a three-year rolling average. Source: PARC minutes and documents. Calculations are based on calendar years.
Objective 2.5: Western Nevada College strives for institutional sustainability														
Table 7. Indicators of Insitutional Sustainability														

Indicator Number	Key Performance Indicator	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
		2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Change from Baseline	Threshold	Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
2.5.1	Beginning fund balance as a percentage of total operating budget	1.9%	3.0%	2.2%	2.0%	2.6%	2.5%	32%	1.9%	Y	132%	2.0%	↑	This measure tracks funds held as institutional reserves at the beginning of the fiscal year as a percentage of total state-funded operating budget. Reserves changed from state to non-state funding as of FY14. Threshold is to maintain at least the baseline year reserves and the Target is 2%. Source: WNC Budget Office.
2.5.2	Overhead as a proportion of overall spending and efficiency	40.6%	40.3%	39.3%	37.8%	34.0%	33.7%	-17.00%	35.2%	N	96%	30.0%	↓	This measure tracks state-funded expenditures in Institutional Support and Operations and Maintenance as a percentage of total spending at WNC. As expenditures in these categories go down, expenditures in WNC's primary functions of Instruction, Academic Support, and Student Support go up. FY15 includes all projected numbers. Threshold is a 3-year rolling average and Target is based on what's considered to be best practices in the service industry.
2.5.3	Percentage of employees giving to the foundation	54%	49%	49%	50%	51%	51%	-6%	51%	Y	101%	70%	↔	This measures the amount of support for WNC from its own employees. The threshold is a three-year rolling average and the target is a stretch goal. Source: WNC Foundation.
	Amount of funds paid to WNC by the WNC Foundation	\$184,384	\$319,439	\$207,290	\$590,303	\$430,615	\$366,686	99%	\$184,384	NA	NA	NA	NA	Due to a change in leadership at the WNC Foundation in 2016 and a shift in priorities, this measure is no longer used. The threshold is based on the year prior to the establishment of a new, active Foundation Advisory Board (2012). Target is a stretch goal. Source: WNC Foundation.
2.5.4	Amount of funds paid to students in institutional scholarships	\$115,177	\$142,615	\$171,929	\$165,115	\$166,557	\$190,720	66%	\$174,131	Y	110%	\$172,766	↑	This measure tracks all funds disbursed as institutional scholarships to enrolled students by fiscal year, including those through the WNC Foundation. Threshold is a rolling three-year average and target is a 50% increase over baseline. Source: PeopleSoft, WNC Foundation.
2.5.5	Electrical consumption per square foot (kWh/sf)	8.98	8.29	7.84	8.72	10.03	8.24	-8%	9.00	Y	92%	8.80	↑	This is an NSHE-wide measure as reported by NV Energy and the indicator is intended to capture decreased consumption. The red arrow indicates movement in the wrong direction. Threshold is a rolling three-year average and Target is a 2% reduction from baseline.
2.5.6	Natural gas consumption per square foot (Therms/sf)	0.465	0.462	0.514	0.413	0.420	0.477	3%	0.437	N	109%	0.456	↓	This is an NSHE-wide measure as reported by NV Energy and the indicator is intended to capture decreased consumption. Threshold is a rolling three-year average and Target is a 2% reduction from baseline. Even though this indicator is increasing, it's still within 110% of threshold.

Core Theme 3: One College Serving Many Communities				Exceeds Threshold = indicator achieves above 90% of threshold							Green			
Objective 3.1: WNC promotes access to higher education in western Nevada				Meets Threshold = indicator within 75% to 90% of threshold							Yellow			
Table 8: Indicators of Access and Availability to Many Communities				Below Threshold = indicator less than 75% of threshold							Red			
Indicator Number	Key Performance Indicator	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
3.1.1	Number of course sections offered by class location													
	Carson City	1030	1001	1008	1020	982	934	-9%	979	N	95%	Monitor		This measure totals the number of course sections with enrollments by class location and academic year (summer, fall and spring). The target is to monitor the range and number of courses offered throughout the service area to ensure that students have what they need to graduate. As of fall 2014, WNC's service area was reduced by two counties (Mineral and Pershing) and as a result, Hawthorne and Lovelock are no longer in our service area. Threshold is a rolling 3-year average and target is qualitative.
	Douglas	63	66	60	61	55	42	-33%	53	N	80%	Monitor		
	Fallon	123	132	130	157	170	192	56%	173	Y	111%	Monitor		
	Fernley	16	10	13	28	32	38	138%	33	Y	116%	Monitor		
	Hawthorne	2												
	Lovelock	4												
	Silver Springs				8	9	14	NA	10	Y	135%	Monitor		
	Online	164	172	152	164	189	227	38%	193	Y	117%	Monitor		
	Yerington	9	6	6	15	17	14	56%	15	Y	91%	Monitor		
3.1.2	Service area participation rate													
	Carson City	NA	NA	29.3	29.6	28.0	24.9	-15%	27.5	N	91%	29.9	↓	Calculated as the percentage of students enrolled fall semesters who are living in that county as a percentage of 1000 people in the county's overall population. Source: PeopleSoft October 15 snapshots, NV State Demographer website. Snapshots on addresses are available only for fall 2013 on. In fall 2014, WNC's service area was reduced by two counties - service area here represents WNC's current counties. Threshold is a rolling three-year average and Target is a 2% increase over baseline.
	Churchill	NA	NA	15.2	16.3	15.1	13.6	-11%	15.0	N	91%	15.5	↓	
	Douglas	NA	NA	16.8	17.0	15.5	15.0	-11%	15.8	N	95%	17.1	↓	
	Lyon	NA	NA	12.5	12.8	12.8	11.7	-6%	12.4	N	94%	12.8	↓	
	Storey	NA	NA	2.0	3.5	3.0	3.9	95%	3.5	Y	113%	2.0	↑	
	NV out of service area	NA	NA											
	Total from Nevada	NA	NA											
3.1.3	Number of class sections offered at service area high schools	NA	NA	NA	32	58	82	156%	32	Y	256%	37	↑	These are Jump Start sections offered at Dayton High School, Douglas High School, Carson High School, Churchill County High School, Nevada Virtual Academy, Fernley High School, Silver Stage High School and Yerington High School. Fall 2014 was the first semester for this program. Threshold is to meet or exceed on-site local high school offerings the first year and Target is to increase by 15% over the first year.
3.1.4	Percentage of students enrolled exclusively in distance education classes	9%	11%	9%	9%	10%	12%	32%	10%	Y	115%	12%	↑	This reports the number of students enrolled in only online and/or IAV receiving classes during an academic year (summer, fall and spring). Threshold is a rolling 3-year average and Target is 12%.
3.1.5	Number of certificates and degrees offered completely online	0	0	0	0	1	14	100%	5	Y	280%	5	↑	This measure tracks the number of certificate and degree programs that are offered to students completely online. As of spring 2017, programs include AA, AS, AB, AAS in Accounting, General Business, Criminal Justice, Graphic Communications, and Management, CT in Business, Bookkeeping, Criminal Justice, Graphic Communications, and Network Support Technician. The target is to offer at least five degree programs completely online by 2017-18. As of 2015-16, WNC offers the AAS Business degree completely online. Threshold is a rolling 3-year average. Source: WNC Distance Education Committee.
Objective 3.2: Western Nevada College serves as a catalyst for personal and community enrichment														
Table 9: Indicators of WNC's Role in Community Enrichment														
		2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
3.2.1	Number of cultural and quality of life events sponsored by WNC	106	111	110	110	106	104	-1.9%	106	N	98%	106	↓	Includes attendance at Musical Theatre productions, art shows and exhibits, Always Lost, Observatory star parties, and Lone Mountain Writers. Target is to maintain or exceed the baseline year, depending on funding, as is the Threshold. Source: Event directors. Note: Indicator originally included home baseball games, but when those were eliminated due to lack of funding, the indicator was revised to exclude those numbers.

Indicator Number	Key Performance Indicator	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
3.2.2	Cultural activities participation rate for the WNC service area	7.8%	7.2%	9.2%	9.2%	10.4%	8.0%	2.6%	1.0%	Y	825%	18.8%	↓	This measure estimates the number of duplicated attendees to WNC-sponsored cultural activities during a year and calculates that as a percentage of the total service area estimated population (dropped from 7 to 5 counties in spring 2014). Target is to reach the NCCBP 90th percentile rate which represents best practices as of fall 2015 and Threshold is the NCCBP 25th percentile. Includes attendance at WNC sponsored Musical Theatre productions, art shows and exhibits in the service area, and Lone Mountain Writers meetings. Source: Gallery and theatre directors.
3.2.3	Non-credit courses/sections for personal enrichment	33/94	85/203	89/207	71/148	72/139	61/139	184%/148%	33/94	Y	184%/148%	50/141	↑	These are Continuing Education courses and sections offered on a self-sustaining basis for life-long learning. Threshold is to maintain or increase from baseline and Target is a 50% increase from baseline. Source: WNC Continuing Education.
3.2.4	Conferences and institutes sponsored or hosted by WNC	9	9	10	12	9	12	33%	9	Y	133%	10	↑	Conferences and Institutes sponsored by or hosted by WNC. Threshold is to maintain baseline and Target is a 10% increase over baseline. Source: WNC President's office and WNC Specialty Crops Institute.
3.2.5	Students enrolled in non-credit Adult Literacy and Language classes	632	596	428	331	329	282	-55%	314	N	90%	632	↓	This reports the number of students enrolled in self-sustaining Adult Literacy and Language classes - English Language Learners, High School Equivalency, and Adult Basic Education. Threshold is a three-year rolling average and Target is to meet or exceed baseline year activity. Source: WNC Adult Literacy and Language.
Objective 3.3: Western Nevada College promotes community connections														
Table 10: Indicators of Promoting Community Connections														
		2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	2016-17	Change from Baseline	Threshold	Old Threshold Achieved	New Threshold Achieved	2017-18 Target	Progress toward Target	Notes
3.3.1	Percentage of technical skills programs with active advisory groups	50%	50%	100%	100%	100%	100%	100%	50%	Y	200%	100%	↑	This measure tracks the total number of active technical skills advisory groups. These include advisory groups for each of the Career and Technical Education programs, some of which have several groups, depending on location, and Nursing. The Threshold is to maintain the baseline and the Target is 100%. Source: WNC Division Directors.
3.3.2	The range of customized training and apprenticeships by economic sector	NA	NA	7	7	8	2	-71%	7	N	29%	8	↓	WNC offers credit and non-credit, customized training to personnel in agriculture, construction, public safety, government, manufacturing, retail and hospitality sectors. Threshold is to maintain the baseline and Target is to capture one additional sector.
3.3.3	Number of events and activities initiated by organizations outside of WNC that use College facilities	58	61	80	63	64	76	31%	58	Y	131%	64	↑	This measure tracks events and activities at WNC locations by outside entities. Threshold is to maintain the base and Target is to increase by 10%. Source: WNC Resource 25.
3.3.4	Number of courses that provide internships, practica, service learning, apprenticeships and partnering with organizations and businesses	4	5	6	7	NA	6	75%	6	Y	95%	8	↓	These are courses that require students to interact with the community: MUS 176/276, PHYS 293, ME 198, BUS 101, MKT 210/127, NURS 262/267/285, and CRJ 212. Threshold is a three-year rolling average and Target is a 100% increase over baseline. Source: WNC academic faculty.

Appendix B
Mission Fulfillment Key Performance Indicator Overview:
Demonstrate Achievement of Institutional Student Learning Outcomes
September 14, 2017

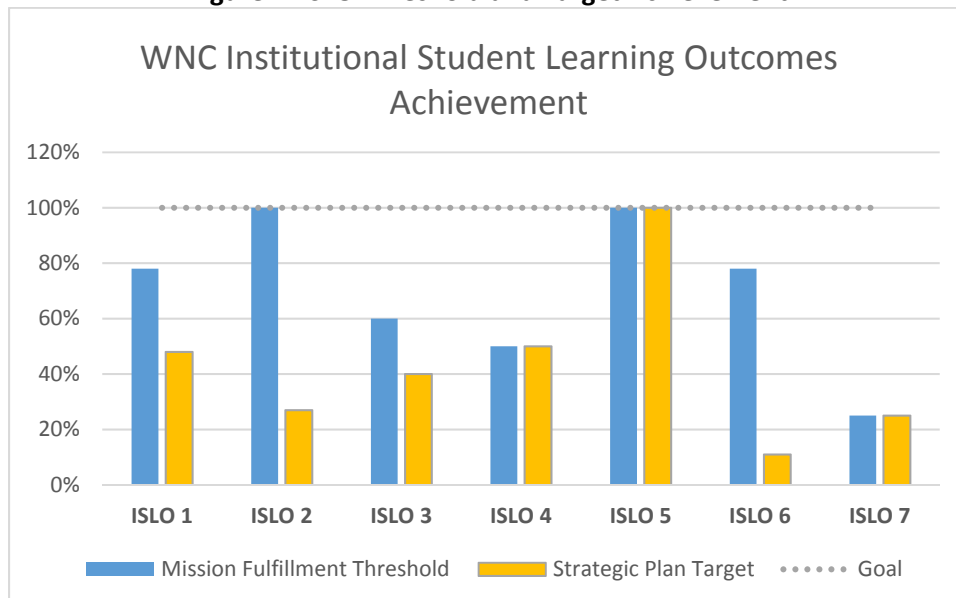
Introduction

This overview reports current WNC course assessment data for achievement of Institutional Student Learning Outcomes (ISLOs) during the 2016-17 academic year. To date, 25 courses from Liberal Arts and Career and Technical Education submitted assessment data from the fall 2016 semester, and 8 courses submitted assessment data from the spring 2017 semester. Additionally, it should be noted that Nursing and Allied Health is not included in these reports as they assess separately for national accreditation purposes.

ISLO Achievement by Reporting Courses

Table 1: ISLO Threshold Achievement by Reporting Courses				
ISLO Assessed	# Courses Assessing ISLO	% at Threshold: At least 50% of students achieve 70% on assessment	% at Target: At least 70% of students achieve 70% on assessment	% meeting Neither Threshold or Target
ISLO 1: Working Knowledge	27	78%	48%	22%
ISLO 2: Written Communication	11	100%	27%	0%
ISLO 3: Quantitative Literacy	5	60%	40%	40%
ISLO 4: Information Literacy	6	50%	50%	50%
ISLO 5: Diversity and Society	1	100%	100%	0%
ISLO 6: Critical Thinking	9	78%	11%	22%
ISLO 7: Career Preparation	4	25%	25%	75%

Figure 1: ISLO Threshold and Target Achievement



Notes on ISLO Achievement by Reporting Courses

While 33 courses submitted assessment reports evaluating ISLOs, not all courses assessed all ISLOs. Some assessed only one ISLO, while other assessed multiple ISLOs. For a full listing of which courses assessed which ISLOs, and at what levels, please see Table 2 below.

Additionally, please note that the “% at Threshold” column in Table 1 includes both courses assessed only at Threshold level, and courses assessed at Target level. This is because a course that is assessed at the Target level will have also reached the Threshold level.

The 33 courses assessed represent a small percentage of all LA and CTE courses offered in 2016-17.

Table 2: Overview of all courses reporting ISLO achievement data for 2016-17

Course	Division	GE/ISLO 1	GE/ISLO 2	GE/ISLO 3	GE/ISLO 4	GE/ISLO 5	GE/ISLO 6	ISLO 7
BIOL 100	LA	Target	Target	Target	Target		Target	
BIOL 190	LA	Neither						
BIOL 223	LA	Threshold			Neither		Neither	Neither
BIOL 224	LA	Neither			Neither		Neither	Neither
CHEM 121	LA	Neither			Neither			Neither
ENV 101	LA	Threshold						
GEOL 101	LA	Target						
GEOL 103	LA	Target						
HIST 101	LA	Target	Threshold				Threshold	
HIST 102	LA	Target	Threshold				Threshold	
HIST 105	LA	Target	Threshold				Threshold	
HIST 106	LA	Target	Threshold				Threshold	
HIST 111	LA	Target	Threshold				Threshold	
HIST 217	LA	Target	Threshold				Threshold	
MATH 120	LA	Neither		Threshold				
MATH 126	LA	Neither		Neither				
MATH 181	LA	Threshold		Neither				
MUS 124	LA	Threshold						
PHIL 210	LA					Target		
PSC 103	LA	Neither						
PSY 101	LA	Threshold						
SOC 101	LA	Threshold						
EDU 201	CTE	Threshold	Threshold					
EDU 202	CTE	Threshold	Threshold					
GRC 103	CTE	Target						
AM 153	CTE	Target						
AM 215	CTE		Target					Target
AM 150	CTE			Target				
AM 149	CTE	Target						
AM 141	CTE		Target					
AM 140	CTE				Target			
AM 145	CTE				Target			
AM 152	CTE	Target						

Table 2 Notes

Table 2 reports the highest level of ISLO achievement for ISLOs assessed. Blanks indicate that the ISLO in question was not assessed by the listed course.