AD HOC REPORT

WESTERN NEVADA COLLEGE

Presented to:

The Northwest Commission on Colleges and Universities

February 22, 2016

Western Nevada College
2201 West College Parkway
Carson City, NV 89703

Table of Contents

Exhibits A, B, and C are attached

Introduction

Western Nevada College (WNC) is a public, comprehensive community college that was founded in 1971. The College offers credit and non-credit workforce training, community education, certificates of completion, certificates of achievement, associates degrees, and one Bachelor of Applied Science. WNC serves approximately 5,000 students each year within a five county area, spanning more than 8,000 square miles that includes both urban and rural communities, with a population of the service area being approximately 185,000 residents. The College is based in Carson City, the state capital of Nevada, and rural campuses are located in the agricultural communities of Fallon and Minden. To serve our rural communities, Western Nevada College utilizes small centers in the towns of Fernley and Yerington, works with local high schools, and provides distance education through interactive video and online classes.

Western Nevada College is accredited by the Northwest Commission on Colleges and Universities. The Commission accepted WNC's Fall 2014 Mid-Cycle Report in January of 2015. The Commission requested, by letter dated February 9, 2015, that WNC submit an Ad Hoc Report by March 1, 2016 to address Recommendations 2 and 3 of the Spring 2011 Year One Peer-Evaluation Report. Procedures to address these recommendations were previously identified in the September 2014 response to Recommendations 2 and 3. These recommendations have now been met and procedures fully articulated and implemented.

Response to Previous Recommendations

Western Nevada College Response to Spring 2011 Peer-Evaluation Report Recommendation 2

Spring 2011 Recommendation 2
Spring 2011 Recommendation 2 reads as follows: While the College has defined mission fulfillment in terms of student success through three strategic plan objectives and ten general education student learning outcomes, it has not identified a level of achievement for each. The Evaluation Committee recommends that the College identify an acceptable threshold of mission fulfillment based upon identified objectives and outcomes. (Standard 1.A.2)

> **WNC September 8, 2014 Response**
> Western Nevada College has made progress in developing core themes, objectives and indicators of achievement, but has not developed or determined measures of achievement for mission fulfillment. The College has moved aggressively regarding clearly articulated and assessable core themes, the ten general education student learning outcomes situation represents an institutional problem area. The Western Nevada College General Education Committee conducted a general education curriculum mapping project in 2009 and a General Education Program Review was completed in 2009. The committee engaged in a process of analysis, reflection, discussion, and then revised the student learning outcomes, and a number of courses were removed from the list of certified general education courses. Further analysis led the General Education Committee to conclude that the student learning outcomes were poorly conceived and not assessable. In response, the institution committed significant resources to send a team of four academic faculty and one administrator to the week-

long General Education Workshop conducted by the Association of American Colleges and Universities in June 2014. The process of revising the entire general education program has commenced and constitutes an institutional priority for the 2014 – 2015 academic year. A new set of general education student learning outcomes has been proposed and should be adopted by October 1, 2014. A recommendation to add institutional student learning outcomes to the Strategic Plan Objectives has been made.

WNC February 22, 2016 Response
1. *Mission Fulfillment and Core Themes*: Western Nevada College has fully addressed and satisfied Recommendation 2 with regard to establishing thresholds for mission fulfillment. The institution has identified, formulated, and adopted objectives, performance indicators, and acceptable thresholds for mission fulfillment for each of the three core themes set forth in the 2012-2018 Strategic Plan. Multiple objectives, performance indicators, and a rationale for selecting each performance indicator exist for each of the three core themes. For each performance indicator, information is collected and set forth identifying the current level of performance, the threshold or minimal level of acceptable performance for mission fulfillment, and an evaluation as to whether or not the indicator has achieved the threshold. For example, Core Theme 2 (Institutional Excellence) is central to the success of the college and is assessed with 36 measurable indicators.

Exhibit A entitled "Western Nevada College 2012-2018 Strategic Plan Annual Report on Mission Fulfillment: January 2016," sets forth the requisite information and performance indicators for measuring mission fulfillment for the three Core Themes. In addition to establishing indicators and threshold levels, the institution has completed a cycle of assessment and analysis based on the expectation that 80% of the indicator thresholds are met. Results indicate that overall mission fulfillment for the institution is 82%. While the institutional efforts are validated by exceeding thresholds for Core Theme 1 (92%) and for Core Theme 2 (83%), mission fulfillment for Core Theme 3 is at an achievement level of 75%. The institution is currently engaged in the formulation of initiatives to increase achievement levels of Core Theme 3.

2. *General Education Student Learning Outcomes:* Western Nevada College is confident that the recommendation to identify levels of achievement for the ten General Education Student Learning Outcomes (GESLOs) has been met. This conclusion is based on the completion of multiple activities.

First, the college has revised its General Education Student Learning Outcomes (GESLOs). Part of the revision process involved creating Institutional Student Learning Outcomes (ISLOs) that provide coherence across all academic programs, and that form part of Core Theme 2.

Table 1 illustrates the alignment between GESLOs and ISLOs using the official short titles for the learning outcomes. As the table indicates, six learning outcomes are common to the institutional and general education learning outcomes, one outcome (Career Preparation) occurs at only the institutional level, and four outcomes are unique to general education.

Table 1

Alignment of Institutional and General Education Student Learning Outcomes

Joint Institutional & General Education Outcomes	Unique Institutional Learning Outcomes	Unique General Education Learning Outcomes
Working Knowledge	Career Preparation	Civic Engagement
Written Communication		Problem Solving
Quantitative Literacy		Integrative Learning
Information Literacy		Inquiry & Analysis
Diversity & Society		
Critical Thinking		

Second, working through multiple college committees and work teams, Western Nevada College has established measurable indicators with clear targets and thresholds. The selection of indicators reflects the college's commitment to the widely used LEAP[1] model for general education developed by the American Association of Colleges and Universities and relies on the use of VALUE rubrics.[2] The utility of the VALUE rubrics as indicators is that they provide nationally vetted benchmarks for targets and thresholds and are in line with national trends of moving away from national exams to the use of rubrics in assessing student learning. As illustrated in Exhibit B ("Measuring Student Learning Outcomes"), VALUE rubrics were used in determining the targets and thresholds for eight of the ten GESLOs. Targets and thresholds for the remaining two GESLOs use locally developed or industry-based assessments.

Third, in addition to identifying measurable levels of achievement, Western Nevada College is committed to assessment of GESLOs. An on-going, multi-prong effort for assessment includes: (1) course level assessment; (2) academic discipline level assessment; (3) academic degree and certificate level assessment; and (4) program assessment. As an example of commitment, assessments of five of the ten GESLOs were completed in 2015. The assessments were done in math, sciences, humanities, and social sciences.

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[1] "LEAP champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality." https://www.aacu.org/

[2] "AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,300 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size." https://www.aacu.org/

Western Nevada College Response to Spring 2011 Peer-Evaluation Report Recommendation 3

Spring 2011 Recommendation 3
Recommendation 3 reads as follows: Though the College has identified objectives, indicators of achievement, and rationale for each of its three core themes, the Evaluation Committee recommends that the College provide indicators that are meaningful and measurable and that provide a clear connection between the indicators of achievement and objectives. (Standard 1.B.2)

September 8, 2014 Response
Western Nevada College has made progress in developing core themes, objectives and indicators of achievement that are meaningful and measurable (see Appendix J). The College is moving aggressively to ensure that there is a clear connection between the indicators of achievement and the objectives. The Accreditation Committee will work in concert with the Strategic Planning for Institutional Excellence Committee (SPFIE) and the Program Assessment and Review Committee (PARC) to further refine indicators that are meaningful and measurable. The discussion in Part I of this report provides details as to the connection between the objectives and the indicators of achievement.

Part I: Overview of assessment plan (2014)
The College's mission statement reads: "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 mission statement guides the development of institutional priorities which in turn guide the College's strategic planning process. Western Nevada College has identified and set forth three core themes that constitute the pillars of the institution's mission. The fulfillment of the mission of Western Nevada College is determined by the success of three core themes. The themes are: Student Success, Institutional Excellence, and One College Serving Many Communities.

Each of the three core themes identifies and sets forth objectives. Each objective identifies and establishes indicators of achievement. Rationale statements are provided for each objective. The indicators identified for each objective result in data that are descriptive, comparative, contextual, quantitative, qualitative, and longitudinal in order to track progress.

Core Theme #1 is comprised of two objectives, Core Theme #2 is comprised of five objectives, and Core Theme #3 is comprised of three objectives. In many instances, the indicators of achievement are set forth in a manner that is assessable in order to provide meaningful data and analysis. Western Nevada College acknowledges that institutional efforts to achieve mission fulfillment and strategic plan achievement constitute an ongoing institutional process.

Strategic Planning for Institutional Excellence (SPFIE) is the institutional coordinating committee under which virtually all other committees operate and report. Its mission is to support the attainment of the institution's mission and goals by leading and

facilitating the strategic planning process and serving as a college-wide conduit for issues dealing with institutional effectiveness.

SPFIE has implementation and oversight responsibility for the college's strategic plan. Each year based on the mission and core theme objectives, SPFIE identifies strategic initiatives to be address for the year. Through formal and informal channels, SPFIE also encourages stakeholders to pursue initiatives that will further the mission beyond the plans which have been presented by committees. Every six years, the strategic plan is formally reviewed, revised and updated internally. The strategic plan must be approved by the Board of Regents who also require periodic updates. The last update was in June 2014 (see Appendix K).

Western Nevada College has determined that the mission and the three core themes are still valid. Some of the objectives and indicators must be re-evaluated and revised as they do not lend themselves well to providing sufficient evidence to allow the institution to assess mission fulfillment and sustainability. The College is in the process of developing an action plan which includes revision of objectives and indicators.

SPFIE and the Office of Institutional Research and Effectiveness have tasked themselves with the development of indicators that will allow a more accurate assessment of mission fulfillment and sustainability. Additionally, SPFIE is developing an institutional process to allow objectives to be revised and new objectives adopted, as needed, to achieve the College's mission.

February 22, 2016 Response

Western Nevada College has met the recommendation to have meaningful and measurable performance indicators for each objective. Additionally, there is a clear connection between indicators of achievement and objectives.

First, Western Nevada College has examined, modified, and refined indicators to ensure that they are meaningful and measurable. Exhibit C, "Mission Fulfillment Indicators," demonstrates a clear connection between performance indicators, objectives, and core themes. For example, for Core Theme 1 (Student Success) the objective of "WNC students graduate with a degree or certificate," WNC has identified seven measurable performance indicators.

Second, an intensive review establishing the connection between key performance indicators, core themes, and objectives of the Western Nevada College strategic plan has been completed. This review resulted in establishing clear rationales for each performance indicator adopted (Exhibit A).

Third, in addition to establishing meaningful and measurable indicators, data have been collected to establish a threshold level of performance for mission fulfillment. Performance level thresholds are based on externally normed data, when available, and on well-defined internal metrics.
Having met Recommendation 3, the College has implemented a process to measure progress toward mission fulfillment. The 2011-12 baseline for each indicator provides a clear indication of Western Nevada College's performance at the beginning of the 2012-2018 strategic plan and is tracked

longitudinally in order to gauge institutional progress. Percentage change from the baseline is examined and a determination of whether the threshold has been successfully achieved is made. A 2018 target for strategic plan performance is also tracked as well as the progress toward accomplishing strategic plan goals. A detailed explanation of the rationale and methods employed to determine baseline, threshold, and achievement is set forth in detail in Exhibit B.

Conclusion

Western Nevada College has made effective and significant progress in addressing the matters identified in Recommendation 2 and Recommendation 3 contained in the Spring 2011 Year One Peer-Evaluation Report. Tangible achievements were accomplished during the short period from February 9, 2015 until February 22, 2016. The College has formulated and adopted an appropriate mission statement for a public, comprehensive community college. The mission statement provides a foundation for the core themes of the institution. Western Nevada College has formulated, and the Board of Regents has adopted, three core themes. The fulfillment of the mission of Western Nevada College is to be determined by the success of the three core themes. Each objective associated with this mission fulfillment identifies and establishes indicators and measures of achievement. Additionally, a rationale is provided for each objective. The objectives and indicators are meaningful and assessable. Western Nevada College has developed and adopted measurable General Education Student Learning Outcomes with clearly identified targets and threshold performance indicators. Western Nevada College has developed a year seven action plan for the institution and is successfully moving forward with the plan. In its process of assessment, reflection, and refinement, Western Nevada College is committed to continuous improvement of student success, institutional excellence, and serving its many communities.
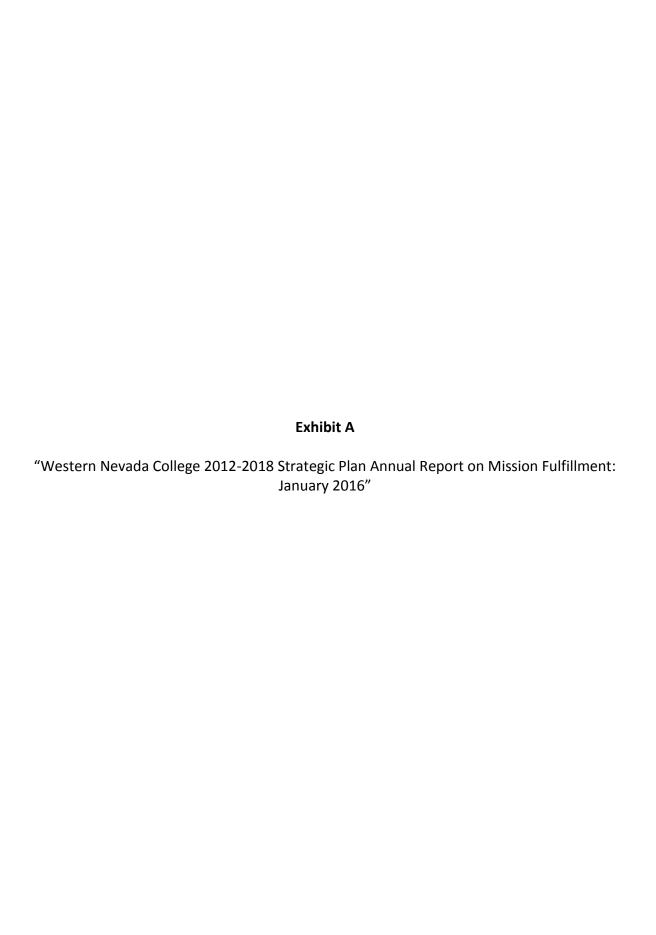
Exhibit A

"Western Nevada College 2012-2018 Strategic Plan Annual Report on Mission Fulfillment:
January 2016"

Exhibit A

Western Nevada College 2012-2018 Strategic Plan
Annual Report on Mission Fulfillment: January 2016

Introduction

This report provides information on the way Western Nevada College (WNC) defines and measures mission fulfillment. Each section of the report presents an objective, a rationale for selecting performance indicators, and a table depicting information on performance indicators (the current level of performance, the threshold or minimal level of accetable performance for mission fulfillment, and an evaluation as to whether or not the indicator has achieved that threshold).

Mission Fulfillment is achieved when 80% of the indicator thresholds are met. A summary outlines mission fulfillment achievement for Core Themes 1 and 2, at 92% and 83%, respectively, as well as for WNC overall at 82%. Core Theme 3 is lagging in mission fulfillment at a 75% achievement level. Details about the measurement of each indicator, as well as the criteria for determing the target and threshold levels, are provided in Appendix A.

Western Nevada College Mission Statement

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

Core Theme 1 is Student Success

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

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

Core Theme 2 is Institutional Excellence

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

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

Core Theme 3 is One College Serving Many Communities

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

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

Core Theme 1: Student Success

Objective: WNC students graduate with a degree or certificate

Rationale for Key Performance Indicators. WNC emphasizes the achievement of educational goals. The importance of increasing degrees and certificates of achievement is highlighted by the specific objective to improve the number of degrees and certificates awarded. However, recognizing the range of educational goals that students have, other indicators of completion of educational goals are also used. As shown in Table 1, seven indicators of completion of educational goals are used to measure the achievement of this objective.

Mission Fulfillment Assessment: 100% (7 out of 7 thresholds are achieved)

Table 1 Measuring Student Success and Attainment of Educational Goals			
Key Performance Indicator	**Current Performance**	**Threshold**	**Threshold Achieved**
Number of degrees and certificates awarded annually	556	547	Yes
Number of industry-recognized skills preparation certificates	340	303	Yes
Course completion rates (C- and above / total enrolled)	77%	70%	Yes
Retention rates	50%	44%	Yes
Percent of students enrolled full-time	36%	30%	Yes
Graduation rates	25%	14%	Yes
Transfer students with 24 credits or Associate's degrees	347	321	Yes

Objective: WNC students are engaged in the college experience

Rationale for Key Performance Indicators.   Engaging college students in the experience of being a part of the college community enhances their chance of success. Engagement includes activities that occur within courses and academic programs as well as involvement in college activities. The major indicator used to assess engagement is the Community College Survey of Student Engagement (CCSSE). The CCSSE provides national norms that form the basis for appropriate targets and thresholds.

Mission Fulfillment Assessment: 80% (4 out of 5 thresholds are achieved)

Table 2 Student Engagement			
Key Performance Indicator	**Current Performance**	**Threshold**	**Threshold Achieved**
Community College Survey of Student Engagement (CCSSE) Results			
CCSSE Active and Collaborative Learning	48.6	49.7	No
CCSSE Student Effort	49.4	46.5	Yes
CCSSE Academic Challenge	50.5	48.1	Yes
CCSSE Student-Faculty Interaction	49.5	49.4	Yes
CCSSE Support for Learners	45.6	44.6	Yes

Core Theme 2: Institutional Excellence

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

Rationale for Key Performance Indicators. WNC seeks to create learning environments that meet the diverse needs of its prospective student population.   As shown in Table 3, many indicators were selected to measure whether the college student population is representative of the population of the college's service area. Additional indicators provide measurable evidence of how well WNC meets the needs of the communities it serves for highly valued careers and ease of access.

Mission Fulfillment Assessment: 73% (8 out of 11 thresholds are achieved)

Table 3 Key Indicators Pertaining to Choosing to Attend Western Nevada College			
Key Performance Indicator	**Current Peformance**	**Threshold**	**Threshold Achieved**
WNC market share of high school grads	58%	54%	Yes
Student enrollment by demographic variables			
18 - 24	45%	40%	Yes
25 and older	45%	40%	Yes
Hispanic/Latino	19%	16%	Yes
American Indian/Alaska Native	2%	3%	No
All other minority students	8%	3%	Yes
Full-time instructional faculty by race/ethnicity			
All Minority	2%	4%	No
Awards in STEM and Allied Health fields	147	156	No
Noel-Levitz Student Satisfaction Survey			

Table 3 (continued) Key Indicators Pertaining to Choosing to Attend Western Nevada College			
College experience met expectations	5.05	4.88	Yes
Overall satisfaction with college experince	5.75	5.63	Yes
Would enroll at WNC again	6.08	5.97	Yes

Objective: All academic programming is of the highest quality

Rationale for Key Performance Indicators. High quality academic programming is the cornerstone of WNC. Quality academic programming is measured by examining two factors. The first is based on designing quality academic programs. This is shown by the development and alignment of student learning outcomes, verification that WNC academic programs are accepted by other institutions, and receiving approval from accrediting organizations. The second factor concentrates measures demonstrating student learning and outcomes expected from successful academic programs. Specific indicators for both factors are depicted in Table 4.

Mission Fulfillment Assessment: 100% (8 out of 8 thresholds are achieved)

Table 4 Indicators of Quality Academic Programming			
Key Performance Indicator	**Current Performance**	**Threshold**	**Threshold Achieved**
Indicators of Quality Design of Academic Programs			
Percent of transfer programs with articulation agreements	100%	100%	Yes
Percent of regular instructional faculty	22%	22%	Yes
Percentage of accredited academic programs eligible for accreditation	100%	100%	Yes
Percent of eligible online classes that meet *Quality Matters* standards and practices	31%	24%	Yes
Indicators of Student Learning			
Demonstrate Achievement of Institutional Student Learning Outcomes*			
Working Knowledge	--	50%	NA
Written communication	--	50%	NA
Quantitative reasoning	--	50%	NA
Information literacy	--	50%	NA
Diversity and Society	--	50%	NA
Critical thinking	--	50%	NA
Career Preparation	--	50%	NA

Table 4 (continued) Indicators of Quality Academic Programming			
Additional Indicators are available for General Education	--		
Gateway course completers	1945	1753	Yes
Job Placement Rates for AAS degree and certificate completers	92%	92%	Yes
Percent of AA/AS graduates who transfer and complete a 4-year degree	27%	27%	Yes
Percent of students passing external licensing examinations	100%	94%	Yes

*Details about the student learning outcomes are provided in Appendix B. As the student learning outcomes are new, current performance data are not yet available.

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

Rationale for Key Performance Indicators. The College provides support services for students that address critical steps from application and admission through graduation. The College stresses the importance of providing support services and programs to at-risk and under-served students. As seen in Table 5, the selected indicators center on measuring how well the College is serving these groups.

Mission Fulfillment Assessment: 100% (5 out of 5 thresholds are achieved)

Table 5 Indicators for Success of Support Programs and Services			
Key Performance Indicator	**Current Performance**	**Threshold**	**Threshold Achieved**
At-risk associate's and bachelor's degrees			
Number awarded to Pell-eligible students	238	213	Yes
Number awarded to minorities	125	113	Yes
At-risk certificates awarded			
Number awarded to Pell-eligible students	19	15	Yes
Number awarded to minorities	9	7	Yes
Number of awards per 100 student FTE	46.0	42.4	Yes

Objective: WNC has an exemplary system of governance and management

Rationale for Key Performance Indicators. An exemplary system of governance and management requires that WNC operate with integrity and with an effective system of leadership. Three indicators are used to sample the quality of governance and management. One is the involvement of full-time employees in the college committee system. A second is the communication process used in governance. The third is the number of formal grievances filed.

Mission Fulfillment Assessment: 83% (5 out of 6 thresholds are achieved)

Table 6 Indicators of Exemplary Governance and Management			
Key Performance Indicator	**Current Performance**	**Threshold**	**Threshold Achieved**
Percent of full-time employees who are members of a committee or governance group	34%	33%	Yes
Total faculty (administrative and academic) and staff FTE per 1000 student FTE	126	126	Yes
Rate of Formal Grievances	0.00	0.12	Yes
Rate of Harrassment Filings	0.00	0.08	Yes
Percentage of academic and administrative programs undergoing formal program review every five years	30%	28%	Yes
Percent of Audits Receiving Material Exceptions	50%	21%	No

Objective: WNC strives for institutional sustainability

Rationale for Key Performance Indicators. WNC maintains financial stability and engages in practices that support sustainabilty in the environment. The College uses the four indicators shown in Table 7 to measure how well this objective is met.

Mission Fulfillment Assessment: 67% (4 out of 6 thresholds are achieved)

Table 7 Indicators of Institutional Sustainability			
Key Performance Indicator	**Current Performance**	**Threshold**	**Threshold Achieved**
Beginning fund balance as a percentage of total operating budget	2.6%	1.9%	Yes
Overhead as a proportion of overall spending and efficiency	37.8%	39.1%	Yes
Electrical Consumption per square foot	8.71	7.98	No
Natural Gas Consumpiton per square foot	0.413	0.446	Yes
Percent of employees giving to the foundation	50%	54%	No
Amount of funds provided by WNC foundation	$590,303	$184,384	Yes

Core Theme 3: One College Serving Many Communities

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

Rationale for Key Performance Indicators. WNC serves a large geographical area and access needs to be available to those who are unable to attend college at campus and center locations. Providing classes and offering opportunities to complete programs and degrees by bringing higher education to the communities is important to fulfilling the WNC mission. Therefore, the selected indicators shown in Table 8 address ways that the College uses different locations and distance education to serve its many communities.

Mission Fulfillment Assessment: 67% (10 out of 15 thresholds are achieved)

Table 8 Indicators of Access Availability to Many Communities			
Key Performance Indicator	**Current Measure**	**Threshold**	**Threshold Achieved**
Number of course sections offered by class location			
Carson City	1020	1010	Yes
Douglas	61	62	No
Fallon	157	140	Yes
Fernley	28	17	Yes
Online	164	163	Yes
Silver Springs	8	1	Yes
Yerington	15	9	Yes
Service area participation rate			
Carson City	28.0	29.0	No
Churchill	15.1	15.5	No
Douglas	15.5	16.4	No
Lyon	12.8	12.7	Yes
Storey	3.0	2.8	Yes
Number of class sections offered at service area high schools	32	32	Yes
Percentage of students enrolled exclusively in distance education	9%	10%	No
Number of degrees offered completely online	1	1	Yes

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

Rationale for Key Performance Indicators. Either alone or in partnership with other entities, WNC initiates and hosts quality-of-life educational opportunities, activities, and programs that enrich the communities it serves. Indicators in Table 9 depict summary information about WNC's role in enriching the communities it serves.

Mission Fulfillment Assessment: 80% (4 out of 5 thresholds are achieved)

Table 9			
Indicators of WNC's role in Community Enrichment			
Key Performance Indicator	Current Performance	Threshold	Threshold Achieved
Number of cultural and quality-of-life events sponsored by WNC	110	110	Yes
Cultural Activities Participation Rate	9.2%	1.0%	Yes
Non-credit courses for Career, Self, and Fun	71	33	Yes
Conferences and institutes sponsored or hosted by WNC	9	9	Yes
Enrollment in non-credit Adult Literacy and Language courses and programs	629	837	No

Objective: WNC promotes community connections

Rationale for Key Performance Indicators. WNC seeks to encourage connections between individuals, organizations, and businesses in the community it serves. The four selected indicators measure a range of activities designed to determine how well the College meets this objective.

Mission Fulfillment Assessment: 100% (4 out of 4 thresholds are achieved)

Table 10			
Indicators of Promoting Community Connections			
Key Performance Indicator	Current Performance	Threshold	Threshold Achieved
Percentage of technical skills programs with active advisory groups	100%	50%	Yes
The range of customized training and apprenticeships by economic sector	7	7	Yes
Number of events and activities intitiated by organizations outside of WNC that use College facilities and services	63	58	Yes
Number of courses that provide internships, practica, service learning, apprenticeships, and partnering with organizations and businesses	7	6	Yes

Summary

Mission Fulfillment is achieved when 80% of the indicator thresholds are met. Table 11 assesses mission fulfillment for the core themes overall as well as for each objective. Core Theme 1 overall and each of the objectives are achieving mission fulfillment. Core Theme 2 is also achieving mission fulfillment overall even though two of the five objectives are not – Institution of Choice and Insitutional Sustainability. Core Theme 3 is lagging in mission fulfillment even though only one of its objectives lags.

Access to Higher Education has 15 of the 24 indicators for this Core Theme. Overall, Western Nevada College is achieving threshold levels on 82% of its indicators and is therefore fulfilling its mission.

Table 11			
Core Theme and Overall Mission Fulfillment			
Core Theme and Objective	**Total No. of Indicators**	**No. of Thresholds Achieved**	**Percent Achieved**
Core Theme 1: Student Success			
Students graduate – Table 1	7	7	100%
Students engage – Table 2	5	4	80%
Core Theme 1 Total	12	11	92%
Core Theme 2: Institutional Excellence			
Insitution of choice – Table 3	11	8	73%
High quality programs – Table 4	8	8	100%
Services meet community needs – Table 5	5	5	100%
Exemplary governance – Table 6	6	5	83%
Insitututional sustainability – Table 7	6	4	67%
Core Theme 2 Total	36	30	83%
Core Theme 3: Serving Many Communities			
Access to higher education– Table 8	15	10	67%
Personal/community enrichment – Table 9	5	4	80%
Community connections – Table 10	4	4	100%
Core Theme 3 Total	24	18	75%
WNC Institutional Mission Fulfillment			
Grand Total	72	59	82%

Exhibit B

"Mission Fulfillment Indicators for three core themes"

Exhibit B: Mission Fulfillment Indicators										
Core Theme 1: Student Success										
Objective: WNC students graduate with a degree or certificate										
Table 1. Measuring Student Success and Attainment of Educational Goals										
Key Performance Indicator	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	% Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Number of Degrees and Certificates Awarded Annually	495	522	564	556	NA	12%	547	Y	694	⟷	This measure tracks the total number of degrees and certificates awarded to students each fiscal year. The target is from Complete College America goals of 55 additional degrees and skills certificates annually to the year 2018 of which a 3-year avg percent degrees of grand total is 64%. Threshold is a 3-year rolling average. This is an NSHE performance indicator. Source: Integrated Postsecondary Education Data System (IPEDS).
Number of industry-recognized skills preparation certificates	NA	291	278	340	NA	17%	303	Y	392	⬆	In 2013-14, WNC identifed sequences of Career and Technical Education classes that prepare successful completers to take and pass an industry exam. This measure tracks the total number of awards of less than 30 credits in the fields of Peace Officer Standards Training, Automotive Service Excellence I and II, Certified Inspector of Residential Structures, Certified Realtor, Deaf Studies Interpretation, Machine Tool Technology, Welding, Production Technology, CISCO Networks, Microsoft IT Professional, Plebotomy, Nursing Assistant, EMT and Hospitality. Target is same as above (36% of CCA goal), threshold is a rolling 3-year average. NSHE performance Indicator. Source: IPEDS.
Course completion rates (C- and above / total enrolled)	73%	74%	75%	77%	NA	5%	70%	Y	82%	⬆	This measure calculates the number of successful enrollments (students receiving a C- or above final grade) in credit classes as a percentage of the total number of students enrolled during fall semesters. It does not include audits, Incompletes, or missing grades. Target is the National Community College Benchmarking Project's (NCCBP) recommended best practices at 90th percentile nationally for fall 2013. Threshold is 25th percentile. Source: PeopleSoft final grades, end-of-term snapshots.
Fall-to-fall retention rates	38%	50%	48%	51%	50%	36%	44%	Y	56%	⟷	This measure is calculated from the number of non-high school students enrolled in credit classes during fall semester, minus the number who graduate prior to the next fall and the percentage of those who re-enroll in credit classes the next fall. Target is 90th percentile nationally for fall 2013. Threshold is 25th percentile. Source: PeopleSoft October and end-of-term snapshots.
Percent of students enrolled full-time	31%	28%	29%	32%	36%	16%	30%	Y	39%	⬆	This measure calculates the percentage of students enrolled full-time (12 or more credits) as of Oct 15 during fall semesters. Based on NSHE '15 to Finish' goals. Target is a 25% increase over baseline; threshold is to maintain or exceed 30%. Source: PeopleSoft.
Graduation rates	Fall 2008 Cohort - 23%	Fall 2009 Cohort - 17%	Fall 2010 Cohort - 22%	Fall 2011 Cohort - 25%	NA	9%	14%	Y	34%	⬆	This measure calculates the percentage of students entering a given fall semester as first-time, full-time degree-seeking students who receive a certificate or degree within 150% of the usual time it takes to receive it (1 ½ years for a certificate and 3 years for an Associate's). Uses the same methodology as IPEDS, but reports more recent cohorts rather than six years ago. Target is 90th percentile nationally for fall 2013. Threshold is 25th percentile. Source: SIS, PeopleSoft.

Key Performance Indicator	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	% Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Transfer students with 24 credits or Associate's degrees	213	354	263	347	NA	63%	321	Y	383	⬆	NSHE performance pool indicator. The total number of students who enrolled at NSC, UNLV or UNR during the fall or spring semester of a given reporting year who had earned at least 24 college-level credits or a transferable associate's degree at a community college prior to the reporting year. Students are excluded if they are co-enrolled at a 4-year institution and a 2-year institution during the term in which they otherwise would have been included as a transfer student. (Excludes courses from the 24 credit count if the grades are AU, AD, NR, ND, X, I, F, U, W.) Threshold is a 3-year rolling average and Target is an 80% increase over baseline. Source: NSHE.
Objective: WNC students are engaged in the college experience											
Table 2. Student Engagement											

Community College Survey of Student Engagement (CCSSE) Results	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	% Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
CCSSE Active and Collaborative Learning	50.3		48.6			-3%	49.7	N	60.3	⬇	This group of measures comes from the Community College Survey of Student Engagement (CCSSE) which was administered to randomly selected classes during spring 2010 and again in spring 2014. Target is based on CCSSE's top performing colleges that scored in the top 10 percent. Threshold is WNC's prior two-year average (2008 and 2011). Source: CCSSE.
CCSSE Student Effort	49.8		49.4			-1%	46.5	Y	58.6	⬌	
CCSSE Academic Challenge	49.7		50.5			2%	48.1	Y	57.4	⬆	
CCSSE Student-Faculty Interation	51.0		49.5			-3%	49.4	Y	59.1	⬇	
CCSSE Support for Learners	45.0		45.6			1%	44.6	Y	60.2	⬌	

Core Theme 2: Insitutional Excellence											
Objective: WNC is the educational institution of choice in western Nevada											
Table 3. Key Indicators Pertaining to Choosing to Attend Western Nevada College											
	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	% Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
WNC market share of high school graduates from the service area	53%	52%	58%	NA	NA	9%	54%	Y	64%	⬆	This measure tracks the percentage of recent HS grads from the WNC service area attending any NSHE insitution and the proportion who attend WNC the first fall after graduating from high school. Target is a 20% increase over baseline and threshold is a 3-year rolling average. Source: Nevada System of Higher Education.
Student enrollment by demographic variables											These measures report the percentage of total students enrolled by age group and race/ethnicity. Unless otherwise stated, targets are to reasonably match the WNC service area population projections for 2018. Thresholds are 3-year rolling averages.
Less than 18	4%	4%	4%	7%	10%	75%	NA	NA	NA	NA	Age is calculated as of October 15, fall semesters. The fall 2014 strategic initiative (Jump Start) to serve high school students is changing this demographic. The threshold limits serving high school students to no more than 20% of total population.
18 - 24	40%	45%	46%	45%	45%	13%	40%	Y	Monitor	NA	
25 and older	56%	51%	50%	48%	45%	-14%	40%	Y	Monitor	NA	
Hispanic/Latino	15%	16%	18%	18%	19%	18%	16%	Y	25%	⬆	Target is to be an Hispanic-serving institution. Threshold is the service area population projection for 2018 as of fall 2013.
American Indian/Alaska Native	3%	3%	3%	3%	2%	3%	3%	N	4%	⬇	WNC is already above the 90th percentile nationally (2%) per NCCBP as of fall 2013. Threshold is to match service area population projections for 2018. Target is a stretch goal.
All other minority students	6%	6%	7%	7%	8%	17%	3%	Y	3%	⬆	Threshold and target are the same: WNC service area population projection for 2018 as of 2013.
Percentage of instructional faculty on regular appointments who report as underrepresented minorities	8%	8%	5%	2%	2%	-77%	4%	N	22%	⬇	Target is to match or exceed service area population projections for 2018. Threshold is a three-year rolling average. Source: IPEDS, NV State Demographer's website.
Certificates and degrees awarded in science, technology, engineering, and mathematics (STEM), and allied health fields	145	162	159	147	NA	1%	156	N	198	⬇	NSHE performance pool measure includes awards by Classification of Instructional Program (CIP codes): 4 - architecture; 11 - computer and information science; 14 - engineering; 15 - engineering technologies; 26 - biological sciences; 27 - mathematics; 40 - physical sciences; 41 - science technologies; and 51 - health professions; 46 - construction traces; 47 - mechanic repair; 48 - precision production; and 49 - transportation. Threshold is a three-year rolling average. Target is 29% (3 yr rolling avg poportion of these to degrees) of CCA goals goals for degrees. Source: IPEDS.
Noel-Levitz Student Satisfaction Inventory Results											
So far, how has your college experience met your expectations?	5.05	NA	NA	NA	NA	NA	4.88	Y	5.07	⬆	Baseline is from spring 2011 and is on a 7 point scale. Threshold is a two-year average of this and the prior survey in 2009 and the target is the 90th percentile nationally as reported in NCCBP as of fall 2013. WNC will participate in this survey again in spring 2016. Source: Noel-Levitz.
Rate your overall satisfaction with your experience here thus far.	5.75	NA	NA	NA	NA	NA	5.63	Y	5.83	⬆	
All in all, if you had to do it over, would you enroll here again?	6.08	NA	NA	NA	NA	NA	5.97	N	6.13	⬆	

	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	% Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Objective: All academic programming is of the highest quality											
Table 4. Indicators of Quality Academic Programming											
	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	% Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Indicators of Quality Design of Academic Programs											
Percent of transfer programs with articulation agreements	100%	100%	100%	100%	NA	100%	100%	Y	100%	⬆	This measure calculates the number of transfer programs with articulation agreements as a percentage of total transfer programs. The target is to have complete articulation agreements for all transfer programs. Source: WNC Counseling Services.
Percent instructional faculty on regular appointments	24%	23%	22%	21%	22%	-8%	22%	Y	30%	↔	This measure calculates regular instructional faculty headcounts as a percentage of total instructional faculty. Target is the GBC and TMCC institutional average and Threshold is a rolling 3-year average. Source: WNC HR and NSHE Workload reports.
Percent credit hours taught by regular faculty	NA	42%	NA	39%	NA	NA	NA	NA	NA	NA	This is a context measure that illustrates the percent of classes taught by regular faculty. There are no thresholds nor targets. Source: NSHE Workload reports.
Percent of accredited academic programs eligible for accreditation that are accredited	100%	100%	100%	100%	100%	100%	100%	Y	100%	⬆	External accreditation agencies accredit Nursing, Welding, Automotive Service, and Machine Tool Technology. This measures the percent of those programs that are fully accredited. Source: WNC departments.
Percent of eligible online classes that meet *Quality Matters* standards and practices	0%	13%	28%	31%	NA	NA	24%	Y	100%	↔	These are online and Lecture Capture classes plus instructor combinations offered fall and spring and the percentage that meet the *Quality Matters* standards and practices. As of fall 2015, classes must have been taught online for at least one year to be considered eligible. Threshold is a three-year rolling average and target is to reach 100%.
Indicators of Student Learning											
Demonstrate Learning of Institutional Student Learning Outcomes											
Working Knowledge					NA		50%		70%		
Written Communication					NA		50%		70%		
Quantitative Reasoning					NA		50%		70%		Institutional Student Learning Outcomes were developed and approved in 2014-15. Details about the outcomes including rationale for indicators, targets and thresholds can be found in Appendix B. Additional Indicators and outcomes are available for General Education as well.
Information Competency					NA		50%		70%		
Diveristy and Society					NA		50%		70%		
Critical Thinking					NA		50%		70%		
Career Preparation					NA		50%		70%		
Gateway course completers	1549	1684	1632	1945	NA	26%	1753	Y	2016	⬆	NSHE performance indicator. The total number of students (unduplicated) who successfully completed a 100-181 level English or mathematics course (grade C- and above) in the reporting year. Threshold is rolling three-year average. Target is a 30% increase over baseline. Source: NSHE Data Warehouse

	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	% Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Job placement rates for AAS degree and certificate completers	100%	99%	95%	92%	NA	-8%	92%	Y	100%	⬆	Perkins Grant performance indicator. The percent of students receiving a Career and Technical Education skills certificate, certificate, or degree who were employed within six months of graduating. Excludes students who continued on with their education. Threshold is the Perkins state-adjusted level of performance and Target is 100%. Source: WNC survey, DETR employment records, National Student Clearinghouse. Note: Industry Skills Preparation Certificate completers were added in 2013-14 and significantly increased the numbers in the calculations.
Percent of AA/AS graduates who transfer and complete a Bachelor's degree within three years of graduating	26%	30%	22%	31%	27%	4%	27%	Y	35%	⬆	The number of Associate of Arts and Associate of Science graduates during a given year (summer, fall, and spring) who graduate with a Bachelor's degree within three years. Threshold is a rolling 3-year average and Target is a stretch goal at 35%. Source: National Student Clearinghouse.
Percent of students passing external licensing exams	100%	86%	95%	100%	NA	0%	94%	Y	79%	⬆	National Nursing (NCLEX) exam passing rates. Threshold is rolling three-year average. Target is to meet or exceed national passing rates. Source: Nevada State Board of Nursing.

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

Table 5. Indicators for Success of Support Programs and Services

	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
At-risk associate's and bachelor's degrees and awarded											
No. awarded to Pell-eligible, non-minority students	155	182	219	238	NA	54%	213	y	279	⬆	NSHE performance indicator. The number of non-minority students receiving an associate's or bachelor's degree who were eligible to receive a federal Pell grant at any time during their academic career. Threshold is a 3-year rolling average and Target is an 80% increase over baseline. Source: SIS, Peoplesoft.
No. awarded to minorities	94	105	110	125	NA	33%	113	Y	141	⬆	NSHE performance indicator. The number of minority students receiving an associate's or bachelor's degree. Threshold is a 3-year rolling average and Target is a 50% increase over baseline. Source: SIS, Peoplesoft.
At-risk certificates awarded											
No. awarded to Pell-eligible, non-minority students	10	6	20	19	NA	90%	15	Y	25	⬆	NSHE performance indicator. The number of non-minority students receiving an associate's or bachelor's degree who were eligible to receive a federal Pell grant at any time during their academic career. Threshold is a 3-year rolling average and Target is a 150% increase over baseline. Source: SIS, Peoplesoft.
No. awarded to minorities	6	4	8	9	NA	50%	7	Y	12	⬆	NSHE performance indicator. The number of minority students receiving a Certificate of Achievement. Threshold is a 3-year rolling average and Target is a 100% increase over baseline. Source: SIS, Peoplesoft.
No. of awards per 100 degree-seeking student FTE	NA	38.7	NA	46.0	NA	19%	42.4	Y	48.4	⬆	NSHE performance indicator. The number of certificates (including those less than 30 credits), associate's and bachelor's degrees awarded per 100 degree-seeking FTE. Threshold is a two-year average. Target is a 25% increase over baseline. Source: NSHE.

	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	% Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Objective: Western Nevada College has an exemplary system of governance and management											
Table 6. Indicators of Exemplary Governance and Management											
	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Percent of full-time employees who are members of a committee or governance group	45%	32%	32%	34%	34%	-24%	33%	Y	100%	↔	This measure calculates the number of full-time employees participating in college government and management as a percentage of total full-time employees. Target is to see all full-time employees involved with governance and management at WNC, including non-SPFIE committees. Threshold is a three-year rolling average. Source: President's office committee appointments.
Total faculty (administrative and academic) and staff FTE per 1000 student FTE	116	125	127	126	NA	9%	126	Y	116	↔	This measure uses faculty and staff headcounts in fall semesters as a ratio of student FTE over a 12 month period. FTE is calcuated as full-time plus 1/3 part-time employees and total student credit hours enrolled divided by 30 for students. Threshold is a three-year rolling average and Target is baseline. The metric is intended to decline. Source: IPEDS.
Formal grievance rate	0.76	NA	0.00	NA	NA	-100%	0.12	Y	0.00	↑	Grievance actions are those that are filed in accordance with institutional policies and include eimployee-employee and student-employee actions per total full-time and part-time employees. These need not have resulted in a filing to the EEOC. Threshold is the national median from NCCBP and the target is the 25th percentile nationally as of fall 2013. Source: WNC Human Resources, NCCBP. The metric is intended to decline.
Formal harrassment action rate	0.19	NA	0.00	NA	NA	-100%	0.08	Y	0.00	↑	Harassment actions are those that are filed in accordance with institutional policies and include employee-employee and employee-student actions. These need not have resulted in a filing to the EEOC. Threshold is the national median from NCCBP and the target is the 25th percentile nationally as of fall 2013. Source: WNC Human Resources, NCCBP. The metric is intended to decline.
Percentage of academic and administrative programs undergoing formal program review every five years	13%	22%	33%	30%	NA	131%	28%	Y	100%	↔	This calculates the percent of programs scheduled for program revews that actually complete program reviews. Target is 100% and Threshold is a three-year average. Source: PARC minutes and documents.
Percent of audits receiving material exceptions	0%	0%	0%	0%	NA	0%		N	0%	↓	These are federal and Internal System audits in which there were found matierial exceptions. Threshold is a three-year average and Target is 0%. Source: WNC Financial Aid, Registrar, and Controller's offices. The metric is intended to go down.

	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	% Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Objective: Western Nevada College strives for institutional sustainability											
Table 7. Indicators of Insitutional Sustainability											
	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Beginning fund balance as a percentage of total operating budget	1.9%	3.0%	2.2%	2.0%	2.6%	37%	1.9%	Y	2.0%	⬆	This measure tracks funds held as institutional reserves at the beginning of the fiscal year as a percentage of total state-funded operating budget. Reserves changed from state to non-state funding as of FY14. Threshold is to maintain at least the baseline year reserves and the Target is 2%. Source: WNC Budget Office.
Overhead as a proportion of overall spending and efficiency	40.6%	40.3%	39.3%	37.8%	NA	-6.9%	39.1%	Y	30.0%	⬆	This measure tracks state-funded expenditures in Institutional Support and Operations and Maintenance as a percentage of total spending at WNC. As expenditures in these categories go down, expenditures in WNC's primary functions of Instruction, Academic Support, and Student Support go up. FY15 includes all projected numbers. Threshold is a 3-year rolling average and Target is based on what's considered to be best practices in the service industry.
Electrical consumption per square foot (kWh/sf)	7.42	8.29	6.94	8.71	NA	-6%	7.98	N	5.94	⬇	This is an NSHE-wide measure as reported by NV Energy and the indicator is intended to capture decreased consumption. Threshold is a rolling three-year average and Target is a 2% reduction from baseline.
Natural gas consumption per square foot (Therms/sf)	0.465	0.462	0.462	0.413	NA	-1%	0.446	Y	0.372	⬆	This is an NSHE-wide measure as reported by NV Energy and the indicator is intended to capture decreased consumption. Threshold is a rolling three-year average and Target is a 2% reduction from baseline.
Percent of employees giving to the foundation	54%	49%	49%	50%	NA	-9%	54%	N	70%	↔	This measures the amount of support for WNC from it's own employees. The threshold is a three-year rolling average and the target is a stretch goal. Source: WNC Foundation.
Amount of funds paid to WNC by the WNC Foundation	$ 184,384	$ 319,439	$ 207,290	$590,303	NA	12%	$ 184,384	Y	$700,000	⬆	The threshold is based on the year prior to the establishment of a new, active Foundation Advisory Board (2012). Target is a stretch goal. Source: WNC Foundation.

Core Theme 3: One College Serving Many Communities											
Objective: Western Nevada College promotes access to higher education in western Nevada											
Table 8: Indicators of Access and Availability to Many Communities											
	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Number of course sections offered by class location											
Carson City	1030	1001	1008	1020	NA	-1%	1010	Y	Monitor		This measure totals the number of course sections with enrollments by class location and academic year (summer, fall and spring). The target is to monitor the range and number of courses offered throughout the service area to ensure that students have what they need to graduate. As of fall 2014, WNC's service area was reduced by two counties (Mineral and Pershing) and as a result, Hawthorne and Lovelock are no longer in our service area. Threshold is a rolling 3-year average and target is qualitative.
Douglas	63	66	60	61	NA	-3%	62	N	Monitor		
Fallon	123	132	130	157	NA	28%	140	Y	Monitor		
Fernley	16	10	13	28	NA	75%	17	Y	Monitor		
Hawthorne	2				NA						
Lovelock	4				NA						
Silver Springs				8	NA	NA	1	Y	Monitor		
Online	164	172	152	164	NA	0%	163	Y	Monitor		
Yerington	9	6	6	15	NA	67%	9	Y	Monitor		
Service area participation rate											
Carson City	NA	NA	29.3	29.6	28.0	-4%	29.0	N	29.9	⬇	Calculated as the percentage of students enrolled fall semesters who are living in that county as a percentage of 1000 people in the county's overall population. Source: PeopleSoft October 15 snapshots, NV State Demographer website. Snapshots on addresses are available only for fall 2013 on. In fall 2014, WNC's service area was reduced by two counties - service area here represents WNC's current counties. Threshold is a rolling three-year average and Target is a 2% increase over baseline.
Churchill	NA	NA	15.2	16.3	15.1	-1%	15.5	N	15.5	⬇	
Douglas	NA	NA	16.8	17.0	15.5	-8%	16.4	N	17.1	⬇	
Lyon	NA	NA	12.5	12.8	12.8	2%	12.7	Y	12.8	⬆	
Storey	NA	NA	2.0	3.5	3.0	50%	2.8	Y	2.0	⬆	
NV out of service area	NA	NA									
Total from Nevada	NA	NA									
Number of class sections offered at service area high schools	NA	NA	NA	32	NA	NA	32	Y	37	⬆	These are Jump Start sections offered at Fernley High School, Silver Stage High School and Yerington High School. Fall 2014 was the first semester for this program. Threshold is to meet or exceed on-site local high school offerings the first year and Target is to increase by 15% over the first year.
Percentage of students enrolled exclusively in distance education classes	9%	11%	9%	9%	NA	1%	10%	N	12%	⬌	This reports the number of students enrolled in only online and/or IAV receiving classes during an academic year (summer, fall and spring). Threshold is a rolling 3-year average and Target is 12%.
Number of certificates and degrees offered completely online	0	0	0	0	1	100%	0	Y	5	⬆	This measure tracks the number of certificate and degree programs that are offered to students completely online. The target is to offer at least five degree programs completely online by 2017-18. As of 2015-16, WNC offers the AAS Business degree completely online. Threshold is a rolling 3-year average. Source: WNC Distance Education Committee.

	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Objective: Western Nevada College serves as a catalyst for personal and community enrichment											
Table 9: Indicators of WNC's Role in Community Enrichment											
	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Number of cultural and quality of life events sponsored by WNC	106	111	110		NA				106		Includes attendance at Musical Theatre productions, art shows and exhibits, Always Lost, Observatory star parties, and Lone Mountain Writers. Target is to maintain or exceed the baseline year, depending on funding and Threshold is a rolling 3-year average. Source: Event directors. Note: Indicator originally included home baseball games, but when those were eliminated due to lack of funding, the indicator was revised to exclude those numbers.
Cultural activities participation rate for the WNC service area	8.0%	7.3%	10.0%		NA	2.0%	1.0%	Y	19.4%		This measure estimates the number of duplicated attendees to WNC-sponsored cultural activities during a year and calculates that as a percentage of the total service area estimated population. Target is to reach the NCCBP 90th percentile rate which represents best practices as of fall 2013 and Threshold is the NCCBP 25th percentile. Includes attendance at WNC sponsored Musical Theatre productions, art shows and exhibits in the service area, and Lone Mountain Writers meetings. Source: Gallery and theatre directors.
Non-credit courses/sections for Career, Self, and Fun	33/94	85/203	89/207	71/148	NA	115%	33/94	Y	50/141	⬆	These are Continuing Education courses and sections offered on a self-sustaining basis for life-long learning. Threshold is to maintain or increase from baseline and Target is a 50% increase from baseline. Source: WNC Continuing Education.
Conferences and Institutes sponsored or hosted by WNC	9	9	10	12	9	0%	9	Y	10	⬆	Conferences and Institutes sponsored by or hosted by WNC. Threshold is to maintain baseline and Target is a 10% increase over baseline. Source: WNC President's office and WNC Specialty Crops Institute.
Enrollment in non-credit Adult Literacy and Language classes	918	1034	848	629	NA	-31%	837	N	918	⬇	This reports the number of students enrolled in self-sustaining Adult Literacy and Language classes. Threshold is a three-year rolling average and Target is to meet or exceed baseline year activity. Source: WNC Adult Literacy and Language.
Objective: Western Nevada College promotes community connections											
Table 10: Indicators of Promoting Community Connections											
	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
Percentage of technical skills programs with active advisory groups	50%	50%	100%	100%	NA	100%	50%	Y	100%	⬆	This measure tracks the total number of active technical skills advisory groups. These include adviory groups for each of the Career and Technical Education programs, some of which have several groups, depending on location, and Nursing. The Threshold is to maintain the baseline and the Target is 100%. Source: WNC Division Directors.

	2011-12 Baseline	2012-13	2013-14	2014-15	2015-16	Change from Baseline	Threshold	Threshold Achieved	2017-18 Target	Progress toward Target	Notes
The range of customized training and apprenticeships by economic sector	NA	NA	7	7	NA	NA	7	Y	8	⬆	WNC offers credit and non-credit, customized training to personnel in agriculture, construction, public safety, government, manufacturing, retail and hospitality sectors. Threshold is to maintain the baseline and Target is to capture one additional sector.
Number of events and activities initiated by organizations outside of WNC that use College facilities.	58	61	80	63	NA	9%	58	y	64	⬆	This measure tracks events and activities at WNC locations by outside entities. Threshold is to maintain the base and Target is to increase by 10%. Source: WNC Resource 25.
Number of courses that provide internships, pracitca, service learning, apprenticeships and parterning with organizations and businesses	4	5	6	7	NA	75%	6	y	8	⬆	These are courses that require students to interact with the community: MUS 176/276, PHYS 293, ME 198, BUS 101, MKT 210/127, NURS 262/267/285, and CRJ 212. Threshold is a three-year rolling average and Target is a 100% increase over baseline. Source: WNC academic faculty.

Exhibit C

"Measuring Student Learning Outcomes, October 2015"

Introduction

The mission statement and strategic plan of Western Nevada College (WNC) emphasize that student learning is an institutional priority. For example, WNC has developed broad, institutional student learning outcomes (ISLOs) that are part of the college's strategic plan. All academic programs identify learning outcomes and objectives that students must demonstrate they have achieved by the completion of the program.   In addition to meeting learning outcomes and objectives for degree and certificate programs, students at WNC must demonstrate mastery of general education student learning outcomes (GESLOs).

This report summarizes ISLOs and GESLOs at WNC and how they are measured.   Each set of learning outcomes is covered in a separate section. WNC uses three measurement terms for all learning outcomes

- **Indicator** identifies the general approach and/or the tool that is used to measure student learning relative to a specific outcome.
- **Target** is the goal or ultimate level of performance that WNC would like to attain for a specific outcome.
- **Threshold** is the minimal level of performance that the college will accept for a specific outcome.

The distinction between target and threshold is important in the assessment of student learning. If assessment results fall below the threshold set for an outcome, the college takes a long and careful look at the assessment tool, the level set for the threshold, and changes that need to be made to improve performance.   Assessment results are also used to determine if a target needs to be altered.

Institutional Student Learning Outcomes

WNC developed its first set of ISLOs in Fall 2014. Table 1 depicts the seven ISLOs. The first six identify the set of skills and competencies expected of those who complete academic programs at the college. The seventh learning outcome is focused on preparing students for entry into careers and/or continuing their education at other colleges and universities.

Rationale for Indicators, Targets, and Thresholds for ISLOs

The foundation for all learning outcomes at WNC is the Liberal Education and America's Promise (LEAP) model developed under the aegis of the Association for American Colleges and Universities (AACU). The selection of the LEAP model for student learning outcomes was based on three factors. First, the theoretical orientation of the model is compatible with the college's mission statement. Second, because many colleges and universities have used the LEAP model with success, there are valuable

resources that can help WNC use the model effectively. Third, the LEAP model includes a valid assessment process and assessment instruments, *VALUE (Valid Assessment of Learning in Undergraduate Education)* rubrics.

Table 1	
WNC Institutional Student Learning Outcomes	
Learning Outcome	**Short Title**
1. Identify, describe, and apply information, theories, methodologies and approaches from the sciences, social sciences, and humanities/arts.	Working Knowledge
2. Write effective projects, papers, and reports.	Written Communication
3. Present accurate calculations and symbolic operations, and explain how such calculations and operations are used in either the specific field of study or in interpreting information in other fields.	Quantitative Literacy
4. Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities, and papers.	Information Literacy
5. Describe diverse historical and/or contemporary positions on selected democratic values or practices.	Diversity & Society
6. Integrate knowledge and skills from the study of sciences, mathematics, social sciences, and the humanities/arts to think critically about and develop solutions to contemporary and/or enduring problems.	Critical Thinking
7. Identify, describe, and apply information in the discipline or career area of their choice sufficient for further study and/or demonstrate competencies required to succeed in the workplace.	Career Preparation

Table 2 depicts the indicators, targets, and thresholds for each of the seven ISLOs. As the table shows, five of the seven learning outcomes will be assessed using a VALUE rubric. Three of the ISLOs require a different approach for assessment. Two of the outcomes, working knowledge and diversity & society, are local assessments. Local assessments are created or adopted by the academic faculty responsible for teaching the academic programs and courses. The Career Preparation learning outcome centers on how well the academic program, degree, or certificate prepares students for the next step in their career or employment path. Details about the indicators for assessing Career Preparation are shown in Appendix A.

Learning Outcome	Indicator	Target	Threshold
	Table 2 **Measuring Institutional Student Learning Outcomes**		
1. Working Knowledge	Local assessments. Faculty apply appropriate assessments to determine whether students have achieved a working knowledge as defined by the specific course or program learning objectives.	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments
2. Written Communication	Written Communication VALUE Rubric	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments
3. Quantitative Literacy	Quantitative Literacy VALUE Rubric	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments
4. Information Literacy	Information Literacy VALUE Rubric	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments
5. Diversity & Society	Local assessment. Faculty apply appropriate assessments that determine whether students are able to meet this learning outcome.	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments
6. Critical Thinking	Critical Thinking VALUE Rubric	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments
7. Career Preparation	Details about individual assessments are presented in Appendix A.	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments

Setting target and threshold levels for ISLOs is in the first stage of development. The current threshold level is 50% of all students completing a program or course reaching the 70% performance level. This level is based largely on student performance in courses and programs. A higher level of performance (i.e., 70% of students completing a program or course achieve a 70% level of performance) is the preliminary target for each indicator. The college will use the data from the assessments to revisit targets and thresholds to alter them as needed.

General Education Student Learning Outcomes

WNC academic faculty adopted new GESLOs in Fall 2014 to address three domains of student learning: intellectual skills, personal and social responsibility, and integrative learning. The GESLOs are shown in Table 3.

Table 3	
WNC General Education Student Learning Outcomes	
Learning Outcome	**Short Title**
Intellectual Skills	
1. Demonstrate working knowledge of key concepts, principles, themes, and major content areas needed to explain and solve discipline-specific problems.	Working Knowledge
2. Present substantially error-free prose suitable in style and content to the purpose of the document and the audience.	Written Communication
3. Present accurate calculations and symbolic operations, and explain how such calculations and operations are used in either the specific field of study or in interpreting information in other fields.	Quantitative Literacy
4. Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities, and papers.	Information Literacy
Personal and Social Responsibility	
5. Describe diverse historical and/or contemporary positions on selected democratic values or practices.	Diversity & Society
6. Take an active role in a community context (work, service, co-curricular activities, etc.) and examine the civic issues encountered and the insights gained from the community experience.	Civic Engagement
7. Design an approach or process toward resolving a social, personal, or ethical dilemma.	Problem Solving
Integrative Learning	
1. Describe approaches from at least two disciplines that identify, define, and address the importance of a significant contemporary or enduring problem.	Integrative Learning
2. Use critical thinking and creativity to select and apply recognized methods suitable for solving significant contemporary or enduring problems.	Critical Thinking
3. Draw a conclusion about how to solve a significant contemporary or enduring problem, and present a rational defense of the conclusion.	Inquiry & Analysis

Comparing Tables 1 and 3 shows the alignment between the learning outcomes for working knowledge, written communication, quantitative literacy, information literacy, diversity and society, and critical

thinking. Although aligned, the language of the GESLOs for these outcomes provides more detailed and measurable outcomes. The additional four learning outcomes for general education add depth of learning to their respective domains.

Rationale for Indicators, Targets, and Thresholds for GESLOs

As shown in Table 4, eight of the 10 GESLOs use a VALUE rubric or rubrics as the assessment tool. Two of the GESLOs (GE 1, Working Knowledge and GE 5, Diversity & Society) are based on local assessments used by academic faculty teaching courses that include the relevant student learning outcomes. The targets and thresholds for GESLOs are determined with the same standards used by the ISLOs.

Table 4 Measuring General Education Student Learning Outcomes			
Learning Outcome	**Indicator**	**Target**	**Threshold**
Intellectual Skills			
GE 1. Working Knowledge	Local assessments. Faculty apply appropriate assessments to determine whether students have achieved a working knowledge as defined by the specific course or program learning objectives.	70% of students achieve 70% on assessments	50% of students achieve 70% on ssessments
GE 2. Written Communication	Written Communication VALUE Rubric	70% of students achieve 70% on assessments	50% of students achieve 70% on ssessments
GE 3. Quantitative Literacy	Quantitative Literacy VALUE Rubric	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments
GE 4. Information Literacy	Information Literacy VALUE Rubric	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments
Personal and Social Responsibility			
GE 5. Diversity & Society	Local assessments. Faculty apply appropriate assessments that determine whether students are able to meet this learning objective.	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments
GE 6. Civic Engagement	Civic Engagement VALUE Rubric	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments

Learning Outcome	Indicator	Target	Threshold
Table 4 (Continued) **Measuring General Education Student Learning Outcomes**			
Personal and Social Responsibility (continued)			
GE 7. Problem Solving	Either of the following rubrics: Creative Thinking or Problem Solving VALUE Rubric	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments
Integrative Learning			
GE 8. Integrative Learning	Integrative Learning VALUE Rubric	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments
GE 9. Critical Thinking	Critical Thinking VALUE Rubric	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments
GE 10. Inquiry & Analysis	Inquiry and Analysis VALUE Rubric	70% of students achieve 70% on assessments	50% of students achieve 70% on assessments

Exhibit C: Appendix A

Indicators of Career Preparation and Advancement

Thresholds for all indicators: 50% of students achieve 70% on assessments

Targets for all indicators: 70% of students achieve 70% on assessments

Indicators of Career Preparation and Advancement		
Academic Program	**Indicator**	**Rationale**
AA	Graduates attain a 2.0 or greater GPA during first semester at UNR.	UNR is the baccalaureate institution to which most WNC students transfer. Students who complete degrees at WNC are expected to be able to pass their selected courses.
AS	Graduates attain a 2.0 or greater GPA during first semester at UNR.	UNR is the baccalaureate institution to which most WNC students transfer. Students who complete degrees at WNC are expected to be able to pass their selected courses.
AGS	Graduates attending UNR attain a 2.0 or greater GPA during first semester at UNR.	UNR is the baccalaureate institution to which most WNC students transfer. Students who complete degrees at WNC are expected to be able to pass their selected courses. AGS prepares students to transfer and may also be a terminal degree at the college. Only those students who opt to continue to UNR will be counted in this assessment.
AAS Business, includes emphases in accounting, general business, and management	The indicator is the assessment of projects completed by students in the newly created capstone course for the degree. The projects are presented to a panel of external business experts who rate them as demonstrating business skills.	The reason for selecting this indicator is that it allows the program to measure performance across several important dimensions necessary for promotion, work in new careers, and additional education. Each project is designed to measure one or more of the learning outcomes for the degree program.

Indicators of Career Preparation and Advancement (Continued)		
Academic Program	**Indicator**	**Rationale**
AAS Automated Systems	A set of four exams (Electronic System Associate) are administered by an external testing site and students completing the required courses are eligible to take these exams. Data on the number of students who attempt the exams and the number passing them will be compared with the number of students completing the required courses to determine whether threshold and targets are reached.	Manufacturing plays a major role in the economy of the WNC service area and the industry has requested that WNC prepare students for careers in this area. Having the knowledge and skills to pass industry-based exams is a major way to verify that students have been prepared for careers in the field and are on their way to obtaining a certificate of achievement from the college.
AAS Automotive Mechanics	All students are required to complete certification tests from the National Institute for Automotive Service Excellence (ASE) appropriate to the skills they learning. The certification tests are given at the end of each semester course. Test results are provided to the course instructor from ASE.	This assessment uses standardized tests prepared, administered, and scored by ASE, a non-profit national organization that tests and certifies automotive professionals
AAS Computer Information	Two indicators are used to assess career skills. A series of industry-based tests are used to measure preparation in CISCO for the first indicator. The tests are developed by CISCO, CCENT and CCNA. The second indicator is the performance on a major project in CIT that captures skills in project management for the field. Performance is judged for the second indicator by using a standardized rubric with evaluation by a team of experts from the program's advisory committee.	The use of two indicators measures two important career skills needed in the field, knowledge and skills in the procedures for the CISCO system and the ability to design and plan major projects in IT. The combination of industry-based tests designed by CISCO and an evaluation of student management skills by experts from the industry provides a balanced approach to assessing career preparation for this field.
AAS Construction (AAS)	Program assessment is based on a pretest and posttest model. Students complete the pretest during the first required construction management course. The posttest is given to all students during the final required course for the program. The two tests are identical and both pretest and posttest scores are compared for each student to determine what the student has learned.	The use of the pretest and posttest design allows a clear assessment of student learning on relevant outcomes across the two year programs. Results are used to evaluate student learning and make improvements to the program.

Indicators of Career Preparation and Advancement (Continued)		
Academic Program	**Indicator**	**Rationale**
AAS Construction (BT)	A project that addresses all major program learning outcomes is completed by each student, with the presentation of the project assessed by the instructor and a separate panel of industry experts using a rubric design to assess how well the student demonstrated mastery on each learning outcome.	The assessment is based on current construction industry standards provided by the WNC Industry Advisory Board members.
AAS Criminal Justice	E-portfolios for all graduates include key assignments that address the learning outcomes for the program. Assignments are rated using a standardized rubric with the evaluation conducted by members of the program's advisory board.	The program prepares students to enter into many different branches of law enforcement and baccalaureate degree programs. Specific skills are learned in projects assigned in several key courses. Using professionals from the field to review the completed projects will clarify how well students are prepared to enter into either further training or specific occupations in law enforcement.
AAS Deaf Studies	Upon completion of the final course in the Deaf Studies program, each student is evaluated using the American Sign Language Proficiency Interview (ASLPI). The evaluation is done by a team of evaluators using a standardized rating system.	The ASLPI is a widely used language proficiency evaluation and the evaluation process provides a clear and direct measure of the student's proficiency in American Sign Language (ASL). This presents a good indication of whether the student is prepared to pass licensing examinations and be employed where he/she will be using ASL.
AAS Graphic Communications	Students develop a portfolio of their work and present it to a panel of expert designers who rate it using a standardized rubric that assesses the following criteria: portfolio web site, demo reel, samples of work, resume, and oral presentation skills.	This assessment will demonstrate whether students complete the AAS degree with a range of skills that can prepare them for promotion, work in new careers, and/or additional education.

Indicators of Career Preparation and Advancement (Continued)		
Academic Program	**Indicator**	**Rationale**
AAS General Industrial	A set of three exams designed to lead to the Manufacturing Technician 1 credential are administered by an external testing site and students completing the required courses are eligible to take these exams. Data on the number of students who attempt the exams and the number passing them will be compared with the number of students completing the required courses to determine whether threshold and targets are reached.	Manufacturing plays a major role in the economy of the WNC service area and the industry has requested that WNC prepare students for careers in this area. Having the knowledge and skills to pass industry-based exams is a major way to verify that students have been prepared for careers in the field and are on their way to obtaining a certificate of achievement from the college.
AAS Machine Tool	Completion of MTT III and a student must show competencies in machining through accurately machining a finished project within blueprint tolerances.	The project demonstrates the ability to carry out the activities that are central for working in the machine tool area.
AAS Nursing (AAS)	Test scores on the National Council Licensing Examination for Registered Nurses (NCLEX-RN) for all graduates of the AAS Nursing program.	This national exam confirms a graduate's competencies as a nurse and assists boards of nursing in making licensure decisions.
AAS Welding	Completion of the Welding program requires passing American Welding Society (AWS) standardized certification tests that demonstrate welding skills. Data on the percentage of WELD 250 course completers who pass one or more certification tests are used to determine how well students are prepared to perform specific types of welds.	Welding jobs require holding certifications from national organizations that verify specific welding skills. The AWS certifications are nationally recognized certifications. WNC is certified to conduct these tests.