

Western Nevada College

2018 Accreditation Self-Study



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Western Nevada College

Year Seven Self-Evaluation Report

Prepared for the Northwest Commission on College and Universities
February 15, 2018

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Institutional Overview

Western Nevada College (WNC) is a comprehensive community college that serves more than 4,600 students each year primarily within a five-county area of more than 8,000 square miles. Since 1971, WNC has offered a wide range of educational opportunities with a balanced focus on accessible pathways to careers or transfer degrees and sustainable student success.

WNC is one of eight member institutions under the Nevada System of Higher Education (NSHE) which operates under the authority of the Nevada Constitution. NSHE prepares biennial budget requests in preparation for the state legislature that meets every odd numbered year. NSHE's elected 13-member Board of Regents is responsible for system policy making and oversight. The Board of Regents appoints the NSHE Chancellor who serves as the system's chief executive officer and is responsible for implementing Board of Regents' policies and NSHE strategic initiatives. The president of each member institution reports directly to the Chancellor.

Western's main campus is in Nevada's capital, Carson City, with rural campuses in Fallon and Minden. Western also serves smaller Nevada communities, including Fernley, Yerington, Silver Springs, and Dayton. By offering diverse degree, certificate, and university transfer programs, scheduling classes at convenient times, and offering a number of degrees and certificates completely online, WNC aims to ensure students an accessible, positive, and supportive college experience.

Primarily a two-year institution, WNC does offer one baccalaureate degree in applied science. The main credential areas offered are:

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

WNC's BAS degree focuses on construction management to prepare professionals for careers in the industry. The AA, AB, and AS degrees are designed for university transfer and are recognized specifically in the NSHE Code regarding transfer within the state. WNC's 15 AAS programs and emphases are designed to prepare graduates for careers in business or industry. Fourteen certificates of achievement granted by WNC require completion of 30 credits; 22 certificates of completion, which require fewer credits, are designed to prepare students for state, national, or international licensing exams.

Program development and planning at WNC since the last full accreditation visit in 2010 has supported NSHE initiatives toward efficiency and affordability, local initiatives to enhance service to rural constituencies, and responses to growth of high tech manufacturing in the region. Examples include gateway course initiatives, WNC's Jump Start College program, and internationally recognized certifications such as the Siemen's Certified Mechatronics Systems Certification.

To reach its wide service area, WNC employs online, interactive video, and hybrid modes of instruction. Through partnerships with area high schools, a significant number of in-person class sections are offered

at remote sites in rural areas.

WNC works to smooth student transitions into higher education and enhance student success by recognizing that different students experience different challenges. Retention and cohort programs, such as The Bridge to Success, the Veterans Resource Center, and the Latino Cohort, offer encouragement, preparation, and assistance to students and their families to help overcome common barriers.

The Western Nevada College Foundation, founded in 1992, supports WNC students by raising funds through employee giving, special events and campaigns, and individual, corporate, and private foundation solicitations. The WNC Foundation is a non-profit, 501(c)3 that connects the college to the community for the purpose of raising funds and developing friendships that support the college strategic initiatives, projects, and student scholarships. The Foundation will award more than \$250,000 in scholarships during the 2017-18 academic year. Projects such as the new Industrial Technology Lab and the Biophysical Science Lab are examples of the impact community donations foster through the Foundation.

WNC's 56 full-time and 187 part-time instructional faculty is recognized as professional, accessible, and focused on student success. Faculty dedication is reflected in an ongoing commitment to exploring partnerships with industry representatives in technical training, with school districts and charter schools in dual credit and preparatory pathways, and with sister institutions in the state to leverage strengths and enhance transfer pathways for students. WNC faculty have won system-wide teaching awards and received the WNC President's Team Award for their dedication to building the Jump Start College program.

WNC's student profile includes a wide variety of ages and ethnicities (33% minority, 56% women, 36% full-time, 41% ages 25 and older) and the growth in the region continues to increase diversity. WNC students enter college with a variety of goals, needs, and expectations, and WNC offers them opportunities to pursue their interests and aspirations in an affordable and nurturing environment. The Associated Students of Western Nevada (ASWN), WNC's student government organization, actively represents the student body and participates in the committee structure of the college.

WNC has been regionally accredited since 1975. The college's last accreditation visit, in 2010, came at a time of extreme budgetary uncertainty for the entire state. Seven years later the landscape is significantly changed with high tech industry flowing into the region, notable shifts in the state's perspectives on education, and an institution that has weathered a sluggish economy and emerged with an entrepreneurial spirit. WNC's connections with regional leaders in business development and education have grown strong, and the future looks bright with new opportunities for our students in northern Nevada.

Basic Institutional Data Form

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institution: Western Nevada College

Mailing Address: 2201 West College Parkway
Address 2: _____
City: Carson City
State/Province: NV
Zip/Postal Code: 89703-7399
Main Phone Number: 775-445-3000
Country: USA

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Mr.
First Name: Mark
Last Name: Ghan
Position (President, etc.): Acting President
Phone: 775-445-4232
Fax: 775-445-3127
Email: mark.ghan@wnc.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Mr.
First Name: Scott
Last Name: Morrison
Position (President, etc.): Interim Vice President Academic and Student Affairs
Phone: 775-445-4431
Fax: 775-445-4218
Email: scott.morrison@wnc.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Ms.
First Name: Darla
Last Name: Dodge
Position (President, etc.): Interim Vice President Finance and Administrative Services
Phone: 775-445-4231
Fax: 775-445-4218
Email: darla.dodge@wnc.edu

Institutional Demographics

Institutional Type (Choose all that apply)

- Comprehensive
- Specialized
- Health-Centered
- Religious-Based
- Native/Tribal
- Other (specify): _____

Calendar Plan (Choose one that applies)

- Semester
- Quarter
- 4-1-4
- Trimester
- Other (specify): _____

Degree Levels (Choose all that apply)

- Associate
- Baccalaureate
- Master
- Doctorate
- If part of a multi-institution system, name of system: Nevada System of Higher Education

Institutional Control

- City
- County
- State
- Federal
- Tribal
- Public OR Private
- Non-Profit OR For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 2177 (most recent year) FTE Student Enrollments

Classification	Current Year: Fall 2017	One Year Prior: Fall 2016	Two Years Prior: Fall 2015
Undergraduate	2177	2115	2277
Graduate			
Professional			
Unclassified			
Total all levels	2177	2115	2277

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 3642 (most recent year) Student Headcount Enrollments

Classification	Current Year: Fall 2017	One Year Prior: Fall 2016	Two Years Prior: Fall 2015
Undergraduate	3642	3569	3839
Graduate			
Professional			
Unclassified			
Total all levels	3642	3569	3839

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 56 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	30	1			2	18	1	9
Associate Professor								
Assistant Professor								
Instructor	26	186	1	2	2	17		4
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Note: Full-time Professors include 1 faculty member on a reduced load. Does not include 1 full-time Librarian on academic appointment.

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.

Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	\$74,301	18.5
Associate Professor		
Assistant Professor		
Instructor	\$59,522	2.5
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Note: Does not include 1 full-time Librarian on academic appointment; it does include 1 Professor on a reduced load.

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Statement of Cash Flow

Western Nevada College			
Statement of Cash Flow (in \$1,000's)			
CASH FLOWS FROM OPERATING ACTIVITIES	2017	2016	2015
Tuition and fees	\$ 4,939	\$ 4,298	\$ 3,635
Grants and contracts	4,932	4,212	3,726
Payments to suppliers	(5,671)	(6,321)	(7,128)
Payments for utilities	(488)	(564)	(542)
Payments for compensation and benefits	(20,311)	(19,046)	(18,087)
Payments for scholarships and fellowships	(2,701)	(3,592)	(4,353)
Loans issued to students and employees	(2,261)	(3,518)	(4,816)
Collection of loans to students and employees	2,261	3,518	4,816
Sales and services of auxiliary enterprises	893	957	1,002
Sales and services of educational departments	277	156	111
Other receipts	53	(33)	387
Total cash flows from operating activities	(18,077)	(19,933)	(21,249)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES	2017	2016	2015
State appropriations	13,079	13,050	13,446
State appropriations refunded	-	-	(4)
Transfers from System Administration	(164)	351	748
Gifts and grants for other than capital purposes	341	423	580
Gift for endowment purposes	-	-	-
Receipts under federal student loan programs	-	-	-
Disbursements under federal student loan programs	-	-	-
Other	2,057	-	-
Principal payments received from loan to NSHE	-	-	-
Interest received from loan to NSHE	-	-	-
Loan made to NSHE for purchase of building	-	-	-
Agency transactions	(11)	(15)	9
Federal grants and contracts	3,852	5,173	6,357
Total cash flows from noncapital financing activities	19,154	18,982	21,136

Statement of Cash Flow Continued

Western Nevada College			
Statement of Cash Flow (in \$1,000's)			
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES	2017	2016	2015
Proceeds from capital debt	-	-	-
Other	-	-	-
Payments for debt issuance costs	-	-	-
Capital appropriations	-	-	-
Capital grants and gifts received	-	-	-
Bond issuance and refunding	-	-	-
Purchases of capital assets	(591)	(794)	(138)
Proceeds from sale of property and equipment	-	-	-
Principal paid on capital debt and leases, including defeasance	-	-	-
Interest paid on capital debt and leases	-	-	-
Deposits for the acquisition of property and equipment	-	-	-
Total cash flows from capital and related financing activities	(591)	(794)	(138)
CASH FLOWS FROM INVESTING ACTIVITIES	2017	2016	2015
Proceeds from sales and maturities of investments	424	3,150	1,150
Purchase of investments	(1,996)	(263)	(562)
Interest and dividends received on investments	605	(142)	646
Net increase in cash equivalents, noncurrent investments	(1)	(609)	(327)
Total cash flows from investing activities	(968)	2,136	907
Net increase (decrease) in cash	(482)	391	656
Cash and cash equivalents, beginning of year	2,916	2,525	1,869
Cash and cash equivalents, end of year	\$ 2,434	\$ 2,916	\$ 2,525

Balance Sheet

Western Nevada College Combining Schedule of Net Position (in \$1,000's)			
ASSETS: Current Assets	2017	2016	2015
Cash and cash equivalents	\$ 2,348	\$ 2,611	\$ 2,525
Restricted cash and cash equivalents	-	-	-
Short-term investments	6,133	4,204	5,999
Accounts receivable, net	896	1,168	1,108
Receivable from U.S. Government	819	516	219
Receivable from State of Nevada	130	500	53
Pledges receivable, net	-	-	-
Current portion of loans receivable, net	7	4	5
Due from related institutions	-	-	-
Inventories	-	-	-
Deposits and prepaid expenditures, current	-	-	-
Other current assets	-	-	-
Total Current Assets	10,333	9,003	9,909
ASSETS: Noncurrent Assets	2017	2016	2015
Cash held by State Treasurer	86	305	-
Restricted cash and cash equivalents	-	-	-
Due from related institutions	-	-	-
Receivable from State of Nevada	-	-	-
Endowment investments	256	236	250
Deposits and prepaid expenditures	-	-	-
Loans receivable, net	3	1	1
Capital assets, net	30,247	31,095	31,750
Pledges receivable, net	-	-	-
Other noncurrent assets	-	-	-
Total Noncurrent Assets	30,592	31,637	32,001
TOTAL ASSETS	40,925	40,640	41,910
DEFERRED OUTFLOWS OF RESOURCES	2017	2016	2015
Pension related	2,170	1,064	901
Loss on bond refunding	-	-	-
TOTAL DEFERRED OUTFLOWS OF RESOURCES	2,170	1,064	901

Balance Sheet Continued

Western Nevada College Combining Schedule of Net Position (in \$1,000's)			
LIABILITIES: Current Liabilities	2017	2016	2015
Accounts payable	\$ 879	\$ 599	\$ 353
Accrued payroll and related liabilities	1,132	1,106	963
Unemployment insurance and workers' compensation	104	100	93
Due to State of Nevada	-	-	-
Due to related entities	96	104	81
Current portion of compensated absences	559	604	564
Current portion of long-term debt	-	-	-
Current portion of obligations under capital leases	-	-	-
Accrued interest payable	-	-	-
Unearned revenue	-	-	-
Funds held in trust for others	157	168	183
Other current liabilities	-	-	-
Total Current Liabilities	2,927	2,681	2,237
LIABILITIES: Noncurrent Liabilities	2017	2016	2015
Refundable advances under federal loan programs	-	-	-
Compensated absences	175	93	141
Long-term debt	-	-	-
Obligations under capital leases	-	-	-
Due to State of Nevada	-	-	-
Unearned revenue	-	-	-
Net pension liability	10,327	8,837	8,137
Other noncurrent liabilities	-	-	-
Total Noncurrent Liabilities	10,502	8,930	8,278
TOTAL LIABILITIES	13,429	11,611	10,515
DEFERRED INFLOWS OF RESOURCES	2017	2016	2015
Pension related	1,224	1,518	2,210
Gain on bond refunding	-	-	-
TOTAL DEFERRED INFLOWS OF RESOURCES	1,224	1,518	2,210
NET POSITION	2017	2016	2015
Net investment in capital assets	\$ 30,247	\$ 31,095	\$ 31,750
Restricted – Nonexpendable	256	236	250
Restricted – Expendable – Scholarships, research and instruction	(14)	(20)	222
Restricted – Expendable – Loans	-	-	-
Restricted – Expendable – Capital projects	86	485	-
Restricted – Expendable – Debt service	-	-	-
Unrestricted	(2,133)	(3,221)	(2,136)
TOTAL NET POSITION	\$ 28,442	\$ 28,575	\$ 30,086

Operating and Capital Budget

Western Nevada College			
Combining Schedule of Revenues, Expenses, and Changes in Net Position (in \$1,000's)			
OPERATING REVENUES	2017	2016	2015
Student tuition and fees (net of scholarship allowance of \$144,156)	\$ 4,667	\$ 4,358	\$ 3,636
Federal grants and contracts	3,506	3,482	2,406
State grants and contracts	1,349	1,426	753
Local grants and contracts	10	48	244
Other grants and contracts	-	-	-
Campus support	8	8	10
Sales and services of educational departments (including \$28,438 from System Related Organizations)	277	156	111
Sales and services of auxiliary enterprises (net of scholarship allowance of \$6,973)	893	957	1,002
Interest earned on loans receivable	-	-	-
Other operating revenues	366	257	490
Total Operating Revenues	11,076	10,692	8,652
OPERATING EXPENSES	2017	2016	2015
Employee compensations and benefits	(20,084)	(19,387)	(18,245)
Utilities	(488)	(564)	(542)
Supplies and services	(5,951)	(6,409)	(6,783)
Scholarships and fellowships	(2,696)	(3,593)	(4,356)
Depreciation	(1,438)	(1,414)	(1,350)
Other operating expenses	(321)	(298)	(113)
Total Operating Expenses	(30,978)	(31,665)	(31,389)
Operating Income (Loss)	(19,902)	(20,973)	(22,737)
NONOPERATING REVENUES (EXPENSES)	2017	2016	2015
State appropriations	13,079	13,050	13,446
Transfers to/from System Administration	(164)	351	748
Gifts (including \$54,527 from System Related Organizations)	341	423	580
Investment income (loss), net	605	15	77
Gain (loss) on disposal of capital assets	(1)	(35)	(5)
Interest expense	-	-	-
Other nonoperating revenues	2,057	-	(4)
Federal grants and contracts	3,852	5,173	6,357
Total Nonoperating Revenues	19,769	18,977	21,199
Income (Loss) Before Other Revenue (Expenses)	(133)	(1,996)	(1,538)

Operating and Capital Budget Continued

Western Nevada College Combining Schedule of Revenues, Expenses, and Changes in Net Position (in \$1,000's)			
OTHER REVENUES (EXPENSES)	2017	2016	2015
State appropriations restricted for capital purposes	\$ -	\$ 485	\$ -
Capital grants and gifts (including \$18,902 from System Related Organizations)	-	-	-
Additions to permanent endowments (including \$715 from System Related Organizations)	-	-	-
Total Other Revenues	-	485	-
Increase (Decrease) in Net Positions	(133)	(1,511)	(1,538)
NET POSITION	2017	2016	2015
Net position – beginning of year	28,575	30,086	40,894
Net position – end of year	\$ 28,442	\$ 28,575	\$ 30,086

Projections of Non-Tuition Revenue

Western Nevada College Caseload Growth and Enhancements (CTE Weighting Increase/Capacity)				
PROJECTIONS	FY17	FY18	FY19	FY20
General Fund (includes Perf Pool)	\$ 11,914,162	\$ 12,499,889	\$ 14,012,384	\$ 14,645,792
General Fund Salary Adjustment (COLA)	314,896	316,704	633,408	
Misc. (Application Fees)	4,705	4,705	4,705	4,799
Investment Income	39,239	39,239	39,239	40,024
State Bridge Funds	850,000	-	-	-
TOTAL	13,123,002	13,860,537	14,689,736	14,690,615
% Difference		6%	6%	0%
General Fund Only % Difference		13%	4%	5%
% General Fun of Total Budget	91%	97%	95%	100%
	DIFFERENCE	737,535	829,199	879

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2018 - 2019 approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
New program	Certificate less than 30 credits	Mechatronics Foundation – Level 1	Industrial Technology
Elimination	Certificate of Achievement	Retail Management	Business

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Fallon Campus	160 Campus Way	Fallon, NV 89406	Certificate of Achievement – Welding Technology	9	18	2

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. ***If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.***

** This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Douglas	1680 Bently Parkway South, Minden, NV 89423	Associate of Applied Science	Business – Management	1	Yes	None
Douglas	1680 Bently Parkway South, Minden, NV 89423	Associate of Applied Science	Criminal Justice	1	Yes	None
Douglas	1680 Bently Parkway South, Minden, NV 89423	Associate of Applied Science	General Business Emphasis	1	Yes	None
Douglas	1680 Bently Parkway South, Minden, NV 89423	Associate of Applied Science	Graphic Communications	1	Yes	None
Douglas	1680 Bently Parkway South, Minden, NV 89423	Associate of Applied Science	Technology – Automated Systems	2	Yes	None
Douglas	1680 Bently Parkway South, Minden, NV 89423	Associate of Applied Science	Technology – Comp Info Tech	1	Yes	None
Douglas	1680 Bently Parkway South, Minden, NV 89423	Associate of Arts	Associate of Arts	34	Yes	None
Douglas	1680 Bently Parkway South, Minden, NV 89423	Associate of Business	Associate of Business	5	Yes	None

Distance Education (continued)

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Douglas	1680 Bently Parkway South, Minden, NV 89423	Associate of Science	Associate of Science	26	Yes	None
Douglas High School	1670 NV-88, Minden, NV 89423	Associate of Arts	Associate of Arts	15	Yes	Douglas High School
Douglas High School	1670 NV-88, Minden, NV 89423	Associate of Science	Associate of Science	7	Yes	Douglas High School
Fallon	160 Campus Way, Fallon, NV 89406	Associate of Applied Science	Business – Accounting	5	Yes	None
Fallon	160 Campus Way, Fallon, NV 89406	Associate of Applied Science	Business – Management	2	Yes	None
Fallon	160 Campus Way, Fallon, NV 89406	Associate of Applied Science	Criminal Justice	5	Yes	None
Fallon	160 Campus Way, Fallon, NV 89406	Associate of Applied Science	General Business Emphasis	3	Yes	None
Fallon	160 Campus Way, Fallon, NV 89406	Associate of Applied Science	Nursing	53	Yes	None
Fallon	160 Campus Way, Fallon, NV 89406	Associate of Applied Science	Technology – Automated Systems	1	Yes	None
Fallon	160 Campus Way, Fallon, NV 89406	Associate of Applied Science	Technology – Comp Info Tech	1	Yes	None
Fallon	160 Campus Way, Fallon, NV 89406	Associate of Applied Science	Technology – General Industrial	1	Yes	None
Fallon	160 Campus Way, Fallon, NV 89406	Associate of Arts	Associate of Arts	54	Yes	None
Fallon	160 Campus Way, Fallon, NV 89406	Associate of Arts	Associate of Arts	47	Yes	Fallon High School

Distance Education (continued)* *This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Fallon	160 Campus Way, Fallon, NV 89406	Associate of Business	Associate of Business	7	Yes	None
Fallon	160 Campus Way, Fallon, NV 89406	Associate of General Studies	Associate of General Studies	27	Yes	None
Fallon	160 Campus Way, Fallon, NV 89406	Associate of Science	Associate of Science	35	Yes	None
Fallon	160 Campus Way, Fallon, NV 89406	Associate of Science	Associate of Science	15	Yes	Fallon High School
Fallon	160 Campus Way, Fallon, NV 89406	Certificate of Achievement	Business – Bookkeeping Cert	1	Yes	None
Fallon	160 Campus Way, Fallon, NV 89406	Certificate of Achievement	Criminal Justice Certificate	1	Yes	None
Fernley	595 Silver Lace Blvd., Fernley, NV 89408	Associate of Applied Science	Criminal Justice	1	Yes	None
Fernley	595 Silver Lace Blvd., Fernley, NV 89408	Associate of Arts	Associate of Arts	2	Yes	None
Fernley High School	1300 NV-95A South, Fernley, NV 89408	Associate of Arts	Associate of Arts	21	Yes	Fernley High School
Fernley High School	1300 NV-95A South, Fernley, NV 89408	Associate of Science	Associate of Science	17	Yes	Fernley High School

Distance Education (continued)

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Mineral County High School	601 A Street, Hawthorne, NV 89415	Associate of Arts	Associate of Arts	1	Yes	Mineral County High School
Mineral County High School	601 A Street, Hawthorne, NV 89415	Associate of Science	Associate of Science	1	Yes	Mineral County High School
Online	NA	Associate of Applied Science	Business – Accounting	30	NA	None
Online	NA	Associate of Applied Science	Business – Management	36	NA	None
Online	NA	Associate of Applied Science	Criminal Justice	60	NA	None
Online	NA	Associate of Applied Science	General Business Emphasis	25	NA	None
Online	NA	Associate of Applied Science	Graphic Communications	32	NA	None
Online	NA	Associate of Applied Science	Technology - Automated Systems	11	NA	None
Online	NA	Associate of Applied Science	Technology – Comp Info Tech	28	NA	None
Online	NA	Associate of Applied Sciences	Technology – General Industrial	4	NA	None
Online	NA	Associate of Arts	Associate of Arts	406	NA	None

Distance Education (continued)

** This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Online	NA	Associate of Business	Associate of Business	77	NA	None
Online	NA	Associate of General Studies	Associate of General Studies	132	NA	None
Online	NA	Associate of Science	Associate of Science	168	NA	None
Online	NA	Certificate of Achievement	Business	2	NA	None
Online	NA	Certificate of Achievement	Business – Bookkeeping Cert	13	NA	None
Online	NA	Certificate of Achievement	Comp Tech Network Spprt Tech	6	NA	None
Online	NA	Certificate of Achievement	Comp Tech System Admin Tech	5	NA	None
Online	NA	Certificate of Achievement	Criminal Justice Certificate	3	NA	None
Online	NA	Certificate of Achievement	General Industrial Technology	2	NA	None
Online	NA	Certificate of Achievement	Graphic Comm. Certificate	3	NA	None
Online	NA	Certificate of Achievement	Industrial Electronics Tech	1	NA	None
Online	NA	Certificate of Achievement	Mechatronics Technology	2	NA	None
Silver Stage High School	3755 W Spruce Street, Silver Springs, NV 89429	Associate of Arts	Associate of Arts	11	Yes	Silver Stage High School

Distance Education *(continued)*

** This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Silver Stage High School	3755 W Spruce Street, Silver Springs, NV 89429	Associate of Science	Associate of Science	1	Yes	Silver Stage High School
Yerington	120 N California St. Jeanne Dini Cultural Center, Yerington, NV 89447	Associate of Arts	Associate of Arts	1	Yes	None

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
<i>None—Not Applicable</i>						

Preface

Brief Update on Institutional Changes

Enrollment and Growth

Since the last full accreditation visit in 2010, WNC has experienced enrollment trends similar to other institutions in the state. At the same time the economy in the region has improved, student headcounts have declined. In preparation for these trends continuing, WNC began developing programs, partnerships, and enrollment models that have improved access for underserved student populations, helped part-time students transition to full-time enrollment, and leveraged a strong economy toward apprenticeship and technical programs that would grow student and industry connections with the college. Developments include cohort programs, intrusive advising, corequisite gateway courses, expanded online enrollment, international certifications, early college dual credit, etc. These efforts have smoothed the year over year enrollment trends and have produced overall FTE growth in recent years with notable increases in online and early college enrollments.

Facilities

WNC has begun a transformation centered in the Dini Library involving academic support areas including Academic Skills Center, Distance Education, Community Education, and Library and Media Services; the goal is to enhance student engagement on the main campus and develop closer working connections between academic support areas. The newly envisioned *Division of Learning and Innovation* will serve as a hub for students, faculty, and staff to interact and engage on a physical campus or online with enhanced spaces for collaboration, development, and community connections.

WNC has recently unveiled the *William N. Pennington Biophysical Science Laboratory* on the Carson Campus. The renovation, completed in January 2018, was funded by the Pennington Foundation and has dramatically increased student access to state-of-the-art lab technology in biology, chemistry, and human anatomy classes.

In 2017, WNC opened a new Industrial Technology Lab funded by the NV Energy Foundation, E.L. Cord Foundation and the Reynolds Foundation on the Carson Campus. The lab in the Reynolds Center allows WNC to serve a greater number of students to address increasing local workforce demands. This facility gives students the ability to learn on equipment that is similar to what they would see on a modern-day manufacturing floor. The lab expansion coincides with introduction of Siemens Mechatronics Systems Certification Program Level 2, which builds on the Level 1 certification that has been offered since 2016. Mechatronics combines mechanical, electrical, computer, and software and control engineering to design and manufacture products. WNC is the only college in the western United States offering this training.

Leadership

WNC's administrative staffing has interim or acting appointments in key areas including an acting President, two interim Vice Presidents, an interim Dean of Student Services, and interim Director of Liberal Arts Division. WNC is fortunate to have all temporary positions staffed by long-standing members of the college community with experience in each area. The college benefits from deep experience and

dedication from 339 administrative and classified staff throughout the institution who have helped to ensure stable operations through periods of transition in leadership.

In 2013 the college changed the organizational structure of academic affairs. Division chairs (half-time administrative positions) over five academic divisions were replaced with academic directors (full-time administrative positions) over three academic (instructional) divisions: Career & Technical Education, Liberal Arts, Nursing and Allied Health. The Dean of Instruction position was eliminated with the academic directors reporting to the Vice President of Academic and Student Affairs.

Assessment and Alignment of Student Learning Outcomes

A 2014 revision of general education provided impetus for substantial change not only in the institution's attitudes toward assessment but also its perspectives on alignment from course objectives to core themes.

In 2014-15 WNC developed and implemented ten new General Education Student Learning Outcomes (GESLOs) and seven Institutional Student Learning Outcomes (ISLOs). In 2016, after a review of the implementation and updated assessments, the General Education Committee recommended a further revision reducing the number of GESLOs to six-- in close alignment with the first six ISLOs. In 2017, the academic faculty proposed that the GESLOs be combined with ISLOs to form a single set of seven *WNC Student Learning Outcomes* (SLOs).

The [WNC Student Learning Outcomes](#) provide the basis for alignment of all WNC curriculum; SLOs one through six guide general education and academic program outcomes, and SLO seven provides a connection for career preparation emphases.

Response to Recommendations

The Northwest Commission on Colleges and Universities conducted a full-scale evaluation of Western Nevada College in spring 2010. In its February 9, 2015 letter to interim President Chet Burton, the Commission requested that WNC again address Recommendations 1, 2 and 4 of the spring 2010 *Comprehensive Evaluation Report* in its spring 2018 *Year 7 Report*.

Recommendation 1

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

WNC is in full compliance with Recommendation 1. WNC has hired quality full-time faculty for all degree programs. See current Standard 2.B.4 in this report.

Recommendation 2

The Committee recommends that the College implement its plan to conduct a comprehensive assessment of all of its programs. While the College is substantially in compliance with Policy 2.2's direction for planning, progress on collecting and analyzing data that creates specific improvement actions must be a College priority. The first cycle of review, which has been analyzed and corrected where necessary, has

revealed the need for another iteration before a complete analysis of the entire assessment effort can be adequately evaluated (Policy 2.2).

WNC's 2010-2015 Institutional Assessment Plan laid the groundwork for a systematic process by which significant progress was made in WNC's culture of annual assessment and program review. The 2015-2020 Institutional Assessment cycle has benefitted from this institutional momentum. Academic program reviews are completed on a regular schedule as overseen by PARC, and review processes themselves are reviewed and updated with feedback from program review teams. Administrative program reviews have been completed at a lower rate (measured as component of Strategic Plan key performance indicators), and the recognition of gaps has led to updates to the review processes.

Institutional Review and Assessment processes have distinctly benefited from the addition of a Planning and Assessment Coordinator. This position manages the reporting mechanisms, compiles institutional summaries, and creates reports on institutional projects and priorities to help guide the planning processes with respect to programs and services.

Through the work of the Program Assessment and Review Committee (PARC), institutional dissemination of program review results have been improved. For example, administrative program review summaries are presented to the Budget Committee and the College Council highlighting resources requests/recommendations; academic program review summaries are presented by review teams during College Council open forums, to the Curriculum Committee, and during All Academics meetings highlighting resource requests and curricular changes. For further detail please see responses to Standard 4A in this report.

Recommendation 4

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

WNC is in full compliance with Recommendation 4. WNC does not have an intercollegiate athletic program. See current Standards 2.D.11 and 2.D.13 in this report.

STANDARD ONE

Mission & Core Themes



Chapter One: Mission, Core Themes, and Expectations

Executive Summaries of Eligibility Requirements 2 and 3

2. AUTHORITY: Created in 1971, Western Nevada College is one of eight member institutions operating as the Nevada System of Higher Education (NSHE). NSHE operates under the authority of the Nevada Constitution, Nevada statutes, and NSHE policies.

The *WNC Policy Manual* contains provisions that define the authority, roles, and responsibilities of the college entities that facilitate the functioning and operation of WNC. WNC is accredited by the Northwest Commission on Colleges and Universities.

3. MISSION AND CORE THEMES: Western Nevada College's Mission and Core Themes (2012-2018) were approved by the Board of Regents of the Nevada System of Higher Education in March 2012. The mission and core themes development resulted from a collaboration of internal and external community stakeholders, including students, staff, faculty, and regional leaders, ensuring that it reflects the needs of WNC's service area and can be easily understood by the wider community.

The Strategic Planning Committee tasked with designing next plan including WNC's mission and core themes began the process in January 2018.

Standard 1.A: Mission

1.A.1: *The institution has a widely published mission statement, approved by its governing board, that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

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.

The Board of Regents of the Nevada System of Higher Education approved the existing mission statement and core themes of the 2012-2018 Western Nevada College Strategic Plan in March 2012.

[The Mission Statement and Core Themes are posted online](#), included in the print and digital versions of the annually updated [Academic Program Guide](#), on posters in classrooms, hallways, and common areas throughout the campuses, and as a rotating slide on informational screens in common areas.

The mission statement sets forth a purpose that is appropriate for an institution of higher education and the mission of a comprehensive public community college. It was developed in collaboration with internal and external community stakeholders, including students, staff, faculty, and regional leaders, ensuring that it reflects the needs of our service area and can be easily understood by the wider community.

1.A.2: The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

WNC developed its current mission statement through a lengthy and inclusive process that involved both the College and the communities it serves. In doing so, WNC ensured that the mission statement encapsulated the characteristics, purposes, and expectations essential to providing higher education opportunities that meet the needs of its students.

The mission statement guides the development of institutional priorities which inform WNC's strategic planning process through three core themes. These themes serve as pillars of the institution's mission and individually embody its key elements. Each core theme identifies specific objectives, and progress toward meeting these is measured by meaningful, assessable key performance indicators (KPIs). [An overview of current objectives and KPIs is available online.](#)

[WNC's Strategic Planning website](#) provides public access to documents and reports on plan development, accomplishments, and mission fulfillment. The *Annual Mission Fulfillment Report* and associated data trends and summaries produced by the Office of Institutional Research and Effectiveness, present updates on mission fulfillment and strategic plan achievement. This report is reviewed by WNC leadership, the Strategic Planning for Institutional Excellence Committee (SPFIE), the Accreditation Committee, and it is shared with the wider WNC community through the [Strategic and Master Planning Resource website](#). This report is highlighted in all-college presentations during Welcome Back week at the start of each academic year. WNC defines mission fulfillment as meeting or exceeding at least 90% of thresholds across all of the core theme objectives.

Standard 1.B: Mission, Core Themes, and Expectations

1.B.1: The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

The three core themes for the 2012-2018 Strategic Plan, Student Success, Institutional Excellence, and One College Serving Many Communities, were designed to capture the essential elements of the College's mission. The mission element of inspiring "success in our community through opportunities that cultivate creativity, intellectual growth and technological excellence" is addressed in two core themes, Student Success and One College Serving Many Communities. The mission element that states WNC provides "an environment that nurtures individual potential and respects differences" is essential to the core theme of Institutional Excellence.

1.B.2: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

WNC has established objectives for each core theme that define goals critical to carrying out the Strategic Plan and fulfilling the mission of the College. Each objective additionally has measurable KPIs that allow WNC to assess progress toward mission fulfillment.

Each KPI has a defined achievement threshold and a stretch target goal. An indicator is considered to have met its threshold when current measures are within 75-90% of the defined threshold value. An indicator is considered to be below the acceptable threshold level when current measures are below 75% of the defined threshold value. An indicator is considered to exceed the threshold if current measures are above 90% of the defined threshold level. WNC's current KPI achievement is available in the *Annual Mission Fulfillment Report* published on the [Strategic Planning webpage](#).

In the following sections, each core theme is broken down by objective and aligned KPIs; also, indicator rationales and specific threshold levels are explained.

Core Theme 1: Student Success

The first core theme, Student Success, has two objectives: WNC students graduate with a degree or certificate, and WNC students are engaged in the college experience. Each objective has one or more measurable, aligned KPIs with specific defined thresholds for achievement.

Core Theme 1: Student Success		
Objective	KPIs	Defined Threshold
1.1 Objective: WNC students graduate with a degree or certificate	1.1.1 Number of Degrees and Certificates Awarded Annually	Three-year rolling average of WNC numbers
	1.1.2 Number of industry-recognized skills preparation certificates	Three-year rolling average of WNC numbers
	1.1.3 Course completion rates (C- and above / total enrolled)	25th percentile of current National Community College Benchmarking Project (NCCBP) numbers
	1.1.4 Fall-to-fall retention rates	25th percentile of current NCCBP numbers
	1.1.5 Percent of students enrolled full-time	30% above WNC's 2011-12 baseline enrollment numbers
	1.1.6 Graduation rates	25th percentile of current NCCBP numbers
	1.1.7 Transfer students with 24 credits or Associate's degrees	Three-year rolling average of WNC numbers

The first objective, WNC students graduate with a degree or certificate, aligns with the core theme of Student Success in that it reflects successful completion of a student's chosen program of study. The KPIs aligned with this objective allow WNC to monitor whether students are persisting year to year, completing courses successfully each term, and leaving the institution with an industry-recognized certificate, degree, or for another higher education institution. Programs can be assessed for how well they move students toward their graduation, certification, or transfer goals by comparing these KPI numbers to both national levels and to past WNC performance.

Core Theme 1: Student Success		
Objective	KPIs	Defined Threshold
1.2 Objective: WNC students are engaged in the college experience	1.2.1 Community College Survey of Student Engagement (CCSSE) Results	Baseline two-year average from WNC's 2011 and 2013 numbers

The second objective, WNC students are engaged in the college experience, is important for the core theme of Student Success because students who are actively engaged by their campus and college community are more likely to persist semester to semester, participate in classes, and therefore reach their educational goals. WNC assesses this objective via the national Community College Survey of Student Engagement (CCSSE). The next CCSSE survey will be given to WNC students in spring 2018.

Core Theme 2: Institutional Excellence

The second core theme, Institutional Excellence, has five objectives: 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; and WNC strives for institutional sustainability. Each objective has multiple aligned KPIs which allow WNC to assess achievement across this core theme.

Core Theme 2: Institutional Excellence		
Objective	KPIs	Defined Threshold
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	Three-year rolling average of WNC numbers
	2.1.2 Student enrollment by demographic variables	Three-year rolling average of WNC numbers
	2.1.3 Percentage of full-time instructional faculty on regular appointments who report as underrepresented minorities	Three-year rolling average of WNC numbers
	2.1.4 Degrees, Certificates of Achievement, and industry skills certificates awarded in science, technology, engineering, and mathematics (STEM), and allied health fields	Three-year rolling average of WNC numbers
	2.1.5 Noel-Levitz Student Satisfaction Inventory Results	Baseline two-year average from WNC's 2009 and 2011 numbers

The first objective, WNC is the educational institution of choice in western Nevada, reflects the core theme of Institutional Excellence in that the College will be the institution of choice for its western Nevada service area if it offers excellence across its programs and campuses. The KPIs measuring WNC's

capture rate of area high school graduates and the demographic makeup of its students allows the College to assess whether it is attracting students from the service area that reflect the local population. The KPI tracking the number of faculty who self-identify as underrepresented minorities allows WNC to monitor how well our faculty reflect the community they serve and teach. The KPI focusing on the award of STEM-related degrees and certificates reflects preparation for active and growing job fields in the western Nevada region. The Noel-Levitz Student Satisfaction Inventory is a national survey given to WNC students that allows the College to compare student satisfaction across multiple metrics with past WNC satisfaction levels and with national numbers. High indications of student satisfaction when compared over time at WNC and with other institutions nationally reflect the core theme of Institutional Excellence.

Core Theme 2: Institutional Excellence		
Objective	KPIs	Defined Threshold
2.2 Objective: All academic programming is of the highest quality	2.2.1 Percentage of transfer programs with articulation agreements	100% articulation agreements
	2.2.2 Percentage of full-time instructional faculty on regular appointments	Three-year rolling average of WNC numbers
	2.2.3 Percentage of credit hours taught by regular faculty	None; numbers monitored for change
	2.2.4 Percentage of accredited academic programs eligible for accreditation that are accredited	100% accredited
	2.2.5 Demonstrate Learning of Institutional Student Learning Outcomes	At least 50% of students achieve 70% on assessment
	2.2.6 Gateway course completers	Three-year rolling average of WNC numbers
	2.2.7 Job placement rates for AAS degree and certificate completers	Perkins state-adjusted level of performance
	2.2.8 Percentage of AA/AS graduates who transfer and complete a Bachelor's degree within three years of graduating	Three-year rolling average of WNC numbers
	2.2.9 Percentage of students passing external licensing exams	National average

The second objective, all academic programming is of the highest quality, is critical to the core theme of Institutional Excellence. Monitoring transfer program articulation agreements ensures that coursework completed is recognized across institutions as comprehensive, rigorous, and appropriate for the given field of study. The percentage of institutional faculty on regular appointment and the percentage of credit hours taught by regular faculty are indicators that reflect the importance of maintaining a dedicated, experienced core of instructors to high-quality academic programming. Establishing 100% accreditation as the threshold for accredited academic programs eligible for accreditation demonstrates the value of maintaining and documenting high program standards. Assessing student achievement of

Institutional Student Learning Outcomes, as well as gateway math and English course completion rates, establishes how well students are performing in their courses and whether they are building the foundational academic skills they need to be successful through their program of study. Tracking job placement rates, transfer graduation rates, and external licensing exam pass rates allows WNC to assess whether the quality of academic programming sufficiently prepares students for success in their future endeavors.

Core Theme 2: Institutional Excellence		
Objective	KPIs	Defined Threshold
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	Three-year rolling average of WNC numbers
	2.3.2 At-risk certificates awarded	Three-year rolling average of WNC numbers
	2.3.3 No. of awards per 100 degree-seeking student FTE	Three-year rolling average of WNC numbers
	2.3.4 Program Reviews of Departments providing Student Support Services	One program review per year

The third objective, all support programs and services meet the needs of the WNC community, is important to the core theme of Institutional Excellence because it recognizes an institution's need to support its students holistically in order to promote academic success. The KPIs tracking at-risk degree and certificate awards specifically looks at numbers awarded to Pell-eligible and minority students, which can indicate whether these populations are receiving enough support while at WNC. The number of awards per 100 degree-seeking full-time enrolled students similarly can indicate whether full-time students are receiving enough support. Monitoring the number of student support services program reviews each year shows the importance of evaluating whether services meet current and evolving student needs.

Core Theme 2: Institutional Excellence		
Objective	KPIs	Defined Threshold
2.4 Objective: WNC has an exemplary system of governance and management	2.4.1 Percentage of full-time employees who are members of a committee or governance group	Three-year rolling average of WNC numbers
	2.4.2 Total faculty (administrative and academic) and staff FTE per 1,000 student FTE	Three-year rolling average of WNC numbers
	2.4.3 Formal grievance rate	75th percentile of current NCCBP numbers
	2.4.4 Formal harassment action rate	75th percentile of current NCCBP numbers
	2.4.5 Percentage of academic and administrative programs undergoing formal program review	Three-year rolling average of WNC numbers

The fourth objective, WNC has an exemplary system of governance and management, captures the importance of leadership and thoughtful administration to the core theme of Institutional Excellence. The percentage of full-time employees involved in committee work or on a governance group reflects the significance of community involvement in making key institutional decisions. The number of full-time faculty and staff per 1,000 full-time students indicates the capacity for the institution to successfully manage academic programs and student services for the WNC community. Tracking formal grievance and harassment action rates can indicate whether programs and personnel are being appropriately managed to prevent and resolve such issues. Assessing the number of formal program reviews for both academic and administrative programs over time ensures that WNC is consistently and systematically evaluating programs and providing feedback for continuing success.

Core Theme 2: Institutional Excellence		
Objective	KPIs	Defined Threshold
2.5 Objective: WNC strives for institutional sustainability	2.5.1 Beginning fund balance as a percentage of total operating budget	Baseline from WNC 2011-12 year
	2.5.2 Overhead as a proportion of overall spending and efficiency	Three-year rolling average of WNC numbers
	2.5.3 Percentage of employees giving to the foundation	Three-year rolling average of WNC numbers
	2.5.4 Amount of funds paid to WNC by the WNC Foundation	Three-year rolling average of WNC numbers
	2.5.5 Electrical consumption per square foot (kWh/sf)	Three-year rolling average of WNC numbers
	2.5.6 Natural gas consumption per square foot (Therms/sf)	Baseline from WNC 2011-12 year

Institutional Excellence at WNC depends on institutional sustainability. Tracking funds held as institutional reserves at the beginning of the fiscal year as a percentage of total state-funded operating budget is one critical way to assess this objective. Tracking state-funded expenditures in Institutional Support and Operations and Maintenance as a percentage of total spending at WNC is also important because as expenditures in these categories go down, expenditures in WNC’s primary functions of Instruction, Academic Support, and Student Support go up. Monitoring electrical and natural gas consumption is intended to help WNC decrease consumption over time. The percentage of employees giving to the WNC Foundation, as well as the total amount of funds paid to WNC students in institutional scholarships indicates levels of broader community support and helps set benchmarks and stretch goals for the Foundation moving forward.

Core Theme 3: One College Serving Many Communities

The third core theme, One College Serving Many Communities, has three objectives: WNC promotes access to higher education in western Nevada; WNC serves as a catalyst for personal and community enrichment; and WNC promotes community connections. Each objective has several aligned KPIs that allow WNC to assess how well the College serves it many communities.

Core Theme 3: One College Serving Many Communities		
Objective	KPIs	Defined Threshold
3.1 Objective: WNC promotes access to higher education in western Nevada	3.1.1 Number of course sections offered by class location	Three-year rolling average of WNC numbers
	3.1.2 Service area participation rate	Three-year rolling average of WNC numbers
	3.1.3 Number of class sections offered at service area high schools	Meet or exceed on-site local high school offerings from first year (2014-15)
	3.1.4 Percentage of students enrolled exclusively in distance education classes	Three-year rolling average of WNC numbers
	3.1.5 Number of certificates and degrees offered completely online	Three-year rolling average of WNC numbers

The first objective, WNC promotes access to higher education in western Nevada, connects with the core theme of One College Serving Many Communities because it is concerned with whether students within the service area can attend and complete WNC coursework where they are. The number of course sections offered by class location includes the number offered online and across five active regional locations: Carson City, Douglas, Fallon, Fernley, Silver Springs, and Yerington. The service area participation rate is calculated as the percentage of students enrolled during fall semesters who are living in that county as a percentage of 1000 people in the county's overall population. The number of class sections offered at service area high schools are Jump Start classes. Jump Start is a program that allows area high school students to complete college coursework and concurrently earn an Associate's degree and high school diploma. The percentage of students enrolled exclusively in distance education classes, along with the number of certificates and degrees offered completely online, indicates WNC's ability to serve the community unable to attend traditional courses on campus.

Core Theme 3: One College Serving Many Communities		
Objective	KPIs	Defined Threshold
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	Meet or exceed baseline WNC 2011-12 numbers
	3.2.2 Cultural activities participation rate for the WNC service area	25th percentile of current NCCBP numbers
	3.2.3 Non-credit courses/sections for Career, Self, and Fun	Meet or exceed baseline WNC 2011-12 numbers
	3.2.4 Conferences and Institutes sponsored or hosted by WNC	Maintain baseline WNC 2011-12 numbers
	3.2.5 Enrollment in non-credit Adult Literacy and Language classes	Three-year rolling average of WNC numbers

The second objective, WNC serves as a catalyst for personal and community enrichment, is connected to the core theme of One College Serving Many Communities because it recognizes the role of the community college as a resource for all residents in the broader regional community. Tracking the number of cultural and quality of life events sponsored by WNC, as well as the participation rate for such activities, helps WNC assess how effectively it is providing opportunities for community enrichment. The number of non-credit courses and sections offered for career advancement or personal enjoyment similarly reflects the opportunities WNC provides the community to engage with lifelong learning and enrichment. The number of conferences and institutes sponsored or hosted by WNC demonstrates the College’s connection with professional organizations and academic institutions from the local region and beyond. Enrollment numbers for non-credit Adult Literacy and Language classes track how well this critical service is used by the community.

Core Theme 3: One College Serving Many Communities		
Objective	KPIs	Defined Threshold
3.3 Objective: WNC promotes community connections	3.3.1 Percentage of technical skills programs with active advisory groups	Maintain baseline WNC 2011-12 numbers
	3.3.2 The range of customized training and apprenticeships by economic sector	Maintain baseline WNC 2011-12 numbers
	3.3.3 Number of events and activities initiated by organizations outside of WNC that use College facilities.	Maintain baseline WNC 2011-12 numbers
	3.3.4 Number of courses that provide internships, practica, service learning, apprenticeships, and partnering with organizations and businesses	Three-year rolling average of WNC numbers

The third objective, WNC promotes community connections, reflects the core theme of One College Serving Many Communities in that it values the specific ways in which the community and WNC work together for the benefit of the broader region. The percentage of technical skills programs with active advisory groups tracks the involvement of local industry and business leaders with WNC programs that help develop the region’s future workforce. Similarly, the number of customized training and apprenticeship programs by economic sector demonstrates the connection between WNC and the needs of local industry. Events and activities initiated by organizations outside of WNC that use college facilities show how the community views the campus as a resource for the region. The number of courses that provide internships, practica, service learning, apprenticeships, and partner with organizations and business indicates the close connection between WNC programs and the local economy that many WNC students are preparing to enter.

STANDARD TWO

Resources & Capacity



Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

4. OPERATIONAL FOCUS AND INDEPENDENCE: Western Nevada College serves its students through access, academic programs, and support services to achieve academic goals. Planning and operational decisions focus on students as addressed through the mission and core themes of the College.

WNC operates as an independent institution under NSHE and the Board of Regents. The College has the organizational independence and capacity to meet NWCCU accreditation standards.

5. NON-DISCRIMINATION: Western Nevada College adopts the Title IX Notice of Non-Discrimination Statement found in *Board of Regents Handbook*, Title 4, Chapter 8, Section 13 as its Title IX Notice of Non-Discrimination, and any amendments to that notice as may be adopted by the Board of Regents from time to time.

WNC's non-discrimination agreement states the College "does not discriminate on the basis of race; color; national origin; sex; disability; age; gender, including a pregnancy-related condition; gender identity or expression; sexual-orientation; protected veterans status; genetics; or religion in its programs and activities and provides equal access to facilities to all."

The statement appears on all publications and is available in English and Spanish. It includes contact information of appropriate officers within the College.

6. INSTITUTIONAL INTEGRITY: Western Nevada College's institutional integrity is reflected in the actions of WNC's community members, NSHE administrators, and the Board of Regents. Policies and procedures documented by WNC and NSHE emphasize integrity through the following of all policies, transparent communication to internal and external audiences, adherence to equal opportunity in all areas, and prohibition of discrimination.

7. GOVERNING BOARD: The Nevada Constitution specifically provides for an elected Board of Regents that serves as the policymaking entity for member institutions and is legally responsible for the oversight of NSHE.

Two governing documents control the organization and operation of the Board of Regents and NSHE. These are the *Board of Regents Handbook* and the *Board of Regents Procedures and Guidelines Manual*. Together, these documents contain bylaws, the NSHE Higher Education Code, board policies, and institutional procedures. The Board of Regents conducts a regular self-evaluation on its performance as a governing and policy making board.

8. CHIEF EXECUTIVE OFFICER: P. Mark Ghan was named as Officer in Charge in August 2017 by the Board of Regents, upon resignation of President Chester Burton. Ghan was named Acting President by the Board of Regents in October 2017.

The Board of Regents and Chancellor recommended a national search for WNC's next president. The national search is currently in progress.

WNC has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability. The governance structure of WNC is currently in a state of transition. Chester Burton succeeded former President Carol Lucey in 2013. In accordance with the provisions of Title 2, Chapter 1, of the *Board of Regents Handbook*, the Board of Regents named Chester Burton Officer in Charge in 2013, Interim President in April 2014, and President in June 2015.

After consultation with members of various constituencies of the WNC community, the Chancellor recommended and the Board of Regents decided that a national search for the position of President of WNC be undertaken. A national search is currently in progress. It is anticipated that national searches for a Vice President for Academic and Student Affairs and a Vice President for Finance and Administrative Services will be conducted once a new president is in place.

9. ADMINISTRATION: WNC employs a sufficient number of qualified administrators to manage the institution at all levels. WNC's executive team is composed of the President, the Vice President for Academic and Student Affairs and the Vice President for Finance and Administrative Services. Each organizational unit is assigned to a manager with well-defined responsibilities designed to operate collaboratively toward institutional mission fulfillment.

10. FACULTY: WNC employs a sufficient number of qualified faculty to achieve strategic objectives with regard to student success, curriculum development and management, and community connections. Faculty roles are defined in NSHE policy, institutional policy, bylaws, and in the context of the Nevada Faculty Alliance Collective Bargaining Agreement.

Faculty are evaluated annually following a prescribed process including administrative and student evaluations, class visits, and faculty self-evaluations as detailed in the academic faculty collective bargaining agreement.

11. EDUCATIONAL PROGRAM: Western Nevada College's educational programs provide transfer, career, and continuing education consistent with NSHE and the WNC mission. WNC adopted new student learning outcomes to address general education and career needs. WNC continually evaluates curriculum and programs for consistency and transferability within NSHE. The College offers certificates and degrees addressing industry demands.

12. GENERAL EDUCATION AND RELATED INSTRUCTION: Western Nevada College transfer degrees, AA, AB, AS, and the AGS and BAS-Construction Management degree, include a core of general education courses that meets the purpose of Standard 2.C.9 by preparing students with the opportunity to be become more effective learners and encouraging them to have a "productive life of work, citizenship, and personal fulfillment." The general education requirements are presented to all students and potential students across several venues, including WNC's website. WNC collaborates with four-year NSHE institutions to ensure transferability.

Career & Technical Education Certificates of Achievement and Associate of Applied Science degrees include general education courses to prepare students to become effective learners and productive employees.

13. LIBRARY AND INFORMATION RESOURCES: With the core themes of Student Success, Institutional Excellence, and One College Serving Many Communities in mind, the WNC Library provides instruction and support for information literacy and the efficient and effective use of available services and

materials on both the Carson and Fallon Campuses. Staff offer workshops, classroom visits, group or individual instruction.

WNC's Library and Media Services department has completed a recent redesign of facilities on the Fallon Campus and has begun a transformation to optimize student engagement on the Carson Campus to develop closer working connections between academic support areas. The newly envisioned Division of Learning and Innovation will serve as a hub for students, faculty, and staff to interact and engage on a physical campus or online with enhanced spaces for collaboration, development, and community connections.

14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE: Western Nevada College is a comprehensive community college that serves more than 4,600 students each year primarily within a five-county area, spanning more than 8,000 square miles. The College is based in Nevada's capital, Carson City, with rural campuses in Fallon and Minden. WNC also provides services to smaller Nevada communities, including Fernley, Yerington, and Smith Valley.

WNC began a process for updating its Campus Master Plan in 2016 with the goal of presenting the finished plan to the Board of Regents in 2018. The Master Plan's design focuses on WNC's mission and commitment to student learning. Throughout a variety of offices, WNC's buildings meet or exceed ADA standards and ensure a safe and healthy environment for learning.

Technology hardware and software are updated and maintained based on matrices developed by Computing Services. Some technology systems are the responsibility of the library, which follows the same process for update and evaluation. Student labs have the highest priority.

15. ACADEMIC FREEDOM: Western Nevada College and Nevada System of Higher Education provide an environment that encourages independent thought in the pursuit of knowledge while protecting constituencies from inappropriate internal and external influences, pressures, and harassment.

Policies and principles affirming academic freedom are found in Western Nevada College's policies and the NSHE Code. WNC's Nevada Faculty Alliance contract endorses academic freedom as defined by the American Association of University Professors.

16. ADMISSIONS: Western Nevada College has varying admissions criteria that allow any adult who can benefit from instruction at the College to enroll. WNC does not require new students to provide transcripts of previous educational experiences. General admission does not necessarily guarantee admission into specific programs or classes.

WNC has admissions criteria for students who declare their education objective to seek a degree or certificate of achievement. Students who have graduated from high school or have obtained a high school equivalency diploma such as the GED, HISET, or TASC will satisfy admissions requirements.

WNC's admission, continuation, and re-admittance policies are clearly stated in the WNC catalog and on the website.

17. PUBLIC INFORMATION: The annual [Western Nevada College Catalog](#) provides current and accurate information about costs, programs, policies, and procedures. It is available solely online through the WNC website. WNC's [Academic Program Guide](#), an overview of programs and courses, is available both online and in print. Print copies of the *Academic Program Guide* are made available in multiple locations throughout all campus buildings. The catalog and program guide contain information on WNC's mission

and core themes, entrance requirements and procedures, and student learning outcomes. The catalog contains WNC's grading policy.

18. FINANCIAL RESOURCES: WNC has clearly defined policies and communicates all components of the institution's policies regarding the oversight and management of financial resources. The WNC website contains all of the institution's policies regarding the oversight and management of financial resources, including the [WNC Policy Manual](#). The budget committee is charged with responsibility for the annual operating budget priority development process. Policies further define oversight of WNC Foundation and grant finances.

19. FINANCIAL ACCOUNTABILITY: An annual audit of NSHE is conducted by external auditors and the results of each audit are provided to NSHE and the Board of Regents. The Board of Regents employs an audit committee to receive, review, and address all audit results submitted by the external auditors. NSHE uses its own Internal Audit Department so that NSHE may conduct periodic internal audits of the operations of member institutions. The Internal Audit Department conducts internal audits for WNC on a periodic basis. The results and reports of the periodic audits are submitted to the Board of Regents Audit Committee and the Board of Regents as a whole.

20. DISCLOSURE: Western Nevada College discloses to the Northwest Commission on Colleges and Universities all information required by the Commission for its evaluation and accreditation functions.

21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION: Western Nevada College accepts and agrees to comply with the standards and related policies of the Northwest Commission on Colleges and Universities (NWCCU). The College agrees that NWCCU may disclose the nature of any action, positive or negative, regarding its status with the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Standard 2.A: Governance

2.A.1: The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Western Nevada College is a member of the Nevada System of Higher Education (NSHE), which consists of eight member institutions. NSHE operates under the authority of the Nevada Constitution, Nevada statutes, and NSHE policies. The Nevada Constitution specifically provides for an elected Board of Regents that serves as the policymaking entity for member institutions and is legally responsible for the oversight of NSHE. The Nevada Legislature is responsible for the formulation of the NSHE and member institution biennial budgets and appropriation of funds within the structure of the State of Nevada Biennial Budget process. The Board of Regents is an elected, 13-member board. The members are elected by single-member geographic districts apportioned on the basis of one person, one vote. Regents serve six-year terms, which are staggered, and are limited to 12 years. The Board of Regents appoints the NSHE Chancellor who operates in accordance with the terms of an employment contract. The Chancellor serves as the NSHE chief executive officer and is responsible for implementing Board of Regents' policies and NSHE strategic initiatives. The president of each member institution reports

directly to the Chancellor. Title I of the *Board of Regents Handbook* sets forth the bylaws of the Board of Regents, which contain the provisions that define the authority, roles, and responsibilities of NSHE.

The [WNC Policy Manual](#) contains provisions that define the authority, roles, and responsibilities of the College entities that facilitate the operation of WNC. The *WNC Policy Manual* provides for the active involvement of Classified Council, Academic Faculty Senate, Administrative Faculty Senate, and student government. These campus entities serve in an advisory capacity to facilitate communication, decision making, and shared governance principles with the President of WNC. Proposals for amendments to existing bylaws and policies, as well as proposals for new bylaws and policies, are submitted to all of the campus constituent entities for review and input prior to final decision making via the College Council.

WNC's governance structure is set forth in the *WNC Policy Manual* and includes:

1. The WNC President has an executive administrative team; the president is the CEO of the institution and is supported by vice presidents who, by WNC Bylaws, "serve solely at the pleasure of the institutional president" ([WNC Bylaws Sec. 4.1.2](#)). Current WNC vice president positions are the Vice President of Academic and Student Affairs and the Vice President for Finance and Administration.
2. The College Council is advisory with a focus on policy review and is made up of wide institutional representation as defined in [WNC Policy 1-1-1](#).
3. The Academic Faculty Senate represents all academic faculty at WNC, and the full-time academic faculty members operate pursuant to a collective bargaining agreement with the WNC chapter of the Nevada Faculty Alliance (NFA).
4. The Administrative Faculty Senate represents all WNC administrative faculty.
5. The Classified Council represents all WNC classified staff.
6. The Associated Students of Western Nevada College (ASWN) represents the interests of all WNC students. All of these entities operate with elected heads and pursuant to organizational bylaws.
7. WNC operates with a robust set of standing committees that work in the spirit of shared governance. The college standing committees have advisory responsibility with regard to policy, and their composition includes academic, administrative, classified, and student members. All college standing committees have bylaws and hold meetings on a regular basis, operating in accordance with a statement of annual goals and operations furthering the WNC Strategic Plan and core themes.

2.A.2: In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Western Nevada College is one of the eight members of the Nevada System of Higher Education (NSHE). The Board of Regents appoints the NSHE Chancellor who serves as the NSHE chief executive officer and is responsible for implementing Board of Regents' policies and NSHE strategic initiatives. The president of each member institution reports directly to the Chancellor. Two governing documents control the organization and operation of the Board of Regents and NSHE. The first is the [Board of Regents Handbook; Title I](#) defines the authority, roles, and responsibilities of NSHE. The *Handbook* also contains NSHE Higher Education Code and codified Board policies. The second governing document is the *Board of Regents Procedures and Guidelines Manual*, which sets out NSHE and institutional procedures, tuition, and fees.

The *WNC Policy Manual* defines the authority, roles, and responsibilities of the college entities that support operation of WNC as part of the NSHE system and clearly provides for WNC's governance structure, operation, and administration. The WNC policies align with the provisions set forth in the Board of Regents' governing documents.

2.A.3: The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

WNC monitors all matters regarding accreditation standards, legislative actions, collective bargaining agreements, and external mandates as a part of the institution's overall structure and activities to ensure compliance with the accreditation process and standards of the NWCCU. The Vice President for Academic and Student Affairs is the Accreditation Liaison Officer and is responsible for monitoring all activities associated with accreditation at the institutional level. Presently, Interim Vice President Scott Morrison has been and continues to serve as the WNC Accreditation Liaison Officer.

The Office of Institutional Research is actively involved in all accreditation compliance activities. WNC's Accreditation Committee is charged with ongoing compliance work regarding accreditation. Also, the Accreditation Committee reports directly to the SPFIE Committee, the college-wide committee that oversees the activities of all college standing committees and ensures alignment in activities of all committees with Strategic Plan objectives. The president and the vice presidents monitor developments regarding the faculty collective bargaining agreement and are in continuous communication with NSHE regarding legislative actions and external mandates. The Nevada Faculty Alliance (NFA) is actively engaged in monitoring legislative actions. Accreditation compliance is an issue of high visibility and concern to all entities of the institution on an ongoing basis.

Governing Board

2.A.4: The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

The Board of Regents is an elected, thirteen-member board. Regent terms are staggered with the elected members serving a six-year term of office, with a term limit of 12 years. All thirteen members possess board voting power. [Title I, Article III of the Board of Regents Handbook](#) defines the authority, roles, and responsibilities of NSHE. Title I specifically provides that no member of the Board of Regents financially benefit from the earnings of the funds of an institution and shall have no direct or indirect interest in any contract or expenditure created by the Board of Regents.

2.A.5: The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

[Title I, Article III of the Board of Regents Handbook](#) contains a provision addressing the exercise of board power. The Board of Regents only acts as a committee of the whole by majority vote; any official action requires a vote of at least seven affirmative votes. A member of the Board of Regents may bind the board only if so delegated to do so by a majority vote of the board.

2.A.6: The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

[Title I of the Board of Regents Handbook](#) sets forth the bylaws of the Board of Regents that contain the provisions for NSHE authority, roles, and responsibilities; Title I also addresses the authority of the Board of Regents. Consistent with the Nevada Constitution and Nevada Statutes, the Board of Regents possesses the exclusive control and administration of NSHE. As such, the board reviews regularly, revises, and promulgates policies for NSHE and its eight member institutions. The Board maintains a regular and active meeting schedule in order to exercise its broad oversight of NSHE institutions and institutional policies.

2.A.7: The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

[Title I, Article VII of the Board of Regents Handbook](#) contains the provisions that define the authority, roles, and responsibilities of NSHE with regard to selection and evaluation of a chancellor who serves as the NSHE CEO. In accordance with Title I of the *Handbook*, the Board of Regents appoints the Chancellor. The Board of Regents delegates authority and responsibility to the Chancellor regarding the operation of WNC and other member institutions of NSHE. Serving as the chief executive officer of NSHE, the Chancellor is responsible for the administration of NSHE, the financial management of NSHE, and the implementation of policies adopted by the Board of Regents. The Board of Regents conducts an annual evaluation of the Chancellor, and Title I establishes the criteria for annual and periodic evaluations of the Chancellor.

2.A.8: The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

[Title I, Article V, Section 25 of the Board of Regents Handbook](#) sets forth policy on the Regular Board Self-Evaluation. The Board of Regents evaluates its performance regularly.

2.A.9: The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

WNC has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability who plan, organize and manage WNC. All administrators focus on these responsibilities while also assessing achievements and effectiveness. [Organizational charts are house on WNC's public website.](#)

Clearly defined reporting structures from department/division directors and deans through vice presidents to the College President provide an effective framework for leadership, organization, management, and evaluation of the institutional operation and planning. The reporting and organizational structure is posted on [WNC's Administration Page](#). The Executive Council consists of the President, Vice President of Academic and Student Affairs (VPASA), and Vice President of Finance and Administrative Services (VPFAS).

College policies and procedures regarding responsibility, accountability, organization, and planning processes are published on the college website in the [WNC Policy Manual](#), in the [WNC Bylaws](#), and [standing committee bylaws](#) (link requires intranet login). The [annual evaluation processes for administrative staff](#) and departments/divisions ensure a consistent focus on formally assigned responsibilities and assessment of achievements and effectiveness in the context of Strategic Plan objectives via KPIs (see [projects and priorities reports summary](#)).

2.A.10: The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

[Title I of the Board of Regents Handbook](#) contains a provision addressing the position of chief executive officer of an NSHE institution. According to Title I, the President is the chief executive officer of the institution. The President is responsible for the organization and administration of the institution and possesses institutional decision making authority. The position of President is a full-time position and the WNC President does not serve as an ex officio member of the governing board.

WNC employs an appropriately qualified chief executive officer with full-time responsibility to the institution. In accordance with Title 2, Chapter 1, of the *Handbook*, the Board of Regents named Mark Ghan Acting President in October 2017 with full-time responsibility to WNC.

2.A.11: The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

WNC employs a sufficient number of qualified administrators to provide effective leadership and management for the institution's major support and operational functions. The executive leadership and administrators of WNC work in a collaborative fashion across the institution with purposeful efforts in decision making activities and administrative actions implemented that are premised upon the fulfillment of the WNC's mission and the accomplishment of WNC's three core themes and objectives. Although the staffing of key positions is currently in a state of transition, WNC does employ a sufficient number of qualified administrators to provide effective leadership and management for the institution's major support and operational functions.

The executive leadership and administrators of WNC work together with department/division leadership to manage operations, ensure collaborative planning processes, and regularly assess effectiveness. This is accomplished in a variety of ways including formal communication through College Council, operational oversight of standing committees, and by ensuring the inclusion of representative councils. Additionally, regular meetings of working groups like leadership teams in Academic Affairs, Student Services, Administrative Services, and President's Cabinet offer an informal means to collaborate across organizational management areas and promote awareness of initiatives and accomplishments with regard to fostering mission fulfillment.

Academics

2.A.12: Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

[Title 2 of the Board of Regents Handbook](#) establishes faculty duties and responsibilities for faculty employed by NSHE member institutions. Chapters 2 and 6 of the [Board of Regents Procedures and Guidelines Manual](#) address academic appointments, evaluations, and procedures.

WNC communicates college academic policies to students, faculty, administrators, classified staff, and the general public via the WNC website. The website includes the [WNC Policy Manual](#) and the [WNC Bylaws](#). Chapter 3 of the *Manual* provides academic and student affairs policies, and Chapter 4 provides human resources policies addressing full-time and part-time faculty employment, faculty responsibilities, faculty evaluation, intellectual property rights, and intellectual property policy. The WNC website contains the [WNC Nevada Faculty Alliance \(NFA\) Collective Bargaining Agreement](#), which governs the full-time faculty and administrative relationship. Also available on the WNC website are the [WNC Catalog](#), [Academic Program Guide](#), [semester class schedules](#), and course outlines. Academic policies are communicated in course syllabi and announcements for students through WNC's online platform, Canvas.

2.A.13: Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

WNC communicates its policies regarding the access to and the use of library and information sources to students, faculty, administrators, classified staff, and the general public through the WNC website. Chapter 5 of the [WNC Policy Manual](#) details all of the policies related to Library and Media Services. The [WNC Catalog](#) also contains Library and Media Services policies and information, and the [Library and Media Services](#) homepage communicates its policies and information online to students, faculty, administrators, classified staff and the general public.

2.A.14: The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

WNC communicates all policies regarding the transfer of credits to students, faculty, administrators, classified staff and the general public via the [WNC Admissions and Records website](#). The WNC Admissions and Records Department presents its policies and information online to students, faculty, administrators, classified staff, and the general public. The homepage contains institutional policies addressing transfer credits, transcripts, regional accreditation and the acceptance of transfer credits, evaluation of transfer requirements, fractional credits based on quarter credits earned and transferred to semester credits, and credits earned at recognized international colleges and universities. Furthermore, the homepage presents links to institutional policies addressing credit for prior learning experience and non-traditional education. These policies specifically address non-traditional education, credit for military service, credit by examination, challenge examinations, College Level Examination Program (CLEP) general examinations, and College Board Advanced Placement Examinations.

[Title 4 of the Board of Regents Handbook](#) addresses student admission, enrollment, articulation, the transfer of credits, and student transfer between NSHE member institutions. NSHE employs a common course numbering system that facilitates the mobility of students between NSHE member institutions. Through the WNC website, the *WNC Policy Manual* is widely published; the [WNC Catalog](#) also includes policies and information regarding credit transfer.

Students

2.A.15: Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

WNC's website and [online policy manual](#) contain information for students, faculty, and staff regarding students' rights and responsibilities.

Through well-defined roles and carefully designed policies and procedures, WNC staff and administrators take care to handle all complaints, grievances, and appeals with consistency and fairness within the context of the institution's mission. For more information, please see:

- [WNC Policy Manual](#)
- [Academic Integrity Policy](#) (including appeal process)
- [Grievance Policy \(student\)](#)
- [Grievance Policy \(faculty\)](#) (Articles 7, 8)
- [Complaint Procedures \(faculty, staff, students\)](#)

WNC provides a dedicated Disability Support Services Office (DSS) for student support and to monitor ADA compliance. Information and related policies regarding services available for students with disabilities can be found on the [DSS webpage](#).

2.A.16: The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

WNC has an open admissions policy stating that students can enroll if they meet the entrance requirements. WNC adheres to admission and placement policies which are provided on the [Admissions webpage](#); these policies provide the standard means by which students previous experience may be evaluated to assure that placement yields a reasonable probability of success. Academic faculty and student services staff collaborate and review practices periodically to consider adjustments toward the goal of appropriate student placement.

- [New Student Checklist](#)
- [Board of Regents Dismissal Policy](#)
- [Academic Renewal](#)
- [Grade appeals](#)

With the exception of the WNC Nursing Program, there is no readmission policy. The [Nursing and Allied Health webpage](#) and [WNC Nursing Program Student Handbook](#) provide policies on program admission

and readmission. These policies are procedures are administered in a fair, consistent, and timely manner.

2.A.17: The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Information about clubs and organizations is on WNC's website under [Student Life](#). Current clubs at WNC are ASWN, ASL, 2nd Year Nursing, Student Veterans, ASSN Latin American Students, and National Student Nurses Association.

- There are no longer athletics on campus save for the Soccer Club. Intercollegiate athletics were eliminated in 2016-17 and replaced with club sports. Currently, the Soccer Club is the only active sports club at WNC.
- The Rodeo Club no longer exists (unable to sustain with external funding sources).

[Social media policies](#) and [graphic identity](#) are governed by the Information and Marketing Services department.

Spending for co-curricular activities is administered through Student Life and ASWN. The Coordinator of Student Life may initiate activities; however, ASWN creates and implements plans for most student-related activities. These plans are voted on by ASWN leadership with the Coordinator's oversight.

Primary funding for co-curricular activities include a portion of student credit fees and WNC's General Improvement Funds. Twenty-five percent of credit fees is allocated to the non-state budget. ASWN receives a portion of these funds. A percentage of the general improvement funds are allocated to the Coordinator of Student Life to co-sponsor activities with ASWN, help support campus clubs, and to work with professors.

Human Resources

2.A.18: The institution maintains and publishes its human resource policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Human Resources policies are found in [Chapter 4, sections 4.1-4.6](#); this is a stand-alone chapter within the *WNC Policy Manual*. The public and college community have access to these policies through the main website and the intranet. All policies are public. Faculty and staff are notified when policies are added, amended, updated, or deleted.

[WNC Policy 1.1.1, Policy and Procedure Development](#), identifies the composition of the College Council and the procedures for policy development, approval, and distribution. Policies, once approved, are published and available through the College's libraries and website. New policies are distributed by email to the college community.

Any changes to policy are proposed by the originating department or via a mandate from NSHE, state, or federal government agencies and submitted to the College Council. All HR policies are reviewed by the Director of Human Resources. If proposed internally, policy revisions are submitted as an action item to

the College Council. However, if a policy change is mandated, it is forwarded to College Council as an information item and not subject to a vote.

To ensure that policies are consistent, fair, and equitably applied, all HR policies are based upon best practices as presented by NSHE and/or the [Society of Human Resource Management](#).

2.A.19: Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion and termination.

Personnel policies regarding employment conditions, workload, and rights and responsibilities are found in the *WNC Policy Manual* under [Chapter 4, sections 4.1-4.6](#); this is a standalone chapter within the policy manual. Chapter 4 sets out criteria covering the many aspects of employment, from credentials through termination, of full-time and part-time faculty and staff at WNC. The [WNC Policy Manual](#) includes the [Nevada Faculty Alliance Collective Bargaining Agreement](#) which details full time faculty work assignments, responsibilities, etc.

The NSHE [Personnel Policies for Faculty](#) (NSHE-01), known as the Code, articulates the official policies governing professional staff at WNC. Classified staff are guided by the State of Nevada Handbook. For information about the policies governing their positions, all new employees are directed to either the [NSHE Handbook](#) or the [State of Nevada Employee Handbook](#).

The Code referred to in NSHE-01 is regularly published and available at all NSHE institutions. WNC policies align with the [Board of Regents Handbook](#) and [Procedures and Guidelines Manual](#).

All new full-time employees (not work-study) attend an orientation. Part-time instructional and non-instructional employees are directed to the Letter of Appointment (LOA) [New Employee Orientation Packets](#) to complete their hiring paperwork; the packets address campus drug and alcohol policies and rights/responsibilities. In response to a 2017 recommendation from the ad hoc Enrollment and Retention Committee, WNC has assembled a work group to update the part-time faculty (LOA) handbook. The handbook will be available online and will be updated annually to ensure information is current and relevant.

2.A.20: The institution ensures the security and appropriate confidentiality of human resources records.

The Human Resources offices are secured physically by being on a separate key from the WNC's master key. The custodial staff do not have access to the offices. All physical files are kept in locked file cabinets.

All digital documents are password protected on the document imaging system and accessible by HR personnel without express permission. Access to documents is tightly controlled; access depends on employee type or department. For example, to access documents related to a search committee, employees must use a secure login and password and are limited to only those documents pertaining to a particular search.

The College uses a third party system for leave requests (iLeave), which increases on campus security by moving the data off the campus. In October 2017, WNC adopted the Integrate2 project using the Workday system. Access to files being moved is limited to project members only.

Any regular faculty member, administrative or academic, or classified employee signs a confidentiality agreement prior to being granted access to any confidential information. For example, this confidentiality agreement is required of members of search committees each time they are appointed to serve on a committee. Search committee members receive a brief orientation by an HR employee regarding the secure handling of any applicant information. Any student or volunteer working in the HR department signs the same confidentiality agreement. Employees on a Letter of Appointment are not required to sign this agreement unless they have access to confidential HR documents.

Accessibility to secure documents by WNC staff is monitored monthly through a report generated by the IT supervisor and reviewed by the Director of Human Resources. The purpose of the monthly audit is to confirm access to employees and to disable access to persons no longer employed by WNC.

Employees are guaranteed access to their personnel files, which contain copies of all evaluation reports, by [WNC Bylaw 4.6](#). Additionally, summaries of student responses to evaluation questions and student comments in their entirety are provided to each faculty member.

Institutional Integrity

2.A.21: The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intention, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

WNC represents itself clearly, accurately, and consistently through its announcements, statements, and publications. The primary avenue for information about WNC is through its website. Announcements are made using online resources such as [E-Happenings](#), campus bulletin boards and displays, print media (local newspapers, other forms of media, and publications by the institution). Additionally, WNC mails a listing of classes offered each semester to all homes in its service area. All announcements, statements, and publications are reviewed and approved by the Information & Marketing Services department or its designees.

The annual [Western Nevada College Catalog](#) is the institution's major publication regarding its academic programs and services to students and is reviewed and updated annually. It is available online to view and print. The catalog contains a list of academic programs, policies, procedures, curriculum requirements, course descriptions, and other useful information about WNC and its satellite campuses. Degree programs include a listing of courses needed for each program and a "suggested course sequence" that indicates how students can complete the program within a two-year period for degrees. Additionally, the general policy is to use the suggested course sequence for scheduling courses required for an academic program and to allow the required courses to remain available to students even if the course has a low enrollment.

In addition to the catalog, each year the *Academic Program Guide* is produced and available online and print copies are displayed and available throughout the college campus. The program guide contains a list of academic programs, curriculum requirements and suggested course sequences. This printed guide is used for academic advising and widely distributed to prospective and current students.

WNC has an annual review process to keep the information updated, accurate, and organized to encourage student success. A [publication production calendar](#) (link requires intranet login) is now posted on WestNET so that the milestones for reviewing and updating the *Academic Program Guide* are accessible to the college community. Two standing members of the Curriculum Committee, the Directors of Admission & Records and Information and Marketing Services, have created detailed review procedures to keep all documents updated and accurate.

Program reviews provide an appraisal of academic programs every five years. The results of these program reviews include recommendations on representations of program information. The program guide information is reviewed annually by the academic vice president and all academic directors. Recent changes have clarified the program requirements and linked them to the revised WNC student learning outcomes.

2.A.22: The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

WNC strives to serve the core theme of institutional excellence by setting and maintaining high standards for external relationships and internal governance. The principles of shared governance and equitably applied policies are consistently considered in program and process review and development. Documentation and data regarding WNC policies and procedures indicate high ethical standards, fair and equitable treatment of all college constituencies, and fair and timely attention to complaints and grievances.

For example, the WNC has policies on [ethics](#), [availability of Public Records](#), and [the policy against discrimination and sexual harassment](#). The Academic and Student Affairs section of the *WNC Policy Manual (Chapter 3)* includes policies to ensure fair and equitable treatment of students including [student grievances](#) which are handled through the Academic Standards and Student Conduct Committee (ASSCC). The Human Resources section of the *WNC Policy Manual (Chapter 4)* contains policies that provide for equitable and appropriate treatment of all College employees and potential employees. There are policies that provide clear and consistent [access to college facilities by external groups](#). Section 6 of the [Western Nevada College Bylaws](#) provides procedures and processes covering grievances for all employees. Finally, the College's website includes a specific page that [describes accreditation and WNC's accreditation status](#).

2.A.23: The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or worldviews, it gives clear prior notice of such codes and/or policies in its publications.

WNC is subject to the Nevada Revised Statutes, the Board of Regents Code, the *Board of Regents Handbook*, the *Procedures and Guidelines Manual*, and institutional policies and procedures. Members of the Board of Regents, college administration, faculty, and staff are subject to the code of ethical standards promulgated to govern the conduct of public officers and employees.

- [Nevada Revised Statutes \(NRS\) 281A.400 - 281A.480](#)

- [Board of Regents Handbook, Title 4, Chapter 1, Section 3](#)
- [Board of Regents Handbook, Title 4, Chapter 2, Section 3](#)
- [Board of Regents Handbook, Title 4, Chapter 3, Section 7-9](#)
- [WNC Policy Manual](#)
- [Policy 4-1-3: Nepotism](#)
- [Policy 7-4-1: Conflict of Interest](#)

As indicated in its [mission statement](#), WNC's primary purpose is education. WNC is a member institution of the [Nevada System of Higher Education](#) which operates as an academic institution with appropriate autonomy.

The WNC Foundation exists for the benefit of the College by raising funds in support of the College through employee giving, special events and campaigns, and individual, corporate, and private foundation solicitations. A *memorandum of understanding* between the WNC Foundation and Western Nevada College defines the relationship between the two entities; documentation of this relationship is published on the [WNC Foundation webpage](#).

2.A.24: The institution maintains clearly defined policies with respect to ownership, copyright control, compensation, and revenue derived from the creation and production of intellectual property.

WNC's [original policy](#) on intellectual property was adopted in May 2007 and revised November 2017. This policy reflects the Board of Regents policy. An expanded institutional [policy](#), adopted in November 2009 and revised in June 2013, added to and clarified the original policy with details about intellectual property rights. Academic faculty and administrators collaborated on these policies through academic and administrative senates and the College Council.

[WNC's Distance Education Policy](#) establishes the framework with respect to ownership, copyright control, and compensation derived from creating online courses at WNC.

2.A.25: The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

The [WNC NWCCU Accreditation webpage](#) carefully describes the College's accreditation status and includes WNC's most recent evaluation reports. WNC's 2011 Accreditation Reaffirmation Letter is posted on the page along with information regarding current accreditation status.

Institutional Integrity

2.A.26: If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

The WNC Business Office follows [policies and procedures regarding contractual agreements](#) maintained by [NSHE's Business Center North \(BCN\)](#). BCN provides support and oversight with respect to purchasing for all northern NSHE campuses. The [WNC Business Office](#) (link requires intranet login) maintains internal policies and procedures for contracts to ensure contractual agreements are consistent with WNC's mission and goals; forms are available for college faculty and staff on WestNET. WNC Policy mandates that all contracts must be reviewed by WNC Legal Services/General Counsel prior to signature. A signed contract must be on file in the Vice President of Finance and Administrative Services office prior to the effective date of the contract.

Academic Freedom

2.A.27: The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

WNC's [Policy 3-2-12: Academic Freedom and Academic Standards](#) and [Policy vi: Statement on Academic Freedom](#) reaffirms the principles of [Title 2, Chapter 2, Section 2.1 of the NSHE code](#) which establishes academic freedom in research, teaching, and publishing. [NSHE grievance policies \(section 5.7\)](#) and [WNC grievance policies \(sections 8, 9.2\)](#) offer further protection against inappropriate external influences, pressures, or harassment.

2.A.28: Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Western Nevada College's mission, core themes, and values affirm the rights and responsibilities of all members of the college community to pursue, for the common good, student success and academic excellence with unimpeded or unduly influenced knowledge; such independence is not to further the interest of the individual teacher nor the institution as a whole. As stated in [WNC's Policy 3-2-12](#), WNC faculty members have the freedom and obligation, in the classroom or in research, to discuss and pursue their subjects with candor and integrity, even when the subjects require consideration of topics that may be politically, socially, or scientifically controversial. In order to ensure the freedom to seek and discuss truth and knowledge, as stated in Section 2.3 of the [Nevada System of Higher Education Code \(Title 2, Chapter 2\)](#), the faculty member, as defined in Section 2.2 of Chapter 2, shall not be subjected to censorship or discipline by the Nevada System of Higher Education on grounds that the faculty member has expressed opinions or views that are controversial, unpopular, or contrary to the attitudes of the Nevada System of Higher Education or the community. For more information on WNC's Principles of Community, please see [Policy iii in the WNC Policy Manual](#). The [Statement on Academic Freedom from the WNC Policy Manual](#) can be reviewed online.

2.A.29: Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Western Nevada College faculty are required to present scholarship fairly, accurately, and objectively. They are also responsible for the maintenance of appropriate standards of scholarship and instruction as outlined in the [NSHE Board of Regents Handbook Chapter 2](#), Section 2.1.1, Higher Education and the Common Good; and Section 2.1.3, Academic Responsibility. Also, WNC faculty adhere to [WNC's Policy 3-2-8](#) regarding the use of copyright materials. Faculty who publish and write grants adhere to the standards in [NSHE Title 4, Chapter 12](#) regarding intellectual property, research, and entrepreneurial activity.

Finance

2.A.30: The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

WNC financial management authority and oversight flow from the Nevada Legislature, which is responsible for the formulation of the NSHE and member institution biennial budgets. Funds are specifically appropriated on a line item basis within the structure of Nevada's Biennial Budget process. Oversight of financial policies lies with the Vice President of Finance and Administrative Services. WNC adheres to the *Nevada State Administrative Manual, Board of Regents Handbook and Procedures Manual*, as well as its own *WNC Policy Manual*.

[Title 4 of the Board of Regents Handbook](#) contains provisions addressing NSHE general business management, internal audit, finance, and administrative policies for NSHE member institutions. Chapter 5 of the [Board of Regents Procedures and Guidelines Manual](#) addresses fiscal procedures for WNC and other NSHE member institutions. Accordingly, WNC has clearly defined policies regarding the oversight and management of financial resources; they are communicated via the WNC website.

[Chapter 7 of the WNC Policy Manual](#) details institutional policies and information addressing finance and administration. [WNC's Business Office homepage](#) communicates its mission, goals, policies, procedures, and information online to students, faculty, administrators, classified staff and the general public. The Budget Office homepage publishes its mission statement, objectives, self-supporting budgets, state funded budgets, biennial budgets, summer school/mid-year budgets, self-supporting budget to actual, state budget to actuals, and information online to students, faculty, administrators, classified staff, and the general public.

WNC's Budget Committee is a standing college committee that operates in accordance with bylaws and is charged with advising for the annual operating budget by way of the committee's priority development planning process.

The [Western Nevada College Foundation homepage](#) contains institutional policies and information regarding fundraising activities conducted in support of WNC.

Standard 2.B: Human Resources

2.B.1: The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Support and operations roles are staffed by personnel in classified, administrative, or Letter of Appointment (LOA) positions. Classified staff are employees of NSHE working in positions defined in accordance with the State Classified System. Administrative staff are employees of NSHE working in professional positions defined in accordance with system and institution policies. Staff on LOA contracts are employees of NSHE defined in accordance with system and institution policies. LOA contracts are primarily offered to adjunct faculty. Relatively few support and operations staff are on LOA contracts.

Department/division managers and directors assess the staffing needs in their areas and recommend changes. The annual budgeting process prompts a staffing review every spring, and the program review process, conducted at least every five years, provides a template for a detailed review of staffing needs and recommendations for adjustments.

The recruitment, review of applications, and interview processes for are conducted by the College. WNC practices align with policies and procedures set forth in NSHE code, the [Nevada Administrative Code \(NAC\)](#), and the [State of Nevada Employee Handbook](#).

Employment opportunities are advertised on the [WNC website's Employment Opportunities page](#). While the College directly engages with those seeking employment, final approval to ensure compliance with NAC, NRS, and Human Resources policies is determined by [Business Center North \(BCN\)](#). At the end of the employment process, BCN archives personnel documentation for NSHE institutions.

Job descriptions are carefully reviewed and approved at multiple levels to ensure clarity regarding duties, responsibilities, and authority of posted positions. The annual evaluation processes for all positions includes a standard review, and where necessary, a revision process for all position descriptions. Annual evaluations are based on position description details which helps to ensure any updates are made in a timely fashion and job descriptions accurately reflect duties, responsibilities, and authority.

For more information on WNC and NSHE policies and guidelines, please review the following:

- [WNC HR: Forms & Information](#)
- [WNC Policy 4-5-1-2: Hiring Academic and Administrative Faculty](#)
- [NSHE Guidelines and Procedures: Chapter 2: Appointments and Evaluations](#)
- [NSHE Guidelines and Procedures: Chapter 3: Salary Schedule](#)
- [NSHE Guidelines and Procedures: Chapter 17: Temporary Hourly Appointments](#)

2.B.2: Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

WNC's policy regarding administrative faculty and staff evaluations conforms to NSHE Board of Regents policy for annual regular evaluations. Administrative Faculty evaluations are conducted per WNC policy [4-5-2-1](#). Administrative Faculty are evaluated annually through a self-evaluation process; the results are forwarded to a supervisor who provides feedback. Administrative Faculty Evaluations are considered advisory, until signed by the College President.

Classified Staff evaluations are addressed in WNC policy [4-3-1](#). WNC is governed by Chapter 284 of the Nevada Administrative Code ([NAC](#)) and their rules for personnel administration. Classified staff are evaluated at 3, 7, and 11 months during their probationary year. After that, the evaluation is done annually.

College Presidents are evaluated by the chancellor annually. Periodic evaluations that take place in the next-to-last year of a contract period include input from institution constituents.

In March 2016, WNC revised its bylaws. [Section 8.1.2 now states](#): *Evaluation of non-teaching faculty (executive, administrative or academic) shall include evaluations completed by their staff or others whom they serve.*

2.B.3: The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Western Nevada College supports the professional development of its staff and faculty. WNC identifies its commitment to Staff Professional Development in the current [2012-2018 Strategic Plan](#), "acknowledging that academic programming must be of the highest quality, faculty remain current in their disciplines. Professional development opportunities are strongly supported for all employees" (p. 16).

WNC provides professional development workshops at the beginning of each semester. The [Human Resources page](#) (link requires intranet login) contains links to professional development opportunities. The schedule for the semester workshops is provided before the start of the semester; regular reminders and updates are available through email communications from the Human Resources Office before and during Professional Development Weeks. Faculty and staff are encouraged to create and deliver workshops during Professional Development Week. Attendance is optional except for mandatory trainings scheduled for Sexual Harassment, New-hire Orientation, Defensive Driving, and Emergency Procedures/OSHA training.

Additionally, the office of Human Resources regularly reminds staff and faculty of opportunities provided by WNC's sister institution, Truckee Meadows Community College (TMCC). WNC staff and faculty are made welcome at monthly workshops provided by TMCC, which are advertised on [TMCC's Professional Development Office website](#). The WNC Human Resources page provides a link to these workshops, and regular reminders are sent by college-wide email.

WNC is in compliance with the State of Nevada's requirements for employee and manager/supervisor training. As evidenced through the appendices, mandatory training is provided through WNC for new hires. Supervisors and managers can access state mandated trainings through the [NVeLearn website](#).

To ensure access to Professional Development, WNC's [College Staff Development Committee](#) (link requires intranet login) evaluates proposals and disburses funds to eligible employees. Eligibility guidelines, applications, and project reports are archived. The committee met regularly between 2009 and 2014. There are no minutes available after September 2014 because the Committee was depeopled and did not meet after that time. Since 2014, funding has been made available for faculty and staff development through divisions or departments with vice president approval. In fall 2017, the College Staff Development Committee was revived and reimagined as a subcommittee of the Budget Committee and a new funding source planned to provide up to \$50,000 per year in college staff development support.

WNC has a Professional Advancement Committee required by [WNC policy 4-5-3-5](#). This committee is an ad hoc committee convened by request or need by the Faculty Senate. Per the [Board of Regents Handbook](#), "All academic faculty holding a .50 FTE or above and who have been placed on the Academic Faculty Salary Schedule are eligible for this plan" (p. 34).

Note: Adjunct faculty on LOA contracts whose workload temporarily exceeds .50 FTE are not placed on the Academic Faculty Salary Schedule and so are not subject to Professional Advancement Committee procedures.

There are two avenues for Professional Advancement: an application for credit and an application for movement. Both of these forms are found under Human Resources, forms, on the WestNET intranet site.

Classified Staff, supported by the mission of the [Classified Council](#), participate in Professional Development Week workshops and attend an annual Classified Staff Professional Development Day. The event is located off-campus with funds provided through staff fundraising activities. The event features workshops and team building exercises. The College provides support by scheduling the event during WNC's normal business hours.

Recently, the Career & Technical Education Division has supported professional development through grant monies, such as a Perkins grant, and funding through the Governor's offices that support workforce development. WNC applies for grants each year in either March or May. Funding requests are evaluated by the Division Director and grant manager (where applicable).

Over the past four years, sabbaticals have been available to WNC faculty. Per NSHE policy, eligible faculty can choose one semester or a full year. Applications are made to the Sabbatical Committee and must meet established criteria for consideration. WNC complies with [Nevada Revised Statutes 284.345](#) and Board Policy in making sabbatical positions available each year. To determine eligibility, WNC's Sabbatical Committee conforms to the guidelines set forth in [Chapter 3 of the Board of Regents Handbook](#).

2.B.4: Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establishes and oversees academic policies, and assures the integrity and continuity of its academic programs, wherever offered and however delivered.

WNC is in full compliance with Spring 2010 Recommendation 1. WNC has hired quality, full-time faculty for all degree programs. Academic division directors collaborate with full time faculty to assess the staffing needs in their areas and to recommend changes. The annual budgeting and academic scheduling processes prompt regular staffing reviews, and the program review processes, conducted at least every five years, provides a template for a detailed review of needs and recommendations for adjustments. Both the budgeting and academic program review processes are guided by the needs of the institution in relation to the mission and key performance indicators (KPIs) under the Strategic Plan Themes.

WNC follows academic and industry norms in ensuring faculty are appropriately qualified in relation to the objectives in their areas. In academic areas the standard minimum credential is a master's degree in the area or a closely related field. Certain areas of applied science may substitute industry experience for years of academic training; substitutions are carefully reviewed and based on established policy (see [WNC Policy Manual Chapter 4](#)).

As of fall 2017, WNC employs 56 full-time faculty and 187 part-time instructional faculty; by headcount, full-time faculty currently comprise 23% of teaching faculty institution-wide. Considering the distribution of teaching workload, full-time faculty taught 41% of credits (instructional units) while adjunct faculty (LOA) taught 59%. [An overview of 2017-18 regular instructional faculty can be found on WestNET](#) (link requires intranet login) and [on the public website](#).

In 2014, WNC continued an upward trend from 2010 of increased percentage of credit hours taught by adjuncts, who taught 61% of credit hours whereas full-time faculty taught 39%. As these numbers are campus-wide, they do not reflect differences between departments and disciplines.

In 2015, WNC made hiring full-time faculty a clear priority to provide quality instruction to students, to better serve the institution, to expand service to the rural communities. At the same time that full-time positions were filled, the number of adjunct faculty increased. Full-time faculty rose to 53, up from 48 the previous year, and LOAs totaled 191.

WNC publishes and maintains [academic policies in Chapter 3 of the WNC Policy Manual](#) to guide all aspects of program growth and sustainability, teaching faculty roles and staffing, student rights and responsibilities, and curriculum review and revision. These policies are reviewed formally and informally by academic divisions, faculty senates and senate committees, college standing committees, VPASA office, and the College Council. Any additions or revisions to college academic policy must be suggested by way of the responsible department (listed at the top of each policy document in the policy manual) and must be approved by the WNC College Council.

WNC follows a regular cycle of academic program review to assure program integrity and continuity. All academic programs are represented by at least one full time instructor.

Academic faculty are heavily involved in academic program oversight provided through collaboration between the Curriculum Committee, Program Assessment and Review Committee (PARC), the General

Education Committee, the Academic Division Directors, and the VPASA. Academic programs are reviewed at least once every five years following a process established and monitored by PARC.

In collaboration with the relevant academic director and VPASA, members of the academic faculty teaching in a program are largely responsible for the development and review of program components. Mission statements and outcomes are vetted by the [Curriculum Committee](#) (link requires intranet login) whenever they are reviewed or changed. Part of the Curriculum Committee review includes examining the designators for all programs to ensure they meet WNC and NSHE standards.

2.B.5: Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Faculty workload and responsibilities are defined in [WNC policy 3-2-3](#) and the [WNC Nevada Faculty Alliance \(NFA\) Collective Bargaining Contract](#). Both are posted on the college website. These policies were developed and are maintained in collaboration with the WNC Academic Faculty Senate and WNC NFA leadership. Additional guidance regarding the institution's expectations for teaching, service, scholarship, etc. is provided as part of the academic faculty evaluation process which is established in the WNC NFA Collective Bargaining Contract; the detailed evaluation process is provided on WestNET under the [Faculty Evaluation Committee page](#) (link requires intranet login).

2.B.6: All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

WNC has a complete faculty evaluation process laid out in Article 5 of the [Nevada Faculty Alliance \(NFA\)](#) contract. The [Faculty Senate bylaws](#), Chapter 2 section 3, reflect the NFA contract and addresses all faculty regardless of tenure status. Faculty Senate bylaw 16.9.6 addresses tenured peer review process by establishing procedures and composition for the committees overseeing the tenured faculty review process. The Faculty Senate maintains the Peer Evaluation Committee as a standing subcommittee pertaining to tenured faculty. All full-time teaching faculty are covered by the NFA contract, including provisions for the evaluation process (Article 5) and grievance procedures (Articles 7 and 8).

All full time academic faculty are required to submit an annual plan in September of each year. The details of the plan are negotiated with and approved by an academic director. These plans provide a guide for the yearly activities and a framework for the self-evaluation submitted each April. This process is designed to provide an annual rating as required by NSHE code and is tied to awarding of merit when funded by the state. This annual process is particularly important for pre-tenure faculty who develop annual plans with guidance from their Professional Development Committee members to develop a basis for the tenure portfolio.

All tenured faculty are also evaluated by a Peer Evaluation Group (PEG) once every five years. This process is managed and maintained by the Academic Faculty Senate, and final reports are reviewed and approved by division directors and the VPASA.

Faculty Senate, NFA Collective Bargaining, and college policy language provide the systematic details for each of the evaluation processes. These are periodically reviewed by the senate, college council, or renegotiated with the WNC NFA every three years.

Annual plan and self-evaluation processes involve classroom observations, reviews of instructional materials, reviews of service, and student evaluation feedback. The process requires each faculty member to consult with his or her academic director at least twice per year regarding the annual plan and classroom observation.

The PEG process is managed by the faculty senate and carried out by a committee of three to five tenured academic faculty members. The evaluation is holistic involving multiple classroom visits, group meetings with the faculty member under review, student evaluations over the previous five years, and a self-evaluation. All primary evaluation data is shared with the academic director and the VPASA.

The Professional Development Committee (PDC) manages annual evaluations related to pre-tenure faculty members via the Academic Faculty Senate. Timelines and expectations are outlined in senate bylaws and PDC bylaws in alignment with NSHE policy on the pre-tenure process.

Part-time faculty are evaluated according to college policy with a focus on reviewing student evaluations (administered every semester) and an in-class observation which is typically conducted by a full time faculty member. Academic divisions aim to evaluate part time faculty members once every two years. The format for review of syllabi and in-class observations are the same as those for full time faculty. The [Part Time Faculty Evaluation Policy](#) is included in the *WNC Policy Manual*.

The processes used for evaluation of academic faculty are defined in policy and procedure with timelines for eligibility, initiation, intermediate benchmarks, and completion. The annual plan/self-evaluation process, for all full-time academic faculty, begins in August-September each year and concludes in April with the submission of the self-evaluation. The PEG process is initiated in the fall semester as the Faculty Senate PEG Committee identifies eligible faculty members and assigns an evaluation group; this process concludes with a comprehensive report in April. The PDC process for pre-tenure faculty members proceeds through various stages from the time of initial employment through annual reports and ad hoc PDC meetings until the formal application for tenure is submitted, typically in the fall of the fourth academic year.

Each of the evaluation processes above offers formal avenues for corrective feedback as necessary. Feedback may come from other academic faculty involved in PDC or PEG, or feedback and the formulation of an improvement plan may be initiated by an academic director or VPASA. Each published policy and corresponding procedure includes a specific process and guidelines for improvement where necessary.

WNC is in compliance with the [NSHE code for general faculty evaluation processes](#) as shown in 5.12.1 and 5.12.2. WNC is also in compliance with the NSHE code for procedures for adverse evaluations as shown in 5.12.5.

Standard 2.C: Education Resources

2.C.1: The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Academic program oversight is provided through collaboration between the Curriculum Committee, PARC, the General Education Committee, the Academic Division Directors, and the VPASA. Academic programs are reviewed at least once every five years following a process established and monitored by PARC.

WNC requires that all academic programs publish a statement on mission and goals, and establish a set of program outcomes. Mission statements at the program level reflect alignment with the institutional mission. Mission and student learning outcomes are available on the [college's website](#) under Academics and are published annually in the [Academic Program Guide](#), available in print and online.

WNC's program review process includes the review and development of the mission, goals, and student learning outcomes for each academic program. In collaboration with the relevant academic director and VPASA, members of the academic faculty teaching in a program are largely responsible for the development and review of these program components. Mission statements and outcomes are vetted by the [Curriculum Committee](#) (link requires intranet login) whenever they are reviewed or changed. Part of the Curriculum Committee review includes examining the designators for all programs to ensure they meet WNC and NSHE standards. The Distance Education Committee systematically evaluates all courses delivered through online modality to ensure quality standards are met.

The review of academic programs and courses is a cyclical process; a full program review is required every five years per [WNC Policy 14-1-1: Assessment and Evaluation](#). Through this process, the College considers budgetary issues, system policies, and community needs as it develops and revises academic programs in line with its mission and core themes. The review process includes development of five-year assessment and action plans, and the full program review reports are presented to the college community and submitted to the governance board once every five years. The program review process is designed to ascertain how well academic programs meet the program outcomes, align with WNC's mission, have sufficient rigor, and serve the needs of the students.

2.C.2: The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

The [list of degrees and programs offered](#) is available on the college website and in the [Academic Program Guide](#) published annually in March. Mission, goals, and student learning outcomes are published for all degrees (AA, AB, AS, BAS, AGS, AAS). Each AAS degree emphasis (e.g., [accounting](#)) area has a link to its mission and outcomes. WNC's goal is to provide students with information about the course learning outcomes in a variety of ways; in particular, course learning outcomes are required on each course syllabus. WNC Student Learning Outcomes associated with each course learning outcome provide additional information for students.

Faculty and academic directors are responsible for ensuring each active course has a published outline that includes course objectives (learning outcomes) and other relevant information on prerequisites, transfer, etc. The course outline information is a required component of the syllabi for all sections of the course. Individual sections of the course may add additional objectives and materials, but may not delete any of the core objectives. These documents and their availability on the college website are monitored by the Curriculum and General Education Committees. Outlines are located on the college site under [Academic Disciplines](#).

All faculty are required to prepare a syllabus for each section of the courses they teach; the syllabus is distributed to students on the first day the class meets, regardless of how the course is delivered. Additionally, as of fall 2016, faculty are expected to upload the syllabus to the Learning Management System, Canvas, before the start of the semester to allow students online access to the syllabus. Each course syllabus is required to contain all the information from the relevant course outline including the student learning outcomes for the course.

2.C.3: Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Each WNC program has requirements published online and in the *Academic Program Guide*. Any revisions to program requirements are approved through the Curriculum Committee and the VPASA office. Admissions and Records reviews each student's application for the awarding of a degree to ensure that all courses and program requirements have been completed using the appropriate program guide to evaluate the student's courses.

Credit for each course is awarded based on documented student achievement within the course. Each course syllabus identifies the student learning outcomes/objectives which serve as the basis for the course. Faculty teaching courses ensure alignment of course assignments and student achievement with learning outcomes/objectives; departmental assessment projects help to ensure consistency in supporting and measuring student achievement, and more recent efforts in course-outcome mapping have enhanced these results. Grades and credit for student achievement for courses are the responsibility of the instructor of record for the course. NSHE provides the major policy regarding the responsibility of academic faculty ([NSHE Code, Title 2, Chapter 2, Academic Freedom and Responsibility](#)).

While WNC does not have a single institutional policy on documenting student achievement in courses and programs, academic faculty follow generally accepted practices in documenting student achievement. The College has policies that demonstrate WNC's commitment to ensuring that all credit courses and degrees, regardless of where they are delivered or how they are delivered, meet the highest standards. The most directly relevant of these policies are shown below:

- [Policy 3-3-3: Individualized Course](#)
- [Policy 3-3-5 Challenge Examination](#)
- [Policy 3-3-6 Grade Change](#)
- [Policy 3-3-10: Student Withdrawal Policy](#)
- [Policy 3-3-11: Distance Education Online Policy](#)
- [Policy 3-3-12 Faculty Assigned Ws](#)
- [Policy 3-3-13 DSS Memory Aid Policy](#)
- [Policy 3-4-1: Admission, Registration, Grades, and Examinations](#)
- [Policy 3-4-5: Academic Integrity](#)

- [Policy 3-5-1 Grade Appeal](#)
- [Policy 3-5-4 Repeat Adjustment Request](#)

2.C.4: Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Degree programs are designed to meet academic and professional standards. All degree programs are carefully reviewed by the academic faculty who design them, administrative faculty with oversight, the Vice President for Academic and Student Affairs, and the Curriculum Committee. Transfer degree programs are aligned with other colleges and universities in Nevada, as well as colleges and universities outside of Nevada with whom WNC has articulation agreements.

All programs are reviewed every five years, and the [Academic Program Review Schedule is published online](#). Additionally, each program leading to an AAS or Certificate of Achievement has an advisory group drawn from local businesses and industry that meet annually to review the program and make recommendations to enable the program to meet local employment needs.

[Admission requirements](#) and [graduation requirements](#) for all programs at WNC are readily available in print and online. Each degree or certificate program has its own webpage showing the mission, learning outcomes, and where applicable, recommended sequence of courses. A full listing of links can be found on [WNC's Degrees & Certificates website](#).

Individual programs in the AAS and Certificate of Achievement areas are designed to meet the mission and student learning objectives for each program. All program requirements are published on the college website and annually in the [Academic Program Guide](#).

2.C.5: Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Curriculum

All proposals for additions or deletions with respect to college curriculum are reviewed by the Curriculum Committee; the majority of the Curriculum Committee membership is made up of academic faculty. The process for development of curriculum is maintained and published by the Curriculum Committee. This process formally involves academic directors and the VPASA in recommending additions or changes to the College President. The [NSHE Board of Regents Handbook](#) and [WNC Policy Manual](#) indicate that faculty are expected to develop curriculum as part of their instructional workload.

The formal process for approving curriculum at WNC centers on two college committees: the Curriculum Committee and the General Education Committee. The process for developing, revising, and implementing curriculum involves academic faculty and administrators responsible for academic programs; the process is published in [Policy 3-2-1: Course Approval](#). The Curriculum Committee gives approval for all academic programs offered for credit in collaboration with the VPASA and makes recommendations to the president. The General Education Committee focuses on courses and student

learning outcomes pertaining to the general education components for all degrees and certificates of achievement; all General Education approvals are also reviewed by the Curriculum Committee.

Both the Curriculum and General Education Committees have mission and bylaws approved by College Council and oversight from the [Strategic Planning for Institutional Excellence \(SPFIE\) Committee](#) (link requires intranet login). The role of these committees in the approval and revision of the college curriculum is well-defined and ensures a major role for teaching faculty.

Faculty Selection

WNC [Policy 4-5-1-2: Hiring Academic and Administrative Faculty](#) provides for an active role for academic faculty in the selection of new full-time faculty. This policy specifies that academic faculty make up the majority membership of any search committee for any academic position. Further, the academic division/department members are responsible for developing position requirements consistent with the qualifications, experience, and duties that are required for the position.

Fostering and Assessing Learning Outcomes

Teaching faculty responsibilities regarding the assessment of student achievement of learning outcomes are recognized within program areas and academic divisions and are formalized in [Policy 14-1-1: Assessment and Evaluation](#). Action with respect to these responsibilities is initiated in a variety of ways. Assessment of course-level outcomes is managed by faculty and academic directors via the development of academic annual plans. Each full-time faculty member is required to produce an annual plan at the start of the fall semester and the details of the projects outlined in the plan are negotiated with the director. The inclusion of at least one course-level assessment project per annual plan is mandated for all academic faculty members by the VPASA. The scope, design, and collaborative components of the plans are determined by the faculty in consult with the academic directors. The primary reporting window for course level reports is December through February, which allows for results to impact the subsequent year's *Academic Program Guide* which is published annually in March.

Assessment of program-level outcomes is a primary component of the program review process. Components are assessed in line with each program's five year plan and comprehensive reporting is done via the PARC program review process every five years. Course level reports can be aggregated to contribute to program level assessment. These reports are compiled by program review teams made up primarily of teaching faculty in the program area.

Student learning outcomes at the course level are written by teaching faculty in the discipline area, are based on academic or industry norms and are designed to be in alignment with WNC student learning outcome language approved by the Curriculum Committee or General Education Committee. Both committees are made up of majority academic faculty membership. Program level outcomes are reviewed and recommended by program review teams made up primarily of teaching faculty and are approved by the Curriculum Committee. The set of seven [WNC Student Learning Outcomes](#) (revised in 2017) guide general education and institutional assessment of courses and programs and are maintained by the Curriculum and General Education Committees.

The WNC Student Learning Outcomes are included in the [WNC Strategic Plan](#) under the Core Theme, Institutional Excellence. Measures and thresholds for mission fulfillment in this area have been set in recent years, and emerging assessment practices have transitioned to developed processes in 2017-18. Assessment at the course and program level has gained notable traction as part of the institutional culture as teaching faculty and administrators in many areas have recognized the benefits of setting

targets and thresholds as a way to intentionally distribute resources to areas of higher impact. The 2014 revision of general education which established assessable outcome language and an attainable action plan for implementation marked a notable turning point in WNC's assessment history. The WNC President's Team Award was presented to the General Education team for their success on this project.

2.C.6: Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

WNC's 2014 revision of general education led to the establishment of the *WNC Student Learning Outcomes*, which include Outcome 4: INFORMATION LITERACY – Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities, and papers.

The outcome language was developed by a faculty-led work group and formally established as part of the curriculum framework by the Curriculum and General Education Committees. The WNC Student Learning Outcomes are included in the WNC Strategic Plan under Core Theme 2: Institutional Excellence, and student achievement of this and all WNC Student Learning Outcomes contribute to overall measures of mission fulfillment.

WNC's teaching faculty work closely with library staff in providing library orientations that focus primarily on information literacy. Any faculty member can request orientations for any class. The number of student participants in these orientations has increased.

Teaching faculty ensure students are provided with opportunities to develop information literacy in a variety of courses (47 general education courses list WNC SLO #4 among course level outcomes). All students pursuing a two- or four-year degree (transfer, AAS, or BAS) are required to complete the U.S. and Nevada Constitution Requirement; all courses or sequences that satisfy this requirement include information literacy as a central component. All students pursuing transfer degrees (AA, AB, AS) are required to complete the English 101/102 sequence which includes information literacy as a central component. All students pursuing an AAS degree or Certificate of Achievement are required to complete at least one writing course (BUS 108, ENG 100, 101, 102, 107, 110 or any 200 level course in ENG-- 200+ level courses list ENG 101 and/or 102 as prerequisites).

WNC's libraries provide a variety of ways to help students develop their information literacy skills, including face-to-face help from the reference desk personnel, email, library presentations, subject research guides, online tutorials, and handouts.

2.C.7: Credit for prior experiential learning, if granted, is a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) graded only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the institution's review process.

a) Guided by policies and procedures

NSHE policy regarding credit for prior experiential learning is found in [Section 20 of Title 4/CH 16](#), which states, "Acceptance of various types of credit will be governed by the college's transfer credit policy or by the entity designated to govern and evaluate such matters," leaving the policy up to the individual institutions. WNC's policies are found under policy [3.4.1 Admission, Registration, Grades, and Examinations](#) and [3.3.5 Challenge Examinations](#). Further information about non-traditional education is available on the [Office of Admissions & Records' Non-Traditional Education webpage](#). There are no guarantees of awards of non-traditional credits made.

b) Awarded only at the undergraduate level to enrolled students

As WNC only serves undergraduate students, that portion is automatically met. WNC policy on the [Non-Traditional Education webpage](#) states that ". . . WNC will consider awarding credit for prior experiential learning to students who have been accepted to the college and are declared as degree/certificate seeking."

c) Limited to a maximum of 25% of the credits needed for a degree

Per WNC's policy stated on the [Non-Traditional Education webpage](#), a maximum of 15 credits from non-traditional sources may be accepted after review. The non-traditional sources are listed as:

- Military training
- Correspondence courses
- Extension courses
- Post-secondary institutions without regional accreditation
- Certificate training
- Other recognized sources

If accepted, credits from non-traditional sources can only be applied toward:

- Course requirements for occupational degrees, or
- Elective credits primarily for AGS, AAS, BAS, or Certificates of Achievement

Credits from Correspondence courses from regionally accredited institutions can be applied toward all degrees (transfer and non-transfer).

Credit for Military Service:

- Upon review of DD2-14 and records of examinations, student veterans and active duty students may receive up to 4 credits (electives) towards all degrees or certificates where applicable.

d) Awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings

Per WNC policy, "In general, credit is awarded only for those courses or training experiences that are comparable to those courses offered by Western Nevada College." After review, it will be determined if the non-traditional credits apply towards course requirements for occupational degrees offered or as electives in the AGS, AAS, BAS programs or Certificates of Achievement.

e) Graded only upon the recommendation of appropriately qualified teaching faculty

If no full-time instructor is available, a part-time instructor may be authorized to offer an exam with the approval of the Division Director. The instructor must approve offering a challenge examination; there is no requirement on WNC's part to offer a challenge examination upon request.

If instructor approval is obtained, students must obtain permission from the Director of Admissions and Records to ensure the WNC policies allow the student to take the exam. If approved, the student is

required to pay the \$25 challenge exam fee. The instructor will administer the exam and forward the results to Admissions and Records. Additional information, including the fee, may be found on the [Challenge Examination Request Form](#). Policies addressing when and to what extent a student can use challenge examinations to earn credits are contained on [Non-Traditional Education webpage](#).

The [Non-Traditional Education webpage](#) identifies CLEP options International Baccalaureate, and other national programs along with its policy for accepting AP examination scores of 3 or higher. When accepting Advanced Placement (AP) credits, WNC follows [University of Nevada, Reno \(UNR\) policy](#). Other examinations approved for college level credit are listed on the site. Career & Technical Education articulations agreements provide for awarding of college credit upon successful completion of secondary programs of study. Agreements are on file with Nevada Department of Education and WNC.

2.C.8: The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

The Transfer Policy is WNC [Policy 3-4-1](#). WNC policy is consistent with NSHE policy [Title 4, Chapter 16, Section 20](#).

The [WNC webpage addressing transfer credits](#) clearly states that students declared as degree/certificate seeking can request a transfer credit audit through submission of a "Petition for Transfer Credit Evaluation." This is done at WNC's Admission and Records Office thus satisfying the requirement that acceptance is the responsibility of the receiving institution.

For quality control, WNC only accepts official transcripts from: colleges, universities, high schools, and educational testing sources. No unofficial transcripts are accepted. Further, all transcripts must be mailed directly (regular or electronic) to WNC's Admission and Records Office. The exception is a sealed transcript mailed directly to the student that is submitted to Admissions and Records as a hand-carried document.

WNC treats credits achieved through regionally accredited institutions as transferable so long as the credits are comparable to those offered by the College. WNC accepts credits from the following:

- Western Association of Schools and Colleges (WASC)
- Middle States Association of Colleges and Schools (MSA)
- New England Association of Schools and Colleges (NEASC)
- Southern Association of Colleges and Schools (SACS)
- North Central Association of Colleges and Schools (NCA)
- Northwest Accreditation Commission (NAC)

Additionally, WNC recognizes credits through [articulation agreements for CTE college credit](#), which are published online. WNC will apply transfer credits toward a degree or certificate if applicable with the following stipulations:

- A maximum of 45 semester credits or 75 percent of the total credits required for a degree, whichever is greater, may be accepted from regionally accredited colleges or universities toward

- an associate degree.
- A maximum of 90 semester credits or 75 percent of the total credits required for a degree, whichever is greater, may be accepted from regionally accredited colleges or universities toward a bachelor's degree.
 - A maximum of 30 semester hours of credit may be accepted from approved credit by examination programs.
 - A maximum of 15 semester hours of credit may be accepted from non-traditional programs.
 - A maximum of 45 credits or 75 percent of the total credits for a degree, whichever is greater, from other sources as listed above may be applied toward an associate degree. A maximum of 90 credits or 75 percent of the total credits for a degree, whichever is greater, from other sources as listed above may be applied toward a bachelor's degree.
 - A maximum of 15 semester hours of credit from other sources as listed above may be applied toward a certificate.
 - Grades are not transferable but may be utilized when determining eligibility for financial assistance and/or admission to special academic programs and to determine the minimum GPA required for graduation.
 - A quarter unit is worth 2/3 of a semester unit.

WNC accepts courses from NSHE institutions as equivalent per common course numbering. All other institutions will be evaluated on a case by case basis.

Undergraduate Programs

2.C.9: The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identifiable outcomes in the areas of communication, computation, and human relations that align with and support program goals and intended outcomes.

All WNC's degree and certificate of achievement programs requiring 30 credits or more contain a core of general education components relevant to the degree and the college mission. Specific component requirements are available through the [WNC Degrees and Certificates webpage](#) and in the annual [Academic Program Guide](#).

WNC transfer degrees, AA, AB, AS, and the AGS and BAS-Construction Management degrees, include a core of general education courses which prepare students to become more effective learners and encourages them to have a "productive life of work, citizenship, and personal fulfillment." The general education requirements are presented to all students and potential students across several venues, including the [WNC Degrees and Certificates webpage](#) and the [Academic Program Guide](#).

The WNC General Education Committee defines the role of general education degree components as follows:

Western Nevada College's general education requirements prepare students to assume personal and social responsibilities by providing a well-rounded background in the arts, humanities, math, and social and physical sciences. In addition to fulfilling the necessary requirements for earning a degree, learners will gain exposure to diverse perspectives by acquiring a framework that values a questioning mindset, supports effective communication, and enriches cultural awareness.

The general education components for WNC's transfer and baccalaureate degrees require students to complete at least one three-credit course in English/Communications, Fine Arts, Humanities, Mathematics, Natural Sciences, Social Sciences, and the U.S. and the Nevada Constitutions. Details are available through the [WNC Degrees and Certificates webpage](#) and in the annual [Academic Program Guide](#).

WNC's general education components align with the other NSHE institutions. [NSHE Board of Regents Handbook Title 4, Chapter 14, Sec. 15](#) defines transfer of AA, AB, and AS degrees; [Title 4, Chapter 14, Section 19](#) defines system general education requirements.

2.C.10: The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

[Seven WNC Student Learning Outcomes](#) provide the framework for general education, program, and course level learning outcomes/objectives. These seven outcomes are included in the WNC Strategic Plan under Institutional Excellence; these statements form the basis for alignment from course level objectives through program outcomes to the Strategic Plan. Student achievement of these seven outcomes is included among the Strategic Plan key performance indicators (KPIs) and contributes to the overall measure of mission fulfillment.

The first six WNC Student Learning Outcomes guide the general education components of all degree programs over 30 credits including transfer associate degrees and baccalaureate degrees.

WNC's student learning outcome framework has undergone significant revision since 2010, the purpose of which was to create an assessable set of learning outcomes that were representative of the institution's mission. The first revision in 2014 resulted in 10 new outcomes based on a combination of the Liberal Education and America's Promise and Degree Qualifications Profile models.

In April 2016, WNC completed an assessment of how well the 10 outcomes were incorporated into general education courses for transfer degrees. Based on the results, WNC reorganized and reduced the number of outcomes from 10 to six. The six resulting general education outcomes so closely matched the language and spirit of the existing institutional learning outcomes that in the fall of 2017 the academic faculty, General Education Committee, and Curriculum Committee all approved combining to a single set of WNC Student Learning Outcomes. The current set of seven WNC Student Learning Outcomes includes six which guide general education and transfer program outcomes, and a seventh that provides a basis for career preparation programs and other applied program components offered by the institution.

All three transfer degrees (AA, AB, and AS) show alignment to the WNC Student Learning Outcomes through program outcome language and in the learning objective statements included on course outlines for courses that fulfill general education requirements .

2.C.11: The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

WNC's applied science degrees include at least 18 general education credits, and Certificate of Achievement Programs include at least nine general education credits. Each general program area has specific, required components including communication, mathematics, and human relations. These requirements are published in the [Academic Program Guide](#) and [Degrees & Certificates webpage](#). All required components are stated along with a list of qualifying courses which are approved by the General Education and Curriculum Committees as having established and assessable course learning objectives relevant to achievement of the respective program component.

Goals for AAS and Certificate of Achievement programs are listed both as general goals/outcomes for the type of credential (i.e., AAS or CA) and as emphasis requirements focused on the specific area of application. The general education components are directly tied to qualifying courses vetted by the Curriculum and General Education Committees to be in alignment with program goals or intended outcomes. All qualifying courses are taught by teaching faculty who are appropriately qualified in those areas.

Graduate

2.C.12: Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from the undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

2.C.13: Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

2.C.14: Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

2.C.15: Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

Although Western Nevada College offers a single Bachelor's Degree in Construction Management, the school primarily functions as a traditional community college offering [two-year degrees](#) and [Certificates of Achievement](#). No graduate courses are offered.

Continuing Education and Non-Credit

2.C.16: Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

WNC offers a variety of non-credit courses through [Community/Continuing Education](#) on the Carson City and Fallon campuses. The course offerings are compatible with WNC's mission and themes; Core Theme 3: One College Serving Many Communities is clearly supported through continuing education endeavors.

WNC offers [non-credit courses](#) ranging from Driver's Education to Western Silversmithing. Workshops are also included through the [Specialty Crop Institute](#). Courses and/or workshops are offered on the Carson Campus, Fallon Campus, to the Carson community, [Fallon community](#), Yerington, and Reno, all of which represent four counties within or adjacent to WNC's greater service area.

2.C.17: The Institution maintains direct and sole responsibility for academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

WNC does not offer any credit courses through [Community Education/Services](#). When community or college instructors are interested in teaching a course, a proposal is submitted to the Coordinator that contains: title, subject, delivery, times, and locations. The only two consistently offered courses through the Community Services side are Driver's Education and Motorcycle Safety Courses (i.e., Basic Rider I, Basic Rider II, and Advanced Rider). If enrolled students successfully complete the requirements for those courses, including written and/or riding exams, they receive proof of completion. The instructors are responsible for adhering to the standards of their respective certifying bodies, either the Nevada Department of Motor Vehicles or the Motorcycle Safety Foundation.

Examples of courses offered through Community Education/Services offered at the [Carson](#) and [Fallon](#) campuses include:

- Women's Self-Defense
- Quick Books
- RIPPED
- Motorcycle Rider courses

- Intro to Western Silversmithing
- Workforce Development
- CPR/First Aid
- English and Math Prep (taught by adjuncts)
- Basic Computer Skills
- Tai Chi
- Washoe Language
- Career Development and Job Seeking Strategies
- Workshops through Specialty Crop Institute
- Adult Golf Instruction for Beginners
- Knitting Workshop: Colored Eggs
- Leather Crafts: Billfold
- The Good Guys in Your Garden
- Basic Microsoft
- Female Empowerment
- Meditation
- Parenting
- Immersion into Digital Photography

Academic faculty, usually adjuncts, will occasionally offer basic writing or math courses. These courses are not offered for credit. There is no systematic means of assessing student achievement across the variety of courses offered through Community Education/Services. Student attendance, however, is expected to be recorded. Because the courses offered are non-credit, faculty representation in disciplines is absent. Registration and payment options are available online and do not require enrollment in the College overall.

Course evaluations are done via hard copy at the end of courses. Evaluations are gathered for all courses. The evaluations used in Driver's Ed and Motorcycle Safety are kept on file in the Community Education Office and are available for review upon request. Based on results of end of course/session surveys, instructors or sessions may or may not be offered again.

2.C.18: The granting of credits or Continuing Education Units (CEUs) for continuing education and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however offered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning objectives.

Currently, WNC does not offer Continuing Education Units (CEUs) with the exception of the Allied Health/Nursing Division. The Nursing Program recently reactivated its ability to grant CEUs recognized by the Nevada State Board of Nursing. This reactivation was in conjunction with a two-day WNC sponsored conference held at Renown Hospital.

It is recommended that the College develop a CEU policy and procedure. The procedure should include a project proposal form that will prompt a description for each CEU granting project and details on objectives, outcomes, and means of determining their achievement.

2.C.19: The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Each non-credit course has documentation on file with the office of [Community/Continuing Education](#) that describes the course and identifies the date(s) the course is offered and the instructor. Course descriptions are also available on the Community Education pages on the website. The College needs to centralize the information for all non-credit offerings at a single source, but this has yet to be done.

Currently, there is a plan to move the responsibility for Community and Continuing Education from the Vice President of Academic and Student Services to the newly reorganized Library and Learning Resources Center.

Standard 2.D: Student Support Resources***2.D.1: Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.***

WNC strives to provide effective learning environments for all students on all campuses and online in a wide variety of academic and technical areas. WNC employs online, interactive video, and hybrid modes of instruction to reach students throughout a wide service area. Career and technical program environments are guided by advisory committees and connections with industry partners to ensure students an experience that will align well with their professional goals. Academic program environments are guided by student needs and assessed through evaluations and program reviews. Maintaining relationships with transfer institutions in the state helps ensure a smooth alignment of the student experience.

Recent major improvements to WNC's educational environments include renovations to the Beck Library and Academic Skills Center in Virgil Ghetto Hall (2015) opening of the NV Energy Industrial Technology Lab inside the Reynolds Building (2017), remodel and expansion of the Chemistry/Biology and Cadaver Lab inside the Aspen Building (2018). Western's Library and Media Services department has also begun a transformation to optimize student engagement on the main campus and develop closer working connections between academic support areas. The newly envisioned Division of Learning and Innovation will serve as a hub for students, faculty, and staff to interact and engage on a physical campus or online with enhanced spaces for collaboration, development, and community connections.

All WNC classes are enhanced using WNC's online platform, Canvas. Instructors use the enhancements in a variety of ways to suit the needs of the students and courses, and standard 'learner support modules' have been created and added to all WNC course shells to provide consistently updated information to help all students access the support components they need.

Virtually all WNC classrooms are updated with consistent audio/visual equipment, computers, and internet access for instructor use. The staff in the Media Services and the Computing Services departments work closely with academic faculty to ensure instructor and student needs are met across all WNC learning environments.

The following provides brief descriptions of and links to services and programs to support student learning needs:

Academic Skills Center: WNC's Academic Skills Centers are based on the Carson and Fallon Campuses. These centers offer drop-in and online tutoring, and students can make an appointment for tutoring on a variety of subjects. The centers provide computers access, workshops on study skills, and help with time management and exam preparation. The Centers regularly inform all campuses about the support and programs available for students.

Counseling Services: WNC counselors are available year-round to help students and community members make important decisions regarding educational goals and career directions. WNC counselors provide career resources and support to help students identify career options and prepare to enter specific career fields.

Adult Literacy and Language: WNC's Adult Literacy and Language program offers literacy instruction, English language learning (ELL), and High School Equivalency (HSE) preparation available to adults who qualify. Services are supported by a federally-funded grant in conjunction with the Nevada Department of Education. Services are offered year-round and include classes, online instruction, tutoring, transition courses, skills for the workplace instruction, and a computer-based instruction lab.

Disability Support Services: DSS provides qualified students with disabilities equal access to higher education through academic support services, technology, and advocacy. Such services are key in promoting their independence, retention, and graduation.

Latino Outreach: Western Nevada College offers a "Latino Cohort" program to promote enrollment, course completion, and degree attainment among Latino students.

Veterans Resource Center: The Veterans Resource Center at WNC opened in January 2013. It started as a place on campus for student veterans and has grown into the model veteran resource program in Northern Nevada.

Jump Start College: The Jump Start College program provides a structured dual-enrollment opportunity for students in several Nevada high schools. Students enroll in college courses through WNC while simultaneously earning high school credits. Jump Start College students participate in a structured cohort model and are able to complete up to 60 college credits through WNC.

Dean of Student Services: The WNC Student Services Division includes Admissions and Records, Counseling, Financial Aid, Disability Services, Adult Literacy and Language, and outreach/support departments focused on Latino and Veteran populations. The Student Services Division provides services to support the academic and personal success of all members of the WNC community.

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

Financial Assistance Office: The Financial Assistance Office strives to promote the educational success of the WNC community by providing professional service and resources and by reducing financial barriers.

2.D.2: The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

WNC's [Public Safety Department](#) provides for the safety and security of students and their property of Western Nevada College. The Public Safety Department provides:

- Security of all persons and property on college property
- Reporting of all criminal and suspicious behavior on college property to law enforcement
- Traffic control and enforcement
- Visitor assistance
- Lost and found services
- Loss prevention and reporting
- Identification of safety hazards

WNC's Public Safety Department is responsible for Clery Act compliance and conducts annual refresher training for department staff. Crime statistics are gathered through incident reports generated by the Public Safety Department. The statistics include requests by local law enforcement agencies regarding crimes reported in the WNC service area. All WNC staff with campus security authority submit annual reports on relevant security activity.

Training in Title IX compliance is required every two years for all employees and can be completed either during annual face-to-face training by the Title IX coordinator or online through Law Room interactive training. Title IX training is offered every semester on a voluntary basis for students through Campus Clarity online training. Face-to-face Title IX training is also available upon request for such groups as Nursing and Allied Health, and Student Government. Training completion information is then included on the annual security report and posted on the [public safety website](#). WNC's Human Resources keeps a record of staff who attend Title IX training and sends reminders to those who need retraining every two years. HR also tracks the number of students who complete the Campus Clarity training, which is offered to all students every term. ASWN is active in promoting awareness of sexual assault through a number of events and activities.

- [WNC Public Safety Policies and Procedures](#)
- [Crime Statistics and Policy Disclosure](#)
- [Title IX](#)
- [NSHE Code: Title IX, Sexual Harassment](#)

2.D.3: Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

WNC has varying admissions criteria that allow any adult who can benefit from instruction at the College to enroll. WNC does not require new students to provide transcripts of previous educational experiences. General admission, however, does not necessarily guarantee admission into specific programs or classes. [Admissions information is available online to all new students.](#)

WNC's outreach and recruiting efforts are conducted through counseling, admissions and records, financial aid, retention specialists, student activities, WNC rural centers, WNC faculty, and WNC students. The outreach team recruits and admits students through various outreach initiatives targeting WNC's service area high schools. Each program is an on-site, hands-on initiative designed to bring access and awareness of postsecondary educational opportunities to high school students. The programs increase student and parent knowledge of educational options by providing assistance at each of the sites to encourage and prepare students to enroll and succeed in postsecondary educational programs. By providing the necessary tools to high school counselors, students, and their families, these outreach initiatives increase the rate at which students will reach their college and career goals. The [Jump Start College](#) program spearheads these efforts. People interested in attending WNC can also arrange for a [campus tour online](#).

First-time to college, degree-seeking students are required to complete four steps before registering for classes. They must apply for admission online, complete a placement test or equivalent, attend a new student orientation, and meet with a counselor for academic advising. All the necessary information is available in person and online at the following links:

- [Admissions Checklist](#)
- [Accuplacer](#)
- [New Student Orientation](#)

[Transfer and returning students](#) are assisted with steps that can include the need to apply for admission, send official transcripts to WNC from previous institution(s), submit a Petition for Transfer Credit Evaluation, attend an orientation, and meet with a counselor to assist with academic advising.

Continuing and returning students are strongly encouraged to meet with a counselor on an ongoing basis. Counselors will help students stay on track with their programs of study and provide assistance and information as needed on academic advisement, career resources, transfer information, financial aid, appeals, veteran resources, academic success tools, and more. This ongoing academic advisement helps to ensure degree progression.

Non-degree seeking students, those interested in industry credentials or skills upgrade may apply to the College enrolling in specific courses based on career need. Students are encouraged to speak with counselors.

Counselors provide services to students who plan to transfer to a four-year university with information on transfer curriculum requirements, student transfer rights and responsibilities, a transfer checklist and transfer credit evaluation policies and procedures. Students are offered in-person visits with the transfer specialist from UNR on the WNC campus

[The Counseling Office](#) communicates its services through the use of department websites, targeted emails, personal phone calls and text messages to students, and by WNC's Dates and Deadlines Calendar.

The myWNC student portal provides students 24/7 access to their Student Center, where they may view their admission status, communication center, to-do list, registration holds, and run an *Academic Advisement Report (AAR)* to see if they are fulfilling their degree or certificate requirements.

The WNC website provides prospective and continuing students access to an online catalog and program guide that lists institutional expectations, policies, course descriptions, and certificate and degree information, including prerequisites and special admission requirements. The WNC website also provides important information on the steps to enroll based on the category of the incoming students with links to other services such as Admission and Records, Counseling Services, Financial Aid, Cashier's Office, and the Disability Support Services to assist students in the enrollment process.

Students seeking a degree or a certificate of achievement are required to apply for graduation at the beginning of the semester in which they are enrolled in their final coursework. All graduating students are invited to participate in commencement ceremonies held at the close of the spring semester each year. At that time, all degrees and certificates of achievement are conferred for graduates from the spring semester and from the summer and fall semesters preceding the spring semester ceremonies. All graduation requirements, deadlines, and commencement information can be found on the [Admissions & Records Graduation webpage](#).

2.D.4: In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Western Nevada College makes appropriate arrangements to ensure students have the opportunity to complete their program in a timely manner with a minimum of disruption if a certificate or degree program changes significantly or is eliminated.

WNC students have six years to fulfill degree requirements. If the requirements significantly change, the student may still follow his or her original catalog year with the initial requirements, as described on the [Admissions & Records Catalog Years webpage](#). WNC maintains a [College Catalog Archive webpage](#) with catalogs dating back to the 2009-2010 academic year.

Occasionally a program may change its requirements and no longer offer courses required in previous catalog years. When this occurs, the Registrar works with faculty to come up with either "blanket substitutions" that outline courses offered that all students may take to fulfill requirements, or work together to plan substitutions for individual students.

When a program is eliminated, the program is kept active for six years to enable students to finish their requirements and obtain their degree or certificate of achievement. When necessary, arrangements are made as described above for course substitutions. These provisions allow for timely completion and minimal disruption for students pursuing their degrees.

Standard 2.D.5: The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- a) Institutional mission and core themes;***
- b) Entrance requirements and procedures;***
- c) Grading policy;***
- d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;***
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;***
- f) Rules, regulations for conduct, rights, and responsibilities;***

- g) Tuition, fees, and other program costs;**
- h) Refund policies and procedures for students who withdraw from enrollment;**
- i) Opportunities and requirements for financial aid; and**
- j) Academic calendar.**

[WNC's Catalog](#) provides current and accurate information about costs, programs, policies, and procedures. It is available solely online through the college website as both a website with hyperlinks to relevant information and as a [printable PDF](#). [WNC's Academic Program Guide](#) is available both online and in print. Print copies of the *Academic Program Guide* are made available in multiple locations throughout all campus buildings. The information includes:

a) Institutional mission and core themes

- [Mission and Themes](#) (linked from WNC Catalog website; [p. 4 of printable PDF](#))
- [Academic Program Guide](#) (back cover in physical print version, p. 73 of linked PDF)

b) Entrance requirements and procedures

- [Admissions Information](#) (linked from WNC Catalog website; [pp. 6-7 in printable PDF](#))

c) Grading policy

- [Grading Policy Information](#) (linked from WNC Catalog website; [pp. 18-20 in printable PDF](#))

d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings

- [Academic Divisions and Disciplines](#) (linked from WNC Catalog website; [p. 174 in printable PDF](#))
- [Degrees and Programs](#) (linked from WNC Catalog website; [pp. 59-172 in printable PDF](#))
- [Course Descriptions](#) (linked from WNC Catalog website; [pp. 176-291 in printable PDF](#))
- [Academic Program Guide](#)

e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty

- [Faculty and staff directory](#) (linked from WNC Catalog website)

f) Rules, regulations for conduct, rights, and responsibilities

- [NSHE Code Title 2, Chapter 10: Rules of Conduct and Procedures for Students of the Nevada System of Higher Education](#) (linked from WNC Catalog website)
- [WNC Policy Manual Policy 3-4-4 through 3-6-1](#) (linked from WNC Catalog website; 3-4-4 on [p. 300 of printable PDF](#))

g) Tuition, fees, and other program costs

- [Fees, Payments, and Refunds](#) (linked from WNC Catalog website; [pp. 23-25 in printable PDF](#))

h) Refund policies and procedures for students who withdraw from enrollment

- [Fees, Payments, and Refunds](#) (linked from WNC Catalog website; [pp. 23-25 in printable PDF](#))

i) Opportunities and requirements for financial aid

- [Financial Assistance](#) (linked from WNC Catalog website; [pp. 28-35 in printable PDF](#))

j) Academic calendar

- [Full academic calendar](#)
- [Dates and Deadlines summary](#) (linked from WNC Catalog website)

2.D.6: Publications describing educational programs include accurate information on:

a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;

b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

WNC's [website](#) and [Academic Program Guide](#) present extensive information on certificate and degree programs and include accurate information on national and/or state eligibility requirements for licensure or entry into occupations or professions for which education and training are offered, including descriptions of unique requirements.

Nursing and Allied Health

- [Nursing and Allied Health website](#)
- [Nursing Discipline website](#)
- [Nursing AAS degree](#)
- [Certified Nursing Assistant certification and licensing preparation program](#)
- [Emergency Medical Services certification and licensing preparation program](#)
- [Laboratory Technician – Phlebotomy certification preparation program](#)

Career & Technical Education

[WNC's Career & Technical Education Division page](#) on the College's website has links to all BAS, AAS, certificates of achievement, certificate and licensing preparation, and special academic programs. WNC's accelerated technology programs (NOW) include Automotive Mechanics, Constructions, CISCO Technology and Manufacturing Technicians. Information can be found on the [WNC Career & Technical Education Programs website](#).

Certification Preparation and Licensure Programs

[Automotive Service Excellence](#): WNC has earned certification from the National Automotive Technicians Education Foundation (NATEF).

[Automotive Mechanics](#): WNC prepares students for Automotive Service Excellence Exams: Brakes Technician, Electrical Technician, Steering and Suspension Technician, Engine Performance Technician.

[Bookkeeping Certification](#): American Institute of Professional Bookkeepers Exam – Certified Bookkeepers.

[Cisco Technology Networking](#): WNC offers programs leading to Cisco Certified Network Associate (CCNS) and Cisco Certified Network Special (CCNP) Industry Certification.

[CompTIA Security+](#): WNC offers an international, vendor-neutral certification.

Construction Technology:

- [Certified Inspector of Structures](#) – State of Nevada.
- [Ramsdell Construction Academy](#) – National Center for Construction Education and Research (NCCER) Contren Learning Series curriculum.
- [Construction Craft Laborer](#) – NCCER Construction Craft Laborer credential.

Deaf Studies – Interpreting: WNC prepares students to take the Educational Interpreter Performance Assessment or the National Interpreter Certification Exam. Inclusion on the National Registry requires a Bachelor's Degree.

Industrial Electronics Technician: WNC prepares students for the Certified Electronics Technician Associate Exam, administered by the International Society of Certified Electronics Technicians (ISCET).

Machine Tool Technology: Through WNC, the National Institute for Metalworking Skills (NIMS) offers various levels of certification in machining.

Manufacturing Technician: The Manufacturing Skills Institute offers certification for industry-wide skills for production occupations in all sectors of manufacturing. Upon completion of the coursework, students will be prepared for the Manufacturing Technician I credential assessment.

Mechatronics Foundation: WNC students can earn the Siemens Certified Mechatronic Systems Assistant Level 1 Certification.

Microsoft Certification:

- [Microsoft Certified IT Professional](#)
- [Microsoft Certified Technology Specialist](#)

Real Estate: WNC offers licensure by the Nevada Real Estate Division.

Teacher Education: WNC offers introductory courses in teacher education that can transfer to universities or colleges that offer a bachelor's degree in education, including UNR and/or Nevada State College. These courses can also be used to gain a substitute license or by paraprofessionals needing to qualify under federal legislation.

Students can transfer to Nevada State College and take classes at WNC locations and online to earn a bachelor's degree and certification in elementary education. They may also transfer to UNR to pursue a bachelor's degree and certification in elementary education, special education/dual or secondary education.

Welding: The Andy Butti Welding Technology Center at WNC is the only accredited welding testing facility in Northern Nevada. Students meet the American Welding Society Codes. The curriculum includes instruction on code certification required by the American Petroleum Institute and the American Society of Mechanical Engineers.

2.D.7: The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

WNC has policies in place for maintaining the security of student records regardless of form; the policies address the confidentiality and release of student records. The student information system, PeopleSoft, is managed by System Computing Services, which has full backup and security measures in place. The majority of student records for all areas of student services are scanned into a secure Document Imaging system and are retained permanently. Many forms for Admissions and Records and Financial Aid are now online forms through the Document Imaging system, so storage is automatic. The remaining records that are not scanned are kept in secure locations.

[Information about protecting Student Privacy](#), students' rights to inspection of records, and storage of student records are published online. WNC complies with the [NSHE Board of Regents' policy](#).

All full-time faculty, staff, and student workers are required to attend FERPA training before they are given access to PeopleSoft and/or areas of OnBase where student records are stored. All new full-time faculty and staff are required to attend a new hire orientation, which includes FERPA training. FERPA training is regularly provided to staff at department meetings as requested.

2.D.8: The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

WNC provides an effective and accountable program of financial aid to support its mission and Core Theme of Student Success. Financial aid information is posted on WNC's main [Financial Aid page](#) includes a link to the FAFSA website and provides comprehensive information about federal, state, and institutional grants, and work-study, scholarships, and loan programs. The webpage also provides essential financial aid related information about financial aid policies and other consumer information. The WNC website also gives students access to Foundation Scholarships on the [Foundation page](#) and the [Financial Aid page](#). There is one general scholarship application, open every year from October to March. WNC's Foundation has a central database holding the different scholarships and the specific criteria for each. The Foundation tracks this information while working with the donors, who set the criteria. In the 2016-2017 AY applications for Foundation Scholarships increased in response to marketing efforts.

WNC's Financial Aid staff make presentations and offer hands-on FAFSA workshops to local area high schools, community groups, and on both the Carson and Fallon campuses each year. Additionally, financial aid information is presented at every New Student Orientation in conjunction with Counseling Services. Printed material is available in the Financial Aid reception area.

The Director of Financial Assistance collaborates and meets quarterly with the Financial Aid Directors throughout the Nevada System of Higher Education to remain current on changing federal and state policy. Financial Aid staff regularly attend Federal Student Aid trainings and webinars. Additionally, Financial Aid staff attend trainings offered by the regional and state professional associations (Western Association of Student Financial Aid Administrators and the Nevada Association of Student Financial Aid Administrators).

The Financial Assistance Office is held accountable through yearly audits by the US Department of Education, separation of duties with the Business Office, and oversight from the administration.

2.D.9: Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

The [Western Nevada College Financial Assistance Office](#) informs financial aid recipients of repayment obligations and monitors the student loan program and the institutional loan default rate. The College provides current and accurate financial assistance information at all New Student Orientations, through Financial Aid Workshops at all service area high schools, and workshops offered on-campus. The Financial Assistance Office also provides information to students via email, text, phone, and a frequently updated website.

Financial Aid Repayment Notifications Due to Withdrawal

Students who adjust their course schedule during the 100% refund period could be required to return previously disbursed financial assistance funds. Students are initially informed of the requirement to recalculate aid in their Financial Aid Award Letter and are notified of any adjustments to their disbursement through a Negative Disbursement email. [This information is also published on the website.](#)

Students who withdraw from all classes before completing more than 60 percent of the semester, or receive all F's, I's and/or W's, are required to return all unearned federal funds. The Financial Assistance Office performs a Return of Title IV (R2T4) calculation within 30 days of being informed of the updated enrollment status. Students required to repay funds are notified of their obligations through an email explaining the R2T4 process and are also notified of the change in their disbursement through a Negative Disbursement email. [Additional information on the R2T4 process is available online.](#)

Student Loan Repayment Notifications

WNC Financial Assistance does not pre-award student loans. Students interested in student loans are required to complete the loan request steps outlined on the student's Financial Aid Award Letter or Loan Only Letter. [Students can also view the steps online.](#)

As part of the loan request process, students are required to complete mandatory online Entrance Counseling session and a Master Promissory Note at studentloans.gov. Students are notified of the repayment options during these sessions and prior to the receipt of a student loan. The WNC loan request process also requires students to access the [National Student Loan Database System](#) to review their borrowing history and to understand how to monitor the loans they have received. Students are required to provide documentation that they have accessed this information as part of their loan request paperwork. Students are also required to complete online Exit Counseling at studentloans.gov upon graduation, dropping below half-time, or when withdrawing from the institution. Students can also receive information regarding repayment through individual appointments with one of WNC's financial aid advisors.

Additionally, WNC has a contract with Student Connections for Borrower Connect Software to provide additional information to student borrowers. The software identifies students who are in a grace period, entering repayment, delinquent on their loans, or going into default. The Financial Assistance Office currently customizes messages to students in their grace period to help them understand the next steps for repayment. Students who are delinquent or in default are contacted by Student Connections via email and phone about options to work with their Loan Servicer.

Loan Default Rate

WNC closely monitors the draft and final cohort default rate published by the US Department of Education. The Student Loan Coordinator reviews borrowers reported as part of the default rate and submits any challenges to the US Department of Education after receipt of the draft cohort rate in February. The Director of Financial Assistance works with the Student Loan Coordinator to revise or revisit strategies to reduce the default rate. Issues and trends are reported to the Dean of Student Services.

2.D.10: The institution designs, maintains, and evaluates a systemic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

WNC's Counseling Services mission is to provide academic advising, career guidance, and personal counseling to students; it also develops, coordinates, and implements a number of access, enrollment, and retention programs designed to promote student success. All of these play an important role in maintaining enrollment, course completion, retention, and graduation rates.

All counselors are knowledgeable of the curriculum, program, and graduation requirements and are adequately prepared to fulfill their job responsibilities. Counselors use the annual catalog, program guide, transfer agreements, and WNC website to communicate academic program requirements and suggest course sequences for planning a pathway to graduation. The counseling department meets once a month addressing changes and opportunities for continuous improvement. Faculty and directors periodically attend these meetings to share updates and respond to questions regarding academic programming. A counselor serves on the Curriculum Committee and provides information to the entire counseling staff regarding new programs and changes to academic programs.

Currently, all degree seeking students who apply for admission to WNC and who have never attended college before are routed into the mandatory services provided by the Project Graduate program. This proactive advising model began in 2012. Each degree seeking student takes a placement test, attends a new student orientation, and meets with a counselor to develop an educational plan, review placement test scores, and build a class schedule for the first semester. Counseling Services uses peer mentors to connect with students through outreach and responding to questions. Students may schedule appointments with counselors anytime for further academic guidance.

Counseling Services conducts a systematic program review to evaluate strengths, weakness, opportunities, and threats impacting the division. National surveys (Community College Survey of Student Engagement and Noel-Levitz) are routinely administered to measure student perceptions of WNC, including counseling and general student services. This information, along with locally administered student surveys, are used in improving academic advising processes.

Counseling offers specialized services to targeted groups. [Disability Support Services](#) provides qualified students with disabilities equal access to education including academic counseling. The [Veteran's Resource Center](#) partners with [Counseling Services](#) to address academic advising needs of veterans.

Counseling requirements and responsibilities are published online and in print. The WNC website directs students to specific areas based on status as a new, returning, continuing, or potential dual credit student. Additional academic and testing resources are available through the website. The *Academic*

Program Guide identifies a pathway for getting started as a WNC student including counseling services and requirements.

2.D.11: Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

WNC provides co-curricular activities through the [Associated Students of Western Nevada \(ASWN\)](#), the student government organization of elected students who represent the WNC student body. These students attend the Carson City, Douglas, and Fallon campuses. The student representatives operate in accordance with the [AWSN Constitution](#). ASWN helps assess student needs and coordinates student activities and organizations. ASWN is additionally responsible for the organization, approval, and oversight of various student clubs. WNC employs a full-time Coordinator of Student Life. This position works closely with and advises the Associated Students of Western Nevada. The activities of ASWN are consistent with and align with the mission, core themes, programs, and services of WNC.

[WNC Policy 1-8-1](#) articulates a policy for recognizing campus affiliated clubs and organizations.

2.D.12: If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

WNC operates auxiliary services in accordance with written contracts with vendors for bookstore, café, and vending machine operations. These auxiliary services support WNC's mission and core themes.

WNC has contracted with Follett to provide bookstore operations for the WNC campus; the bookstore operates as the WNC Bookstore. WNC maintains an advisory committee that meets on a regular basis regarding all aspects of the contracted bookstore operation. The Bookstore Advisory Committee includes student, faculty, staff, administration, and contractor representatives, ensuring input from a wide range of participants. The committee operates in a transparent fashion with bylaws, meeting agendas, meeting minutes, and financial accounting information.

WNC has contracted with Simple Fare, LLC, to provide café operations, called the Wildcat Den, for the WNC campus. WNC maintains an advisory committee that meets on a regular, monthly basis regarding all aspects of the contracted cafe operation. The Café Advisory Committee includes student, faculty, staff, administration, and contractor representatives; it operates in a transparent fashion with bylaws, meeting agendas, meeting minutes, and financial accounting information. The Café Advisory Committee's membership ensures opportunities for input from many sources.

WNC has contracted with a vendor to supply, operate, and maintain vending machine services for the WNC campus. The vendor operations are the subject of oversight by the Vice President for Finance and Administrative Services, who has administrative responsibility. In December 2017, WNC organized and implemented an Auxiliary Services Committee that is responsible for the oversight of the vendors for bookstore, café, and vending machine operations. The Auxiliary Services Committee membership includes student, faculty, staff, administration, and contractor representatives. Operations of the Auxiliary Services Committee will be transparent with bylaws, meeting agendas, meeting minutes and financial accounting information.

WNC operates a child development center on a self-supported basis on WNC's Carson City campus. The WNC Child Development Center also operates in a transparent fashion and offers child care opportunities to the WNC community and the overall Carson City community. The [Child Development Center homepage](#) contains the *CDC Handbook* that sets forth in detail all elements and components of the center's operation. The WNC Child Development Center has received a 4-star designation from the Silver State Stars Quality Rating & Improvement System, a voluntary program open to all child care centers in Nevada. Silver State Stars' QRIS provides parents with the information to make informed decisions regarding a child care program for their children. The QRIS is a systemic approach to improve and assess the level of quality in child care centers. The Director of the WNC Child Development Center reports to the Interim Vice President for Finance and Administrative Services.

2.D.13: Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

As of the end of 2015-2016 Academic Year, WNC no longer has an intercollegiate athletic program, which was discontinued due to economic demands.

The financial operations of WNC's student clubs and student government are consistent with WNC's mission to provide students with a variety of opportunities to engage in the college experience and to provide student representation, via ASWN, in institutional shared governance. ASWN and student club financial operations are governed by policies established in the [ASWN Constitution](#). Administrative oversight is provided by the Coordinator of Student Life.

2.D.14: The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

WNC assigns all students, whether enrolled in distance education courses or otherwise, identification credentials (WNC Anywhere Login) that serve as usernames for access to the College's student portal. Students create their own individual passwords. The same usernames and passwords are required to log in to the Canvas learning management system that supports all WNC online courses. The Canvas platform is a secure system which protects student privacy.

[WNC Policy 3-3-11: Distance Education Online Policy](#) lists guidelines for exam proctoring in online classes. Students enrolled in distance education via Interactive Video (IAV) are provided proctoring services at the IAV site by facilitators who are WNC employees.

WNC Anywhere authentication and password resets for Canvas access go through the WNC password assistance pages like all other WNC Anywhere user pages. Among the current Distance Education Committee goals is a review of online proctoring services to advocate to instructors for use. These services include ID verification as part of the test taking procedure, but instructors are not required to use these services

WNC's [standard online class fees](#) are used to cover any current or projected charges associated with the identity verification process. All such fees are described in detail on the class schedule, through the enrollment portal (myWNC), and elsewhere on the main public website.

Standard 2.E: Library and Information Resources

2.E.1: Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

Western Nevada College's libraries in Carson City and Fallon provide access to the appropriate materials and resources necessary to support the academic needs of the programs, degrees, and areas of study offered by the College. The library's strategic planning and services are aligned with WNC's mission and core themes.

WNC Libraries provide access to information resources in a variety of formats in order to meet diverse student needs and preferences. Both print and digital resources are available in the form of books, journals, periodicals, videos, and databases. These offerings are expanded through reciprocal borrowing arrangements with public and academic libraries across Nevada so students can access materials from external partners, which contributes to maintaining the currency and variety of resources.

The primary focus of the WNC Library services is to support students and faculty in instructional programs and courses at WNC; as such the library collection consists primarily of academic and vocational/technical subjects that reflect WNC's course and program objectives. The collection includes both circulating and reserve materials. [WNC Policy 5-1-1](#) articulates the procedure for collection development.

WNC Library access has been enhanced relative to student needs. Extended hours of operation have been arranged, and library staff are available during library hours through face-to-face and distance services. Additionally, library staff are available during off-hours through the Ask A Librarian service and web-services, which are available 24/7 to students and employees.

WNC's recent divisional restructuring has resulted in greater collaborative opportunities between library and distance education personnel, which are predicted to increase support and awareness for distance education student access to library services. Library staff are represented on the new Information and Communication Technology Access Committee to ensure materials are accessible to students with disabilities.

2.E.2: Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources, faculty, staff, and administrators.

Planning for library and information resources incorporates usage data and feedback from students, faculty, college employees, and community users. Feedback regarding collection development and library services is collected by both librarians and faculty. The collection development process is driven by student, faculty, and library staff following the [WNC Collection Development Policy](#). Library staff gather information on college needs through a combination of usage data and conversations. Faculty

input is included in purchasing and removal decisions with considerations for coursework alignment, relevance, accuracy, breadth, and depth of content. A review of this process and the collection are included in the library's strategic plan. Further, as of the fall 2017 semester, library staff are represented on the Auxiliary Committee, which includes WNC's bookstore; this relationship will be explored toward opportunities to increase the textbook holdings in the reserve book collection.

In the past, librarian liaisons were assigned to academic areas, but gaps in personnel have led to the discontinuation of this role. Division restructuring will allow for reexamination of the effectiveness of these direct connections. General user feedback is obtained through annual surveys and through committee and meeting dialog. Student feedback is informally solicited at time of checkout and check in, as well as during one-on-one and group sessions. Formalizing such information collection, analysis, and planning processes is a goal in the library's strategic plan.

Recently, data has indicated a decline in usage that has resulted in support for changes in structure, services, and facilities. The process for enacting these changes included a period of analyzing usage data and gathering feedback through a variety of methods including feedback forums, one-on-one and group meetings, community outreach, surveys, and feedback forms. The vision, goals, and design for a restructured division, including the library, will leverage the feedback from this process in the development and execution of all changes made in this area.

Library and division staff are well represented across WNC committees to provide greater opportunities for feedback and library-related communications and collaboration. Staff and Academic Affairs leadership meetings provide another forum for the dissemination of feedback and information.

2.E.3: Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The library's physical environment provides support for students, faculty, staff, administrators, and the community in accessing, evaluating, and using library and information resources through access to computers, a copier, scanners, printers, and wireless access to the internet for personal devices. The library offers six rooms for collaborative work and carrels, comfortable seating, and tables for quiet study. Feedback and usage data have indicated a need for additional technology options and collaborative spaces, which the library is incorporating in design plans. The library leverages and is exploring technological solutions such as the library website, LibGuides, databases, email, phone, learning management software integration, and video-conference to provide information literacy instruction and support to distance users.

With the core themes in mind, the library offers a variety of services that provide instruction and support for information literacy and the efficient and effective use of available services and materials. Library staff offer workshops, classroom visits, group instruction, and one-on-one instruction. In collaboration with faculty and in alignment with institutional learning outcomes, library staff have developed information literacy assignments for classroom use. Further evidence of instruction and support as integrated in the learning process through faculty partnerships is addressed in Standard 2.C.6 herein. Library information is provided during orientation events for new students and professional development events for staff and faculty. Additionally, the library has compiled a variety of digital resources on information literacy and has made these available 24/7 to the WNC community through the [library's website](#).

Division restructuring at WNC has resulted in a shift in the tutor reporting structure whereby tutors now report directly to a librarian. This leadership structure allows for a deeper infusion of information literacy instruction into the tutoring process, which is available to students both on campus and through distance services.

2.E.4: The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The WNC library regularly assesses quality, adequacy, and utilization through feedback data as described in 2.E.2. Additionally, the library incorporates into planning processes usage data from a variety of sources. Data is collected on print and digital materials usage, inter-library loan requests and fulfillments, gate counts, reference questions, and interactions. Quality, adequacy, utilization, and security are assessed through the annual collection development process, as well as via ongoing efforts throughout the year. Library services are subject to the WNC program review process which provides for a holistic review of annual library assessments and institutional alignment with core themes.

Patrons' personal and checkout information is protected through the application of FERPA training and standards. Materials are given property labels and stamps to deter theft and identify holdings. Inventory checks are used to identify missing or misplaced materials. Fees are levied for unreturned materials, and theft of materials is minimal. Authentication processes through EZProxy prevents unauthorized access to digital databases. Campus Security and Computing Services provide additional security for library holdings.

The director and library staff evaluate data reports regularly with periods of increased focus in areas as needed. The library's strategic plan and budget process incorporates data collection and review processes regarding the quality, adequacy, utilization, and security of library and information resources and services.

Standard 2.F: Financial Resources

2.F.1: The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

WNC has clearly defined policies and communicates all components of the institution's policies regarding the oversight and management of financial resources through regular communication within the College as well as use of the WNC website. WNC has a strong financial management team led by the Vice President of Finance and Administrative Services, who serves as the institutional chief business and budget officer. The Controller reports directly to the Vice President and is responsible for the operations of accounting, cashing, and accounts receivable and payable. The Budget Office assists the Vice President and is responsible for managing the budget development process, creating fiscal projections, and creating and maintaining the institutional operating line-item budgets.

The Nevada System of Higher Education (NSHE) prepares biennial budget requests in preparation for the state legislature that meets every odd numbered year. This results in a two-year state appropriation

budget. Over the past five years, NSHE has experienced significant reductions in state funding; WNC has experienced more than \$2 million in state general fund budget reductions during the same period. One result was NSHE-wide tuition increases over the past four years of 4% each year. This current biennium (FY 2018-2019) is the first in a decade that resulted in a slight increase in state funding for WNC.

Maintaining a dedicated reserve balance is a long-term institutional practice and has given WNC the ability to steer through the economic downturn within the state. Monitoring and assessing the effect of operations on reserve balances is a critical part of the budget process.

Additionally, information is collaboratively brought together from institutional constituents for planning purposes in times of funding increases or decreases. For example, in FY2013, the College President brought together the [ad hoc Formula Funding Implementation Committee](#) (link requires intranet login) under the Budget Committee to work through a plan for the anticipated \$2 million dollar decrease in state general fund appropriations. This process included program reviews and decisions on several different functions regarding funding.

WNC has developed a history of funding current operations within budget and without incurring debt. Enrollment trends, projected increases or decreases in state general allocated funds, and tuition projections are all utilized in the development of conservative annual and biennial budgets.

WNC employs a transparent, coordinated, institution-wide process regarding financial planning, the allocation of financial resources, and the monitoring of expenditures. The Budget Office works in a collaborative manner with the Budget Committee and the College Council in all aspects of budgeting and financial planning. The WNC Strategic Plan and Campus Master Plan are documents that guide WNC in the budgeting and financial management process. Risk management is a shared and coordinated area of responsibility at WNC entailing Finance and Administration, Environmental Health and Safety, Public Safety, and Facilities, Management, and Planning.

Additional information can be found in the following resources:

- Chapter 7 of [WNC Policy Manual](#) (sets forth the bylaws of Finance & Administration)
- Title 1 of the [Board of Regents Handbook](#) (sets forth the bylaws that define NSHE authority, roles, and responsibilities)
- Title 4 of the [Board of Regents Handbook](#) (contains provisions addressing NSHE general business management, internal audit, finance and administrative policies for WNC and other NSHE member institutions)
- Title 5 of the [Board of Regents Procedures and Guidelines Manual](#) (addresses fiscal procedures for NSHE member institutions)

2.F.2: Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The Nevada Legislature and NSHE establish the basis for resource planning and development. The Nevada Legislature enacted statutory provisions that set forth the Nevada Funding Formula for higher education institutions. NSHE is required to implement and adhere to the provisions of the Nevada Funding Formula, which allocates financial resources from state appropriations based upon course completion and academic performance variables and WNC relies on these projections for state funding allocations. Five year financial models are updated regularly as new formula funding scenarios are provided.

Annual and biennial budgets are created based on enrollment trends, projected increases/decreases in state general allocated funds, and tuition projections. The institution uses a bottom-up approach for budget planning, allowing participation from all areas of the College. [The Budget Committee](#) (link requires intranet login) is the critical entity and component of WNC’s processes for financial planning and budget development. The Budget Committee is a standing college committee that operates in accordance with bylaws and is charged with the responsibility for the annual operating budget priority development planning process. The Budget Committee membership includes representatives from all constituent groups of the institution; members include the Budget Officer, administrative faculty, academic faculty, classified staff and student constituencies. The annual budgeting process specifically provides for an open and transparent budgeting development process. The Budget Committee meets on a regular basis each month and operates with bylaws, agendas, and meeting minutes. The Budget Committee holds an annual open institution-wide forum for discussion and participation by all interested individuals and constituencies regarding budget priorities and the development of the budget. The mission of the Budget Committee is to serve as an oversight committee whose charge is to develop, implement, and evaluate a college-wide participatory budget process that supports and encourages a fair and equitable distribution of college funds in accordance with the mission of the College. All committee recommendations are made to the College President.

The Budget Committee uses the Annual Operating Budget Priority Development Planning Process, an eight-step process that sets forth financial planning and budget development on an annual basis (timeline below; click image for intranet link to larger timeline image); this assists the institution with budget planning and requests.



The budget process also takes into consideration mandatory increases to current expenditure functions and anticipated staffing changes. Comparisons to previous fiscal years provide a trend for analysis and allow for adjustments to be made for upcoming budgets.

The Office of Admissions and Records and the office of Institutional Research and Effectiveness (IRE) are actively involved on an ongoing basis in enrollment management, financial projections, data collection, analysis of data, and financial monitoring. WNC's financial model relies upon enrollment projections from the Office of Institutional Research. Enrollment is monitored daily and reports are provided detailing quarterly activity and changes to ensure comparative analysis when projecting funding for future budgets. The Budget Office provides monthly reports, including comparative historical data, to the Vice President of Finance and Administrative Services outlining revenue budget to actuals as well as projections for both current and future fiscal year budgeting.

Utilization of the Grants Committee provides systematic projection of anticipated funds and proposed allocation of human capital during implementation of grants. WNC closely monitors grants, donations and revenue derived from ancillary services through the Western Nevada Foundation, the Budget Office, and the Vice President of Finance and Administrative Services.

2.F.3: The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

WNC has clearly defined policies and communicates all of its policies regarding the oversight and management of financial resources via the WNC website, making them fully accessible by all of WNC's constituencies. The institutional financial planning process includes a requirement on the Budget Committee's Budget Resource and/or Capital Improvement Project (CIP) Request form of the requestor to identify the strategic theme(s) that support the request, which ties directly into the institutional strategic planning process and mission statement.

Additionally, communication is shared in a number of ways throughout the WNC community: emails from the Budget Committee, President, and Budget Office; College Council meetings, department and division meetings, open-campus forums, and an all-college Welcome Back meeting held every August. Every effort is made to ensure college community inclusion in the budget and decision-making process. Once a budget is approved and submitted into the system, it is posted on the [WestNET Budget Office](#) page (link requires intranet login).

Additional information can be found in the following resources:

- Chapter 7 of [WNC Policy Manual](#) (sets forth the policies, processes, and information addressing WNC financial planning and administration)
- [Budget Office public webpage](#) (communicates its objectives, self-supporting budgets, state-funded budgets, biennial budgets, summer school/mid-year budgets, self-supporting budget to actual, state budget to actuals, and information online to students, faculty, administrators, classified staff, and the general public)
- [Business Office intranet page](#) (link requires intranet login) (presents its policies, procedures and information online to students, faculty, administrators, classified staff, and the general public)

2.F.4: The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

WNC ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls. The Budget Office and the Business Office are the central institutional entities that ensure timely and accurate financial information and the operation of an effective system of internal controls. The Budget Office and the Business Office are in regular, systematic, ongoing communication and collaboration with NSHE. The Controller is the director of the Business Office and the Budget Director is the director of the Budget Office.

NSHE institutions, including WNC, employ Financial Data Warehouse, a System Computing Services in the NSHE-operated and maintained system that provides WNC management and administrative personnel daily updates of all financial activity. Regular internal audits of all income and expenditures are completed by NSHE. Quarterly and annual budgets reports are prepared by the Business and Budget Offices and are sent to NSHE and/or the State of Nevada.

NSHE made the policy decision to employ Workday, a provider of cloud applications for finance at all member institutions of NSHE. In accordance with this NSHE policy, WNC adopted and implemented Workday for financial matters effective October 1, 2017.

2.F.5: Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The Nevada Legislature and NSHE determine funding of capital budget requests based upon a prioritization of capital budget requests. Nevada's Legislature is a biennial state legislature that employs a biennial budget format. WNC's capital budget requests reflect the institution's major, minor, and maintenance capital projects. The College creates a capital budget plan consistent with biennial budget requests for the legislative process. This includes new and renovated projects that are presented to the Board of Regents for consideration, evaluation, and ultimate approval. In turn, NSHE and the Board of Regents formulate a system-wide prioritized list of capital budget proposals for the biennial budget funding cycle provided to the Governor's office in the form of legislative funding requests. Capital improvement and capital budget funding is provided on an earmarked appropriation basis by an enactment of the Nevada Legislature with the approval of the Governor of Nevada through the legislative process. For the past four biennia, WNC has not received major capital improvement project funding from the State of Nevada. However, the institution does receive its share of the Higher Education Capital Construction and Special Higher Education Capital Construction (HECC/SHECC) funds. These funds are earmarked for capital improvement projects that will address or improve ADA accessibility, safety, equipment maintenance, and deferred maintenance needs.

WNC employs a Campus Master Plan that constitutes WNC's long term facilities and capital improvement planning process and planning document. The planning process and the Master Plan are supported by WNC's mission and goals and reflect projections of the total cost of ownership,

equipment, furnishing, and operation of new or renovated facilities. WNC uses student-fee derived Capital Improvement funds along with the Western Nevada College Foundation, which has engaged in fundraising activities to contribute to capital improvement projects for the benefit of the institution. WNC's planning process, together with the Legislative biennial budget formulation, ensures that debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

2.F.6: The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

WNC defines the financial relationship between its general operations and its auxiliary enterprises using three primary documents. First, written contracts define WNC's financial relationship with each vendor that provides an auxiliary operation. Second, auxiliary operations are defined by bylaws of the committees charged with the oversight of the auxiliary operations. Third, the Budget Committee and the Budget Director are actively involved the WNC's budgetary process regarding the use of funds from auxiliary operations to support general operations. The general purpose of the auxiliary operations is to provide services to students and staff.

WNC operates auxiliary services in accordance with written contracts with vendors for bookstore, café, and vending machine operations. These auxiliary services support the institution's mission and core themes. WNC has contracted with Follett to provide bookstore operations for the WNC campus; the bookstore operates as the WNC Bookstore. WNC has contracted with Mitchell Tufts and Sonia Zacharias, doing business as Simple Fare, LLC, to provide café operations for the WNC campus; the café operates as the Wildcat Den. WNC has contracted with a vendor to supply, operate, and maintain vending machine services for all three of WNC campuses.

WNC's Auxiliary Committee meets on a regular basis regarding all aspects of the contracted auxiliary operations. The Auxiliary Committee provides financial accounting information, ensuring operations transparency. The vendor operations are subject to oversight by and are the administrative responsibility of the Vice President for Finance and Administrative Services.

WNC also operates a child development center on a self-supported basis on the Carson City campus of WNC. The WNC Child Development Center operates in a transparent fashion and offers child care opportunities to the WNC community and the overall Carson City community. The Child Development Center maintains a homepage and the homepage contains the *CDC Handbook* that sets forth in detail all elements and components of the center's operation. The Director of the WNC Child Development Center reports to the Vice President for Finance and Administrative Services, who is responsible for the Center's operations oversight and administration.

The Budget Committee and the Budget Director constitute the critical components and actors regarding the institution's processes for financial planning and budget development, including the use of general operations funds to support auxiliary enterprises and the use of funds from auxiliary services to support general operations. In this way, the process further defines the financial relationship between WNC general operations and WNC auxiliary enterprises.

2.F.7: For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

Nevada System of Higher Education (NSHE) and WNC have clearly defined policies regarding financial audits; external auditors conduct an annual audit of NSHE finances in accordance with generally accepted auditing standards and results are provided to NSHE and the Board of Regents. The Board of Regents employs an [Audit and Compliance Committee](#) to receive, review, and address all audit results submitted by the external auditors. NSHE conducts periodic internal audits of the operations of member institutions through its Internal Audit Department, and so conducts internal audits for WNC on a periodic basis. The results and reports of the periodic audits are submitted to the Board of Regents Audit Committee and the Board of Regents as a whole. The procedures of the Audit Committee can be found in Chapter 5 of the [NSHE Procedures and Guidelines Manual](#). The results of the internal audits of WNC are also submitted to the WNC administration. Management letter recommendations, if any, are addressed by the College with appropriate corrective action.

2.F.8: All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The Western Nevada College Foundation conducts all fundraising activities on behalf of WNC in a professional and ethical manner and complies with government requirements. [Chapter 12 of the WNC Policy Manual](#) details all of the policies and information addressing development and external affairs, including fundraising.

Founded in 1992, the Western Nevada College Foundation is a nonprofit corporation, exempt from income tax under Revenue Code Section 501(c)(3), qualified for charitable contribution deduction. The organizational structure and operation of the Western Nevada College Foundation is accountable to and aligns with the overall mission of the institution. The foundation administration is led by Mark Ghan, Acting President of WNC, and Niki Gladys, Director of Development. Citizens from the community serve as elected foundation officers and as members of the foundation board of trustees.

The foundation of the organization, policies, operations, and activities of the Western Nevada College Foundation is the WNC mission statement, core themes, and objectives. The Western Nevada College Foundation fulfills the WNC mission through its efforts in raising funds in support of the College through employee giving, special events and campaigns, and individual, corporate, and private foundation solicitations. WNC has been blessed by the generosity of many benefactors, people who have given time, talent, and money. These investments have helped build a top quality college that is making positive differences in students' lives, which speaks directly to WNC's mission. Additionally, many local communities have been enriched as qualified individuals educated at WNC have assumed productive positions in the workforce and have become involved in their local communities as engaged citizens.

The [Western Nevada College Foundation's homepage](#) contains institutional policies and information regarding fundraising activities conducted in support of WNC. The Western Nevada College Foundation operates in an open and transparent manner. Audited Financial Statements, Financial Reports, a

Feasibility Study, Foundation Board Officers, Foundation Board of Trustees, Foundation Agendas, and Foundation Board Meeting Minutes are set forth on the homepage and are available online to students, faculty, administrators, classified staff, and the general public.

Standard 2.G: Physical and Technological Infrastructure

2.G.1: Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

WNC is committed to compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To fulfill this commitment, WNC's Disability Support Services (DSS) department provides services and accommodations for students who are qualified individuals with documented disabilities. DSS helps to ensure equal access to higher education through academic support services, technology, and advocacy in order to promote student independence, retention, and completion. These efforts empower students to be successful in obtaining their goals at WNC. [A full overview of DSS Support Services Policies and Guidelines can be found online.](#)

The Human Resources Department is responsible for providing such services and accommodations for faculty and staff who are qualified individuals with documented disabilities.

The College's Director of Facilities, Management, & Planning also serves as the ADA Coordinator with respect to WNC facilities.

In the past decade, WNC has committed significant capital improvement funding to facilities updates by bringing older facilities into compliance with modern standards. For example, parking lots have been reconfigured to improve access to buildings and the number of parking spaces for disabled students, faculty, and staff have been increased. Walkways have been constructed to increase accessibility between buildings. The main north-south hallway of the Bristlecone Building was enhanced by the removal of a non-compliant ramp. Access for disabled persons is now provided by lifts and a newly-installed exterior entrance from Rotary Plaza. Pinion Hall was upgraded to meet recommendations following a recent audit, and two ADA compliant restrooms will be constructed in the Pinon and Sage buildings during the fall of 2018. Safety and communications upgrades have been undertaken in the Cedar Building to ensure equal access to emergency notification for WNC's Deaf/HH population. Improving access to WNC buildings, classrooms, restrooms, and other public areas is an ongoing effort.

WNC's Public Safety Department provides for the safety and security of the people and property of Western Nevada College. This department is committed to providing professional services for students, employees, and community members on WNC campuses. The Public Safety Department's primary responsibility is to monitor the campuses and to report to local law enforcement any threats to the campuses as well as any violations of state laws and regulations, including county and city codes within each service area. The department is also responsible for reporting violations of college policies on college properties to WNC administration. The department maintains a cooperative working relationship with local law enforcement agencies within each service area and encourages crime awareness and prevention. Information about department services is available through the WNC website, brochures, workshops, and in-person at WNC campuses. Public Safety staff provides service for crime and incident

reporting and annually compiles statistics based upon reports. Reports are available on the [WNC Public Safety Website](#). For more information, please also see [Chapter 10: Public Safety](#) in the *WNC Policy Manual*.

Campus safety and security are also monitored by the Department of Environmental Health and Safety (EH&S) whose role is to preserve the natural environment and conduct all institutional operations without adverse impact on the surrounding communities, maintaining safe and healthful campus environments in fulfillment of the institutional mission. EH&S helps to implement and monitor the effectiveness of safety programs in compliance with all applicable federal, state, and local regulations for their respective locations, and consistent with the mission and themes of the College. EH&S works with all other WNC departments and divisions in the development and implementations of EH&S protocols into all programs or projects. More information can be found on the [EH&S Emergency Procedures and Operations Plan website](#), as well as in [Chapter 11: Environmental Health and Safety](#) in the *WNC Policy Manual*.

Sufficiency, quantity, and quality of WNC's physical facilities are reviewed continuously through regular operations and formally through annual space utilization reports mandated by the Board of Regents' [Business, Finance and Facilities Committee](#). Administrative and academic program reviews provide feedback on suitability of college facilities. Annual reporting on projects and priorities submitted by administrative units can also offer feedback on the needs for maintaining a healthful learning and working environment.

Feedback from WNC's administrative units supports budget requests which are submitted to the WNC Budget Committee via the Budget Request Form available on the [Budget Committee's WestNET page](#) (link requires intranet login). These requests are evaluated for alignment with the institutional mission, goals, and campus community needs to ensure a healthful and effective learning and working environment.

2.G.2: The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

WNC has several policies and procedures in the [WNC Policy Manual](#) that address hazardous materials. Revisions to these procedures are reviewed and approved by College Council. These documents include:

- [Hazardous Materials Emergency Response Plan](#)
- [Asbestos Management Program](#)
- [Biosafety Manual](#)
- [Chemical Hygiene Plan](#)
- [Hazardous Waste Management](#)
- [Hazard Communication Program](#)

The proper handling and disposal of toxic and hazardous materials is a high priority on WNC's campuses. EH&S gathers the waste from the campuses as needed and disposes of chemical waste no less than annually and biological waste approximately quarterly.

Compliance with environmental law is a high priority for the College. WNC maintains EPA ID numbers for the Carson, Douglas, and Fallon campuses. WNC is a conditionally-exempt, small-quantity generator at all locations.

WNC works with other NSHE institutions when obtaining bids or renewing existing hazardous waste contracts. This effort is led by UNR, which has a full-time hazardous waste employee. The purchasing process minimizes potential liability, obtains more competitive pricing, and allows better evaluation of the performance and accuracy of the contractor because more institutions use the services. By sharing both knowledge and ongoing experience with the selected contractor, WNC helps ensure quality performance.

2.G.3: The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

WNC began a process for updating its Campus Master Plan in 2016 with the goal of presenting the finished plan during the spring 2018 Board of Regents quarterly meeting. WNC has contracted with an international design firm, Design Workshop, to develop the plan. This firm, together with WNC leadership, took steps throughout 2017 to gather community input and feedback on the strategic direction for the College and the physical footprint of the Carson Campus. An overview of feedback received and other planning documents can be found on the [Strategic and Master Planning Resource website](#). The Campus Master Plan is being designed in parallel with the new Strategic Plan (2019-2025) and will help to guide the allocation of resources in response to trends in student enrollment, facilities use, need, technology, and community growth projections.

Implementation of the new Campus Master Plan will begin with Board of Regents approval, which is expected in 2018. Implementation will benefit from the development process of the new WNC Strategic Plan, which will help to guide prioritization of campus physical development and ensure consistency with the institutional mission, core themes, and long-range plans.

Through the early stages of the Campus Master Plan update, a gap was identified with regard to a regular process for review of the Campus Master Plan. Going forward, reviews will be undertaken annually through SPFIE and evaluated within the context of progress toward meeting core theme objectives. A current copy of the Master Plan is included on the [WNC Strategic Planning webpage](#) along with annual updates on progress and benchmarks.

2.G.4: Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

WNC's equipment is sufficient in quantity and quality to meet the institutional mission; equipment is managed and maintained with planning and resources to provide sustainable support for safety, security, health, and effectiveness of the learning and working environment. Equipment needs are reviewed continuously through regular college operations. Administrative and academic program reviews provide feedback on equipment needs, and annual reporting on projects and priorities submitted by administrative units provide details on the needs of departments to sustain a healthy learning and working environment. For more information, please see [Chapter 6: Facilities, Management & Planning](#) in the *WNC Policy Manual*.

Feedback on equipment status from WNC's administrative units is used to support budget requests which are submitted to the WNC Budget Committee via the Budget Request Form available on the [Budget Committee's WestNET page](#) (link requires intranet login). These requests are evaluated for

alignment with the institutional mission, goals, and campus community needs to ensure sustainable college operations.

2.G.5: Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

WNC's [Computing Services department](#) keeps the institution connected and up to speed in its everyday operations as well as plans for its future needs. Computing Services provides, manages, and is responsible for the following:

- Data communications infrastructure
- All staff and faculty computers, printers, and software
- Lab computers, printers, and software
- Software licensing
- Network data communications
- Data storage and retrieval
- Client/Server hardware and operating systems
- Computing-related project management, including hardware and software configuration management

Several of the larger systems, such as Workday (a new workflow system specifically serving Human Resources and the Business Office), are tied in with NSHE. OnBase, an information platform for managing content quickly and efficiently, is managed by WNC's system analysts (Application and Support Development, Computing Services).

Other technology systems, designed to support academic programs and support services, are also offered and in place. These include Canvas, a learning management system also used by NSHE member institutions. Canvas is used for all online and on-campus courses at WNC for tracking grades, posting announcements, and sending email.

Student and support services, such as Counseling and DSS, use PeopleSoft, AIM (DSS), and software designed specifically for their needs.

WNC has a webmaster who has worked hard to update and improve WNC's website. It is clear, current, and offers pertinent information to the WNC community and to the general public. Internally, WestNET provides faculty and staff with specific academic calendars, committee information, department forms, and more.

All students have access to a [WNC Anywhere Login](#). This provides access to myWNC, Canvas, wireless internet, the Library, and the Library's research database. In addition to the computer labs, students also have access to the PC and Apple computer workstations in the library, all of which are equipped with Microsoft Office software. While these computers have been the specific responsibility of Library and Media Services, under the restructuring of this division, the computers will be part of Computing Services' responsibility beginning in spring 2018. Lastly, given WNC's extensive service area, IAV is the delivery system used for teaching between campuses/rural centers. The campuses have dedicated IAV classrooms and almost all classrooms are mediated classrooms that offer the instructors and their

students technology use in the classroom. For more information, please see [Chapter 8: Computing Services](#) in the *WNC Policy Manual*.

2.G.6: The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The systems primarily accessed by academic faculty are Canvas and IAV. Training and support for Canvas is offered through services shared with TMCC, and a full-time position within Library and Media Resources was recently created at WNC to offer training and support dedicated to Canvas. [Basic training for Canvas](#) is offered at the beginning of each semester and support is offered year-round. [IAV training](#) (also under Library and Media Resources) is offered at the beginning of each semester for all new instructors and for those who have not taught through IAV in three years. Media Services also offers one-on-one training at any time. IAV teaching guides and specific manuals are also available.

Complex workflow technology systems, such as Workday, are implemented at the system level and specific WNC personnel are trained to serve as project points for their areas (Finance, Human Resources). As Workday affects all faculty and staff (travel requests, payroll, sick leave), WNC provides continual training and information for access and use. The chief point person for Workday is WNC's application and support systems analyst who also provides technical support through the Workday Help Desk.

Students have access to computers at WNC's three campuses and mainly use myWNC and Canvas. Any questions and/or problems are addressed through [WNC Anywhere Login Help](#). This link, which also serves the college community, provides information on emails, passwords, procedures, security, purchasing, and project requests. It also provides telephone numbers for the Library's circulation and reference desks as well as Admissions and Records for student help.

2.G.7: Technological infrastructure planning provides opportunities or input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Technology requests of any kind begin at the department level and work their way up with priorities made at each level. Ultimately, the requests are processed and approved through [Computing Services](#). Provided a request is needed and/or mandated, in compliance with NSHE requirements, and a funding source is identified, the Director of Computing Services and Computing Services staff together plan and decide priorities on an annual basis. Computer Services staff, extremely knowledgeable in their fields, represent the sum total of every branch of computing technology used at the institution.

WNC's Computing Services department is comprised of:

- One director
- One technology support specialist/supervisor
- Three technicians
- One network engineer
- One application and support systems analyst
- One webmaster
- One programmer

In November 2017, WNC's [Technology Committee](#) merged with the [Budget Committee](#) (links require intranet login). The Director of [Computing Services](#) (link requires intranet login) now serves on the Budget Committee with the specific charge of managing and approving all technology fee funds.

2.G.8: The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

WNC Computing Services staff implement and update all systems with the exception of those that fall under the WNC Library (e.g., Interactive Video, classroom equipment such as projectors). Computing services maintains replacement plan matrices for operational areas (e.g. staff/faculty hardware). Replacement cycles for components such as servers, wireless systems apps and controllers, switches, routers, and firewalls, are generally on an 8-10 year cycle. Lab computers for students have the highest priority; hardware update is planned for 3-5 years. Software is renewed in order to provide the latest version each year. Operating Systems and Microsoft Windows program updates are held for one year while testing and waiting for issues to be worked out before installing them throughout the campus.

Some systems are reviewed and updated in conjunction with [NSHE System Computing Services](#) (SCS), which is responsible for provisioning and managing system-wide information services.

Specific policies for the WNC community regarding security, use and responsibilities of existing workstations can be found in [WNC Policy Manual Chapter 8: Computing Services](#).

STANDARD THREE

Planning & Implementation



Chapter Three: Institutional Planning

Standard 3.A: Institutional Planning

3.A.1: The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

WNC engages in ongoing, participatory institutional planning that is informed by assessment data and dedicated to mission fulfillment. WNC has had two formal Strategic Plans that guide the College's programs and priorities: the first spans 2006-2012, and the second, 2012-2018. As the current Strategic Plan approaches its end, WNC is actively engaging its leadership, faculty, staff, students, and regional community to develop a new Strategic Plan for 2019-2025. A timeline for the new Strategic Plan creation process, as well as other resources and documents related to the process, can be found on the [Strategic and Master Planning Resource website](#).

The Strategic Planning for Institutional Excellence (SPFIE) Committee leads strategic planning at WNC, and Institutional Research and Effectiveness (IR) tracks mission fulfillment data for the College. The current Strategic Plan is available to the public on the WNC website, along with an annual Mission Fulfillment report measuring key performance indicators (KPIs) for each objective under the College's core themes. These KPIs are developed with input from the broader WNC community and may be modified over the life of the Strategic Plan to maintain their alignment with current institutional programs and goals. The current KPIs were last updated in 2017. Over the course of the 2012-2018 Strategic Plan, WNC has updated reporting processes and filled reporting gaps for academic and administrative programs in order to better track and record Strategic Plan alignment and mission fulfillment data. These updates include the creation of standardized online reporting forms that require academic and administrative programs to identify Strategic Plan alignment from pre-populated drop-down menu lists of core themes, objectives, and KPIs. College committees have also undergone a realignment process in order to systematically track how their projects and goals are directly connected to Strategic Plan core themes, objectives, and KPIs.

3.A.2: The institution's comprehensive planning process is broad-based and offer opportunities for input by appropriate constituencies.

WNC's planning process allows for broad-based input and participation from all members of the college community. The 2012-2018 Strategic Plan was developed through a process involving college-wide workshops and open forums, as well as feedback from college committees and advisory boards. The Strategic and Master Plan Steering Committee, a SPFIE subcommittee, was formed to guide the development of both the 2019-2025 Strategic Plan and the new Carson City Campus Facilities Master Plan with as much participation from stakeholders as possible. The Steering Committee arranged open forums and led focus groups to gather critical feedback by collaborating with College leadership, academic divisions, staff members, ASWN, and regional community leaders. The Steering Committee also developed [Strategic and Master Planning Resource resource website](#) to increase planning transparency and remove barriers to participation. The Steering Committee was stood down in January

2018 to allow a new SPFIE subcommittee, the Strategic Planning Committee, to take the resources gathered thus far and being the creation of a 2019-2025 Strategic Plan outline. The Strategic Planning Committee will similarly continue the work of gathering feedback from the WNC community through open meetings and focus groups throughout this process.

3.A.3: The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

The *Annual Mission Fulfillment Report* produced by IR measures whether specific KPIs have met a threshold level of success and sets target goals for future achievement. Results from the annual reports are presented to SPFIE, College Council, Institutional Advisory Council, Foundation Board, and to the whole College. The most current reports are accessible from the IR page on the campus website, ensuring full transparency. Assessment results are the basis for determining ways to improve programs and services, especially when a threshold is not met. WNC uses a variety of processes to develop new initiatives and activities, including establishing ad hoc committees, asking key administrators and administrative units to address issues, and working with SPFIE to make recommendations for improvement.

3.A.4: The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The Strategic Plan guides budget development and allocation of resources. The Budget Office is responsible for overseeing and maintaining the College's funds. The mission of WNC's standing Budget Committee is to "serve as an oversight committee whose charge is to develop, implement and evaluate a college-wide participatory budget process that supports and encourages a fair and equitable distribution of college funds in accordance with the mission of the college." The College's budget-building process includes procedures for determining priorities using the Strategic Plan. However, the current 2012-2018 Strategic Plan itself does not prioritize among the objectives or core themes. As the new 2019-2025 Strategic Plan is created, SPFIE and College leadership are working closely with the Budget Office and Budget Committee to ensure a more systematic approach is developed for allocating funding in alignment with mission fulfillment priorities. The improved reporting processes will allow academic and administrative programs to better demonstrate Strategic Plan alignment. The approach to funding allocation will, therefore, be more thorough and robust.

3.A.5: The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

WNC has developed an array of plans to deal with a range of emergencies. The plans are communicated to the College via the [WNC Policy Manual](#) and are practiced with interactive drills for catastrophes such as fire and active shooter situations. For more information, please see:

- [WNC Policy Manual Chapter 10](#): Public Safety
- [WNC Policy Manual Chapter 11](#): Environmental Health and Safety
- [Emergency Operations Plan](#)

STANDARD FOUR

Effectiveness & Improvement



Chapter Four: Core Theme Planning, Assessment, and Improvement

Executive Summary of Eligibility Requirements 22 and 23

22. STUDENT ACHIEVEMENT: In fall 2017, Western Nevada College combined two sets of student learning outcomes (SLOs) into one set of WNC SLOs. These seven outcomes reflect general education and career preparation outcomes used throughout all academic areas. These outcomes are published in the *WNC Catalog*, *Academic Program Guide*, and WNC website. Each course outline identifies appropriate WNC SLOs associated with that course. These outcomes are assessed throughout the course and contribute to the program and WNC's knowledge of student achievement.

23. INSTITUTIONAL EFFECTIVENESS: Western Nevada College's Strategic Plan and Master Plan flow from NSHE's strategic plan and goals. New Strategic and Master Plans for 2019-2025 are under development during the 2017-18 academic year. WNC's Institutional Research office published data regarding mission fulfillment performance as determined by mission, core themes, goals, and key performance indicators (KPIs). WNC monitors internal and external environments and engages with advisory committees using all information to make data-informed decisions to serve students and other constituencies of the WNC community.

Standard 3.B: Core Theme Planning

3.B.1: Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

WNC has a well-developed Strategic Plan that identifies three Core Themes: Student Success, Institutional Excellence, and One College Serving Many Communities. Each core theme has several respective objectives, and achievement of these objectives is measured via meaningful, assessable KPIs. WNC has processes that identify the alignment of new and existing programs and services with the Strategic Plan. Recently created and updated reporting mechanisms have simplified tracking Strategic Plan alignment for academic and administrative programs, allowing for more comprehensive inclusion in program reviews, administrative projects and priorities reports, and academic faculty reviews. This reporting allows for a thorough analysis of college-wide objectives achievement. Additionally, budget requests require a connection between the request and the Strategic Plan. In cases where budget cuts have occurred, the College reviews the proposed cuts for the relevance of the proposed cuts to both the Strategic Plan and the cost of the program or service.

The addition of the [Annual Projects and Priorities Report](#) has allowed WNC leadership and standing committees to more clearly gauge focal points of institutional energy. This report requires all WNC administrative units to summarize all recent or planned projects and priorities and to align each one with applicable KPIs. This allows for an institution-wide, year-to-year view of emphasis in relation to

progress made with KPI measures, and it provides a clear picture of current status and priorities that can be considered for longer-term planning purposes.

3.B.2: Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievements of the goals or intended outcomes of the respective programs and services.

WNC uses three general approaches to ensure programs and services are aligned with the Strategic Plan and core themes: budget building, program review, and oversight by administrative area leadership teams. New initiatives and services are analyzed by the Budget Committee, SPFIE committee, the College Council, and relevant program leadership as needed to ensure specific core themes are addressed and objectives are achievable. Budget requests have long required linkage to a specific core theme. As of spring 2017, the Budget Committee requires that all proposals also identify specific objectives and linkage to KPIs.

3.B.3: Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

The Office of Institutional Research and Effectiveness (IR) produces an annual Mission Fulfillment report that measures performance on KPIs for each core theme objective. IR's ability to gather data on Mission Fulfillment and Strategic Plan alignment has been improved and expanded due to recent procedural updates regarding objective and KPI tracking. The annual report is submitted to the SPFIE and the Executive Council for review and is available to the public on WNC's website. Programs and services that contributed to successfully meeting objective fulfillment threshold levels receive continued support. When an objective is not met, steps are taken through SPFIE, administrative leadership teams, and related standing committees. In some cases, an ad hoc committee may be created to review the existing programs and services and recommend changes or new programs and services that address the objective (e.g. [ad hoc Enrollment and Retention](#), [ad hoc Formula Funding](#); both links require intranet login).

Standard 4.A: Assessment

4.A.1: The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

WNC engages in ongoing, systematic collection and analysis of data which forms the basis for evaluating the progress toward accomplishment of its core themes. Each core theme objective has associated KPIs which provide the primary data-driven means for evaluating accomplishments; KPIs are defined in relation to internal or external systematic measures such as those related to the NSHE Performance Metrics or WNC Program Review processes. View [Mission Fulfillment Performance by Theme](#) on the WNC website.

[Core themes and corresponding core theme objectives](#) are posted on the WNC college website. IR maintains links on the public website that demonstrate the ongoing systematic collection of assessable and verifiable data. Progress on the three core theme objectives are tracked through [linked Tableau® worksheets](#). Public presentations are also given by the President of WNC that demonstrate both an ongoing assessment of core theme objectives and a basis for evaluating the accomplishment of WNC's three core themes. Past presentations can be viewed online:

- [2016 Performance Metrics Presentation](#)
- [2014 Mission Fulfillment Presentation](#)
- [Earlier Presentations](#)

Regular review of [academic](#) and [administrative programs](#) contributes to the base of meaningful data and analysis used for assessment of WNC's three core themes. The [Program Assessment and Review Committee \(PARC\)](#) (link requires intranet login) guides review processes to provide linkage between WNC's mission, core themes, and the program goals. Furthermore, each program review is guided to collect and analyze meaningful assessment data to evaluate linkage and effectiveness. Each academic and administrative program is reviewed every five years. A [summary of completed program reviews and upcoming scheduled reviews](#) is available on the [Program Assessment & Review public page](#) and the [WestNET Assessment intranet page](#) (link requires intranet login).

4.A.2: The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

WNC engages in an effective system of program and service evaluation through its program review process. This process is maintained by PARC and is managed through collaboration and oversight with administrative and executive faculty. The process itself is reviewed and assessed for effectiveness and efficiency as reviews are completed through conversations between PARC, review team members, and the VPASA who provides operational oversight for PARC. Academic program reviews are conducted by program review teams made up of academic faculty members who work closely with the academic division director through the review process.

The Program Review and Annual Assessment processes are the driving force behind systematic assessment at WNC. PARC and IR work with department/division managers, academic faculty, and staff to facilitate annual assessment projects which are guided by five-year assessment and action plans developed within the program review process; annual assessments in academic areas are developed and conducted by academic faculty members. The following links give examples of recent program reviews:

- [2015 Associate of Science Degree Program Review](#)
- [2016 Associate of Arts Program Review](#)
- [2017 Information & Marketing Services \(Admin\) Program Review](#)

Reporting on annual assessments is facilitated by reporting mechanisms managed within IR and available on the [WestNET Assessment page](#) (link requires intranet login). Program review schedules are available well in advance of review deadlines; the schedule for both [administrative](#) and [academic reviews](#) is reviewed and updated annually by PARC.

The *WNC Policy Manual* contains policies related to assessment and evaluation of programs. The [Assessment and Evaluation Policy 14-1-1](#) outlines the purposes of assessment and evaluation at WNC and the WNC [Distance Education Policy 3-3-11](#) outlines a process of self and peer review for existing and new online courses taught through WNC. The policy on [Academic Standards 3-2-12](#) also provides linkage between academic standards and ongoing assessment.

The *NSHE Board of Regents Handbook* [Title 4, Chapter 14, Section 5.1](#) states that existing academic programs must be reviewed every ten years. [Section 5.2](#) states that new academic programs must be reviewed after the first, third, and fifth years.

In spring 2011, WNC suffered drastic cutbacks in administrative and academic faculty due to budget shortages in the state of Nevada. Following a change in WNC presidential leadership in fall 2013, the Ad-Hoc Funding Formula Committee was convened to strategize how best to keep WNC stable while facing significant changes to the funding formula for NSHE. Increased workload for staff and positions going unfilled had a clear, negative impact on completion of administrative program reviews in particular.

Program Reviews 2010-2017					
Academic PR	Academic PR Completed	Academic PR Never Completed	Administrative PR	Administrative PR Completed	Administrative PR Never Completed
15	87% (13/15)	13% (2/15)	24	54 % (13/24)	46% (11/24)

The momentum created by the 2015-2020 institutional assessment progression has benefitted from the cultural growth established in the previous five years. Academic program reviews have been completed on a regular schedule as overseen by PARC, and review processes themselves are reviewed and updated with feedback from program review teams. Administrative program reviews have been completed at a lower rate (measured as a component of Strategic Plan KPI), and the recognition of the gap has led to new conversations and updates to the specific review processes to make completion more attainable.

Teaching faculty are instrumental in all program reviews of academic programs. WNC teaching faculty were the majority of the membership for the thirteen academic program reviews completed between 2010 and 2017.

4.A.3: The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Course-level student learning outcomes (objectives)

Since the 2014 revision of general education and institutional student learning outcomes, course outlines have been updated by teaching faculty through a process overseen by the General Education and Curriculum Committees. The focus of the updates was to establish alignment between course outcomes and WNC Student Learning Outcomes. Assessments at the course or course-sequence level are in alignment with general education and/or institutional-level student learning outcomes. These assessments are conducted annually, reported through the mechanism [JotForm](#) (link requires intranet

login) managed by IR, and summary reports are reviewed each semester during startup week and in All Academics meetings.

Assessments at the course or course-sequence level involve all sections of assessed courses each semester and are designed to measure overall student achievement of course level student learning outcomes. Current goals for improvements are focused on introducing enhanced measures of validity (e.g. assessment results relative to course completion rates). The following items provide evidence of institutional documentation:

- [WNC Student Learning Outcomes](#)
- [Assessment Page \(link requires intranet login\)](#)
- [Course Outlines \(by academic disciplines\)](#)
- [WNC Assessment Guide](#) (Fall 2017 All Academics Meeting)
- [Raw Fall 2016 Assessment Reports](#) (Fall 2017 All Academics Meeting)
- [Summary of 2016-17 Assessment Reports](#)
- [Summary of 2015-16 Assessment Reports](#)

Program-level student learning outcomes

The 2014 revision of student learning outcomes provided the basis for improving alignment of student learning from course to program to degree. The outcome language established has guided the reformulation of program-level learning outcomes. Typically these are reviewed and updated as part of the program review process, and the changes are reviewed and approved by the Curriculum Committee.

Improved alignment of program-level learning outcomes not only provides a basis for assessments in emphasis-specific (non-general education) courses, but it also allows for components of other course level assessments (in general education or elective areas) to contribute to the overall picture of student achievement at the program level.

Programs, especially those aimed at transfer or professional advancement or certification, also state learning outcomes in relation to what students will be prepared to achieve beyond the WNC program. For example, assessment of student achievement in transfer programs includes measures of student achievement at transfer institutions, and assessment of student achievement in career and technical programs includes rates of achievement of national certifications and rate of employment of graduates. The following items provide evidence of institutional documentation:

- [WNC Degrees & Programs](#)
- [Program Review & Assessment](#)
- [PARC webpage \(link requires intranet login\)](#)
- [2015 Associate of Science Degree Program Review](#)
- [2016 Associate of Arts Program Review](#)
- [2016 AAS Graphic Communications Program Review \(link requires intranet login\)](#)

Degree-level student learning outcomes

WNC offers five associate-level degrees and one baccalaureate degree. With the exception of the Associate of Applied Science (AAS) degree, none of these degrees are divided into program emphasis areas. For these degrees, the program outcomes and degree outcomes are expressed and assessed as a single set.

The AAS degree requirements are published in the *Academic Program Guide* and on the WNC website. These are expressed in general terms creating alignment with WNC Student Learning Outcomes and providing alignment for all program emphases through:

- General education requirements
- Subject matter appropriate to the emphasis (program)
- Skills and performance necessary for employment

Programs listed under the AAS umbrella contribute to assessment of these outcomes through course-level assessments in the emphasis area and program-level assessments focused on achievement of national certifications and verified employment or advancement.

Student achievement of WNC Student Learning Outcomes is included as a KPI under Core Theme 2: Institutional Excellence. Progress is documented in the *Annual Mission Fulfillment Report* published on the [Strategic Planning website](#).

4.A.4: The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

WNC's alignment of programs and services with core themes is evaluated from two main perspectives: 1) from within the program through the formal program review process; and 2) externally as annual budgetary, curriculum, and strategic planning processes take place. All programs/services, whether academic or administrative, are subject to alignment considerations from both perspectives; specifically, internal perspectives are provided by program review teams, and external perspectives are provided by SPFIE, Budget, and Curriculum Committees.

The basis for alignment of academic programs with core themes is provided by WNC Student Learning Outcomes, associated course and program outcomes, and the connections with core theme objectives through KPIs. Academic program alignment is established by a variety of KPIs in all three core themes.

The basis for alignment of administrative services with core themes is provided by administrative area mission and goals (published on unit webpages) and by the connection between specific KPIs and projects/priorities in administrative areas. These connections are specifically outlined in the [Annual Projects and Priorities Report](#).

The establishment of well-defined KPIs for all core theme objectives provides the opportunity for programs and services to identify a unique sphere of influence relative to the core themes. The addition of annual reporting on projects and priorities allows for program and service managers to assess the focus of their own institutional energy on progress toward meeting objectives. Even though the final documentation is lacking, SPFIE continues to require reports on annual goals and their alignment with the Strategic Plan from each committee in the fall semesters and annual reports on the progress of those goals in the spring.

The inevitable overlapping of programs/services' established goals and annual projects and priorities in relation to KPIs reveals the correlation of WNC's programs and services with the core themes. The holistic view that is provided by reporting on annual projects and priorities allows SPFIE and other campus leadership areas to see a realistic picture of year-to-year emphasis or gaps in the application of institutional energy and resources.

WNC has embraced a transition in process from phrasing initiatives in relation to core themes toward stating initiatives in relation to KPIs (which are connected to core themes); this has improved clarity in program and service planning and assessment and provided strategic planning bodies with a new view of potential impact in the application of institutional energy and resources.

The annual report on projects and priorities requires each academic and administrative area to align all recent or planned projects with KPIs; a holistic view of the feedback from all areas shows an overlapping integration of initiatives. This new information resource was primarily designed to provide SPFIE with a realistic view of overall institutional planning in natural alignment with core theme objectives; however, its impact on individual programs and services, realized in the year-to-year reporting and recognition of KPI alignment, has yielded improved integration of services overall.

4.A.5: The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

WNC evaluates the alignment of planning, resources, capacity, practices, and assessment with respect to goals for programs and services through institutional reflections on the program review process and results. The foundations of the current program review process have been in place since 2008 as designed by PARC; however, the process used in recent years has developed as the review guidelines have evolved with the institution.

The process begins with establishing or updating goals that guide the subsequent review processes relevant to planning, resources, capacity, practices, and assessment. Establishment of these goals provides the basis for a holistic evaluation of the review once it is completed; these goal statements establish a framework for alignment of programs with processes. The institution initially engages in reflections within PARC as reviews are completed and review teams report back their experiences, successes, and challenges. The evaluation of process continues as program review results are presented to the Budget Committee, Curriculum Committee, and College Council, and feedback not only on the results of the review but also on the effectiveness of the process is considered.

Specifically, the evaluation of alignment, correlation, and integration of planning, resources, and capacity tends to take place in the Budget and SPFIE Committees through reflections on the review process; evaluation of practices and assessment tends to take place in PARC, Curriculum, and General Education Committees.

The main conduit for planning with respect to resources and capacity is the Budget Committee. This standing committee is designed for wide college community representation and follows processes which intentionally take into account the alignment and integration of programs or services considering goals and connections to core themes. This committee reflects on its position in the flow of planning in relation to programs as well as the other standing committees whose charges are aligned and integrated with the Budget Committee's overall perspective. Evidence of holistic evaluation and subsequent improvements are seen in recent adjustments to the standing committee structure; for example, the Technology, College Staff Development, and Grants Review Committees have been repositioned as subcommittees of Budget, with approval from SPFIE, College Council, and the Executive Council. This will improve efficiency in planning and application of resources managed by these groups in supporting goals of all institutional programs and services.

Examples of the impact of planning process evaluation can be seen in both academic programs and administrative services. The 2015 review of the Associate of Science Degree program revealed that the existing review process was insufficient for a program that was so broadly defined. The review process resulted not only in significant curricular changes within the program but also in changes to the alignment of the review process with existing institutional cycles like resource planning and timelines for dissemination of curricular changes. The program review process for academic programs now begins during the spring semester and culminates late in the fall to allow time for recommendations to be considered and approved through curricular and budget planning in March and April.

Recent reviews in areas such as Information & Marketing Services and Counseling Services have provided the basis for evaluation of administrative program reviews toward better alignment, correlation, and integration with ongoing unit services and with the institutional planning, assessment, and revision processes. PARC aims to improve the completion rate and effectiveness of administrative program reviews through these holistic process evaluations.

4.A.6: The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

WNC has developed a refreshed perspective on assessment in the past seven years as institutional support, provided by dedicated IR staff, and a holistic understanding of expectations have developed within the institutional culture. Consistent reporting pathways, cross-divisional collaborations, and clarified scope for faculty and staff have provided the means for significant improvements in assessment processes and an enhanced recognition of the impact that the information produced can have on the students, programs, and services. More information can be found on the [Program Review & Assessment webpage](#), as well as the [WestNET Assessment page](#) (link requires intranet login).

Reviews of academic assessment processes take place in disciplines, divisions, and in the [PARC](#), [Curriculum](#), [Distance Education](#), and [General Education Committees](#) (link requires intranet login). These take a variety of forms depending on the focus of the reviewing group: faculty tend to review course or discipline specific practices, PARC focuses on program review, Curriculum focuses on course and program outcomes and requirements, and General Education focuses on course objectives and content alignment under general education requirements.

Reviews of institutional planning and practice assessments take place in the [Budget](#) and [SPFIE](#) committees (links require intranet login). These typically begin with annual reviews of bylaws and the process of establishing committee mission alignment with the core theme objectives (by way of KPIs). This type of review also happens within the Executive Council each year as the progression through the budget planning process inevitably leads to discussions about efficiencies. Often these are communicated back to standing committees through operational oversight provided by the president or appropriate vice president.

Reviews of strategic planning related assessments are centered in SPFIE. This group's focus on monitoring progress toward achieving core theme objectives requires periodic review of measurement and relevance of KPIs. Evidence of review and improvement can be seen in the development of the annual report on projects and priorities which provides direct links between all organizational unit activities and the related KPIs. More information can be found on the [Strategic Planning webpage](#).

A major step in the emergence of sustainable assessment practices was the recognition that focused reflections on process, which led to data supported adjustments in practice, was a key component of assessment itself; and, this was something the faculty were already doing formally or informally. Further, progress was made in the recognition that a review of assessment itself constitutes assessment, and that the freedom to adjust, and even simplify, such practices can lead to more impactful and more efficient results. These ongoing process improvement behaviors among faculty, when combined with a simplified, reliable reporting mechanism, have allowed for the development of a recognizable cycle of assessment wherein faculty and staff conduct, report, summarize, review, and update both the functions of the institution and the assessment mechanisms themselves.

Currently, WNC's annual academic assessment cycle calls for reporting at the end of the fall semester (though results can be reported at any time of year), and the reviews of summary reports occur during All Academics meetings during startup in fall and spring. The summary reviews are followed closely by division, department, or discipline meetings where more specific reviews are conducted and practices or assessments themselves are updated for the next cycle.

Reviews of the PARC program review process happen in an ongoing fashion as academic or administrative program reviews are completed. The guidelines, which are managed by PARC, formally prompt review teams to reflect on their experiences with program review and provide recommendations on improvements. These recommendations have led to adjustments in the timelines for reviews, clarification in the role of IR, and suggestions for ongoing oversight of five-year assessment and action plans that will improve consistency in subsequent reviews. Recently, the review reports themselves have taken the form of websites (as opposed to traditional paper documents); this allows for wider collaboration in producing and reviewing the reports and easier access to supporting documentation. The below are examples of recent program reviews:

- [2015 Associate of Science Review Report](#)
- [2016 Associate of Arts Review Report](#)
- [2017 Associate of General Studies Review Report](#)

Standard 4.B: Improvement

4.B.1: Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

WNC has defined a set of KPIs which are used to measure progress toward the achievement of core theme objectives. Measures associated with each indicator are updated regularly and are listed in relation to institutionally defined target (aspirational level) and threshold (base for mission fulfillment). Assessment of programs and services are conducted through WNC's program review processes. Administrative units and academic programs specify specific mission and goals/objectives in the context of the institutional mission and create alignment with core theme objectives by identifying a subset of KPIs that match the administrative unit purpose. Academic program reviews are based on student achievement of program outcomes designed to align with WNC SLOs; the WNC SLOs are the basis for a subset of KPIs under Core Theme 2: Institutional Excellence.

Results of core theme assessments are monitored most closely by SPFIE. The establishment of well-defined KPIs for each core theme objective along with meaningful, relative measures of target/threshold achievement and an overall measure of mission fulfillment has allowed SPFIE and others to have a more practical view of overall institutional performance and target areas of concern or critical strategic importance. More recently, the addition of the [Annual Projects and Priorities Report](#) has allowed WNC leadership to more clearly gauge focal points of institutional energy. This report requires all WNC administrative units to summarize all recent or planned projects and priorities and to align each specifically with applicable KPIs. This allows for an institution-wide, year-to-year view of emphasis in relation to progress made with KPI measures, and it provides a clear picture of current status and priorities that can be considered for longer-term planning purposes.

Program Review and Assessment processes have distinctly benefited from the addition of a Planning and Assessment Coordinator. This position manages the assessment project collection tool (see [Assessment WestNET page](#), intranet login required), compiles institutional reports and summaries, and creates reports on institutional projects and priorities to help guide the strategic planning, budgeting, and allocation processes. (see the 2012-2018 Strategic Plan Annual Strategic Plan Progress Reports subsection on the [SPFIE committee page](#), intranet login required).

Institutional dissemination of program review results have been improved through reflective assessments within PARC. For example, administrative program review summaries highlighting resource requests and recommendations are presented by responsible parties, in person, to the Budget Committee and the President's Cabinet. Academic program review summaries highlighting resource requests and curricular changes are presented by review teams, in person, during College Council open forums, to the Curriculum Committee, and during All Academics meetings. These presentations are timed (late fall or early spring) to allow for staffing or curricular changes to be implemented in time for the subsequent assessment cycle or academic year. AAS and BAS programs present academic program review findings to discipline related advisory committees.

IR has created a thorough chart on the public website that identifies WNC's core themes and the degree to which WNC achieves its goals. The [Institutional Summary page](#) clearly identifies the areas where WNC is successful, like outreach to minority groups, and areas where WNC needs improvement, like rate of completion of administrative program reviews for departments providing support services; administrative reviews have been completed at a lower rate, and the recognition of the gap has led to new conversations and updates to the specific review processes. Each of the three core themes has its own page: [Core Theme One](#); [Core Theme Two](#); [Core Theme Three](#). All constituents in the WNC community have access to this information through the [WNC Strategic Planning](#) webpage which is updated regularly by IR staff.

4.B.2: The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Background on Annual Academic Assessment

As early as 2009, WNC had identified clear barriers to collecting meaningful assessment data and disseminating findings to inform planning and practices with regard to student academic achievement. Over the following years, a thorough review of general education at WNC determined that the existing

general education student learning outcomes were poorly conceived and difficult to assess as written. In 2014, the institution committed significant resources to send a team of four academic faculty and one administrator to the week-long General Education Assessment Workshop conducted by the Association of American Colleges and Universities. The process of revising the entire general education program commenced as an institutional priority for the 2014-15 academic year.

The 2014 revision of WNC general education provided impetus for substantial change not only in the institution's attitudes toward assessment but also its perspectives on student learning outcomes and overall alignment from course objectives through the core theme objectives of the Strategic Plan.

Critical development points include:

- **2014:** development/implementation of new general education and institutional student learning outcomes. Began update of all general education course outlines aligning course objectives with new SLO language.
- **2015:** requirement for faculty to include student learning assessment project(s) as annual plan component (SMART Table) - reporting deadline March 2016. Reporting pilot via Google Form. SLOs included in the Strategic Plan under Institutional Excellence. Modern KPIs implemented. Began update of all non-general education course outlines aligning course objectives with SLO language.
- **2016:** requirement for all faculty to include assessment project(s) as annual plan component--reporting deadline March 2017. Reporting pilot via [JotForm](#) (link requires intranet login).
- **2017:** Fall semester "all faculty" meeting focused on continued reporting requirement and review of previous results; reports compiled by IR Planning and Assessment Coordinator available on [WestNET Assessment page](#) (link requires intranet login). Results collected March 2018.

As of spring 2018, WNC's annual academic assessment cycle has developed to a repeatable, sustainable state where assessment results are consistently collected, summarized, and made available for review in a predictable framework. The key barriers to regularity in WNC's assessment process have been cleared due to the development of a reliable reporting mechanism, [JotForm](#) (link requires intranet login), institutional investment in an administrative support for assessment, and consistency in establishing deadlines for faculty assessment reporting.

Use of Annual Academic Assessment

WNC uses the results of regular academic assessment through an annual cycle of design, application, collection, reporting, summary, review/reflection, and recommendation:

- **Fall startup:** All academics meeting focused on 1) review/reflection on previous year's assessment and 2) design updates to upcoming fall assessments.
- **Fall semester:** Application of updated assessment tools; collection of data.
- **Spring startup:** Faculty groups report on fall data via JotForm; fall recommendations finalized and submitted to Curriculum, Gen. Ed., PARC, etc.
- **Spring semester:** Summaries and raw reports prepared/posted; assessments repeated.
- **Summer into fall startup:** Review/reflection into all academics meeting

The following are examples of resources provided for faculty reflection and discussion before the fall 2017 All Academics meeting:

- [WNC Assessment Guide](#) (Fall 2017 All Academics Meeting)
- [Raw Fall 2016 Assessment Reports](#) (Fall 2017 All Academics Meeting)

- [Summary of 2016-17 Assessment Reports](#)
- [Summary of 2015-16 Assessment Reports](#)

Department and discipline planning tends to take place throughout the academic year for implementation during the following year. Faculty groups in discipline or 'department' areas tend to design, implement, and review assessment practices and results in groups with meetings focused on scoring, reviewing, and planning two to three times per year. Faculty who teach on separate campuses come together to help ensure consistent practices in assessment and collaborative, holistic planning in their areas. Recommendations from faculty groups are submitted to academic directors during the fall or early spring semesters and are vetted in division or all faculty meetings before being formally submitted to the appropriate standing committees for approval (when necessary). Curricular changes are typically finalized in early spring for inclusion in the updated *Academic Program Guide* in March.

Use of Academic Program Review

The academic program review process is designed and maintained PARC. PARC works to ensure academic program review teams have the resources and information necessary to complete the review process in a timely fashion and that a long term schedule of planned reviews is available to ensure each academic program is fully reviewed once every five years.

Through process assessments in PARC, institutional dissemination of program review results have been improved. For example, administrative program review summaries, including learning support reviews like the Academic Skills Center, are presented to the Budget Committee and the President's Cabinet highlighting resources requests/recommendations; academic program review summaries are presented by review teams, in person, during College Council open forums, to the Curriculum Committee, and during 'all academics' meetings highlighting resource requests and curricular changes. Academic program planning involving curricular changes tends to culminate in the late fall for early spring submission to the Curriculum Committee and inclusion in the annual updates to the *Academic Program Guide*.

Availability of Results

WNC works to make all review summaries available as quickly as possible to the college community through the Program Review & Assessment page and associated links on the public website to support efficient planning processes. The frequency of review completion, as well as student achievement of WNC SLOs, are included in Strategic Plan KPI measures. Raw reports are archived and made available to faculty and academic divisions as necessary. Program reviews and related reports can be accessed in the following locations:

- [Program Review and Assessment](#)
- [Annual Assessment: Academic](#)
- [Program Review: Academic](#)
- [PARC WestNET page \(link requires intranet login\)](#)
- [Assessment WestNET page \(link requires intranet login\)](#)

STANDARD FIVE

Mission Fulfillment, Adaptation & Sustainability



Chapter Five: Mission Fulfillment, Adaptation, and Sustainability

Executive Summary of Eligibility Requirement 24

24. SCALE AND SUSTAINABILITY: Western Nevada College's strategic and master plans identify opportunities for innovation and development within realistic parameters. Data-informed decisions guide the operations of WNC to meet mission and core themes goals. Standing committees and processes for evaluation of existing and new projects ensure WNC's resources are sufficient and allocated to achievement of organizational mission and goals.

Standard 5.A: Mission Fulfillment

5.A.1: *The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.*

[WNC College Policy 14-1-1](#) identifies the purpose of assessment and evaluation at the College. The heart of this policy is that WNC will support academic faculty in their efforts to assess educational programs and non-teaching faculty and staff in their assessment of administrative programs.

An overview of assessment resources, reports, and the review schedule can be found on the WestNET [Assessment page](#) (link requires intranet login). All program review documents and the schedule of academic and administrative program reviews are on the WestNET [Program Assessment and Review Committee \(PARC\) page](#) (link requires intranet login).

Academic assessment at the course level is conducted annually following five-year plans established at the program or division level. Course assessment results are typically reported during fall or spring startup via JotForm. Institutional Research and Effectiveness (IR) produces summary reports which are reviewed and discussed by faculty and administration at an all-faculty meeting during fall startup; this is followed by faculty group or department reflections on process and planning for program/curriculum changes and assessment adjustments, which are then recorded in faculty annual plans and self-evaluations.

Academic and Administrative programs are both reviewed on a five-year cycle. The program review process is scheduled, maintained, and supported by [PARC](#) and [IR](#). Academic reviews are formally presented to the WNC community as part of the PARC process.

Administrative units report annually on the previous year's accomplishments and priorities for the coming year; these are compiled in IR and reported directly to the Strategic Planning for Institutional Excellence (SPFIE) Committee, with the report then disseminated to the entire college and available on the [SPFIE WestNET site](#) (link requires intranet login) and the [Strategic Planning site](#). These reports are

connected intentionally and directly to the Strategic Plan key performance indicators (KPIs).

Institutional status updates and reporting on achievements are delivered formally at the annual all-college meeting; the report from SPFIE/IR is a standard component of the meeting. Once current measures on KPIs are presented to the WNC community, they become support for the annual fall planning processes for academic faculty and serve as an update on administrative unit efforts planned on the standard calendar (Jan-Dec).

All of these assessments are evidence-based, driven by data from surveys, evaluations, assessment projects in alignment with course or program outcomes, or tied directly to Strategic Plan KPIs:

- Course-level assessment (Gen Ed/Non-Gen Ed): Student achievement of learning outcomes are assessed using data collected annually by faculty groups led by full-time faculty. It is common for faculty groups to collect standardized assignments, exercises, exams, etc. (depending on area) and to score work using a rubric reporting results over all sections or with a representative sample.
- Academic program review: Program student learning outcomes, course outcomes, KPIs, surveys, direct student feedback, and internal/external reviewers' input are formally presented to the WNC community on a five-year cycle.
- Administrative program review: Administrative unit missions and annual or overarching goals are tied to the institutional mission via Strategic Plan KPIs and supported by relevant data (depending on the role of admin unit), surveys from faculty, staff, or students. It is proposed that these be formally presented to the WNC community on a five-year cycle via the College Council Open Forum.
- Annual reporting from administrative units is focused on direct alignment with KPIs, and annual SPFIE/IR reporting at the all-college meeting centers on KPI status and trends.

5.A.2: Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Strategic Plan KPIs form the measurable basis for mission fulfillment; targets and thresholds are established and monitored for each KPI, and the results measured at this level are used to make determinations of quality and effectiveness in a variety of areas. Achievement of student learning is included among KPIs tied to institutional student learning outcomes, and annual assessment results at the course and program levels are used to make determinations of quality and effectiveness. These individual results are also used at the department/discipline level to gauge effectiveness and motivate adjustments.

Annual reports on KPIs, similar to those presented at the all-college meetings, are made available to the WNC community via the college website. Reports on mission and goal attainment are presented annually to the NSHE Board of Regents. The following link leads to a June 2014 NSHE Board of Regent report: [2014 WNC Mission Update for NSHE Board of Regents](#).

Annual summary reports on mission fulfillment can be found on WNC's [Strategic Planning website](#) as well as Tableau® reports by indicator on current mission fulfillment, data trends, and progress toward targets or stretch goals. Older mission fulfillment reports are available on the SPFIE site in WestNET. WNC is transparent in the evaluation of KPIs and communicating to constituencies.

As the planning process for the 2019-2025 Strategic Plan moves forward, WNC hosted a public forum at the Carson City Community Center on October 24, 2017. WNC has created a [Strategic and Master Planning resource website](#) that documents all the efforts that have begun for the new strategic plan process in order to be as inclusive and transparent as possible.

Standard 5.B: Adaptation and Sustainability

5.B.1: Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

WNC's Budget Committee is the main body for evaluating adequacy of resources and capacity in relation to effectiveness of operations. [The Budget Office](#) supports the budget decision making efforts and keeps records on the college website so that anyone can review records and documents pertinent to the budgeting process. Administrative areas contribute to this process with specific reviews and annual budget requests. The Budget Committee makes recommendations to SPFIE and to the President based on the annual requests and the alignment with Strategic Plan KPIs.

The Budget Committee reviews and maintains the Budget Resource Request process. Budget requests must identify relevant WNC core themes. The Budget Committee has created a helpful graphic to guide the College in the [Budget Request process](#) (link requires intranet login). The graphic is posted on the internal website. Budget Committee status and process updates are described at the all-college open forum - most recently in August 2017. In years past, WNC held an all-college open forum to address the status of budget concerns with relation to mission fulfillment, adaptation, and sustainability, which provided transparency to the WNC community.

In the 2013-2014 Academic Year WNC formed an ad hoc committee to address changes in the state legislature's formula funding the NSHE system. The mission of the committee was to, "make recommendations to executive administration by identifying sources of additional revenue and/or additional opportunities to reduce the current budget baseline in anticipation of a state operating budget reduction of approximately \$2 million in fiscal year 2016. The key to the recommendations will be preserving the College's core mission." [Minutes of the meetings are posted on the internal website](#) (link requires intranet login). The ad hoc Formula Funding Committee is an example of a holistic review and planning process under unique circumstances. While this process is not a part of the annual college procedure, it does exemplify the institution's recognition that WNC benefits from wide input focused on planning and budgetary priorities.

WNC's Program Review process is designed for systematic and regular review of all academic and administrative programs. While program review results are often used to support formal budget requests, there is currently no direct, required connection made between review recommendations and the Budget Committee process. Developing a formal way for program reviews to regularly report resource needs directly to the Budget Committee would ensure a more thorough review of the program's budgetary needs.

5.B.2: The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

The [Budget Committee WestNET page](#) (link requires intranet login) provides an overview of planning for resource allocation. Each administrative unit reviews and requests resources annually. Administrative unit requests are data informed utilizing internal and external sources.

Strategic planning is led by [SPFIE](#) (link requires intranet login). This committee is representative of the WNC community and has recently enhanced its ability to assess resource application with the new [Annual Projects and Priorities Report](#), which is compiled by IR and includes reports on the previous year's accomplishments and planned priorities going forward for each administrative unit of WNC. SPFIE directs all standing college committees to report similarly on projects and priorities; this provides feedback on committee goals in alignment with committee purpose and ties them to the Strategic Plan goals. These are included in the [IR summary](#) made available to the entire college community.

Reviews of planning and assessment in standing committees, budgeting processes, and administrative units have led to proposals for changes in areas such as professional development funding allocation, technology fee allocation, curriculum and general education assessment, strategic planning oversight efficiency, alternative resource streams such as grants, and new academic programs. Evidence of these changes is seen in adjustments made to placement of the Technology Committee, College Staff Development Committee, and Grants Review Committee as subcommittees of the Budget Committee (see [October 2017 Budget minutes](#); link requires intranet login). Further, the establishment of the *Annual Report on Projects and Priorities* which, when paired with annual reports on mission fulfillment, allows SPFIE to assess progress toward objectives and measure the focus of institutional energy applied by administrative units and standing committees and key operational offices.

In 2013-2014 the [Ad Hoc Funding Formula Committee](#) (link requires intranet login) assessed resource allocation and the application of institutional capacity during a period of financial crisis. In 2016-2017, President Burton convened another ad hoc committee to address recruitment and retention efforts resulting from declining enrollment and retention numbers. The [Ad Hoc Student Enrollment and Retention Committee](#) (link requires intranet login) is another example of a large and representative committee that worked on resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness.

5.B.3: The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

Internal monitoring is centered on KPIs, so administrative units, committees, and faculty annual plans connect activities to Strategic Plan objectives via KPI alignment. Many of the KPI thresholds and targets are based on external measures such as those from the National Community College Benchmarking Project, Complete College America, NSHE, national surveys on student engagement and satisfaction, and national certification results. External monitoring is conducted formally via CTE discipline advisory groups, primarily via Institutional Advisory Committee (IAC) involvement at the institution level. College

faculty and staff serve on a variety of community councils and organizations and partner with local business, industry, government, and school districts. Requesting faculty and staff to identify avenues of public service (commissions, organizations, and boards) facilitates monitoring of external trends.

[The NSHE System Office and the Board of Regents](#) offer additional feedback and external information regarding trends and expectations. These can be found through the data request tab on the NSHE website.

Internal and external monitoring mechanisms are connected to strategic planning processes via SPFIE: the College President attends SPFIE meetings, IAC, NSHE Board of Regents, Carson City Chamber of Commerce, etc.; the SPFIE Chair attends IAC meetings; the IR Director has standing representation on SPFIE; Projects and Priorities Reports go to SPFIE via IR from all administrative units and standing committees, including the Budget Committee; and, presentations to the entire college on WNC's strategic position are conducted by SPFIE/IR collaboration. SPFIE uses these information pathways to assess WNC's strategic position, define direction, review and revise the Strategic Plan, and assess the effectiveness of KPIs.

The latest 2019-2025 strategic planning process has begun. WNC initiated the strategic planning process by creating a five-member steering committee that reports to SPFIE. The Strategic and Master Planning Steering Committee hosted a community planning forum in late October 2017 and has [created a Strategic and Master Planning Resource website](#) dedicated to the planning process. Three all-college meetings along with community meetings are planned during spring semester. This website is clearly linked on the public site.

Conclusion

Self-study is a deep and rewarding reflection on processes, policies, and identity guided by the context of institutional mission. As WNC completes its 2018 self-study report, there is wide recognition of accomplishment, and the process designed by the WNC Accreditation Committee has yielded results that will impact the institution well beyond the report itself.

The faculty driven accreditation committee was established in 2014 following the mid-cycle report, which noted that the College was undergoing significant institutional transformation and that it had recently weathered both economic challenges and a significant change in leadership. The Accreditation Committee approached the self-study process as a large scale program review-- researching institutional history, evaluating current processes, and suggesting improvements. The committee's reports were made available to faculty and staff through an accreditation Google Site, and feedback from stakeholders was actively solicited throughout the process. The research and recommendations will remain available to college community members for reference, to support internal reviews, and as the baseline model to be enhanced going forward-- valuable to the institution in a variety of ways.

The 2014 mid-cycle report noted the commitment of executive leadership and the establishment of a mutual trust and respect focused on the College's core themes as evidence of momentum for continued recovery. As a worthy conclusion to a positive self-study inquiry, WNC is proud to show that this momentum has continued to increase, with continued focus on meaningful, measurable indicators, thorough maintenance on alignment of activities, and regular cycles of assessment and review.

In the past seven years, WNC has worked to improve the institutional structure for assessment. The most notable improvements are seen in strategic plan KPIs, sustainable program review cycles, and annual assessment reporting that is regular and repeatable. These improvements have cleared the way for faculty and staff to focus on the efficacy of assessment as opposed to overcoming the previously existing boundaries. Strategic plan KPIs provide meaningful connections from administrative units directly to core theme objectives. The support contributed by staff in IR has created a means for annual reporting and review of these connections. Establishment of the assessable WNC Student Learning Outcomes provides alignment for curriculum and a basis for reporting institutional achievements in student learning.

The trajectory of the College continues toward a culture of inquiry which is data informed, inclusive, transparent, and student focused. More importantly, there is recognition that a healthy college is always evolving and that vigilance and consistency are keys to maintaining a perspective that will continue to put students first.

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.

STUDENT SUCCESS

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



INSTITUTIONAL EXCELLENCE

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



ONE COLLEGE SERVING MANY COMMUNITIES

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

www.wnc.edu

