

MID CYCLE SELF-EVALUATION REPORT

WESTERN NEVADA COLLEGE

Presented to

The Northwest Commission on Colleges and Universities

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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 Technology degree. 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. Small satellite centers in the towns of Fernley, Smith Valley, and Yerington work closely with local high schools, town residents and rely heavily on distance education such as interactive video and on-line classes, as well as some on-site services to meet community demands.

Western Nevada College is accredited by the Northwest Commission on Colleges and Universities with the institution's accreditation reaffirmed in August, 2011, on the basis of the spring 2011 Year One Evaluation.

Institutional Overview

Western Nevada College (WNC) is one of eight institutions, including four community colleges, two universities, one state college, and one research institute operating under the authority of the Nevada System of Higher Education (NSHE). In accordance with authority granted by the Nevada State Constitution, the Nevada System of Higher Education operates under the authority of an elected, 13-member Board of Regents. The College offers a diverse curriculum that is tailored to meet students' individual educational goals. By offering multiple college degrees, certificate and career-building programs, smaller class sizes, and personalized counseling opportunities, the institution helps to ensure students a positive and successful college experience.

The institution offers associates degrees, certificates and industry-based certifications that can lead to diverse careers and/or transfer to other institutions of higher education. Western Nevada College also offers a four-year Bachelor of Technology degree in Construction Management and a partnership with Nevada State College to prepare teachers and other skilled workers with bachelor's degrees, without having to leave the area. In response to industry needs, the institution also offers specialized training programs in construction, machine tool, drafting, welding, computing and other technical areas. Customized contract training often includes providing specialized instruction at the times and locations most convenient to employers, including on-site programs. For a complete list of WNC's Academic Programs and Workforce Development, see Appendix A.

The institution is guided by its mission statement, principles of community, and strategic plan, which is reviewed annually and renewed every six years with the approval of the Board of

Regents. The institution conducts academic and administrative program reviews once every five years. The College is currently operating in accordance with its 2012–2018 Strategic Plan. Western Nevada College students represent the individualism and diversity of our society. Many WNC students are first-generation college students (estimated at 43%, fall 2012) and some are place-bound in their communities. Nearly half the student population is eligible for PELL grants (49%, fall 2012). The College offers all students opportunities to pursue their career dreams in a more affordable and nurturing environment. Students can "Start Here, Go Anywhere!"

The faculty of WNC is recognized as highly educated and accessible to students. Faculty dedication is reflected in the College's commitment to free and unfettered inquiry, tolerance and respect for differences, development of critical thinking skills, and good citizenship. Counseling, financial assistance, tutoring, mentoring, and other student services combine to address student needs within the mission of the institution.

Preface

Brief Update on Institutional Changes since the Last Report

Overview and Context

Western Nevada College has experienced many trials and tribulations since the Standard One Self-Evaluation report submitted in the spring of 2011. Beginning in 2009, Nevada was one of the states hardest hit and impacted by the Great Recession. The recession resulted in institutional retrenchment, budget reversions and state revenue based budget reductions imposed on the institution beginning with the 2009 Session of the Nevada Legislature and continuing to the present point in time. The institution engaged in a curricular review process that reduced academic programs, courses, and employment positions. All WNC employees sustained reductions in force, pay reductions, and furloughs. Students encountered reductions in class offerings, academic programs, institutional services, and increased tuition and fees. Nevada remains in a difficult economic situation, at the end of the list of states to experience a recovery from the Great Recession. Nevada continues to be one of the top two or three states in America in terms of the highest unemployment rate. As of this report, Lyon County (one of WNC's service areas) has the highest unemployment in the state. The Nevada Legislature has not increased state appropriations for institutions of higher education. Employees are still experiencing state imposed furloughs, resulting in essence in continuing pay reductions.

In spite of the trials and tribulations, WNC chose to take on new opportunities and directions with the objective of building a stronger institution. The College has examined all aspects of the institution and is in the process of strengthening its focus on the achievement of the institution's mission, core themes, and objectives. Western Nevada College is a renewed institution based upon fundamental transformation of the organization and is moving forward in a positive direction.

Enrollment

Western Nevada College has experienced a steady decline in enrollment, measured in terms of student FTE and student headcount, over the course of the past eight academic semesters from the Fall 2010 Semester through the Spring 2014 Semester. The student FTE has declined by approximately 30% and student headcount has declined approximately 35% from the fall 2010 semester through the spring 2014 semester. The following table outlines enrollment history.

Table 1						
WNC Student Headcounts and Full-time Equivalent (FTE)*						
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	% Change
FTE	2903	2950	2377	2278	2243	-23%
Headcount	5738	5658	4278	4166	3976	-31%
Students/FTE	2.0	1.9	1.8	1.8	1.8	

*Data provided by the Office of Institutional Research and Effectiveness (2014).

Revenue

Western Nevada College has experienced a significant reduction in revenue over the course of the past seven fiscal years. The institution has experienced a 38% decline in general fund revenue from fiscal year 2009 through fiscal year 2015. Additionally, the funding of the entire Nevada System of Higher Education was dramatically changed during the 2013 Session of the Nevada Legislature. Public higher education institutions in Nevada historically were funded on the basis of FTE. That funding foundation ended with the adoption of the new Nevada Funding formula. The Nevada Funding Formula (see Appendix B) provides that institutions are able to keep, without remittance of a percentage to the state general fund, the fees paid for classes by students. Previously, FTE was the main basic variable considered in providing revenue to the institution based upon state legislative appropriation. Accordingly, as in the past, FTE is still an important variable in terms of revenue generation; however, FTE no longer is the main basic driver variable. The Nevada Funding Formula introduced performance variables that are outcome based. The net result of the new Nevada Funding Formula was to change the emphasis and direction of institutional operations and behavior. Another result of the new Nevada Funding Formula was reduced state appropriations in general for all public institutions of higher education in Nevada; however, the smaller public institutions were disproportionately impacted in terms of reduced state appropriated revenue. The two most significantly impacted institutions were WNC and Great Basin College (GBC), located in Elko, NV. Accordingly, WNC received one-time mitigation funding totaling \$1,293,702 for fiscal year 2014 and fiscal year 2015. Based upon this one time mitigation state appropriation, an Ad Hoc Funding Formula Implementation Committee was formed at WNC and began operation in November of 2013 in order to reduce the institution's budget. This committee is discussed in detail below under the

institutional transformation discussion section. The following chart outlines state general fund allocations for fiscal year 2009 through fiscal year 2015.

Table 2							
WNC State General Fund Allocation History*							
	Legislature Approved Funding						
	2009	2010	2011	2012	2013	2014	2015
State General Fund	22,147,933	11,799,885	18,472,126	15,029,964	15,029,964	13,480,839	13,758,564
Registration Fees	2,971,387	3,070,882	3,224,943	4,371,596	4,603,748	4,429,311	4,429,311
Surcharge	210,884	101,428	490,147	665,735	600,075	-	-
Out-of-State Tuition	231,480	185,563	185,563	423,239	504,918	1,136,428	1,738,917
Application Fees	15,935	18,406	19,142	19,142	19,142	19,400	19,400
Investment	96,933	-	-	50,547	50,547	43,690	43,690
ARRA Funds		7,833,048					
NSHE Mitigation Funds						1,019,172	274,530
Total	26,674,562	23,009,212	22,391,921	20,560,223	20,808,394	20,128,840	20,264,412
General Fund Change or Diff		-11%	-6%	-19%	0%	-10%	2%
Notes:	<p>Funding levels are legislatively approved levels and do not include any mid-year reversions. FY10 was subsidized with Stimulus funds (ARRA) totalling \$7,833,048.</p> <p>FY14 and FY15 will be subsidized with NSHE Mitigation funding totaling \$1,293,702. FY14 and FY15 included pay restoration of \$162,160 each year.</p> <p>FY15 includes Performance Pool Carve-out earned of \$679,820.</p> <p>General Fund Change or Difference 2009 – 2015 is -38%</p>						

*Data provided by the Western Nevada College Business Office (2014)

Leadership

The College experienced a significant change in the executive leadership of the institution in 2013. Three of the four executive administrators (president and three vice presidents) retired. The Vice President of Academic Affairs and Student Services and the Vice President of Finance and Administrative Services retired in June. In October, the WNC President retired after more than 15 years of service to the institution.

Upon the President's retirement, newly-hired Vice President of Finance and Administrative Services, Chester Burton, was named officer in charge of the institution; in December, he was appointed Interim President. In April 2014, the Board of Regents appointed him Interim President of Western Nevada College through June 30, 2016. He continues to serve as Chief Financial Officer.

Lastly, President Burton redefined and expanded the role of the Vice President of Human Resources and Legal Services to Vice President and General Counsel of Administrative and Legal Services (see Appendix C for Organizational Chart).

Institutional Transformation

The College continues to experience significant institutional transformation. In October of 2013 President Burton organized and led the Ad Hoc Formula Funding Implementation Committee. This committee was organized to address implementation of the new Nevada Funding Formula enacted by the 2013 Session of the Nevada Legislature. The composition of the committee reflected involvement of representatives from all of the external and internal constituencies of the institution. One of the most significant tasks of the committee was to develop a strategy to reduce \$2 million from the institution's fiscal year 2014 and fiscal year 2015 budgets. The committee worked in the most transparent fashion possible with the guiding general theme being adherence to the institution's mission and core themes contained in the 2012-2018 Strategic Plan.

Institutional transformation is also an initiative of the Nevada System of Higher Education. The Nevada College Collaborative, formed in 2014, establishes a shared services model for community colleges. The model entails a centralized, customer-focused service model that provides back-office support for the community colleges. Currently, Institutional Research and Effectiveness and Distance Education have begun sharing services with sister institutions. Other departments that will likely be included in the shared services model include finance, financial aid, information technology, human resources, and grant acquisition and management. Institutional Research and Effectiveness (IRE) has been in transition since 2008, when it dropped from 3.5 FTE to 0 FTE in permanent positions as of fall 2012. In spring 2013, the current director was hired after serving as director of Institutional Research and Effectiveness at Great Basin College (a sister NSHE institution) for 2 1/2 years. Great Basin College approached WNC in spring, 2014, because another vacancy in their director position left them with .5 FTE in the office of Institutional Research and Effectiveness. At that time, both colleges were facing additional budget cuts and an NSHE consultant had outlined the potential benefits of shared services. A Memorandum of Understanding for shared services in Institutional Research and Effectiveness between WNC and GBC was signed in April to appoint the director .5 FTE to each institution as well as a programmer/analyst while committing both institutions to develop common data definitions and streamline business processes for reporting purposes. By streamlining processes and creating SQL databases, IRE will automate (as much as is possible) compliance reporting while freeing up resources to conduct deeper analyses in support of institutional effectiveness.

The College added an Accreditation Committee as a standing college committee. This ongoing committee will constitute a continual work group to perform accreditation related work and to coordinate with other committees, such as the Strategic Planning for Institutional Excellence, Program Assessment Review, General Education and Curriculum (see Appendix D for a list of college committees) in order to achieve an ongoing evaluation and reflection process premised upon the mission, core themes, objectives and indicators of achievement.

Additionally, institutional transformation entails new programming efforts that are in alignment with the institution's mission and core themes. For example, a new programming initiative being implemented for the fall 2014 semester is the Jump Start College initiative that aligns with all three of the institution's core themes. Jump Start College is a partnership between WNC and nine western Nevada High Schools (see Appendix E). The program offers high-achieving junior and senior high school students the opportunity to earn up to 48 college credits prior to their high school graduation. Projected enrollment increase and high school participation is very positive and provides the institution with a great opportunity to serve its service area. While enrollment goals were to begin with 50 students, 202 students (144 FTE) began this fall.

Academic Reorganization

The academic faculty has experienced a reorganized academic structure. The previous structure had five academic divisions, each headed by a division chair which was in essence a hybrid teaching faculty and administrative position. Effective June 2013, the new structure is three academic divisions, each headed by a full-time, year-round administrator. In May 2012 the academic faculty voted to organize a union and negotiate a collective bargaining contract. Collective bargaining negotiations were successfully concluded during the spring of 2014 and the Nevada Faculty Alliance Contract was approved by a vote of the Board of Regents of the Nevada System of Higher Education at its June 2014 meeting (see Appendix F for the Collective Bargaining Contract).

Response to Previous Recommendations and Eligibility Requirements

The Commission has requested that Western Nevada College include in the 2014 Mid Cycle Self-Evaluation Report a status report as to each of the four Recommendations set forth in the Spring 2010 Peer-Evaluation Report and the three Recommendations set forth in the spring 2011 Peer-Evaluation Report.

Western Nevada College Response to Spring 2010 Recommendation 1

Spring 2010 Recommendation 1 reads as follows: 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).

Western Nevada College has made a concerted effort to engage in an ongoing institutional process of hiring full-time faculty to provide quality instruction to students, engage in service to the institution and service to the community. Progress has been made in the institution's effort to hire full-time faculty members who are responsible for degree program implementation and oversight activities (see Appendix G). Although the institution has made progress, the institution

recognizes that additional full-time faculty must be hired to achieve institutional and program goals and this effort is a continuing initiative of the institution. The institutional academic division reorganization of June 2013 provided full-time Division Directors. Each Division Director has specific oversight responsibility for degree and certificate programs in their respective division.

Western Nevada College Response to Spring 2010 Recommendation 2

Spring 2010 Recommendation 2 reads as follows: 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).

Western Nevada College has implemented a plan for program evaluation that will result in a comprehensive assessment of all of its programs based upon a five-year cycle (see Appendix H). The institution has engaged in program review on an institution-wide basis for approximately the past ten years. Program review and assessment has not been systematic in application across the institution. The institution realizes and acknowledges that program review and assessment constitute a significant, ongoing challenge. There are pockets of excellent assessment practices and program review. The institution has engaged in a process of analysis of the assessment and program review activities, identified issues in need of attention, and made organizational modifications to improve the process. The College has made a concerted commitment and effort to standardize program review as well as assessment practices. As outlined in the 2010-2015 Assessment Plan, the College's Program Review and Assessment Committee (PARC) will determine the effectiveness of assessment at WNC.

Western Nevada College Response to Spring 2010 Recommendation 3

Spring 2010 Recommendation 3 reads as follows: The Committee recommends that, in spite of the challenges associated with knowing the certainty of future funding, the College project expenditures for a minimum of three years for major categories of expenditures (Standard 7.A.2).

The State of Nevada employs a biennial state budgeting process. The Nevada Legislature and the Nevada Governor approve the biennial budget for the Nevada System of Higher Education and Western Nevada College. Western Nevada College is currently operating in accordance with the legislatively approved 2014 – 2015 biennial budget. The College initiated a process of projecting anticipated revenues by major category and anticipated expenditures by major category on a fiscal year basis for three fiscal years beginning in June 2010 upon receipt of

Recommendation 3 set forth in the spring 2010 Peer-Evaluation Report. The institution's fiscal year begins July 1 and ends June 30 (see Appendix I).

Western Nevada College Response to Spring 2010 Recommendation 4

Spring 2010 Recommendation 4 reads as follows: 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).

Western Nevada College continues to address gender equity in its athletic program and this effort is a continuing initiative at the institution. The single most significant disparity between men's and women's athletic teams is in the area of facilities. The men play on an on-campus baseball field, while the women play on a municipal field 7.8 miles from the campus. The institution continues to search for a donor to assist with the financing of an on-campus field. In the interim, the institution has taken several steps to provide offsetting benefits to our female athletes.

In June 2010, the institution began providing a paid, full-time assistant softball coach. All assistant baseball coaches are volunteers. In July 2010, the institution placed both head coaches (baseball and softball) on full-time administrative faculty contracts. In August 2010, a consultant met with the softball coaching staff, providing helpful tools relating to team management, practice organization, and drills to help maximize facilities and equipment. Although encouraged to make further use of the consultant, the softball coaches have not done so. In spring 2012, the institution, in addressing the disproportionality between the number of full-time male students (45%) versus full-time female students (55%) and the number of male athletes (58%) to female athletes (42%), developed a Survey of Athletic Interests and Abilities. The study was for the purpose of determining if sufficient interest and abilities existed among the institution's full-time female students to field another team. The result of the survey was that, given the level of interest and ability in basketball and/or volleyball, the two sports other than softball offered to female athletes in the Scenic West Athletic Conference, Western Nevada College need not add a second women's intercollegiate sport.

In May 2013, the institution asked baseball and softball athletes to complete an Athletics Facilities Survey which asked 22 questions about facilities, equipment, and supplies necessary for their sport. Athletes were also asked whether they believed the institution was satisfying its obligation to provide benefits and support to male and female athletes in an equivalent manner. If the athlete believed the institution was not satisfying its obligation, then the athlete was asked what the institution should do to satisfy its obligation. If the athlete believed the institution was satisfying its obligation, then the athlete was asked to explain why the athlete held this opinion.

Most athletes responded that they believed WNC provided them with adequate and appropriate equipment and supplies necessary for their sport that was available to them. A number of athletes on both teams complained about the age and wear of their uniforms, bats, and other equipment. Baseball players indicated they thought the institution should provide the team with a paid assistant. Several softball players pointed out that they did not have an on-campus field. In summary, the College has made significant strides in providing benefits and support to male and female athletes in a different, but equivalent, manner.

Western Nevada College Response to Spring 2011 Peer-Evaluation Report Recommendation 1

Spring 2011 Recommendation 1 reads as follows: While core themes are clearly defined, are consistent with the College's legal authorization, and are appropriate to a degree-granting institution of higher education, they have not been adopted by the Nevada System of Higher Education Board of Regents – the College's governing board. The Evaluation Committee recommends that the College provide evidence that its core themes have been adopted by its governing board. (Eligibility Requirement 3)

The Board of Regents of the Nevada System of Higher Education approved the existing mission statement and core themes as set forth in the 2012-2018 Western Nevada College Strategic Plan on March 2, 2012.

Western Nevada College Response to Spring 2011 Peer-Evaluation Report 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)

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, but 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.

Western Nevada College Response to Spring 2011 Peer-Evaluation Report 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)

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.

Western Nevada College Response to Eligibility Requirement Two – Authority

Western Nevada College is one of eight institutions, including four community colleges, two universities, one state college, and one research institute operating under the authority of the Nevada System of Higher Education. In accordance with authority granted by the Nevada State Constitution, the Nevada System of Higher Education operates under the authority of an elected, thirteen member Board of Regents. Western Nevada College is authorized to operate and award certificates and degrees as a higher education institution by the Board of Regents. Western Nevada College is accredited by the Northwest Commission on Colleges and Universities with the institution's accreditation reaffirmed in 2010. Western Nevada College serves the residents of a five county service area located in northwestern Nevada.

Western Nevada College Response to Eligibility Requirement Three – Mission and Core Themes

The Board of Regents of the Nevada System of Higher Education approved the existing mission statement and core themes as set forth in the 2012-2018 Western Nevada College Strategic Plan on March 2, 2012. The institution's mission is appropriate as a Nevada System of Higher Education public community college and is responsive to the unique characteristics and needs of its five county service area. Western Nevada College devotes all of its resources to support its educational mission and core themes.

Mid-Cycle Review

Part I: Overview of assessment plan

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 our 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.

Part II: Representative examples of assessment process

Core Theme #1, Student Success, contains an indicator that assesses student engagement in courses regarding academic content, issues and critical thinking. The overriding goal of student success is providing students with a high level educational experience to prepare students for academic success, academic learning and life-long learning. Western Nevada College employs a program review process for all academic programs and administrative programs. Program Review is a core institutional venue employed to examine programs, program curriculum, and course level student learning outcomes in order to achieve assessment of core themes and objectives as well as improving the educational experience for student in order to promote student success.

Student Success Example #1

Western Nevada College offers an Associate of Applied Science degree in Graphic Communications. The Graphic Communications program conducts program review assessments on an annual basis. Each assessment report explains the assessment process, program outcomes, assessment of program outcomes, assessment methods, and criteria for student success. The results of the annual program assessment report are used to provide course level and program level curriculum modifications as well as improvement measures based upon assessment results. The Graphic Communications assessment identified a need on the part of students to improve on mounting skills, spelling error rates and visual hierarchy issues. One of the outcomes of the assessment was to establish a curricular goal of students being assigned more *InDesign* projects and fewer *Illustrators* projects. The assessment also revealed the need for more rigorous portfolio reviewers and established an outcome goal of increasing successful portfolio percentages of portfolio activities, including a goal of a 50 percent increase of *InDesign* projects. Additionally, the assessment resulted in faculty developing and using a new grading rubric that would better assess student readiness for entrance into the graphic design industry. The assessment effort also resulted in each student being required to make a final presentation of completed work to a panel of local advertising and design professionals, in alignment with Core Theme #3, One College Serving Many communities, Objective 10. The student final presentation is attended by the panel, the class instructor and all students in the class. The outcome of the Graphic Communication program assessment represents an example of a systemic approach to program review in order to provide an institutional approach to assessing alignment of courses, curriculum and programs with the institution's core themes and

indicators. The Graphic Communications program review process provides an example of the institution's goal of achieving systemic assessment to achieve mission fulfillment.

Student Success Example #2

English as a discipline serves a large number of students, and English courses are taught by full-time and adjunct faculty. In 2012, an overall assessment of student performance in English 101, a required course and a university transfer course, by English faculty resulted in the conclusion that student performance standards, performance levels and assessment of student writing was uneven and varied throughout the English 101 courses. The English faculty desired to improve the student experience, have a higher standard of competency and provide for disciplinary uniformity in English 101 courses. English faculty, based upon this assessment, developed an English disciplinary assessment project on final English 101 research papers to improve student performance and success.

Since 2012, at the end of each semester, faculty collects clean (un-graded) final English 101 research papers from all of the full-time and adjunct English 101 instructors. During the summer, faculty meet and assess the final papers in order to see if they were meeting the course objectives listed on the institution's Course Outline of Record. These papers were assessed according to the following criteria, which are standard course objectives that are to be included in all English 101 syllabi. The group had a lengthy discussion about the various scores each individual gave the sample, in the attempt to come to a consensus about scoring the research papers.

Between 2012 and 2013 it was determined that English 101 students needed to improve their understanding of MLA format. New standards were implemented to achieve these goals across all sections of English 101. Upon completion of the paper assessment, the group conducted a debriefing session in which they filled out a feedback survey and offered their perspectives towards the benefits of the exercise and ways in which it could be improved. While the feedback this year was overwhelmingly positive, the group did recommend a few modifications to the assessment moving forward:

1. Simplify the grading rubric to a simple "pass/fail" set of criteria (although a minority of reviewers wished to see the rubric expanded further).
2. Open up the pool of reviewers to any part-time or full-time instructors

Data from the July 2014 assessment project will be generated early in the fall 2014 semester. Overall, the annual assessment of English 101 research papers has been deemed to be a great success by the English faculty. It has provided the impetus and rationale for several past and ongoing initiatives, including:

1. The creation of a set of common course standards for English 101 that communicate in greater detail the expectations of what and how instructors will cover content in that course.

2. The development of an information literacy initiative in conjunction with the library to better help our students learn appropriate academic resources use and documentation.
3. The ongoing development of more specific course-level learning outcomes.
4. The inclusion of APA style into the English 101 course content.
5. A departmental rubric for the English 101 research paper assignment.

Part III: Evaluative overview

Western Nevada College has developed an institutional year seven action plan. The action plan entails a number of institutional initiatives as well as coordinated activities that enables WNC to continue the development, reflection and refinement of the three core themes process. The action plan is intended to guide the entire institution on a multi-year basis to institutionalize the accreditation process, the assessment process and continual academic improvement. The institution's year seven action plan includes the following components:

1. Active action plan oversight and participation by the President and Vice Presidents.
2. Systemic institutionalization of an ongoing accreditation process through the formulation and operation of the Accreditation Committee, a permanent standing college committee.
3. The Program Assessment and Review Committee, in concert with the Office of Institutional Research and Effectiveness, exercises authority and responsibility for data collection, analysis, and implementation of initiatives to utilize assessment findings for curricular and program improvement.
4. The General Education Committee has a specific action plan to align the General Education program with the institution's mission, core themes and objectives; as well as providing a process for meaningful assessment of student learning outcomes.
5. The Curriculum Committee is engaged in an ongoing process of course and program curricular assessment and revision in order to align courses and programs with the institution's mission, core themes and objectives.
6. Systemic institutional responsibility for coordination of the activities of all committees, divisions, departments and offices will reside with SPFIE with a direct report obligation to the president.
7. Western Nevada College will continue to conduct various workshops, seminars and professional development opportunities for all of the college constituencies to participate in the action plan and operate in an open and transparent manner.

Conclusion

Western Nevada College has made significant progress and achievement in addressing the matters identified in the four recommendations contained in the spring 2010 Peer-Evaluation Report and the three recommendations contained in the spring 2011 Peer-Evaluation Report. 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 identifies and establishes indicators and measures of achievement. Additionally, a rationale statement is provided for each objective. The majority of the objectives and indicators are meaningful and assessable. In its process of reflection and refinement, WNC is committed to continuous improvement of student success, institutional excellence, and serving its many communities.

Appendices

Appendix	Title
A	List of Western Nevada College Academic Programs and Workforce Development
B	Nevada Funding Formula
C	Western Nevada College Organizational Chart
D	Western Nevada College Committees
E	Western Nevada College's Jump Start Program Description
F	Western Nevada College Collective Bargaining Contract
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I	Fiscal Year 2015 Approved Budget and 2016-2019 Projected Budgets
J	Western Nevada College Annual Report on the Strategic Plan
K	June 14, 2014, Western Nevada Strategic Plan Update

Appendix A

List of Western Nevada College Academic Programs and Workforce Development

Western Nevada College Degrees, Programs and Workforce Development

Degrees

Transfer Degrees

Associate of Arts

Associate of General Studies

Associate of Science

Associate of Applied Sciences

(AAS degrees are offered for the following fields)

Automotive Mechanic Business Business-Accounting Business-Management

Criminal Justice Criminal Justice-Law Enforcement Deaf Studies

Graphic Communications Nursing Program/Degree

Technology-Automated Systems Technology-Automotive mechanics

Technology-Computer Information Technology Technology-Construction

Technology-General Industrial Technology-Machine Tool Technology-Welding

Baccalaureate Degrees

Bachelor of Technology Construction Management

Certificate of Achievement

(30 credit programs)

American Sign Language Automotive Mechanics Bookkeeping Business

Computer Technology Criminal Justice-Academy Criminal Justice-Dispatch

Criminal Justice-General Early Childhood Education Graphic Communications

Machine Tool Technology Retail Management Welding Technology

Other Programs and Workforce Development

Tech Prep Economic/Workforce Development Specialty Crop Institute

Continuing Education and Community Education

Appendix B
Nevada Funding Formula



Higher Education Funding Formula Summary

The Legislative Committee to Study the Funding of Higher Education (Chapter 375, *Statutes of Nevada 2011*) provided the Legislature with a recommendation for a new funding formula that fairly and equitably distributes State funding among Nevada's public higher education institutions. Taking into account the comments from the interim committee, the public testimony, the reports of SRI International and the National Governors' Association (NGA), the NSHE believes the new formula, as recommended by Governor Sandoval and approved by the 2013 Legislature fully captures the deliberations and final decisions of the interim committee, and strongly supports the new formula that incorporates these concepts.

The new model is based upon the belief that state funding must be equitable to all institutions, simpler and more transparent than the old formula, aligned with the goals of the State, and based upon national best practices in higher education financing and the commitment of Nevada to the goals of Complete College America.

The new funding model as adopted consists of two basic components – a base formula driven primarily by course completions and a performance pool driven by performance metrics that align with the goals of the State. Each is summarized below.

The Base Formula. The base formula allocates state resources (general fund dollars) to teaching institutions based upon completed courses as measured by student credit hours. Student credit hours are weighted by discipline cluster in an expanded matrix that is cost informed and was independently developed by the National Center for Higher Education Management Systems (NCHEMS). As a result of Committee and Legislative deliberations, the working definition of completion evolved to exclude F grades that result from non-attendance. This will be applied prospectively in Fall 2013 for future biennial budgets (this treatment is consistent with the treatment of completions for veterans by the U.S. Department of Veterans Affairs). Because all institutions did not have complete data on F's for non-attendance, the 2013-15 biennium budgets include all F grades. Similarly, as a result of the deliberations of the Committee, upper-division and graduate courses were given an additional weighting to support the research mission of UNR and UNLV.

Funding is determined by measuring work completed, with funding set-aside to support small community colleges and the operations and maintenance of dedicated research space at UNLV and UNR. A fundamental premise of the new formula remains the campus retention of fees and out of state tuition collected without offset to state general fund appropriations. Completions for nonresidents are therefore excluded from the tally of completed student credit hours and are not funded by the state.

The complex set of drivers from the old formula for administrative support, institutional support, libraries, operations and maintenance and the like are compressed into the single driver of work completed, measured by weighted student credit hours (WSCH). State support, when combined with student fee revenues generated by an institution, represents the total funding available to an institution in a given fiscal year. Each institutional President is responsible for recommending to the Board of Regents for approval the allocation of these resources to the various functional areas (instruction, academic support, student services, etc.) within the college or university budget. Institutional Presidents will have flexibility in establishing a budget plan and institutional priorities, but will also be held accountable for final performance outcomes as measured by student success, increased grant funding, alignment with state goals and the like.

See **Appendix A** for the weighting matrix based on the above principles.

Performance Pool. The adoption of the NSHE’s Performance Pool came about as part of the funding formula study. The interim committee was specifically charged with considering methods for rewarding institutions for graduating students, which ultimately resulted in this performance-driven initiative.

Throughout the funding formula study, it was understood that there would be no additional state funding allocated to NSHE institutions through the Performance Pool. Therefore, the Performance Pool is based on a carve-out of state funds over an initial four-year implementation period. In the first year (FY 2015) the carve-out from base state funding is 5 percent, 10 percent in the second year, 15 percent in the third year, and finally 20 percent in the fourth year (FY2018). The carve-out percentage will be set aside and depending on an institution’s performance in a prior year they can “earn back” the set aside funds.

Institutions compete against themselves in separate institutional pools, and an institution’s performance is measured based on seven metrics (two of which have sub-metrics for under-served populations). The majority of the metrics are based on the number of students graduating, including metrics for students graduating in defined populations (underserved populations, STEM, allied health, etc.). Each institution is allowed to select one field (based on a two digit Classification of Instructional Program (CIP) code) that supports economic development for which it may receive additional points.

A weight (percent) is applied to each metric. The individual weights for the metrics total 100 percent and are intended to signify importance or priority of the metrics. From the application of the weights, the Performance Pool sends a clear message that the top priority is graduating students. In addition, increasing sponsored project activity, transfer and articulation, and general efficiency are encouraged.

Institutions will earn the performance funds for any given fiscal year based on performance in a prior academic year. For all existing data outcomes the data for any given academic year is available in late November of the following fiscal year. The following table indicates the performance year of measure and the respective fiscal year when the earned performance pool funds will be distributed.

Base Year	Year of Measure	Distribution Year
2011-12	2012-13 (FY2013)	FY2015
	2013-14 (FY2014)	FY2016

The performance year of measure is prior to the distribution year to ensure that institutions know in advance of the fiscal year what performance funds will be available for their budget. Metrics and point targets will be revisited by the Board of Regents at the end of every two-year performance cycle.

Institutions that do not earn 100 percent of their performance funds in the first year of the performance cycle will be given the opportunity to earn back those funds in the second year of the cycle. For example, for an institution who fails to meet its point targets in the first year, the unearned performance funds would carry forward to the second year where the institution could earn those funds back if it over-performs in year two. In other words, the institution would have to exceed its year two target. In the event that there are performance funds that are unearned at the end of the second year of the performance cycle, unearned funds will be distributed to all institutions for need-based financial aid. Because there are many “working poor” in Nevada who do not qualify for Title IV Federal Student Aid the institutions may determine students of need independent of Title IV guidelines.

See **Appendix B** for the Performance Pool metrics by institution and a report of actual performance for FY 2012-13 & performance pool funding for FY 2014-15.

Formula Set-Asides. The new formula includes two areas of funding that are outside the primary WSCH calculation. First is the small institution factor. Recognizing that all institutions have certain fixed administrative costs regardless of size, the formula model includes a direct appropriation for small institutions to offset these fixed costs. The small institution factor phases out as WSCH grows between 50,000 and 100,000 WSCH, when it reaches zero and is eliminated completely.

The second set-aside is for university operation and maintenance (O&M) of research infrastructure space. While research infrastructure is a critical component of the universities' missions and related instructional activity, it does not directly generate WSCH in the same way traditional instruction does (which is reflected in the additional research mission weightings for university upper-division and graduate course WSCH). As such, the 2013 Legislature approved direct funding for research infrastructure O & M at both research universities, including a permanent augmentation of \$1.7 million for UNLV. For the 2013-15 biennium only, a portion of this set-aside was funded through a temporary reduction to state support at CSN and NSC.

Implementation. Implementation of a new formula, effective July 1, 2013, within existing appropriation levels necessarily triggered reallocation of resources. With the new model, the resource reallocation resulted in significant budget reductions to all northern institutions which could have impacted the viability of northern community colleges to continue to serve their respective service areas. As a result, the Committee recommended to the Governor, Board of Regents, and ultimately the 77th Session of the Nevada Legislature that general funds be appropriated to hold the institutions losing significant funding harmless for the 2013-15 biennium. These funds were made available and are reflected as mitigation funding.

See **Appendix C** for the updated distribution effective FY 2013-14.

Summary. This new model will effectively shift the focus of formula funding from inputs (enrollments) to outputs (course completions and performance). It is intended to motivate institutional behavior that will increase degree productivity and contribute to the State's economy, and encourage and reward entrepreneurial actions. Recognizing the public and private benefits of higher education, the proposed formula assumes that the State (in the form of appropriations) and the students (in the form of tuition and fees) each assume a reasonable portion of the total funding for public higher education in Nevada.

Importantly, the NSHE worked closely with the interim committee, Governor Sandoval's Office and the 2013 Legislature to achieve a formula that was equitable and simple. The new formula as summarized in the preceding pages clearly meets that goal.

Funding Model for the Desert Research Institute. During the Interim Study Committee meetings, there was considerable discussion of the difference in mission and operation of DRI and other System institutions. For that reason DRI was not included in the formula models which had generally dealt with the teaching institutions and been based on their teaching function. However, the interim committee did find that DRI's state supported operating budget should be funded, in part, through a funding formula. Thus, recognizing the important role that DRI plays in the economic development goals of the State and understanding that DRI leverages a portion of its budget to grow its research capacity, NSHE proposed a new formula model for the institutional support and research administration functions. The new model is a sliding scale calculation based on the level of grants and contracts activity and would replace current line item funding for these two functions. A summary of the model is included as **Appendix D**.

**NSHE Course Taxonomy
Weights by Discipline Clusters**

COMMUNITY COLLEGES AND STATE COLLEGE

Discipline Clusters	Lower Division	Upper Division	Masters	Doctoral
Liberal Arts, Math, Social Science, Languages, Other	1.0	2.0	4.0	5.0
05. Area, Ethnic, Cultural & Gender Studies	1.0	2.0	4.0	5.0
09. Communication, Journalism and related programs	1.0	2.0	4.0	5.0
16. Foreign Languages, Literature and Linguistics	1.0	2.0	4.0	5.0
19. Family and Consumer Sciences/Human Sciences	1.0	2.0	4.0	5.0
23. English Language & Literature/Letters	1.0	2.0	4.0	5.0
24. Liberal Arts & Sciences, General Studies and Humanities	1.0	2.0	4.0	5.0
25. Library Science	1.0	2.0	4.0	5.0
27. Mathematics & Statistics	1.0	2.0	4.0	5.0
28. Reserve Officer Training Corps	1.0	2.0	4.0	5.0
29. Military Technologies	1.0	2.0	4.0	5.0
30. Multi/Interdisciplinary Studies	1.0	2.0	4.0	5.0
38. Philosophy & Religious Studies	1.0	2.0	4.0	5.0
42. Psychology and Applied Psychology	1.0	2.0	4.0	5.0
45. Social Sciences	1.0	2.0	4.0	5.0
54. History	1.0	2.0	4.0	5.0
99. Honors Curriculum and Other	1.0	2.0	4.0	5.0
Basic Skills Cluster	1.0			
32. Basic Skills	1.5			
Business Cluster	1.0	2.0	4.0	6.0
44. Public Administration & Social Service Professions	1.0	2.0	4.0	6.0
52. Business Management, Marketing & related support services	1.0	2.0	4.0	6.0
Education Cluster	1.5	2.0	2.5	5.0
13. Education	1.5	2.0	2.5	5.0
Services Cluster	1.5	2.0	3.0	4.0
31. Parks, Recreation, Leisure & Fitness Studies	1.5	2.0	3.0	4.0
12. Personal & Culinary Services	1.5	2.0	3.0	4.0
43. Security and Protective Services	1.5	2.0	3.0	4.0
Visual and Performing Arts Cluster	1.5	2.5	5.0	5.0
50. Visual & Performing Arts	1.5	2.5	5.0	5.0
Trades/Tech Cluster	2.0	2.5		
46. Construction Trades	2.0	2.5		
47. Mechanic Repair Technologies/Technicians	2.0	2.5		
48. Precision Production	2.0	2.5		
49. Transportation & Materials Moving	2.0	2.5		
Sciences Cluster	2.0	3.0	5.0	8.0
01. Agricultural, Agriculture Operations & related sciences	2.0	3.0	5.0	8.0
03. Natural Resources & Conservation	2.0	3.0	5.0	8.0
11. Computer & Information Sciences & Support Services	2.0	3.0	5.0	8.0
26. Biological & Biomedical Sciences	2.0	3.0	5.0	8.0
40. Physical Sciences	2.0	3.0	5.0	8.0
Law Cluster	2.0	2.0	4.0	4.0
22. Legal Professions and Studies	2.0	2.0	4.0	4.0
Engineering/Architecture Cluster	2.0	3.0	5.0	8.0
04. Architecture	2.0	3.0	5.0	8.0
14. Engineering	2.0	3.0	5.0	8.0
15. Engineering Technologies/Technicians	2.0	3.0	5.0	8.0
Health Cluster	2.0	2.0	5.0	6.0
51. Nursing, Allied Health, Health Professions	2.0	2.5	5.0	6.0

**NSHE Course Taxonomy
Weights by Discipline Clusters**

UNIVERSITIES

Discipline Clusters	Lower Division	Upper Division	Masters	Doctoral
Liberal Arts, Math, Social Science, Languages, Other	1.0	2.2	4.4	5.5
05. Area, Ethnic, Cultural & Gender Studies	1.0	2.2	4.4	5.5
09. Communication, Journalism and related programs	1.0	2.2	4.4	5.5
16. Foreign Languages, Literature and Linguistics	1.0	2.2	4.4	5.5
19. Family and Consumer Sciences/Human Sciences	1.0	2.2	4.4	5.5
23. English Language & Literature/Letters	1.0	2.2	4.4	5.5
24. Liberal Arts & Sciences, General Studies and Humanities	1.0	2.2	4.4	5.5
25. Library Science	1.0	2.2	4.4	5.5
27. Mathematics & Statistics	1.0	2.2	4.4	5.5
28. Reserve Officer Training Corps	1.0	2.2	4.4	5.5
29. Military Technologies	1.0	2.2	4.4	5.5
30. Multi/Interdisciplinary Studies	1.0	2.2	4.4	5.5
38. Philosophy & Religious Studies	1.0	2.2	4.4	5.5
42. Psychology and Applied Psychology	1.0	2.2	4.4	5.5
45. Social Sciences	1.0	2.2	4.4	5.5
54. History	1.0	2.2	4.4	5.5
99. Honors Curriculum and Other	1.0	2.2	4.4	5.5
Basic Skills	1.5			
32. Basic Skills	1.5			
Business Cluster	1.0	2.2	4.4	6.6
44. Public Administration & Social Service Professions	1.0	2.2	4.4	6.6
52. Business Management, Marketing & related support services	1.0	2.2	4.4	6.6
Education Cluster	1.5	2.2	2.75	5.5
13. Education	1.5	2.2	2.75	5.5
Services Cluster	1.5	2.2	3.3	4.4
31. Parks, Recreation, Leisure & Fitness Studies	1.5	2.2	3.3	4.4
12. Personal & Culinary Services	1.5	2.2	3.3	4.4
43. Security and Protective Services	1.5	2.2	3.3	4.4
Visual and Performing Arts Cluster	1.5	2.75	5.5	5.5
50. Visual & Performing Arts	1.5	2.75	5.5	5.5
Trades/Tech Cluster	2.0	2.75		
46. Construction Trades	2.0	2.75		
47. Mechanic Repair Technologies/Technicians	2.0	2.75		
48. Precision Production	2.0	2.75		
49. Transportation & Materials Moving	2.0	2.75		
Sciences Cluster	2.0	3.3	5.5	8.8
01. Agricultural, Agriculture Operations & related sciences	2.0	3.3	5.5	8.8
03. Natural Resources & Conservation	2.0	3.3	5.5	8.8
11. Computer & Information Sciences & Support Services	2.0	3.3	5.5	8.8
26. Biological & Biomedical Sciences	2.0	3.3	5.5	8.8
40. Physical Sciences	2.0	3.3	5.5	8.8
Law Cluster	2.0	2.2	4.4	4.4
22. Legal Professions and Studies	2.0	2.2	4.4	4.4
Engineering/Architecture Cluster	2.0	3.3	5.5	8.8
04. Architecture	2.0	3.3	5.5	8.8
14. Engineering	2.0	3.3	5.5	8.8
15. Engineering Technologies/Technicians	2.0	3.3	5.5	8.8
Health Cluster	2.0	2.2	5.5	6.6
51. Nursing, Allied Health, Health Professions	2.0	2.2	5.5	6.6

The instructional matrix is divided into eleven discipline clusters that are assigned weights for various course levels (e.g. lower division, upper division, master's, doctoral) using relative cost data from studies conducted in Texas, Illinois, Ohio and Florida. These are states that have successfully used cost studies in formula funding. The matrix is then applied to completions using the NSHE course taxonomy. This matrix assigns weights based on a student's progression to degree completion (e.g. upper division is weighted more than lower division, etc.) and will further provide for funding based on the discipline cluster as recommended by NCHEMS (e.g. clinical and science, technology, engineering and math (STEM) fields will have greater weights than liberal arts).

The completed student credit hours are multiplied by the weight assigned in the instructional matrix to determine the weighted student credit hours for each institution. Weighted student credit hours (WSCH) for each institution will be multiplied by an average *price* that will initially be determined based on the current state appropriation less the cost of any adjustments for small institutions and O&M costs directly related to university research facilities. This average *price* is the amount the formula will generate for each weighted student credit hour – effectively establishing a system-wide price for course completions. The average *price* will be applied to the institutional WSCH to determine base funding for each institution.

NSHE PERFORMANCE POOL (2012-13 Actuals)

UNLV (2% Target)	Weights	2011-12 Baseline		2012-13 Actual/Target		2013-14 Target	
		Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
Bachelor's Degrees	30%	3,670	1,101.0	3,857	1,157.1		
At-Risk Bachelor's Graduates (Minority + Pell-Eligible x .4)	"	912	273.7	970	290.9		
Master's and Doctoral Degrees	10%	1,370	137.0	1,166	116.6		
At-Risk Master's and Doctoral Graduates (Minority + Pell-Eligible x .4)*	"	231	23.1	235	23.5		
Sponsored/External Research Expenditures in \$100,000's	15%	426.4	64.0	437.3	65.6		
Transfer Students w/a transferable associate's degree	5%	1,628	81.4	1,727	86.4		
Efficiency - Awards per 100 FTE	20%	27.2	5.4	27.2	5.4		
Economic Development (STEM and Allied Health) Graduates	20%	879	175.8	852	170.4		
Economic Development (business and management) Graduates	"	1,504	300.8	1,587	317.4		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	2,162.2	--	2,233.2	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	2,205.4	--	2,249.6
FY 2015 Performance Funding Curve-Out					\$6,521,597		
Percent of Target Achieved					101.3%		
FY2015 Performance Pool Funds Earned Back					\$6,521,597		
*2011-12 points corrected due to error in original institutional file submission							
UNR (2% Target)	Weights	Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
Bachelor's Degrees	30%	2,603	780.9	2,759	827.7		
At-Risk Bachelor's Graduates (Minority + Pell-Eligible x .4)	"	398	119.5	513	154.0		
Master's and Doctoral Degrees	10%	774	77.4	790	79.0		
At-Risk Master's and Doctoral Graduates (Minority + Pell-Eligible x .4)	"	93	9.3	120	12.0		
Sponsored/External Research Expenditures in \$100,000's	15%	888.3	133.2	1,017.3	152.6		
Transfer Students w/a transferable associate's degree	5%	1,260	63.0	1,234	61.7		
Efficiency - Awards per 100 FTE	20%	24.9	5.0	25.9	5.2		
Economic Development (STEM and Allied Health) Graduates	20%	1,133	226.6	1,217	243.4		
Economic Development (psychology) Graduates	"	165	33	189.0	37.8		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	1,447.9	--	1,573.3	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	1,476.9	--	1,506.4
FY 2015 Performance Funding Curve-Out					\$4,565,358		
Percent of Target Achieved					106.5%		
FY2015 Performance Pool Funds Earned Back					\$4,565,358		
NSC (4% Target)	Weights	Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
Bachelor's Degrees	50%	270	135.0	303	151.5		
At-Risk Bachelor's Graduates (Minority + Pell-Eligible x .4)	"	72	36.2	69	34.6		
Gateway Course Completers	5%	802	40.1	709	35.5		
Transfer Students w/a transferable associate's degree	5%	331	16.6	336	16.8		
Efficiency - Awards per 100 FTE	20%	13.1	2.6	14.4	2.9		
Economic Development (STEM and Allied Health) Graduates	20%	119	23.8	134	26.8		
Economic Development (business and management) Graduates	"	31	6.2	35	7.0		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	260.5	--	275.0	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	270.9	--	281.7
FY 2015 Performance Funding Curve-Out					\$628,433		
Percent of Target Achieved					101.5%		
FY2015 Performance Pool Funds Earned Back					\$628,433		
CSN (2% Target)	Weights	Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
1 to 2 Year Certificate	10%	236	23.6	235	23.5		
At-Risk Certificate Recipients (Minority + Pell-Eligible x .4)	"	56	5.6	69	6.9		
Associate's and Bachelor's Degrees	30%	2,112	633.6	2,506	751.8		
At-Risk Associate's and Bachelor's Graduates (Minority + Pell-Eligible x .4)	"	492	147.6	718	215.4		
Transfer Students w/24 credits or associate's degree	10%	2,876	287.6	3,254	325.4		
Efficiency - Awards per 100 FTE	20%	11.7	2.3	14.3	2.9		
Gateway Course Completers	10%	12,236	1,223.6	12,604	1,260.4		
Economic Development (STEM and Allied Health) Graduates	20%	736	147.2	780	156.0		
Economic Development (business and management) Graduates	"	454	90.8	520	104.0		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	2,561.9	--	2,846.2	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	2,613.1	--	2,665.4
FY 2015 Performance Funding Curve-Out					\$4,375,933		
Percent of Target Achieved					108.9%		
FY2015 Performance Pool Funds Earned Back					\$4,375,933		

NSHE PERFORMANCE POOL (2012-13 Actuals)

GBC (2% Target)	Weights	2011-12 Baseline		2012-13 Actual/Target		2013-14 Target	
		Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
1 to 2 Year Certificate	10%	107	10.7	135	13.5		
At-Risk Certificate Recipients (Minority + Pell-Eligible x .4)	"	23	2.3	25	2.5		
Associate's and Bachelor's Degrees	30%	321	96.3	285	85.5		
At-Risk Associate's and Bachelor's Graduates (Minority + Pell-Eligible x .4)	"	67	20.0	54	16.2		
Transfer Students w/24 credits or associate's degree	10%	48	4.8	63	6.3		
Efficiency - Awards per 100 FTE	20%	24.6	4.9	25.3	5.1		
Gateway Course Completers	10%	1,065	106.5	1,215	121.5		
Economic Development (STEM and Allied Health) Graduates	20%	174	34.8	138	27.6		
Economic Development (mechanic and repair technologies) Graduates	"	39	7.8	44	8.8		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	288.2	--	287.0	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	293.9	--	299.8
FY 2015 Performance Funding Curve-Out					\$636,694		
Percent of Target Achieved					97.6%		
FY2015 Performance Pool Funds Earned Back					\$621,611		

GBC's adjusted 2013-14 target is 306.7. It must over perform by 6.9 weighted points in 2013-14 in order to earn back the 2.4 percent of funding not earned in 2012-13.

TMCC (2% Target)	Weights	2011-12 Baseline		2012-13 Actual/Target		2013-14 Target	
		Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
1 to 2 Year Certificate*	10%	51	5.1	70	7.0		
At-Risk Certificate Recipients (Minority + Pell-Eligible x .4)*	"	21	2.1	18	1.8		
Associate's Degrees	30%	1,035	310.5	950	285.0		
At-Risk Associate's Graduates (Minority + Pell-Eligible x .4)	"	249	74.6	238	71.5		
Transfer Students w/24 credits or associate's degree	10%	989	98.9	1,281	128.1		
Efficiency - Awards per 100 FTE*	20%	17.1	3.4	16.1	3.2		
Gateway Course Completers	10%	4,230	423.0	4,350	435.0		
Economic Development (STEM and Allied Health) Graduates	20%	273	54.6	248	49.6		
Economic Development (precision production) Graduates	"	5	1.0	18	3.6		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	973.3	--	984.8	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	992.7	--	1,012.6
FY 2015 Performance Funding Curve-Out					\$1,518,361		
Percent of Target Achieved					99.2%		
FY2015 Performance Pool Funds Earned Back					\$1,506,270		

*revised 10/11/13 - certificate of general studies removed from base - targets adjusted accordingly

TMCC's adjusted 2013-14 target is 1,020.5. It must over perform by 7.9 weighted points in 2013-14 in order to earn back the 1 percent of funding not earned in 2012-13.

WNC (2% Target)	Weights	2011-12 Baseline		2012-13 Actual/Target		2013-14 Target	
		Points	Weighted Pts.	Points	Weighted Pts.	Points	Weighted Pts.
1 to 2 Year Certificate	10%	30	3.0	20	2.0		
At-Risk Certificate Recipients (Minority + Pell-Eligible x .4)	"	8	0.8	4	0.4		
Associate's and Bachelor's Degrees	30%	465	139.5	502	150.6		
At-Risk Associate's and Bachelor's Graduates (Minority + Pell-Eligible x .4)	"	114	34.1	114	34.2		
Transfer Students w/24 credits or associate's degree	10%	213	21.3	354	35.4		
Efficiency - Awards per 100 FTE	20%	21.0	4.2	23.3	4.7		
Gateway Course Completers	10%	1,549	154.9	1,684	168.4		
Economic Development (STEM and Allied Health) Graduates	20%	122	24.4	138	27.6		
Economic Development (construction trades) Graduates	"	9	1.8	9	1.8		
TOTAL WEIGHTED POINTS - ACTUAL	100%	--	383.9	--	425.1	--	0.0
TOTAL WEIGHTED POINTS - TARGET		--	--	--	391.6	--	399.5
FY 2015 Performance Funding Curve-Out					\$679,820		
Percent of Target Achieved					108.5%		
FY2015 Performance Pool Funds Earned Back					\$679,820		

NOTE: For all data where the defined source is IPEDS, the 2012-13 data is from institutional IPEDS submissions - final data will be public through IPEDS in the spring.

Performance Pool Outcomes - Data Definitions

Outcome	Definitions
1 to 2 year Certificate	The total number of certificates requiring 30 or more credit hours granted during an academic year. Students earning multiple certificates in an academic year will have each earned certificate count as a separate outcome. An additional weight of .4 per certificate awarded to a minority or Pell eligible student is applied. (Source: IPEDS and institutional data to identify low income graduates)
Associate's Degrees	The total number of associate's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome. An additional weight of .4 per associate's degree awarded to a minority or Pell eligible student is applied. (Source: IPEDS and institutional data to identify low income graduates)
Bachelor's Degrees	The total number of bachelor's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome. An additional weight of .4 per bachelor's degree awarded to a minority or Pell eligible student is applied. (Source: IPEDS and institutional data to identify low income graduates)
Master's Degrees	The total number of master's degrees conferred during an academic year. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome. An additional weight of .4 per master's degree awarded to a minority student is applied. (Source: IPEDS and institutional data to identify low income graduates)
Doctoral Degrees	The total number of doctoral degrees conferred during an academic year. First-professional degrees (medical, dental, law) are not included. Students earning multiple degrees in an academic year will have each earned degree count as a separate outcome. An additional weight of .4 per doctoral degree awarded to a minority student is applied. (Source: IPEDS and institutional data to identify low income graduates)
Transfer Students w/a Transferable Associate's Degree	Total number of students transferred to a 4-year institution with a transferable associate's degree from an NSHE community college. (Source: NSHE Data Warehouse)
Transfer Students w/24 credits or Associate's Degree	The total number of students who enrolled at a four-year institution during the fall or spring semester of a given reporting year who had earned at least 24 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.) (Source: NSHE Data Warehouse)
Efficiency - Awards per 100 FTE	The number of bachelor's, master's and doctoral awards per 100 FTE at 4-year institutions and the number of certificates, associate's and bachelor's (where applicable) per 100 FTE at the 2-year institutions. (Source: IPEDS and Official FTE)
Sponsored/External Research Expenditures	The total amount expended on sponsored programs/projects of research and other scholarly activities for the fiscal year. This amount includes federal, federal pass-through, State of Nevada, other state and local government, private for-profit, private non-profit. Other scholarly activity includes the instructional, public service, student services, and "other" functional grant categories, including workforce development. The figures exclude the scholarship/fellowship category. (Source: Sponsored Projects)
Gateway Course Completers	The total number of students (unduplicated) who successfully completed a college-level English or mathematics course (grad C- and above) in the reporting year. (Source: NSHE Data Warehouse)
Economic Development - STEM and Allied Health Graduates	Total number of certificates, associate's, bachelor's, master's, or doctoral degrees awarded (first professional awards are excluded) in an academic year based on CIP codes for STEM and health professionals as identified by NCHEMS for the NGA metrics. (CIPs: 4 - architecture and related services; 11 - computer and information sciences and support services; 14 - engineering; 15 - engineering technologies/technicians; 26 - biological and biomedical sciences; 27 - mathematics and statistics; 40 - physical sciences; 41 - science technologies/technicians; and 51 - health professions and related clinical sciences) (Source: IPEDS)
Economic Development - Institution Selected Discipline	Total number of certificates, associate's, bachelor's, master's, or doctoral degrees awarded (first professional awards are excluded) in an academic year based on CIP code selected by the institution which aligns with the state's economic development plan. (UNLV- 52 Business, Management, and Related Support Services; UNR- 42 Psychology; NSC- 52 Business, Management, and Related Support Services; CSN- 52 Business, Management, and Related Support Services; GBC - 47 Mechanic and Repair Technologies/Technician; TMCC- 48 Precision Production; WNC- 46 Construction Trades.) (Source: IPEDS)

**Nevada System of Higher Education
State Support Approved by Institution
Fiscal Year 2014 State Supported Operating Budget**

<u>Institution</u>	<u>UNLV</u>	<u>UNR</u>	<u>NSC</u>	<u>CSN</u>	<u>TMCC</u>	<u>WNC</u>	<u>GBC</u>	<u>Total</u>
FY 2012 Resident Weighted Student Credit Hours (WSCH)	886,813	619,941	92,826	626,677	214,603	74,414	60,769	2,576,043
Times amount approved per WSCH	<u>\$137.69</u>	<u>\$137.69</u>	<u>\$137.69</u>	<u>\$137.69</u>	<u>\$137.69</u>	<u>\$137.69</u>	<u>\$137.69</u>	<u>\$137.69</u>
State Support via WSCH (1)	\$122,104,753	\$85,359,306	\$12,781,157	\$86,286,782	\$29,548,559	\$10,246,019	\$8,367,247	\$354,693,823
<u>Funding Formula Amounts Approved Outside WSCH</u>								
Small Institution Factor (2)	\$0	\$0	\$0	\$0	\$0	\$767,580	\$1,176,930	\$1,944,510
Research O&M (3)	\$3,218,775	\$3,582,891	\$0	\$0	\$0	\$0	\$0	\$6,801,666
<u>Legislative Actions Outside the Funding Formula</u>								
Salary Restoration (4)	\$2,187,456	\$1,330,455	\$113,889	\$1,041,051	\$479,206	\$161,453	\$194,497	\$5,508,007
Mitigation (5)						\$2,305,787	\$2,737,776	\$5,043,563
Research O&M-One-time reallocation from CSN/NSC (6)	<u>\$1,725,398</u>	<u>\$0</u>	<u>(\$566,616)</u>	<u>(\$1,158,782)</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total State Support (7)	\$129,236,382	\$90,272,652	\$12,328,430	\$86,169,051	\$30,027,765	\$13,480,839	\$12,476,450	\$373,991,569
Total State Support per WSCH	\$145.73	\$145.61	\$132.81	\$137.50	\$139.92	\$181.16	\$205.31	\$145.18

(1) State support via WSCH at UNLV and UNR represents funding provided to each of the university's main instructional budget accounts. Does not include other budget accounts administered by each of the universities which do not utilize the higher education funding formula to determine state support.

(2) To account for increased costs due to economies of scale, the funding formula provides additional funding to institutions that generate under 100,000 weighted student credit hours.

(3) The funding formula provides research universities Operation and Maintenance (O&M) funding for space allocated exclusively for research purposes since these activities do not directly produce weighted student credit hours.

(4) The 2013 Legislature approved partial restoration of previous salary reductions. A portion of these funds were distributed to the Board of Examiners on an actual cost basis, not through the funding formula. These funds will be re-distributed through the funding formula on a WSCH basis in the NSHE 2015-17 biennial budget request.

(5) The 2013 Legislature approved mitigation funds for WNC and GBC to offset the loss of General Fund support due to the impact of implementing the new funding formula.

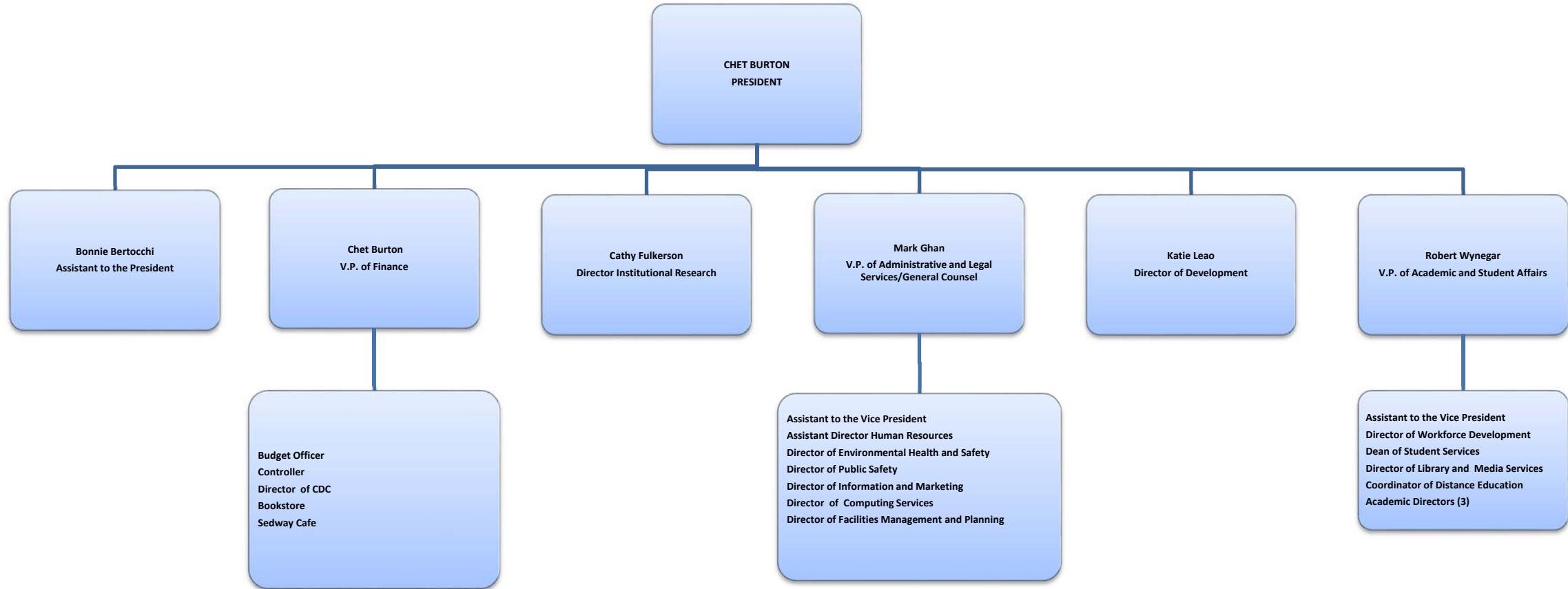
(6) The 2013 Legislature augmented amounts allocated for Research O&M at UNLV and temporarily financed the additional costs through reductions in state support for CSN and NSC.

(7) In addition to state support, the funding formula provides that institutions retain 100% of the student tuition and fees generated by that institution with no General Fund offset.

Appendix C

Western Nevada College Organizational Chart

WESTERN NEVADA COLLEGE ORGANIZATIONAL CHART



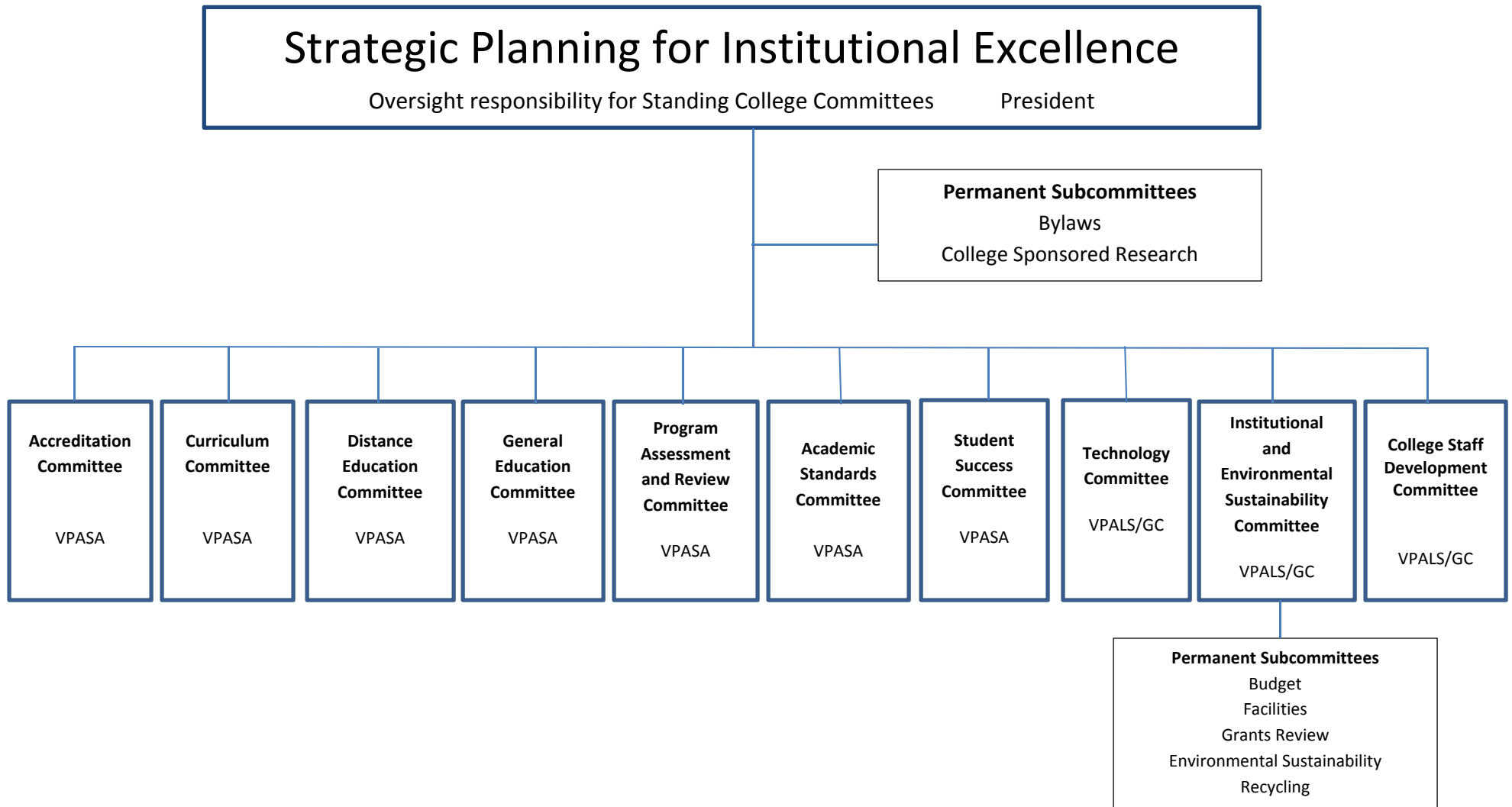
Updated 2/11/14

Appendix D

Western Nevada College Committees

Western Nevada College

Standing College Committees



Appendix E

Western Nevada College's Jump Start Program Description



About WNC Academics Apply Now Athletics News & Events

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[Student Services](#) [Student Life](#)



Jump Start College Program

- [Carson High School](#)
- [Churchill County High School](#)
- [Dayton High School](#)
- [Douglas High School](#)
- [Fernley High School](#)
- [Silver Stage High School](#)
- [Smith Valley High School](#)
- [Virginia City High School](#)
- [Yerington High School](#)
- [Student Services Home](#)
- [Jump Start Grant Application](#)

What is Jump Start College?

Jump Start College is a partnership between Western Nevada College and eight western Nevada high schools. It offers high-achieving junior and senior students the opportunity to earn up to 48 college credits prior to their high school graduation.

Eligibility Requirements

Students who have passed Algebra II with a B grade or better may be considered. They will complete the college Accuplacer essay test and those who test into English 101 will be eligible to apply for the "Jump Start College" program.

Program Expectations

Jump Start students will complete their degree requirements for English and mathematics, as well as several other area, depending on the participating high school. Check with your high school counselor for the list of classes offered.

Participating High Schools

Click on your school's logo to fill out the Jump Start application

NOTE: Jump Start applications are not compatible with Firefox browsers.

Carson High School



Churchill County High School

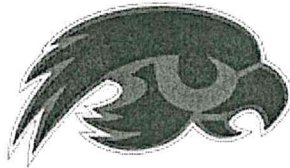
Dayton High School



Douglas High School



**Fernley
High
School**



**Silver Stage
High School**



**Smith Valley
High School**



**Virginia City
High School**



**Yerington
High School**

For additional information, please contact:

Jump Start College Program
Western Nevada College
Bristlecone Building 100
2201 West College Parkway
Carson City, NV 89703

Phone: 775-445-3344
E-mail: Lupe.Ramirez@wnc.edu

Appendix F

Western Nevada College Collective Bargaining Contract



Western Nevada College

Nevada Faculty Alliance (NFA)

NFA Contract

2014

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Overview

The parties to this agreement are the Board of Regents (BOR) of the Nevada System of Higher Education (NSHE) acting on its behalf and on behalf of the Western Nevada College (WNC), (hereinafter collectively and individually called "administration"), and the Western Nevada College Nevada Faculty Alliance, (hereinafter called "WNC-NFA").

Preamble

The intent of both parties in carrying out their responsibilities is to promote the quality and effectiveness of education at WNC and to establish an orderly procedure for the resolution of differences between the NSHE and the faculty who are members of the bargaining unit. These objectives are best accomplished by a good faith, cooperative and collegial relationship in the Nevada System of Higher Education (NSHE). This Preamble being a statement of intent is not subject to the grievance procedures contained in this Agreement.

Article 1 Recognition

NSHE hereby recognizes that the WNC-NFA has been elected as the sole and exclusive representative for purposes of collective bargaining activities as described in the Board of Regents Handbook for all academic faculty employed by WNC in the professional service of the NSHE for a period exceeding six months at .50 FTE or more, but excluding adjunct faculty members and administrative faculty.

Article 2 – Definitions

"A" Contract - faculty that work a standard work week, year round, and earn annual leave

"B" Contract - faculty that work a 171 day contract and are not eligible for annual leave

Academic Faculty - all professional employees holding academic professional contracts (.5 FTE or more; instructional faculty, counseling faculty, library faculty as authorized by the Board of Regents Handbook)

Academic Director - Administrative faculty who are responsible for all functions of an academic division

Academic Program - An academic program or curriculum is defined as a set of courses and requirements that result in a degree or a certificate, or a set of courses and requirements that form a substantial part of any degree or curriculum (i.e. general education)

Academic Projects - Specific projects designed to increase student learning, student participation in and completion of academic programs, and specific projects and programs designed to enhance student life and experience at WNC

Academic Year - the period between the beginning of the academic term in the fall and the end of the academic term in the spring

Administrative Faculty - Administrators holding faculty contracts where teaching is not their primary responsibility

Administrator - any Director, Dean, Vice President, or professional employees in the President's Office, confidential, supervisory or managerial employee or assistant to any of the above named administrators.

Bargaining Unit - faculty members who are covered by the NFA contract

Benefits - compensation, holidays, and employee leave

Calendar Year - January 1 through December 31

Contact Hours - a unit of instruction whereby faculty are involved with students in a course or laboratory/clinical setting

Credit Hours - a unit assigned to a course that is based upon the amount of contact hours

Dean - an administrator holding the position title Dean or the responsibilities equivalent to Dean level

Duty Days - the 171 days of a contract that faculty are required to work per academic year

Fiscal Year - July 1-June 30

Full-time Equivalent (FTE) - faculty who are contractually full-time (1.0)

Grievance – a written complaint filed by a faculty member that alleges an act or omission by the WNC Administration resulting in an adverse impact on their employment conditions

Grievance Counting Days - working days excluding the first day, but including the last day

Instructional Full Load - 30 instructional units per academic year

Instructional Unit - 50 minute lecture hour per week OR 15/18 of a lab hour OR 15/20 of a practicum or clinical hour

Liaison - an individual that provides communication or cooperation between entities

Overload - compensation paid for work provided beyond the contract-determined 'instructional full load'

Plus Days - days assigned to do work beyond the designated 'duty days'

Reassigned Time - teaching load that is reduced in consideration of the performance of administrative duties

Salary - monetary compensation for base contract work completed for NSHE

Stipend - monetary compensation for special services rendered beyond the base contract

Teaching Faculty - faculty members who assume teaching as their primary work responsibility

Tenured - faculty who have been granted tenure by the Board of Regents

WNC-Nevada Faculty Alliance - collective bargaining agent for faculty members at WNC

Working Days - traditional Monday through Friday, non NSHE defined holidays, unless traded for Saturday and/or Sunday

Workload - teaching and other academic assignments that are contractually determined

Article 3 Association Prerogatives and Responsibilities

3.1 Non-Discrimination

3.1.1. Both the NSHE and the WNC-NFA agree that the provisions of this Agreement shall be applied uniformly to all members of the bargaining unit as applicable. The NSHE agrees that it will not discriminate against any member of the bargaining unit with respect to hours, wages, or any other terms and conditions of employment as described in the Board of Regents Handbook and in this Contract by reason of membership in the WNC-NFA, participation in any lawful activities of the WNC-NFA, or any grievance, complaint or proceeding under this agreement.

3.1.2. The WNC-NFA agrees that it will represent all members of the bargaining unit fairly and without reference to membership in WNC-NFA. WNC-NFA asserts that membership in the WNC-NFA is not compulsory and that members of the bargaining unit have the right to join or not join the WNC-NFA as each may decide. Neither WNC-NFA nor NSHE shall coerce or discriminate against any faculty member in the exercise of such right.

3.2 Contract Administration Training/Attendance at Conventions

WNC-NFA shall have a total of up to twenty (20) working days paid leave per year to be distributed by WNC-NFA to delegates to attend contract administration/training conventions. Participation by any one individual will not exceed five (5) working days per year. Each person who will be absent has the responsibility to arrange for a qualified replacement and WNC shall not be liable for any compensation for the replacement. WNC-NFA shall provide ten (10) working days' notice to the President of WNC, or designee, and to the supervisor of the individuals who are seeking to attend such programs and the identity of the replacements. It is expected that the President, or designee, will approve such requests or present reasons for denial to the faculty member.

Article 4 – Miscellaneous

4.1 Completeness of Contract

This writing constitutes the entire Contract between the parties, and no oral statement shall add to or supersede any of its provisions; nor shall any action or practice under this Contract modify its clear terms unless expressly agreed to in writing by the parties.

4.2 Savings Clause; Severability

All provisions of this Contract shall be applicable, performed or enforced only to the extent permitted by law. In the event that any provision of this Contract is or shall at any time be found by a tribunal of competent jurisdiction to be contrary to law, all other provisions of this Contract shall remain in force and effect, and the parties shall meet for the purpose of negotiating a substitute for the void provision. “Law” as used herein shall include statutory laws, executive orders and other rules properly adopted which have the force and effect of law.

4.3 Individual Faculty Contracts

Individual faculty contracts shall be consistent with this Contract.

4.4 Bargaining on a Successor Contract

The parties agree to commence bargaining for a successor Contract at a time and place mutually convenient to the parties.

4.5 Duration

This Contract shall become effective July 1, 2014 and shall remain in effect until the close of business on June 30, 2017. By the mutual agreement of the WNC-NFA and the WNC Administration, this Contract may be reopened for minor modifications which will be handled by a memorandum of understanding.

4.6 Choice of Laws and Choice of Forum

Any legal dispute brought under this Contract shall apply the laws of the State of Nevada in interpreting this Contract as well as in enforcing the same, without giving effect to its conflict of law principle. Any action filed to litigate any element of this agreement or to seek the interpretation thereof shall be filed in the 1st Judicial District Court in Carson City, State of Nevada, unless preempted by federal law in which case it shall be filed in the U.S. District Court for the District of Nevada.

4.7 Lawful Disclosure

Any disclosure of information that is prohibited herein shall be allowed if done pursuant to lawful subpoena or court order.

4.8 Fiscal Consideration

In the event that NSHE financial status is seriously impacted by the passage of any state or federal law, which restricts the budget of any of the special assignments provided for in this Contract, the release time equivalencies and/or stipends may be open for renegotiation. Any such renegotiation shall have general application and not individual application.

4.9 Employee Management Committee

During the course of this Contract, the WNC President will form an Employee Management Committee (50% academic faculty) to address issues which may arise regarding faculty welfare.

Article 5 – Faculty Evaluation Process

5.1 Overview

The faculty evaluation cycle is the academic year. The faculty evaluation process will consist of an annual plan to set goals for the academic year (due 9/1 of each year), a self-evaluation to determine the completion of the criteria as set forth in the annual plan (due 4/1 of each year), and an administrative classroom observation in accordance with Article 6 - Classroom Observations by Administrators. The 2014 spring semester will be included in the 2014-2015 evaluation cycle.

5.2 Authority

5.1.1. The appropriate vice-president will be the final authority for faculty evaluations.

5.1.2. Directors will coordinate the evaluation process and assign a rating.

5.3 Annual Plan

5.3.1. Faculty members are to complete their annual plan by September 1st. The annual plan sets measurable criteria by which the faculty member notifies their director and the administration of their professional intent for each academic year. Annual plans are to address goals related to teaching, professional development, college-wide involvement, and community participation.

5.3.2. The criteria set forth in the annual plan are the result of a collaborative effort by the administration and the Academic Faculty Senate. The WNC president shall create a committee to establish, review and modify the faculty evaluation criteria. This committee shall consist of at least 50% tenured faculty. The criteria shall reflect and support goals as described in the College Mission Statement. The criteria should be broad enough in scope that students, faculty members, and the needs of the College are adequately met.

5.3.3. Once established, annual plans may be modified by the faculty member as situations or circumstances warrant. It is the responsibility of the faculty member to keep their director apprised of any changes to the annual plan. The most current annual plan shall be used as the evaluative tool in the annual evaluation.

5.4 Annual Evaluation Process

5.4.1. By April 1st, faculty members will complete their self-evaluation. The self-evaluation completed should reflect the completion of the criteria as set forth in the annual plan.

5.4.2. The director shall use the contents of the annual self-evaluation, student evaluations, classroom observation(s), and elements of the faculty member's annual plan to designate a rating for the faculty member. A minimum of one

class observation will be conducted per academic year for tenured faculty. For non-tenured faculty, a minimum of one class observation will be conducted per academic semester. The director shall provide for a confidential process by which the faculty member can review his or her annual evaluation once it is complete and signed.

5.4.3. The director will schedule a meeting between the two parties to review the contents of the evaluation. The faculty member will review the annual report and attach their signature indicating they have read the annual evaluation.

5.4.4. Prior to the review by the vice-president, either party may request a full-time faculty evaluation committee read, verify, and comment on the evaluations.

5.4.5. The appropriate vice-president shall review the contents of the self-evaluation written by the faculty member and the ratings assigned by the director. The vice-president may, at his or her discretion, adjust the ratings.

5.4.6. Annual reports may be used to incorporate recommendations made during the evaluation process and/or to mentor faculty. After an annual evaluation process has been signed off by the director, the vice-president, and the faculty member, the evaluation cycle is considered complete and final.

5.5 Unsatisfactory Evaluations of Tenured Faculty

5.5.1. Formation of Faculty Support Committee: If, after the completion of the above process and the process set forth in Article 7 of this contract (if applicable), a tenured faculty member covered by this Contract has received a first unsatisfactory evaluation, the evaluator will, with the agreement of the faculty member, create a three (3) person committee for the purpose of working with the faculty member to improve his/her performance. The faculty member shall choose one (1) member of the committee; the evaluator shall choose another member. The two (2) members thus chosen shall meet and choose a third (3rd) member for the committee from an instructional discipline similar to the faculty member's. All members of the faculty support committee shall be tenured faculty. All participants in the meeting or hearing must comply with confidentiality requirements related to personnel matters.

5.5.2. Duties of Faculty Support Committee: During the semester following the unsatisfactory evaluation, the faculty support committee shall meet with the evaluator to determine the basis for the unsatisfactory evaluation. The committee, with the cooperation of the evaluator, will prepare objectives to be met by the faculty member in regaining a satisfactory level of job performance. The faculty support committee shall then meet with the faculty member for the purpose of preparing a plan to meet the objectives the committee has developed. The faculty member shall be given the opportunity to suggest revisions to the objectives, and the committee shall decide whether these are appropriate. The plan will then be recommended to the evaluator for approval. The faculty support committee shall

meet at least twice with the faculty member during the academic year following the first unsatisfactory evaluation for the purpose of reviewing progress and offering assistance in meeting the objectives.

5.5.3. Report of Faculty Support Committee: Prior to April 1 in the year following the first unsatisfactory evaluation, the faculty support committee shall submit a report to the appropriate Academic Director, detailing the objectives that were established and the committee's evaluation of the faculty member's performance in meeting the objectives. A copy of the faculty support committee's report shall be made available to the faculty member under review. The Academic Director shall prepare the faculty member's evaluation, taking into account the report of the faculty support committee.

5.6 Confidentiality

Directors shall comply with confidentiality requirements related to personnel matters in the faculty evaluation process.

Article 6 - Classroom Observations by Administrators

6.1 Administrators will provide faculty at least five (5) working days notice, by email, of their intent to observe a class. Faculty may agree to a classroom observation sooner than five (5) working days, at their discretion.

6.2 Classroom observations should be carried out in such a manner that the class is not disrupted by the administrator. The observing administrator should not engage faculty or students during the class period.

ARTICLE 7– GRIEVANCES REGARDING ANNUAL PERFORMANCE EVALUATIONS

7.1 Pursuant to Board of Regents Code, Title 2, Chapter 5, Section 5.12.3, “Each institution and the System Office shall adopt, in their respective bylaws, a procedure for review of a faculty member’s adverse annual evaluation rating, as provided in Section 5.16 of the NSHE Code. Academic and administrative faculty who disagree with the supervisor’s evaluation may submit a written rejoinder, as provided for in Title 4, Ch. 3, Sec. 4(5).”

7.2 All meetings or hearings resulting from an adverse annual performance evaluation rating shall be internal and handled in accordance with the following procedures. It is in the best interests of the individual and WNC that disagreements concerning the job performance of a member of the faculty be resolved quickly. Adverse annual performance evaluation timelines shall honor the most restrictive regular contract days of any of the grievance parties. (This refers to the type of contract: A, B, B Plus.)

7.3 The evaluated faculty member is referred to herein as the Petitioner. The evaluator is referred to herein as the Respondent.

7.3.1. The Petitioner who disagrees with an annual performance evaluation rating will request a meeting with the Respondent within ten (10) calendar days of the receipt of the adverse annual evaluation report to discuss the evaluation and resolve the problem. The Respondent shall agree to such a meeting within ten (10) calendar days of the Petitioner’s request. The petitioner may be accompanied by a representative if the petitioner so chooses. The faculty representative may be a fellow faculty member or other person designated by the petitioner. The petitioner shall notify the respondent at the time the meeting is set if he or she will be accompanied by a representative. If the petitioner elects to have a representative present, the respondent may then choose to be accompanied by a representative of the administration’s choosing. Otherwise the meeting shall be limited to the petitioner and the respondent. All participants at the meeting must comply with confidentiality requirements related to personnel matters.

7.3.2. If the petitioner is not satisfied with the results of the meeting with the respondent, the petitioner must submit a written statement to the respondent which clearly indicates the portions of the written evaluation with which the petitioner disagrees and the reasons for the disagreement. This statement shall be submitted within ten (10) working days of the meeting between the petitioner and the respondent. The statement shall be attached to the petitioner’s written performance evaluation and become part thereof.

7.3.3. If the adverse evaluation is not modified to the satisfaction of the petitioner, and with the agreement of the petitioner, a peer evaluation through the Evaluation Review Committee as defined in paragraph (d) will be conducted within 60 days. The respondent’s official evaluation and the petitioner’s rejoinder and/or peer evaluation will be retained in the petitioner’s personnel file along with

other recommendations from the review process. If a peer evaluation, or any other review process result in a recommendation that the initial evaluation be changed, that recommendation shall be forwarded to the President or designee of the institution, who, at his or her discretion, may change the petitioner's evaluation by means of an addendum attached to the front of the evaluation stating how the evaluation is being changed and the reasons for the change. If the President or designee does not change the evaluation, the reasons shall also be stated by means of an addendum attached to the front of the evaluation. The President or designee shall sign the addendum and provide a copy to the petitioner and the evaluator.

7.3.4. The Ad Hoc Adverse Evaluation Review Committee shall consist of one member chosen by the respondent and another chosen by the petitioner. The two members thus chosen shall meet and choose a third member for the committee. All participants in the meeting or hearing must comply with confidentiality requirements related to personnel matters.

Article 8– Grievances –Other Than Annual Performance Evaluations

8.1 Overview

Disagreements allegedly resulting in an adverse impact on the employment conditions of a faculty member relating to salary, promotion, aspects of contractual status or relating to alleged violations of the Nevada System of Higher Education Code, the WNC Institutional Bylaws or this Contract, should be resolved in a timely manner and as administratively close to the perceived problem as possible.

8.2 Definitions

8.2.1. Grievant: A grievant shall be a member of the bargaining unit who, at the time of the alleged violation, has rights under the provision(s) of the Contract alleged to have been violated. A grievant shall also mean the WNC-NFA where it has rights under a provision(s) of the Contract alleged to have been violated.

8.2.2. Grievance: Grievance is a written complaint filed by a faculty member that alleges an act or omission by the WNC Administration resulting in an adverse impact on their employment conditions relating to salary, promotion, appointment with tenure or aspects of contractual status, or relating to alleged violations of the Nevada System of Higher Education Code, the WNC Institutional Bylaws, or this Contract. Decisions of the Board of Regents are not subject to review by grievance procedures (NSHE Code, Title 2, Chapter 5, Section 5.7). Any decision which involves the non-reappointment to employment of faculty in, or the furlough or layoff of faculty for financial exigency or curricular reasons is not subject to review by grievance procedures pursuant to the Code (NSHE Code, Title 2, Chapter 5, Section 5.7). An eligible academic faculty member who has been denied appointment with tenure after being specifically considered for such appointment shall be entitled to reasons for, and the reconsideration of, such denial as provided in Subsections 5.2.3 and 5.2.4 of the Code (NSHE Code, Title 2, Chapter 3, Section 3.4.5 or Chapter 4, Section 4.4.5).

8.2.3. Days: For purposes of this Grievance Procedure, days shall mean working days (Monday through Friday and non-holidays) within the approved academic calendar. The timeline is not counted while the faculty member is off contract.

8.3 Time for Filing Grievance

If an individual wishes to file a grievance, the grievance must be filed with the WNC Human Resource Office on a GSF (Grievance Statement Form) available on the WNC Human Resources Web site within:

- Ten (10) working days following the act or omission giving rise to the grievance;
or

- Ten (10) working days following the first time the grievant knew or should have known of the act or omission, if that is later. In this case the document must identify when the grievant first learned of the act or omission.

8.4 Content of Initial Filing

The initial filing shall contain the grievant's

- Name
- Office and Home Address
- Description of the act or omission which gave rise to the grievance including the date of such act or omission, the Code, Bylaws or Contract section allegedly violated, if any. Grievant must clearly articulate how the alleged violation adversely impacted their terms or conditions of employment.
- Remedy Sought

8.5 Grievance Procedures

A faculty member who seeks to grieve any of these issues shall proceed as follows:

8.5.1. Initial Meeting: The appropriate administrator, or designee, shall offer to meet with the grievant within ten (10) working days of the filing of a grievance. The meeting shall be informal in nature. The grievant shall have the opportunity to explain the circumstances surrounding the grievance and present witnesses, if any. The appropriate administrator, or designee, shall respond with a decision in writing to the grievance within ten (10) working days following the meeting. The appropriate administrator, or designee, shall transmit one copy of the decision document to the grievant and one copy to the WNC-NFA. The decision document shall provide reasons for the decision.

8.5.2. Appeal to the Vice President: If the grievant is not satisfied with the decision arising from the initial meeting, the grievant may appeal that decision to the appropriate vice president, or designee, by filing an appeal with the WNC Human Resources Office on forms to be provided by the WNC Human Resources Office. The appeal must be filed within ten (10) working days following the issuance of the decision document arising from the initial meeting. The Vice President, or designee, shall meet with the grievant within ten (10) working days following the filing of the appeal, and the grievant shall have the opportunity to explain the circumstances surrounding the grievance. The meeting shall be informal in nature. The grievant shall not present witnesses at this meeting, but witnesses may be invited at the discretion of the Vice President or designee. The Vice President, or designee, shall issue a written decision to the President, which is advisory only, within ten (10) working days following the close of the meeting. The Vice President, or designee, shall transmit one copy to the

grievant and one copy to the WNC-NFA. The decision document shall provide reasons for the decision.

8.5.3. Appeal to President: If the grievant is not satisfied with the decision from the appeal to the appropriate vice president or designee, the grievant may appeal the decision to the President by filing an appeal with the Office of the President on forms to be provided by the WNC Human Resources Office within ten (10) working days following the issuance of the decision document from the appeal to a vice president or designee. The appeal shall indicate whether a meeting with the President is requested. The President, or designee, shall meet with the grievant within twenty (20) working days following the receipt of the appeal. The President or designee, and grievant may mutually agree to invite a witness or witnesses. If the grievant does not request a meeting, the grievant shall submit a brief statement (10 pages or less) explaining why they disagree with the decision from the vice president. The President shall issue a decision in writing within (20) twenty days following the meeting, if any, or following the filing of the appeal with the President's Office in the event no meeting is held. The President shall transmit one (1) copy to the grievant and one (1) copy to the WNC-NFA. The decision document shall provide reasons for the decision.

8.5.4. Appeal to the Chancellor: If the grievant is not satisfied with the President's decision, the WNC-NFA may appeal to the Chancellor by filing an appeal with the Office of the Chancellor on forms provided by the WNC Human Resources Office within twenty (20) working days following issuance of the decision document from the President or designee. It is the intent of the WNC-NFA to carefully scrutinize any grievance prior to it being forwarded to the Chancellor's office. It is generally expected that the parties to a grievance will make every effort to find a solution at the institutional level. The appeal shall indicate whether a meeting with the Chancellor is requested and shall contain a brief statement why the decision document from the President or designee is unsatisfactory. Within twenty (20) working days following the receipt of the appeal, the Chancellor, or designee, shall offer to meet with WNC-NFA and the meeting, if any, shall be held within twenty (20) working days thereafter. The WNC-NFA shall have the opportunity to explain the circumstances of the appeal at this meeting. The meeting shall be informal in nature. Neither witnesses nor the grievant is normally expected to be present at the meeting with the Chancellor, but may be called by mutual consent between the WNC-NFA and the Chancellor, or designee. The Chancellor, or designee, shall issue a response within twenty (20) working days following the close of the meeting. If no meeting is requested, the Chancellor, or designee, shall after reviewing the appeal documents issue a response to WNC-NFA in writing within twenty (20) working days following the filing of the appeal. The Chancellor shall have the discretion to consult with individuals or committees, including faculty members at WNC or at other institutions, regarding grievances appealed to the Chancellor. The decision of the Chancellor shall be final and binding on the parties.

8.6 Timeliness; Filing; Issuance of a Decision

A grievance or an appeal shall be considered filed at the time a copy of the grievance or appeal is presented to the appropriate office as specified in this grievance procedure. A decision shall be considered issued at the time it is handed personally to the grievant, sent to the grievant's college email address, or mailed return-receipt requested, in an envelope bearing proper postage and an address indicated by the grievant on the initial grievance or at such other address subsequently indicated by the grievant in writing to the office issuing the response. If mailed, the date of issuance shall be five (5) working days following the U.S. postal service post-mark.

8.7 Failure to Respond

Failure at any step of this procedure to issue a decision document within the time limits specified shall mean that the grievant may deem the grievance to be denied and may, therefore, appeal to the next step. Failure at any step of this procedure to appeal a decision to the next step within the time specified shall be deemed an acceptance of the decision.

8.8 Representation

Faculty members have the right to present a grievance to WNC and to have the grievance adjusted without intervention of the WNC-NFA except in an appeal to the Chancellor. All documents used by the grievant in presenting the grievance shall be made available to WNC in a timely and expeditious manner. All documents relevant to the process of the grievance requested by the grievant shall be made available to the grievant in a timely and expeditious manner. Any dispute over documents and their confidentiality shall be resolved by WNC's general counsel.

8.9 Consolidation of Grievances

Two (2) or more grievances involving the same act or omission and violation of this Contract may be consolidated for processing.

8.10 Meetings

Meetings, for the purpose of discussing a grievance, shall be held at mutually agreeable places and times during working hours, unless agreed to in advance by all involved.

8.11 Retaliation

No retaliation shall be taken against any employee by reason of having filed a grievance or participated in a grievance meeting.

8.12 Expenses

Each party to a grievance shall bear the expense of presenting its case.

8.13 Complaints of sexual harassment and/or discrimination: Other Grievance Procedures

Complaints of sexual harassment and/or discrimination may be brought in other procedures that exist at WNC, within the NSHE, or through state or federal procedures established for that purpose, but not through the grievance procedure. In all other respects, this procedure is the exclusive grievance procedure available to members of the bargaining unit, except as otherwise provided in this Contract.

Article 9 – Academic Faculty Workload

9.1 Responsibilities of Full-Time Instructional Faculty

9.1.1. As stated in the Board of Regents Handbook, Title 4, Chapter 3, Section 3 number 3, instructional faculty members are expected to teach; develop curriculum; conduct other instructional activities, including advising, grading, and preparing for classes; maintain currency in their academic discipline; and perform public and professional service, service to the institution, and similar academic activities.

9.1.2. An Instructional Faculty Member

9.1.2.1. Reports to appropriate Academic Director

9.1.2.2. Works cooperatively within the learning community

9.1.2.3. Provides instruction:

9.1.2.3.1. Teaches students in assigned classes in accordance with official course outlines

9.1.2.3.2. Responds to the needs of students as learners and consumers by providing high quality educational programs and services

9.1.2.3.3. Prepares individual course syllabi before instruction begins and distributes them to students and to the appropriate academic director on or before the first day of class

9.1.2.3.4. Selects textbooks for classes

9.1.2.3.5. Maintains scheduled office hours

9.1.2.3.6. Identifies supplies, equipment, and other learning resources needed to support instruction and make recommendations to the appropriate academic director

9.1.2.3.7. Maintains accurate class records of student grades and rosters

9.1.2.4. Availability to students:

9.1.2.4.1. Faculty Members are expected to be available to students and take an active role in student advising on all 171 contract days

9.1.2.4.2. In general, Instructional Faculty will be present on campus following a schedule established with the appropriate academic director

9.1.2.4.3. Absences from campus, for activities such as conferences or professional development, must be approved by the appropriate academic director.

9.1.2.4.4. Should an emergency or illness require class cancellation, the Faculty Member will work collaboratively with the appropriate academic director to arrange for class make-up, faculty substitute, or alternate student assignment

9.1.2.4.5. Faculty will maintain office hours , which will be posted on office doors during the first week of classes and announced on all class syllabi

9.1.2.4.6. Full-time Faculty must schedule office hours totaling at least five hours per week

9.1.2.5. Service to the institution is a normal requirement of all full-time Faculty. Faculty Members are expected to identify service to the college in their annual self-evaluations. Service contributions may include:

9.1.2.5.1. Serving as the advisor of a student organization as approved by the Vice President of Academic and Student Affairs

9.1.2.5.2. Serving as the chair of a college standing committee

9.1.2.5.3. Serving in a productive manner on a college standing committee as attested to by the chair of the committee

9.1.2.5.4. Representing the college in a significant NSHE project or national professional organization as approved by the Vice President or the President

9.1.2.5.5. Participating in a division or curriculum activity that significantly enhances an academic program, such as a significant and extraordinary assessment or program review activity

9.1.2.5.6. Participating in any other productive work that supports the college and its student as negotiated and approved by the Vice President of Academic and Student Affairs or the President

9.1.2.5.7. Participating in the peer-evaluation process

9.1.2.5.8. Serving on senate, college and/or system committees

9.1.2.5.9. Participating in planning and budgeting processes

9.1.2.5.10. Attending meetings and actively supporting college functions

9.1.2.5.11. Participating in program review and academic program assessment

9.1.2.5.12. Traveling to instructional sites

9.1.2.6. Professional development:

9.1.2.6.1. Engages in professional development activities, maintains currency in assigned teaching fields, and keeps informed on new approaches to instruction

9.1.2.6.2. Maintains occupational/technical professional credentials, if applicable, with the support of college resources

9.1.2.6.3. Prepares an annual self-evaluation in accordance with WNC bylaws

9.1.2.6.4. Promotes college educational programs and services to our communities

9.1.2.6.5. Performs other related duties as assigned

9.2 Institutional Responsibilities

9.2.1 Western Nevada College endorses academic freedom as defined by the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure.

9.2.2 Furthermore, the institution is committed to providing the following, within resources available:

9.2.2.1. The establishment and maintenance of a learning environment in which faculty can practice their profession as college teachers to the maximum advantage of their students and themselves

9.2.2.2. As much opportunity for study, professional advancement, and attendance at professional conferences as is consistent with the needs of the College of th

9.2.2.3. Adequate instructional support, resources, and office facilities

9.2.2.4. The provision of a clearly-stated set of board and institutional policies

9.2.2.5. Opportunity to participate in both the setting of policy and decision-making, particularly as related to instruction and matters directly concerned with faculty welfare

9.2.2.6. Open channels of communication which allow the faculty to express their views, make recommendations, air grievances, and seek appropriate action individually or collectively through authorized representatives.

9.2.2.6.1. Full-time faculty shall have the opportunity to provide recommendations to the Academic Director regarding the hiring of part-time faculty and the scheduling of classes taught by part-time faculty

9.2.2.6.2. Full-time faculty have the right to review divisional budgets (e.g. LOA and operating budgets).

9.2.2.7. A salary schedule which compares favorably with those of similar institutions, and is consistent with sound budgeting, and an opportunity to qualify for movement on that salary schedule as determined by the Academic Faculty Senate Professional Advancement Committee

9.2.2.8. A program of benefits: leave of absence program; sick leave policy; surgical, medical, and major medical benefits; dental benefits; group life insurance, and retirement

9.2.2.9. An administration which accepts as its primary responsibility the support of quality instruction and service to students.

9.3 Full-time Instructional Faculty Workload

9.3.1. Contracts/Schedules

9.3.1.1. The instructional unit, defined below, is the basis for determining faculty workload.

9.3.1.2. The contract period for instructional faculty coincides with the academic calendar, excluding holidays. It includes graduation and the period of time before the fall and spring semesters begin as reflected in the calendar recommended by the Academic Faculty Senate and approved by the college President. The academic calendar can be flexible for faculty with specialized assignments. It also includes the time period needed to file student grades and other necessary reports at the end of each semester. Faculty will establish a schedule for campus presence during the contract period in consultation with their Academic Director. The Academic Director will forward all work schedules to the Vice President of Academic and Student Affairs for approval.

9.3.1.3. Faculty will complete all necessary reports by the deadlines established by the Office of Admissions and Records.

9.3.1.4. Prior to each semester, supervisors and Faculty Members will complete a written semester workload agreement to be approved by the Vice President of Academic and Student Affairs and forwarded to the president.

9.3.1.5. A minimum of five office hours must be scheduled over at least three days per week at an instructional site.

9.3.1.6. By the end of the first week of each semester, Faculty Members shall submit a schedule of instruction and student advisement hours to the appropriate Academic Director for review and approval.

9.3.1.7. Academic Directors will immediately forward approved faculty schedules to the Vice President of Academic and Student Affairs.

9.3.1.8. By the end of the first week of classes, Faculty will post the approved schedule outside their offices, and the Academic Director will forward it to the appropriate college offices.

9.3.2. Instructional Loads for Instructional Faculty

9.3.2.1. Full-time Instructional Faculty will teach a minimum of 15 instructional units during the fall academic semester and a minimum of 30 instructional units for the academic year, except as noted in 9.3.2.2.

9.3.2.2. Nursing Faculty will teach a minimum of 18 contact hours during the fall academic semester and a minimum of 36 contact hours for the academic year (540 hours for the academic year).

9.3.2.3. There shall be a reduced class size of 8 students for clinical hours.

9.3.2.4. Lecture hours are 50 minutes in duration. Practicum, lab, and clinical hours are 60 minutes in duration.

9.3.2.5. The load definition formula is provided in 9.3.3 below and is the same for all full-time faculty.

9.3.2.6. In addition to the office hours mentioned in the previous section, teaching faculty are expected to spend an average of 15 hours per week in institutional service, such as committee work, and instructional support, such as grading, preparation, or curriculum development. Instructional Faculty will spend 35 hours on the assigned duties per week. The terms of these 35 hours will be developed with Academic Directors and documented in the semester workload agreement.

9.3.2.7. Twenty direct instructional hours per week are required for self-paced contact-hour contracts.

9.3.2.8. Faculty may be required to teach both days and evenings as well as in different campus/rural center locations. Faculty are considered to be WNC faculty and are not tied to a particular campus.

9.3.2.9. Class scheduling is driven by the needs of full-time, degree-seeking students. If a division offers a degree, the division undertakes an obligation to assure that students can complete the degree in a timely manner by attending college full-time. Academic Directors will consult with the Vice President of Academic and Student Affairs, the Director of Institutional Research, and the Director of Counseling to develop schedules of class offerings that meet student needs. Academic Directors, in collaboration with Faculty Members, will then develop appropriate courses and loads so that Instructional Faculty meet student needs.

9.3.2.10. Faculty may be given specific assignments according to their areas of expertise.

9.3.2.11. The teaching load of a Faculty Member teaching less than the minimum expected load as stated in 9.3.2.1 will be adjusted using one or more of the following options, in order of priority:

9.3.2.11.1. The assignment of a course previously scheduled to be taught by a part-time instructor.

9.3.2.11.2. Course or courses to be offered in the alternate semester schedule.

9.3.2.11.3. One or more short courses targeted for specific groups during the same semester.

9.3.2.11.4. Duties assigned by appropriate administrators, in consultation with the Academic Director, that relate to the Faculty Member's function at WNC

9.3.2.11.5. In the event that 9.3.2.11.4 (above) is exercised, prior, signed approval must be obtained from the Vice President of Academic and Student Affairs, and a written agreement of the work to be completed with a timeline and a reporting mechanism for specific outcomes must be provided.

9.3.3. Load Definition Formula

9.3.3.1. Instructional contact-hour definitions:

9.3.3.1.1 (LE) Lecture: A lecture requires regular preparation of instructional material and student assignments and includes regular written work assignments graded by the classroom Faculty Member.

9.3.3.1.2. (LA) Laboratory: A laboratory requires regular preparation of laboratory assignments and materials, continual faculty oversight and interaction with students, and regular written work assignments graded by the laboratory Faculty Member.

9.3.3.1.3. (S) Studio: A studio requires regular preparation of studio assignments and continual oversight and interaction with the students by the Faculty Member. Operation of the galleries on one campus is equivalent to one studio course.

9.3.3.1.4. (P) Occupational practice: An occupational practicum requires regular preparation of practice assignments and continual faculty oversight and interaction with students.

9.3.3.1.5. (C) Clinical: A clinical experience requires regular preparation and grading of clinical assignments, including written work, and continual oversight and interaction with the students.

9.3.3.1.6 The appropriate Academic Director is charged with recommending to the Vice President of Academic and Student Affairs the instructional units for any new class. This determination will be based on information provided in the course description and syllabus at the time of course approval.

9.3.3.2. Load Calculation: The calculation below is based on a 15-week semester. Any deviations from normal semester lengths will be appropriately adjusted to assure that total instructional hours per credit hour does not vary.

9.3.3.2.1. Full-time Faculty Instructional Load (in instructional units)
= Total number of lecture hours per week + $(15/18)$ x Total number of laboratory hours per week + $(15/20)$ x Total number of clinical hours per week + $(15/20)$ x Total number of practicum hours per week.

9.3.3.2.2. Full-time Instructional Faculty are required to teach a minimum of 15 instructional units (as defined above) per week in each semester of the academic year. The only deviation from this policy will be reassigned time for administrative responsibilities, as defined below, or special, written arrangements negotiated and approved by the Vice President of Academic and Student Affairs, and forwarded to the President before the end of the first week of the semester.

9.3.3.2.3. The Vice President of Academic and Student Affairs may choose to place an Academic Faculty Member on an annual contract longer than 171 days to accommodate certain administrative responsibilities. An agreement on the terms of these responsibilities, their specific duration, and mechanism for reporting outcomes will be signed by both parties and forwarded to the President for approval before a formal contract is issued.

9.4 Activities That Qualify for Reassigned Time and/or Additional Compensation

Reassigned time is only permitted for administrative assignments. Permissible reassigned time will be defined by the following:

9.4.1. The Faculty Senate Chair will be reassigned 6 instructional units per semester for collegial governance administrative responsibilities (177-day contract).

9.4.2. Campus Art Gallery will be one studio class reassignment

9.4.3. Musical Theater

9.5 Full-time Instructional Faculty Overloads

9.5.1. By the end of the first week of classes in each semester or prior to mid-semester for open-entry, open-exit classes, Academic Directors will submit to the Vice President of Academic and Student Affairs any recommendations for teaching overloads. Full-time instructional faculty will be limited to 6 units of overload per semester, in compliance with the terms defined below.

9.5.2. Instructional overloads are paid at the part-time rate of instruction.

9.5.3. In general, faculty loads will be 15 instructional units per semester. Occasionally the Vice President of Academic and Student Affairs may approve an overload in excess of 15 instructional units in a given semester.

9.5.4. All overloads are based on the number of instructional units above 15 as computed by the above load formula (9.3.3.2).

9.5.5. Annual Instructional Faculty contracts are based on loads of 15 instructional units per semester.

9.5.6. All overload payments are paid on an annual basis before the end of the spring semester

9.6 Stipends

9.6.1. Occasionally, the Academic Director may determine that a particular assignment to a full-time Faculty Member makes such an unusual demand of

time and rises so far above the level of normal service that additional compensation is warranted. In that event, the Vice President of Academic and Student Affairs may choose to provide a stipend for such service. The formal agreement, describing the nature and duration of the service, is signed by both parties and forwarded to the President prior to the beginning of the proposed activity. Stipends are provided on a semester-by-semester basis. The formal agreement does not imply a commitment by the administration to continue to provide such stipends for any activity. Funding a conference or professional development travel is not to be construed as a stipend. No written agreement is required for distance education, self-paced, independent studies, cooperative work experience, internships or practicums.

9.6.2. Stipends will be calculated as follows:

9.6.2.1. Distance Education

9.6.2.1.1. \$100 stipend per course

9.6.2.1.2. \$50 for each student above a 30-student cap

9.6.2.2. Self-Paced, Independent Studies, Cooperative Work Experience, Practicums: \$70 per student

9.6.2.3. Team Teaching: Credits will be divided between instructors after consultation with each Instructor and the Academic Director

9.6.2.4. Additional Duties Deserving Compensation will be negotiated with the appropriate Academic Director.

9.7 Non-Instructional Faculty Workload

9.7.1. Contracts/Schedule

9.7.1.1. The contract period for academic non-teaching faculty coincides with the academic calendar and includes that period of time necessary for the completion of duties specific to that position.

9.7.1.2. Faculty will be notified by July each year of the required period of service.

9.7.1.3. At the beginning of each semester, Faculty Members shall submit a schedule of work hours for approval.

9.7.2. Loads for Non-Instructional Faculty

9.7.2.1. The normal workweek for full-time B contract Academic Support Faculty, including Librarians and Counselors, is 35 hours. Mutually agreed-upon adjustments in support of students will be allowed.

9.7.2.2. College committee work, college meetings, staff meetings, advising, and registration responsibilities are considered part of the regular workload for Non-Instructional Faculty.

9.7.2.3. Faculty may be required to work both days and evenings as well as in different campus/rural center locations.

9.7.2.4. Faculty may be given specific assignments by their appropriate administrator according to their areas of expertise.

9.7.2.5. In establishing workload, the same mitigating factors listed earlier in this document apply.

9.7.3. Overload Compensation for Non-Instructional Faculty

9.7.3.1. Overloads will be processed as early as February 1 but no later than June 30 of each year. The Vice President of Academic and Student Affairs must approve exceptions.

9.7.3.2. Payment will be based upon the approved part-time/overload salary schedule.

9.8 Miscellaneous

9.8.1. Full time faculty will be consulted in the scheduling of summer courses, and will have first choice in the assignment of summer courses. Directors will make requests by email.

9.8.2. Full-time faculty who submit classes for an overload shall be assigned those classes unless justification exists to assign the course to a different instructor.

9.8.3. If more than one full-time faculty member requests to teach the same overload or summer course, the director will meet with the affected faculty members to resolve the issue.

Article 10 - Faculty Workload Assignments

10.1. Individual faculty workload particulars, such as courses taught, teaching schedule, teaching locations and online workload shall be determined by a faculty member working in conjunction with their academic director and the VPASA. This process is intended to be cooperative with the central focus on meeting the needs of the students and the institution.

10.2 Full time faculty shall be given priority over part time instructors in choice of courses taught in their subject area(s).

10.3 Full time faculty shall have the right to bump part time faculty from classes if (a) the full time faculty is qualified to teach the course(s); (b) this occurs in the first two weeks of the semester; and (c) this action is necessary in order for the full time faculty to maintain a full teaching load. This process may not be used to achieve or maintain an overload.

10.4 Should the faculty member disagree with their academic director's decision in any of these areas, the faculty member may appeal the decision directly to the VPASA. The decision of the VPASA is final.

Article 11 – Academic Year and Instructional Days

11.1 Academic Year

The academic year shall be defined by the academic calendar as approved by the President following the timely recommendation of the Faculty Senate and the Vice-President for Academic Affairs. Calendars are proposed in yearly blocks at the end of February. Therefore, a timely recommendation shall be made by the end of April of each year. In the absence of a timely recommendation, the President may determine the academic calendar. The calendar is approved 2 years in advance.

11.2 Non-Instructional Days

Non-instructional days shall be used for carrying out other professional responsibilities (individual and group work) such as course and curriculum development or revision, student advising, laboratory maintenance, routine preventive shop maintenance, conducting educational research review and/or preparation of audio/visual computer assisted instructional aids, visitation of proposed clinical sites, professional development, etc. For counselors and librarians, non-instructional days may be used for counselor and library duties as well. Faculty are required to meet departmental and college obligations during non-instructional days.

11.3 Changes in Contract Assignments

11.3.1. Faculty shall be offered B or B+ (1-21 days @ the daily rate) contracts each year as provided for in the WNC Workload Policy.

11.3.2. Changes in contract assignments after the initial assignment which affect compensation and/or hours worked shall first be discussed between administration and the faculty member involved, seeking mutual agreement. If no agreement is reached following this discussion and exploration of alternatives, if any, suggested by the participants a final decision may be implemented at the discretion of administration. If administration chooses to exercise this option after failure to reach agreement through discussion, a minimum of three (3) months advance notice shall be given before any changes in contract takes effect. Nevertheless, it is recognized that it is in the best interests of WNC and the faculty if such changes are accomplished by mutual agreement.

Article 12 – Additions to the Workforce

12.1 Initial Consultation Process

12.1.1. Any recommendations to add to or replace a position in the academic faculty workforce, regardless of where initiated, shall be initially discussed with the full-time faculty from the affected discipline and the respective Academic Director before proceeding with the hiring/transfer process. Any recommendations made should be accompanied by data that supports the need to add or replace a position.

12.1.2. Based on the data presented, should the majority of the members of the academic discipline and the Academic Director agree that an academic faculty position should be filled, the position will be put forward as a recommendation to the VPASA as a possible new hire. Campus transfers will be considered before a search is initiated.

12.1.3. Should the majority of the members of the academic discipline and the Academic Director not agree that a position should be filled, a meeting shall be held with the Vice President of Academic and Student Affairs to determine the viability of such position. The Vice President of Academic and Student Affairs shall make the final recommendation, which will be forward to the President for final approval or disapproval.

12.1.4. The President shall communicate the final decision along with reasons for the final decision.

12.2 Consultation process for multiple academic positions

In the event that multiple academic positions are needed based on the procedures set forth in 12.1.1 and 12.1.2 above, the following process will be in place:

12.2.1. One member of each affected academic discipline, as well as their respective Academic Directors, shall meet to create a prioritized list of academic faculty positions to be transferred or hired.

12.2.2. The committee's recommendations shall be forwarded to the Vice President of Academic and Student Affairs for approval.

12.2.3. The Vice President of Academic and Student Affairs shall make the final recommendation, which will be forwarded to the President for final approval or disapproval.

12.2.4. The President shall communicate the final decision along with reasons for the final decision.

12.3 Faculty Position Searches Committee Recommendations

Immediately after the interview process is completed, the committee will invite the VPASA and the president to the committee meeting for the committee's discussion concerning the qualifications, strengths, and weaknesses of the final candidates and the committee's recommendations. Based on a review of qualifications, the screening committee will forward a ranked list of three (3) candidates with their strengths and weaknesses to the VPASA. At any point, a recommendation may include no candidate being put forward for the position. Should the committee recommend that no candidate be put forward for the position, the position shall be re-advertised to create a new pool of candidates. If the President appoints a candidate recommended by the committee, the process is complete. If the President does not appoint a recommended candidate, the President will explain this decision to the Vice President, who will explain it to the committee. The committee will then, at its discretion, either recommend other candidates from the existing pool or choose to re-advertise for the position.

Article 13 – Reassignment

Faculty whose positions are related to programs that have been recommended for elimination for any reason, shall be considered for reassignment under the terms of this article.

13.1 Faculty may request reassignment after the reconsideration process is complete (NSHE Code Title 2, Chapter 5). This request must be made in writing to the VPASA within five (5) working days after the conclusion of the reconsideration process.

13.2. The appropriate Academic Director and the VPASA, in consultation with the faculty member, shall seek to retain the faculty at the faculty's current rank and standing by reassigning the faculty to teach adjacent or related academic programs or courses for which they are qualified. Consideration shall include availability of courses which the faculty is qualified to teach and the previous two years of the faculty's evaluations. Preference should be given to courses at the faculty member's principle campus.

13.3. Paragraph 13.2 above does not preclude reassignment to a non-academic position.

13.4. If the faculty member needs retraining or additional training that can be completed within one semester before the faculty member assumes the new position. Time and resources will be made available in order for this to occur.

Article 14 – Salary

14.1 Additional Compensation

Compensation for any work in addition to the “B” contract shall be determined in one of the following ways:

14.1.1. If additional work is based upon a fixed number of days as determined by the administration after consultation with the faculty member, the following formula will be used.

Faculty member’s base salary/171 = daily rate The daily rate multiplied by the number of days beyond the “B” contract shall equal the additional compensation.

14.1.2. If the additional work is based upon completion of a project or assignment and not on a fixed number of days, compensation shall be at a negotiated rate between the faculty member and the appropriate director/vice-president.

14.2 Movement on the Salary Schedule

Provisions for movement within the Community College Academic Salary Schedule are provided in the Board of Regents Handbook. The Professional Advancement Policy and Procedures, as well as forms, can be found on the HR website. The WNC Administration will work to establish a more equitable placement on the salary schedule.

Article 15– Benefits

15.1 WNC will provide a level of benefits to faculty members covered by this Contract that is equivalent to the level of benefits provided to all NSHE academic faculty.

15.2 At such times as WNC has the opportunity to select or recommend representatives to any NSHE committee which may consider issues related to compensation and/or benefits of academic faculty, WNC will select or recommend at least one member of the academic faculty to serve on such committee.

Article 16 Emergency/Temporary Faculty Appointments Applied to Tenure

Any emergency or non-tenure track faculty who serves continuously for two years and who is hired in a tenure track position, is entitled to have the second year counted toward tenure.

Article 17 Conclusion of Negotiations

The parties agree that they had a complete and full opportunity to raise and discuss all items within the scope of bargaining as specified in the Board of Regents Handbook: that they have settled for the term of the Contract those that have been negotiated; as to the remainder, the union waives the right to bargain with respect to them during the term of this Contract.

SIGNATURES OF AGREEMENT

Dated this _____ day of _____, 2014.

FOR WNC-NFA

WNC PRESIDENT

James Strange, NFA President

Chester Burton, WNC President

Appendix G

Full-Time Instructional Faculty, Fall 2013

#	EMPLNAME	EMPLMTDT	REGTEMP	PARTFULL	FICAEFIG	PRIMJOBI	JOBNO	PREMPTY	JOBEEMPTY	POSITION	JOBCLASS
1	ADAIR, EVAN M	2011/08/29	T	P	X	P	1	LA	LA	55798	AM03
1	AKIN, LEE S.	2009/12/01	T	P	X	P	1	LA	LA	55798	ACC03
1	ALLEN, ROSWELL R.	2012/08/27	T	P	X	P	1	LA	LA	55498	PHIL03
1	ARCHER, SHANNON	2006/08/28	T	P	X	P	1	LA	LA	55798	AM03
1	AUSTIN, VIVIAN L.	2005/01/24	T	P	Y	P	1	LA	LA	55798	ACC03
1	BAGGS, JOSEPH R.	2011/07/01	T	P	X	P	1	LA	LA	55798	AM03
	BALE, SHELLY M.	2007/05/08	D	F	M		2	AD	LA	55597	ENG03
1	BARNES, DEBORAH	1995/02/01	T	P	X	P	1	LA	LA	55498	MATH03
1	BARRETT, DOUGLAS	2002/08/26	T	P	Y	P	1	LA	LA	55598	ENG03
1	BATHGATE, JAMES E.	2010/01/25	T	P	X		3	LA	LA	55798	ECON03
1	BAUGHMAN, DENNIS M.	2012/02/01	T	P	X	P	1	LA	LA	55198	48000
1	BEAVERS, EVAN B.	2013/01/22	T	P	X	P	1	LA	LA	55498	PSC03
1	BECKER, MICHAEL S.	1996/09/01	T	P	Y		2	LA	LA	55798	AUTO03
1	BELL, DAVID I.	2007/08/15		P	X	P	1	LA	LA	55398	GEOL03
1	BERGAN, NICHOLAS J.	2013/07/31	T	P	X	P	1	LA	LA	55798	ECON03
1	BERRY, LISA	2013/08/26	T	P	X	P	1	LA	LA	55598	ENG03
1	BEVANS, REBECCA L.	2007/01/22	T	P	X	P	1	LA	LA	55498	PSY03
1	BINGAMAN, RONALD H.	2013/10/21	T	P	X	P	1	LA	LA	55598	MATH03
1	BISHOP, LORI L.	2009/01/20	T	P	X	P	1	LA	LA	55598	ART03
1	BLANKENSHIP, WILLIAM D.	1994/09/06	T	P	Y	P	1	LA	LA	55598	MUS03
1	BOSWELL, ASHLEY B.	2009/01/26	T	P	X	P	1	LA	LA	55598	ENG03
1	BOWERS SR, TIMOTHY V.	2013/01/22	T	P	X	P	1	LA	LA	55798	AUTO03
1	BOYD, KEVIN W.	2010/04/06	T	P	X	P	1	LA	LA	51498	CMSV03
1	BRANCO, NADINE L.	1994/09/01	T	P	Y	P	1	LA	LA	55398	MATH03
1	BROCK, LAUREL A	2012/08/27	T	P	X	P	1	LA	LA	55398	MATH03
1	BRUCHEZ, JACQUELINE S	2006/10/26		P	X	P	1	LA	LA	56198	LTE03
1	BRUGLER, JILL	2006/01/18	T	P	X	P	1	LA	LA	55598	ART03
1	BRUSSEAU, KATHEY A.	1997/01/01	T	P	Y	P	1	LA	LA	55798	RE03

1	BRYANT,SHERYL L.	1991/02/01 T	P	Y	P	1	LA	LA	55398	BIOL03
1	BURKE,ELDA C	1996/04/15 T	P	Y	P	1	LA	LA	56198	NURS03
1	BURNS,KEVIN P.	2007/08/13	P	X	P	1	LA	LA	55598	ENG03
1	BURNS,MITCHELL T.	2013/08/29 T	P	X	P	1	LA	LA	55798	CEM03
1	BYASSEE,JOE D	2012/08/27	P	X	P	1	LA	LA	55398	MATH03
1	CALVERT,DAVID E.	2012/01/23 T	P	X	P	1	LA	LA	55598	JOUR03
1	CAMPBELL,RICHARD H.	2009/08/31 T	P	X	P	1	LA	LA	55398	PHYS03
1	CASEY,CLARENCE R.	2011/01/18 T	P	X		2	LA	LA	51498	CMSV03
1	CASEY,DUSTY K.	2009/09/10 T	P	X	P	1	LA	LA	55798	CEE03
1	CAUDILL,CARL B.	2009/08/31 T	P	X	P	1	LA	LA	55798	CRJ03
1	CLEMENT,LEROY F.	2005/08/13 T	P	X		4	LA	LA	56198	EMS03
1	CLIFFORD,PENELOPE	2005/01/24 T	P	X	P	1	LA	LA	55598	STAT03
1	COLLIER,ROBERT D.	1986/08/20 R	P	M	P	1	LA	LA	55398	AST03
1	CONARD,TARRY	2003/01/27 T	P	Y	P	1	LA	LA	55398	MATH03
1	COSTELLO,MICHAEL B.	2001/08/27 T	P	Y	P	1	LA	LA	55498	PSY03
1	CRAWSHAW,CHRISTINE N.	2011/09/24 T	P	X	P	1	LA	LA	55798	ECE03
1	CUMMINGS,THERESE J.	2013/01/03 T	P	X	P	1	LA	LA	55198	48000
1	DALE,EMILY S.	2012/01/24 T	P	X	P	1	LA	LA	55498	ANTH03
1	DAVIES,PAULA	2008/01/29	P	X	P	1	LA	LA	55198	48000
1	DAVIS,GEORGINA E.	1998/09/01 T	P	Y	P	1	LA	LA	55598	DAN03
1	DEGRAFFENREID,LAUREN	2013/08/26 T	P	X	P	1	LA	LA	55598	ENG03
1	DEMOSTHENES,AARON	2010/07/01 T	P	X	P	1	LA	LA	55798	PEX03
1	DESROCHES,KIM	2006/07/10 T	P	X	P	1	LA	LA	55498	HIST03
1	DETOMASI,ARLENE M.	2013/08/05 T	P	X	P	1	LA	LA	55198	ELL03
1	DRAPALA,SEENA K.	2005/08/26 T	P	X	P	1	LA	LA	51498	CMSV03
1	DUVALL,KATHLEEN M.	2012/08/27 T	P	X	P	1	LA	LA	55398	BIOL03
1	EARL,KEVIN B.	2009/06/16 T	P	X	P	1	LA	LA	55798	CRJ03
1	EDGINGTON,DON R.	1987/11/04 T	P	M	P	1	LA	LA	55598	ART03
1	EDWARDS,KENNETH ANTHONY	2013/02/20 T	P	X		2	LA	LA	51498	CMSV03
	EDWARDS,KEVIN	2005/08/26 D	F	M		2	AD	LA	55797	CHS03
1	ELLIOTT,APRIL	2012/06/05 T	P	X	P	1	LA	LA	55198	GED03
1	ERWIN,MATTHEW D.	2013/08/26 T	P	X	P	1	LA	LA	55598	HIST03

1	ETCHEGOYHEN,PAUL	2002/02/20 T	P	X	P	1	LA	LA	55798	ECON03
1	EVATT,JEANNE L.	2013/01/22 T	P	X	P	1	LA	LA	55598	ART03
1	FAIRBANKS,MONICA	2000/05/01 T	P	X	P	1	LA	LA	55598	ENG03
1	FLANNAGAN,FRANKLIN D.	2003/08/25 T	P	Y	P	1	LA	LA	55798	IS03
1	FOGLESONG,MARIA T.	2009/08/20 T	P	X	P	1	LA	LA	55198	48000
1	FOUNTAIN,MARK A	2012/05/11 T	P	X	P	1	LA	LA	51498	CMSV03
1	FRAZZETTI,DARYL G.	2013/01/23 T	P	X		3	LA	LA	51498	CMSV03
1	FRITZ,SUSAN A.	2013/09/09 T	P	X	P	1	LA	LA	51498	CMSV03
1	FULTON,DAVID M.	2012/02/27 T	P	X		2	TA	LA	55798	MTT03
1	GAY,JACQUELINE F.	2011/08/29 T	P	X	P	1	LA	LA	55498	SW03
1	GILL,GURSHARAN S.	2012/08/27 T	P	X	P	1	LA	LA	55398	CS03
1	GILLESPIE,MARY ELIZABETH	2013/08/26 T	P	X	P	1	LA	LA	55598	ENG03
1	GIORDANO,STEVE P.	1998/08/01 T	P	Y		2	LA	LA	55798	AM03
1	GLICK,EDWARD O.	1998/05/08 T	P	X		2	LA	LA	55798	AUTO03
1	GLICK,ERIC O.	1995/02/01 T	P	X		2	LA	LA	55798	ET03
1	GOENA,JOANNE	2005/07/01 T	P	X	P	1	LA	LA	55198	48000
1	GRACE,JOSHUA J.	2013/08/26 T	P	X		2	LA	LA	55798	CEE03
1	GRANT,JACQUELINE CECILIA	2013/08/26 T	P	M	P	1	LA	LA	55598	CH03
1	GRANTON,MILTON	2007/01/11 T	P	X	P	2	LA	LA	51498	CMSV03
1	GREEN,MORGAN N.	2010/08/30 T	P	X	P	1	LA	LA	55498	SOC03
1	GRIFFIN,JEFFREY T.	2013/08/26 T	P	X	P	1	LA	LA	55598	ENG03
1	HAMILTON,DAVID A.	2013/08/26 T	P	X	P	1	LA	LA	55598	THTR03
1	HAROLD,RALPH A.	2012/08/27 T	P	X	P	1	LA	LA	55598	SOC03
1	HELMAN,JODIE E.	2000/04/28 T	P	M	P	1	LA	LA	51498	CMSV03
1	HICKS-FERRIS,JENNIFER	2009/08/26 T	P	X		2	LA	LA	55198	ELL03
1	HILLIS,DAVID G.	2008/08/25 T	P	X	P	1	LA	LA	55398	ENGR03
1	HINTON,AUGUSTA M.	2013/09/23 T	P	X	P	1	LA	LA	55198	ELL03
1	HOPKINS,ADAM R.	2013/08/26 T	P	X	P	1	LA	LA	56098	CMSV03
1	HUBBARD,SAMUEL J.	1988/09/01 T	P	Y	P	1	LA	LA	55398	MATH03
1	HUBERT,TERRANCE P.	2002/08/28 T	P	Y	P	1	LA	LA	55798	CRJ03
1	JARDINE,DANIEL J.	2013/08/26 T	P	X	P	1	LA	LA	55490	SW03
1	JENKINS,DARREN	2009/08/31 T	P	X	P	1	LA	LA	55598	ENG03

1	JENNINGS-TEATS,DIXIE	2012/10/15 T	P	X		2	LA	LA	51498	CMSV03
1	JOHNSON,CINDY D.	2000/08/01 T	P	X	P	1	LA	LA	55798	ECE03
1	JOHNSON,MARIE C.	2009/08/20 T	P	X	P	1	LA	LA	55198	48000
1	JOHNSON,SUELLEN	2012/01/23 T	P	X		2	LA	LA	55598	ART03
1	JOHNSTON,JEFFREY R.	2009/08/31 T	P	X	P	1	LA	LA	55398	BIOL03
1	JOLDERSMA,JERRY	2013/08/26 T	P	X	P	1	LA	LA	55598	HIST03
1	KAWAKAMI,CATHERINE	2010/10/25 T	P	X	P	1	LA	LA	55198	48000
1	KEITH,LEANNA M	2010/08/30 T	P	X	P	1	LA	LA	56198	NURS03
1	KELLEY,SHERRI	2006/01/23 T	P	X		2	LA	LA	55798	GRC03
1	KHAIBOULLINA,SVETLANA F.	2007/06/11 T	P	X	P	1	LA	LA	55598	BIOL03
1	KILLE,J. DEE	2012/01/24 T	P	X	P	1	LA	LA	55498	CH03
1	KIRKLAND,ROGER J.	2008/07/25 T	P	X	P	1	LA	LA	51498	CMSV03
1	KLANN,JODY K.	2010/01/25 T	P	X	P	1	LA	LA	55398	BIOL03
1	KLATT,SVEN	2012/08/27 T	P	X		2	LA	LA	55798	MTT03
1	KLETTE,SCOTT W.	2012/09/13 T	P	X	P	1	LA	LA	51498	CMSV03
1	KOLLING,BRENDA A.	2010/10/18 T	P	M		2	LA	LA	51498	CMSV03
1	KUBISTANT,THOMAS M.	2001/01/01 T	P	X	P	1	LA	LA	55598	COM03
1	LACHEW,WILLIAM J.	1987/01/20 T	P	Y		2	LA	LA	55598	MUS03
1	LANE,DAVE J.	2011/01/24 T	P	X	P	1	LA	LA	56198	EMS03
1	LANE,LORRAINE K	2012/01/23 T	P	X	P	1	LA	LA	56198	EMS03
1	LATTIN,LANCE W.	1995/11/01 T	P	Y	P	1	LA	LA	55598	SPAN03
1	LAURITSEN,MARTA K.	2011/01/24 T	P	X	P	1	LA	LA	55598	ENG03
1	LESLIE,CLARK G.	2011/08/29 T	P	X	P	1	LA	LA	55798	CEE03
1	LIPPMANN,LAURENCE	2013/08/26 T	P	X	P	1	LA	LA	55398	MATH03
1	LOGAN,MICHAELA T.	2010/08/30 T	P	X	P	1	LA	LA	55498	SOC03
1	LONG,NEAL D.	2011/11/01 T	P	X	P	1	LA	LA	55598	MUS03
1	MACLIN,CLIFTON C. JR.	1994/09/01 T	P	X	P	1	LA	LA	55798	BUS03
	MAGNANTE,LORI S.	1998/02/01 T	P	M		2	LA	LA	55798	ECE03
1	MALDONADO,FRANCES B.	2012/08/27 T	P	X	P	1	LA	LA	55798	ECE03
1	MANKE,VERNON W.	1994/09/01 T	P	X	P	1	LA	LA	55798	ACC03
1	MANOV,ALEXANDER K	2008/01/22 T	P	X	P	1	LA	LA	55598	CS03
1	MARISCAL-FLORES,ANDRES	2013/03/14 T	P	X	P	1	LA	LA	55598	SPAN03

	MARRUJO, RON G.	2000/11/27	R	F	M		2	AD	LA	55597	COM03
1	MARSH, MARK S.	2011/01/24	T	P	X		2	LA	LA	55798	CRJ03
1	MARTIN, LINDA K.	2012/01/23	T	P	X	P	1	LA	LA	55198	48000
1	MARTINEZ, TERESE E.	2008/10/23	T	P	X	P	1	LA	LA	55198	48000
1	MAUL, SARA A.	2007/03/26	D	F	X	P	2	LA	LA	56198	NURS03
1	MCGRANAGHAN, CHARLES	2001/08/27	T	P	Y	P	1	LA	LA	55598	ENG03
1	MCNEIL, D. JEAN	1987/07/01	T	P	M	P	1	LA	LA	55398	MATH03
1	MEADOWS, BRIAN G	2013/08/26	T	P	X	P	1	LA	LA	55598	ENG03
1	MEIS, RONALD D	2011/08/29	T	P	X	P	1	LA	LA	55598	ME03
1	MERCHAN, CECILIA	2010/08/30	T	P	X	P	1	LA	LA	55598	SPAN03
1	MEWALDT, WILLIAM T.	2010/08/30	T	P	M	P	1	LA	LA	55598	ENV03
1	MEYER, PEGGY A.	2011/01/24	T	P	X	P	1	LA	LA	55598	ENG03
1	MILLER, DONNA R.	2006/08/15	T	P	X	P	2	LA	LA	51498	CMSV03
1	MORGAN, SHARON R.	2011/09/14	T	P	X	P	1	LA	LA	55798	ACC03
1	MURPHY, HALLIE	2011/01/15	T	P	X	P	1	LA	LA	55198	48000
1	NELSEN, JOEY M.	2009/08/31	T	P	X	P	1	LA	LA	55598	ENG03
1	NETTENSTROM, TAUNI R.	2012/08/27	T	P	X	P	1	LA	LA	55798	AM03
1	NICHOLAS, STEPHEN	2009/08/31	T	P	X	P	1	LA	LA	55798	CPD03
1	OLSON, WILLIAM A.	2000/07/08	T	P	Y	P	1	LA	LA	51498	CMSV03
1	ORBAS, SALLIE A.	2009/01/29	T	P	X	P	1	LA	LA	55198	48000
1	ORONA OROS, CECILIA	2012/04/05	T	P	X	P	1	LA	LA	55198	48000
1	OSWALD, RICHARD O.	1994/09/01	T	P	X	P	1	LA	LA	55598	MATH03
1	PEEBLES, STEWART	2008/08/28	T	P	X	P	1	LA	LA	55598	MUSA03
1	PENG, CONNIE	2003/08/25	T	P	Y	P	1	LA	LA	55598	ART03
1	PEREZ, WILLIAM S.	1994/09/01	T	P	Y	P	1	LA	LA	55798	CADD03
1	PETERSEN, ROBERT G.	1998/08/31	T	P	Y	P	1	LA	LA	55598	ART03
1	PHALAN, GABRIELA	2013/07/01	T	P	X	P	1	LA	LA	55198	ELL03
1	POOLE, DOUGLAS E.	2012/11/03	T	P	X	P	1	LA	LA	55598	MUS03
1	POPE, GERALDINE KATHERINE	2013/08/26	T	P	X	P	1	LA	LA	55598	ENG03
1	POWERS, SUSANNA BIRGIT URSULA	2012/08/27	T	P	X	P	1	LA	LA	55798	ECON03
1	PRAZAK, SONIA	2013/04/11	T	P	X	P	1	LA	LA	55198	48000
1	QUIRK, KENNETH R.	2009/08/31	T	P	X	P	1	LA	LA	55798	CRJ03

1	REVILLE,ELIZABETH A.	2012/01/12 T	P	X	P	1	LA	LA	55198	48000
1	REXROAD,RANDALL G.	2012/08/24 T	P	X	P	1	LA	LA	51498	CMSV03
1	REYNOLDS,KATHRYN L.	2002/01/22 T	P	Y	P	1	LA	LA	55598	ENG03
1	REYNOLDS,MICHAEL L.	2013/09/09 T	P	X	P	1	LA	LA	56098	CMSV03
1	RUIZ,RHONDA J.	2000/08/31 T	P	Y	P	1	LA	LA	55598	MATH03
1	SANCHEZ-HERNANDEZ,EMILIO	2011/09/27 T	P	X	P	1	LA	LA	55198	48000
1	SAWYER,ANGELA M.	2008/01/18	P	X	P	1	LA	LA	55798	FIN03
1	SCHADER,WARREN T. JR	2004/09/07 T	P	X	P	1	LA	LA	55798	CIT03
1	SCHAFFERT,JOHN M.	2013/08/26 T	P	X	P	1	LA	LA	55598	CHEM03
1	SCHEWE,HERBERT I	2012/01/23 T	P	X	P	1	LA	LA	55598	ENG03
1	SCHNORBUS,STEPHANIE D.	2012/01/24 T	P	X	P	1	LA	LA	55598	HIST03
1	SEMAS,LEONARD A.	2008/01/22 T	P	X	P	1	LA	LA	55798	BUS03
1	SHARP,RANDY J.	2012/08/27 T	P	X		2	LA	LA	55798	AUTO03
1	SHARPE,TRAVIS J.	2012/07/01 T	P	X	P	1	LA	LA	55198	48000
1	SHAW,SABLE L.	1982/07/01 T	P	M	P	1	LA	LA	56198	NURS03
1	SHEDD,JANICE POWELL	2000/11/07 T	P	Y	P	1	LA	LA	55598	ART03
1	SHERLOCK,MICHAEL D.	2012/01/24 T	P	X	P	1	LA	LA	55798	CRJ03
1	SHIPLEY,JOHN	2006/03/23 T	P	X	P	1	LA	LA	55598	MUS03
1	SIMONIAN,LANE P	2004/01/26 T	P	Y	P	1	LA	LA	55498	HIST03
1	SKINNER,ELIZABETH F.	2010/02/04 T	P	X	P	1	LA	LA	55598	READ03
1	SMITH,MARY S.	2007/09/10 T	P	X	P	1	LA	LA	55798	AM03
1	SMITH-FILLMORE,LAURA B.	2012/04/19 T	P	X	P	1	LA	LA	55598	ART03
1	STOKES,LEEANNA M.	2009/01/13 T	P	X	P	1	LA	LA	55798	GRC03
1	STOKES,MICHELE V.	2013/08/26 T	P	X	P	1	LA	LA	55398	MATH03
1	STRUBLE,GAIL L.	2000/08/28 T	P	X	P	1	LA	LA	55198	48000
1	STULAC,ROBERT M.	2010/08/30 T	P	X	P	1	LA	LA	55398	ENV03
1	SUNDERMAN,STUART A.	2010/08/30 T	P	X	P	1	LA	LA	55398	MATH03
1	THERIAULT,STEPHEN J.	2010/08/30 T	P	M	P	1	LA	LA	55798	MKT03
1	THOMSON,GERALDINE MARY	1996/01/01 T	P	Y	P	1	LA	LA	55198	48000
1	THORNBURG,REBECCA	2012/09/17 T	P	X	P	1	LA	LA	56198	NURS03
1	TINGLE,SHERYL A.	2002/08/17 T	P	X		2	LA	LA	55198	48000
1	TOEBE,HARRY L.	2013/08/26 T	P	X	P	1	LA	LA	55798	MTT03

1	TOMPKINS,MARK A.	1997/08/25 T	P	Y	P	1	LA	LA	55598	CR03
1	TOPKEN,LAUREL K.	2009/01/21 T	P	X	P	1	LA	LA	55598	ENG03
1	VALENTINE,MATT D.	2012/08/27 T	P	X	P	1	LA	LA	55798	AUTO03
1	VANNOY,JUDY B.	1996/08/26 T	P	Y	P	1	LA	LA	51498	CMSV03
1	VERIVE,JENNIFER	2006/01/23 T	P	X	P	1	LA	LA	55598	PSY03
1	VILLATORO,FLOR	2005/08/26 T	P	X	P	1	LA	LA	55598	SPAN03
1	VOGL,ANGELINE	2012/08/27 T	P	X	P	1	LA	LA	55598	ENG03
1	WADSWORTH,MELANIE D.	2012/06/08 T	P	X	P	1	LA	LA	55798	ECE03
1	WAGNER,ANNA F.	2013/08/26 T	P	X	P	1	LA	LA	55598	ART03
1	WALKER,THOMAS B.	2013/08/26 T	P	X	P	1	LA	LA	55598	NUTR03
1	WARDWELL-WOOD,ROBIN G.	2013/08/26 T	P	X	P	1	LA	LA	55498	PSY03
1	WEAVER,MARY ANNE	2007/01/22 T	P	X	P	1	LA	LA	55398	MATH03
1	WEIKEL,SUSAN M.	2011/08/18 T	P	X	P	1	LA	LA	55198	GED03
1	WEINER,HENRY	2002/01/24 T	P	Y	P	1	LA	LA	55598	ENG03
1	WHISENANT,ENGRID N.	2013/08/26	P	X	P	1	LA	LA	55598	MUSA03
1	WHITAKER,KATHRYN M.	2000/08/28 T	P	Y	P	1	LA	LA	55598	ENG03
1	WHITE,HANS H.	2008/08/28 T	P	X		2	LA	LA	55798	AUTO03
1	WHITT,JEFF	2002/09/17 T	P	Y	P	1	LA	LA	55598	THTR03
1	WILLSON,CHRISTOPHER	2009/08/31 T	P	X	P	1	LA	LA	55598	ENG03
1	WILSON,MARY L.	2012/09/05 T	P	X	P	1	LA	LA	51498	CMSV03
1	WINNE,DONALD JR	1994/09/01 T	P	Y	P	1	LA	LA	55798	BUS03
1	WINTERS,STEVEN B.	2002/10/07 T	P	Y	P	1	LA	LA	55798	IS03
1	WISEMAN,CAROLE A.	2007/01/08	P	X	P	1	LA	LA	56198	NURS03
1	WOHLE,HENRY L.	2013/08/26 T	P	X	P	1	LA	LA	55798	WELD03
1	WOODS,HOWARD	2007/09/27 T	P	X	P	1	LA	LA	51498	CMSV03

TITLEUNS	UNITNAME	PCTFULL	RATECODE	EARNTYPE	ACCTSTRT	ACCTSTOP	CAMPUS	SPCLSTAT	EDUCLVL
PART TIME INSTRUCTOR	AMERICAN SIGN LANGUAGE	25.00	P	LAC	2013/09/01	2013/12/31	CC		
PART TIME INSTRUCTOR	ACCOUNTING	15.00	P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	PHILOSOPHY	30.00	P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	AMERICAN SIGN LANGUAGE	35.00	P	LAC	2013/09/01	2013/12/31	CC		05
PART TIME INSTRUCTOR	ACCOUNTING	45.00	P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	AMERICAN SIGN LANGUAGE	30.00	P	LAC	2013/09/01	2013/12/31	CC		
PART TIME INSTRUCTOR	ENGLISH	30.00	P	OVL	2013/09/01	2013/12/31	CC		06
PART TIME INSTRUCTOR	MATHEMATICS	45.00	P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	ENGLISH	45.00	P	LAC	2013/09/01	2013/12/31	CC		10
PART TIME INSTRUCTOR	ECONOMICS	30.00	P	LAC	2013/09/01	2013/12/31	CC		10
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75	H	LAH	2013/07/01	2013/12/20	CC		06
PART TIME INSTRUCTOR	POLITICAL SCIENCE	15.00	P	LAC	2013/09/01	2013/12/31	CC		09
PART TIME INSTRUCTOR	AUTOMOTIVE	20.00	P	LAC	2013/09/01	2013/12/31	CC		05
PART TIME INSTRUCTOR	GEOLOGY	30.00	P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	ECONOMICS	30.00	P	LAC	2013/09/01	2013/12/31	OTHR		07
PART TIME INSTRUCTOR	ENGLISH	30.00	P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	PSYCHOLOGY	45.00	P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	MATHEMATICS	15.00	P	LAC	2013/10/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	ART	15.00	P	LAC	2013/09/01	2013/12/31	FAL		06
PART TIME INSTRUCTOR	MUSIC	30.00	P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	ENGLISH	45.00	P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	AUTOMOTIVE	30.00	P	LAC	2013/09/01	2013/12/31			06
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01	P	LAC	2013/10/01	2013/10/31	CC		07
PART TIME INSTRUCTOR	MATHEMATICS	45.00	P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	MATHEMATICS	49.50	P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	LABORATORY TECHNICIAN	42.50	P	LAC	2013/09/01	2013/12/31	CC		06
PART TIME INSTRUCTOR	ART	32.00	P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	REAL ESTATE	15.00	P	LAC	2013/09/01	2013/12/31	CC		06

PART TIME INSTRUCTOR	BIOLOGICAL SCIENCE	15.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	NURSING	30.00 P	LAC	2013/10/01	2013/10/11	FAL	06
PART TIME INSTRUCTOR	ENGLISH	30.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	CONSTRUCTION MANAGEMENT	15.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	MATHEMATICS	30.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	JOURNALISM	15.00 P	LAC	2013/09/01	2013/12/31	CC	
PART TIME INSTRUCTOR	PHYSICS	20.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/10/01	2013/11/30	CC	
PART TIME INSTRUCTOR	CIVIL ENGINEERING	15.00 P	LAC	2013/09/01	2013/12/31	FAL	06
PART TIME INSTRUCTOR	CRIMINAL JUSTICE	15.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	EMERGENCY MEDICAL SERVICES	2.50 P	LAC	2013/11/01	2013/11/30	CC	
PART TIME INSTRUCTOR	STATISTICS	15.00 P	LAC	2013/09/01	2013/12/31	FAL	07
PART TIME INSTRUCTOR	ASTRONOMY	30.00 P	LAC	2013/09/01	2013/12/31	CC	T 07
PART TIME INSTRUCTOR	MATHEMATICS	45.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	PSYCHOLOGY	35.00 P	LAC	2013/09/01	2013/12/31	CC	09
PART TIME INSTRUCTOR	EARLY CHILDHOOD EDUCATION	5.00 P	LAC	2013/10/01	2013/10/31	CC	07
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC	07
PART TIME INSTRUCTOR	ANTHROPOLOGY	15.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC	06
PART TIME INSTRUCTOR	DANCE	5.00 P	LAC	2013/09/01	2013/12/31	CC	03
PART TIME INSTRUCTOR	ENGLISH	15.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	RECREATION & PHYSICAL ED	15.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	HISTORY	15.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/08/05	2013/12/20	FAL	
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/09/01	2013/09/30	CC	06
PART TIME INSTRUCTOR	BIOLOGICAL SCIENCE	30.00 P	LAC	2013/09/01	2013/12/31	FAL	09
PART TIME INSTRUCTOR	CRIMINAL JUSTICE	15.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	ART	15.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/10/01	2013/11/30	CC	10
PART TIME INSTRUCTOR	COMMUNITY HEALTH SCIENCES	15.00 P	OVL	2013/09/01	2013/12/31	CC	N 07
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/16	2013/12/20	CC	05
PART TIME INSTRUCTOR	HISTORY	15.00 P	LAC	2013/09/01	2013/12/31	CC	07

PART TIME INSTRUCTOR	ECONOMICS	15.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	ART	15.00 P	LAC	2013/09/01	2013/12/31	FAL	06
PART TIME INSTRUCTOR	ENGLISH	30.00 P	LAC	2013/09/01	2013/12/31	FAL	05
PART TIME INSTRUCTOR	INFORMATION SYSTEMS	15.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC	02
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/10/01	2013/10/31	CC	05
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/10/01	2013/11/30	CC	07
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/09/01	2013/10/31	CC	
PART TIME INSTRUCTOR	MACHINE TOOL TECHNOLOGY	30.00 P	LAC	2013/09/01	2013/12/31	CC	
PART TIME INSTRUCTOR	SOCIAL WORK	15.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	COMPUTER SCIENCE	15.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	ENGLISH	45.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	AMERICAN SIGN LANGUAGE	45.00 P	LAC	2013/09/01	2013/12/31	FER	03
PART TIME INSTRUCTOR	AUTOMOTIVE	15.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	ELECTRONICS TECHNOLOGY	20.00 P	LAC	2013/09/01	2013/12/31	CC	05
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC	06
PART TIME INSTRUCTOR	CIVIL ENGINEERING	0.01 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	CORE HUMANITIES	30.00 P	LAC	2013/09/01	2013/12/31	CC	10
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/10/01	2013/10/31	DOUG	
PART TIME INSTRUCTOR	SOCIOLOGY	30.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	ENGLISH	30.00 P	LAC	2013/09/01	2013/12/31	CC	
PART TIME INSTRUCTOR	THEATRE	30.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	SOCIOLOGY	15.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.50 P	LAC	2013/10/01	2013/10/31	CC	06
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	FAL	07
PART TIME INSTRUCTOR	ENGINEERING	15.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/09/23	2013/12/20	CC	07
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/09/01	2013/12/31	CC	
PART TIME INSTRUCTOR	MATHEMATICS	15.00 P	LAC	2013/09/01	2013/09/30	FAL	06
PART TIME INSTRUCTOR	CRIMINAL JUSTICE	30.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	SOCIAL WORK	15.00 P	LAC	2013/09/01	2013/12/31	FAL	07
PART TIME INSTRUCTOR	ENGLISH	30.00 P	LAC	2013/09/01	2013/12/31	CC	06

PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/11/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	EARLY CHILDHOOD EDUCATION	5.00 P	LAC	2013/09/01	2013/10/31	CC	06
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC	06
PART TIME INSTRUCTOR	ART	30.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	BIOLOGICAL SCIENCE	15.00 P	LAC	2013/09/01	2013/12/31	DOUG	07
PART TIME INSTRUCTOR	HISTORY	30.00 P	LAC	2013/09/01	2013/12/31	CC	10
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC	07
PART TIME INSTRUCTOR	NURSING	30.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	GRAPHIC COMMUNICATIONS	30.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	BIOLOGICAL SCIENCE	15.00 P	LAC	2013/09/01	2013/12/31	CC	09
PART TIME INSTRUCTOR	CORE HUMANITIES	15.00 P	LAC	2013/09/01	2013/12/31	CC	10
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/09/01	2013/09/30	CC	
PART TIME INSTRUCTOR	BIOLOGICAL SCIENCE	45.00 P	LAC	2013/09/01	2013/12/31	OTHR	07
PART TIME INSTRUCTOR	MACHINE TOOL TECHNOLOGY	20.00 P	LAC	2013/09/01	2013/12/31	CC	
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.50 P	LAC	2013/08/01	2013/09/30	CC	06
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.50 P	LAC	2013/10/01	2013/10/31	CC	N 06
PART TIME INSTRUCTOR	COMMUNICATION	30.00 P	LAC	2013/09/01	2013/12/31	CC	09
PART TIME INSTRUCTOR	MUSIC	10.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	EMERGENCY MEDICAL SERVICES	22.00 P	LAC	2013/09/01	2013/12/31	CC	
PART TIME INSTRUCTOR	EMERGENCY MEDICAL SERVICES	9.68 P	LAC	2013/09/01	2013/12/31	CC	
PART TIME INSTRUCTOR	SPANISH	15.00 P	LAC	2013/09/01	2013/12/31	FAL	04
PART TIME INSTRUCTOR	ENGLISH	45.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	CIVIL ENGINEERING	0.01 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	MATHEMATICS	45.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	SOCIOLOGY	30.00 P	LAC	2013/09/01	2013/12/31	FER	07
PART TIME INSTRUCTOR	MUSIC	15.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	BUSINESS	15.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	EARLY CHILDHOOD EDUCATION	30.00 P	LAC	2013/09/01	2013/12/31	CC	T 07
PART TIME INSTRUCTOR	EARLY CHILDHOOD EDUCATION	20.00 P	LAC	2013/10/01	2013/11/30	CC	07
PART TIME INSTRUCTOR	ACCOUNTING	30.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	COMPUTER SCIENCE	15.00 P	LAC	2013/09/01	2013/12/31	CC	N 10
PART TIME INSTRUCTOR	SPANISH	15.00 P	LAC	2013/09/01	2013/12/31	CC	

PART TIME INSTRUCTOR	COMMUNICATION	15.00 P	OVL	2013/09/01	2013/12/31	FAL	T	07
PART TIME INSTRUCTOR	CRIMINAL JUSTICE	15.00 P	LAC	2013/09/01	2013/12/31	CC		09
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC		04
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC		06
PART TIME INSTRUCTOR	NURSING	0.01 P	LAC	2013/09/01	2013/12/31	CC	N	07
PART TIME INSTRUCTOR	ENGLISH	45.00 P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	MATHEMATICS	15.00 P	LAC	2013/09/01	2013/12/31	CC	T	07
PART TIME INSTRUCTOR	ENGLISH	15.00 P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	MECHANICAL ENGINEERING	15.00 P	LAC	2013/09/01	2013/12/31	CC		10
PART TIME INSTRUCTOR	SPANISH	35.00 P	LAC	2013/09/01	2013/12/31	CC		
PART TIME INSTRUCTOR	ENVIRONMENTAL SCIENCE	15.00 P	LAC	2013/09/01	2013/12/31	FAL		08
PART TIME INSTRUCTOR	ENGLISH	15.00 P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/10/01	2013/10/31	CC		
PART TIME INSTRUCTOR	ACCOUNTING	30.00 P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/31	CC		05
PART TIME INSTRUCTOR	ENGLISH	15.00 P	LAC	2013/09/01	2013/12/31	FAL		07
PART TIME INSTRUCTOR	AMERICAN SIGN LANGUAGE	20.00 P	LAC	2013/09/01	2013/12/31	CC		04
PART TIME INSTRUCTOR	COUNSELING & PERSONAL DEVELOP	15.00 P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/10/01	2013/10/31	CC		06
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC		07
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC		06
PART TIME INSTRUCTOR	MATHEMATICS	15.00 P	LAC	2013/09/01	2013/12/31	FAL		06
PART TIME INSTRUCTOR	MUSIC: APPLIED	5.00 P	LAC	2013/09/01	2013/12/31	CC		06
PART TIME INSTRUCTOR	ART	15.00 P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	COMPUTER AIDED DRAFTING	15.00 P	LAC	2013/09/01	2013/12/31	CC		06
PART TIME INSTRUCTOR	ART	15.00 P	LAC	2013/09/01	2013/12/31	FAL		06
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC		07
PART TIME INSTRUCTOR	MUSIC	15.00 P	LAC	2013/09/01	2013/12/31	CC		06
PART TIME INSTRUCTOR	ENGLISH	15.00 P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	ECONOMICS	15.00 P	LAC	2013/09/01	2013/12/31	CC		06
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20			07
PART TIME INSTRUCTOR	CRIMINAL JUSTICE	30.00 P	LAC	2013/09/01	2013/12/31	CC		07

PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC		06
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.50 P	LAC	2013/10/01	2013/10/31	CC		
PART TIME INSTRUCTOR	ENGLISH	15.00 P	LAC	2013/09/01	2013/12/31	FAL	N	07
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/09/01	2013/10/31	CC		07
PART TIME INSTRUCTOR	MATHEMATICS	15.00 P	LAC	2013/09/01	2013/12/31	DOUG		06
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC		07
PART TIME INSTRUCTOR	FINANCE	15.00 P	LAC	2013/09/01	2013/12/31	FAL		09
PART TIME INSTRUCTOR	COMPUTER INFORMATION TECH	15.00 P	LAC	2013/09/01	2013/12/31	CC		05
PART TIME INSTRUCTOR	CHEMISTRY	25.00 P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	ENGLISH	15.00 P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	HISTORY	30.00 P	LAC	2013/09/01	2013/12/31	CC		10
PART TIME INSTRUCTOR	BUSINESS	30.00 P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	AUTOMOTIVE	20.00 P	LAC	2013/09/01	2013/12/31	FAL		05
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC		06
PART TIME INSTRUCTOR	NURSING	9.00 P	LAC	2013/09/01	2013/12/31	CC	T	07
PART TIME INSTRUCTOR	ART	15.00 P	LAC	2013/09/01	2013/12/31	DOUG		06
PART TIME INSTRUCTOR	CRIMINAL JUSTICE	45.00 P	LAC	2013/09/01	2013/12/31	CC		09
PART TIME INSTRUCTOR	MUSIC	30.00 P	LAC	2013/09/01	2013/12/31	CC		05
PART TIME INSTRUCTOR	HISTORY	30.00 P	LAC	2013/09/01	2013/12/31	CC		10
PART TIME INSTRUCTOR	READING	30.00 P	LAC	2013/09/01	2013/12/31	CC		10
PART TIME INSTRUCTOR	AMERICAN SIGN LANGUAGE	30.00 P	LAC	2013/09/01	2013/12/31	CC		05
PART TIME INSTRUCTOR	ART	15.00 P	LAC	2013/09/01	2013/12/31	CC		01
PART TIME INSTRUCTOR	GRAPHIC COMMUNICATIONS	15.00 P	LAC	2013/09/01	2013/12/31	CC		
PART TIME INSTRUCTOR	MATHEMATICS	15.00 P	LAC	2013/09/01	2013/12/31	CC		06
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/31	CC		06
PART TIME INSTRUCTOR	ENVIRONMENTAL SCIENCE	15.00 P	LAC	2013/09/01	2013/12/31	DOUG		07
PART TIME INSTRUCTOR	MATHEMATICS	45.00 P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	MARKETING	15.00 P	LAC	2013/09/01	2013/12/31	CC		07
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC		06
PART TIME INSTRUCTOR	NURSING	14.00 P	LAC	2013/09/01	2013/10/31	CC		07
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	CC		06
PART TIME INSTRUCTOR	MACHINE TOOL TECHNOLOGY	25.00 P	LAC	2013/09/01	2013/12/31	CC		

PART TIME INSTRUCTOR	CRAFTS	15.00 P	LAC	2013/09/01	2013/12/31	DOUG	02
PART TIME INSTRUCTOR	ENGLISH	30.00 P	LAC	2013/09/01	2013/12/31	FAL	06
PART TIME INSTRUCTOR	AUTOMOTIVE	20.00 P	LAC	2013/09/01	2013/12/31	CC	
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/09/01	2013/11/30	FAL	04
PART TIME INSTRUCTOR	PSYCHOLOGY	45.00 P	LAC	2013/09/01	2013/12/31	CC	09
PART TIME INSTRUCTOR	SPANISH	15.00 P	LAC	2013/09/01	2013/12/31	FER	06
PART TIME INSTRUCTOR	ENGLISH	30.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	EARLY CHILDHOOD EDUCATION	15.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	ART	28.57 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	NUTRITION	15.00 P	LAC	2013/09/01	2013/12/31	CC	10
PART TIME INSTRUCTOR	PSYCHOLOGY	15.00 P	LAC	2013/09/01	2013/12/31	FAL	07
PART TIME INSTRUCTOR	MATHEMATICS	30.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	ADULT LITERACY & LANGUAGE	48.75 H	LAH	2013/07/01	2013/12/20	FAL	06
PART TIME INSTRUCTOR	ENGLISH	45.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	MUSIC: APPLIED	5.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	ENGLISH	30.00 P	LAC	2013/09/01	2013/12/31	FAL	06
PART TIME INSTRUCTOR	AUTOMOTIVE	35.00 P	LAC	2013/09/01	2013/12/31	CC	05
PART TIME INSTRUCTOR	THEATRE	15.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	ENGLISH	30.00 P	LAC	2013/09/01	2013/12/31	CC	06
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/10/01	2013/11/30	CC	07
PART TIME INSTRUCTOR	BUSINESS	15.00 P	LAC	2013/09/01	2013/12/31	CC	09
PART TIME INSTRUCTOR	INFORMATION SYSTEMS	15.00 P	LAC	2013/09/01	2013/12/31	CC	07
PART TIME INSTRUCTOR	NURSING	30.00 P	LAC	2013/09/01	2013/12/31	CC	05
PART TIME INSTRUCTOR	WELDING	25.00 P	LAC	2013/09/01	2013/12/31	FAL	06
PART TIME INSTRUCTOR	COMMUNITY SRVS/CONTINUING ED	0.01 P	LAC	2013/09/01	2013/11/30	FAL	

Appendix H

Western Nevada Assessment Plan



Western Nevada College

Assessment Plan

*Assessing Academic & Administrative Programs at
Western Nevada College*



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Academic & Administrative Programs

The intent of assessment is to provide information that leads to improving programs at Western Nevada College (WNC). Therefore, the philosophy that guides assessment at WNC stresses the following elements:

- Academic assessment is most effective when the people who teach within an educational program have the primary role in determining which elements will be assessed and subsequently using the results to make improvements.
- Administrative assessment is most effective when the people who oversee these programs have the primary role in determining which elements will be assessed and subsequently using the results to make improvements.
- Academic and administrative faculty have the primary responsibility for the assessment of their respective programs.
- Academic and administrative assessment requires establishing either clear student learning outcomes or assessment goals, using the most appropriate measurement techniques, and acting on the results of the assessment.
- Assessment is an ongoing process for all programs. One purpose of the Program Assessment and Review Committee (PARC) is to ensure that all programs are assessed at regular intervals.
- Academic assessment can be used to benefit student learning in individual courses, sections of programs, or complete programs.
- Administrative assessment can be used to benefit individual stakeholders (students and staff) as well as the overall administrative program.
- Academic Assessment may be conducted at different times in a program: at the beginning of a program, at the completion of the program, and even years after the student has left the program.
- Assessment results need to be communicated within the college and to those with a vested interest in the college, such as students, graduates, and members of the public.
- Formal assessment of programs requires educating the faculty and support staff about the purpose of assessment; developing their knowledge about key concepts in assessment; and aiding them in the acquisition of skills necessary to become proficient in the use of assessment.

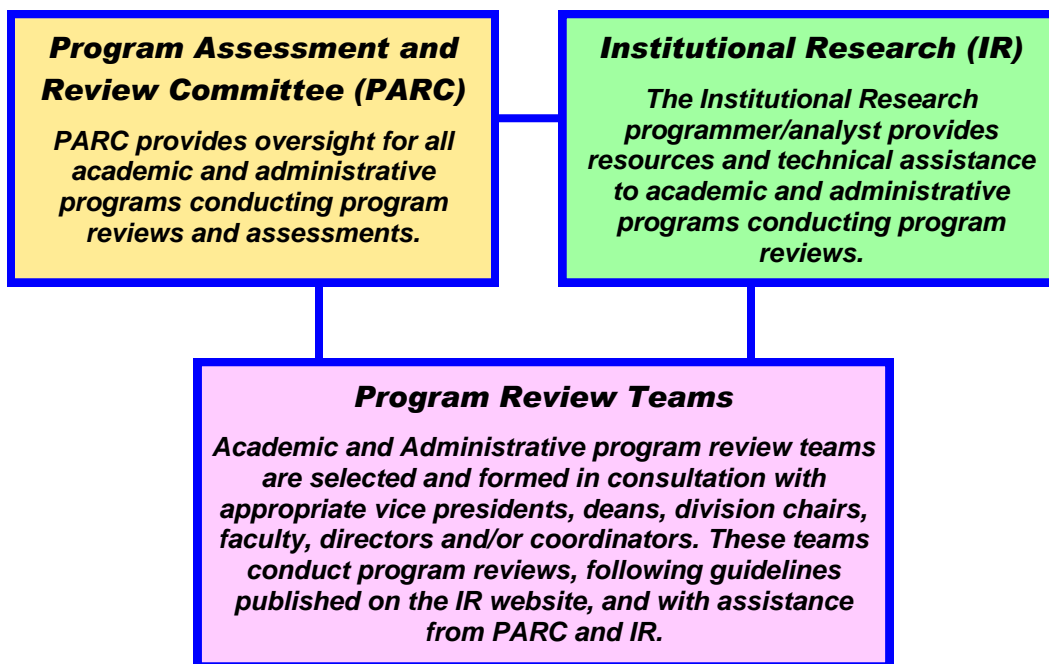
Assessment Plan Components

Organizational Structure for Assessment

Assessment at WNC rests upon a structure that gives teaching faculty the primary voice in determining the curriculum, outcomes, assessment processes, and development of plans to improve educational programs and that gives administrative faculty and support staff the primary voice in determining the goals, assessment plans and procedures of administrative programs. PARC oversees both academic and administrative program reviews in cooperation with Institutional Research (IR). This structure is supported by the administration of the college. The organizational chart below depicts the committees and personnel who are involved in the effort to improve educational programs and services provided at the college. As the chart indicates, the college has implemented assessment across all services and programs. The IR programmer/analyst serves on PARC, a college committee whose members represent a variety of educational and administrative areas of the college.

Administrative Support

The assessment of educational programs at WNC has the full support of college administrators. PARC receives funding through Institutional Research to carry out program review and assessment activities, including training of faculty. The President, the Vice President of Academic & Student Affairs, as well as the other college vice presidents of WNC have consistently affirmed that the assessment of programs is a faculty task, and they have consistently supported faculty efforts to plan and conduct assessment.



Faculty/Staff Involvement

This plan for assessing academic and administrative programs was developed by PARC with input from Academic Faculty Senate, Administrative Faculty Senate, and College Council. Program Review Teams are responsible for conducting assessments and receive requisite technical support from IR.

Assessment Procedures

Relationship to the College's Mission and Goals

WNC operates under a mission and goals statement that has received support from all of the representative bodies: faculty, staff, administrators, students, and advisory boards. The college revised the mission and goals in fall 2006. The mission statement was approved by the Board of Regents.

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.

College Goals

1. Improve student success in program completion and graduation rates
2. Ensure institutional excellence in teaching, programs and services
3. Embrace our college's many communities and respond to their diverse needs.

The committee charged with oversight of the assessment of academic and administrative programs has established its own charges and bylaws as well as the charges for the committees that conduct the assessment and program review. Guidelines for program review and assessment are available on the IR website.

Identification of Academic and Administrative Programs

The regular review cycle of academic and administrative programs is identified by PARC and posted on the IR website. PARC selects the academic programs that are assessed on a regular basis using "programs" as defined by the Board of Regents, which means that every program of study in which a student can earn a degree or certificate is assessed.

Assessment Cycle Activities

The cycle of assessment is based on the five-year program review cycle, but PARC carefully allows for flexibility to enhance assessment projects, accommodate specific challenges to programs, and ensure the integrity of the review process. Regardless of the start dates for the assessment cycle, all assessment follows the same cycle of events.

Assessment of an academic program starts with the establishment or review of the student learning outcomes, selection of research strategies and measurement devices, and the creation of the criteria that will determine whether the program is meeting the standards of success. The program review process requires programs to create a five-year assessment plan and to provide annual updates to that plan in the spring (May 15th) of each year. Programs that receive profession accreditation or certification from a recognized national or state agency may report to PARC on the status, completion and results of their accreditation and/or certification instead of submitting the five-year WNC program review. If the accreditation report does not cover all required information in the program review then that information should be submitted to PARC for completion of the program review process.

PARC also oversees and facilitates other assessment activities that span one or more academic and support programs including annual assessments, and assessment of General Education.

Assessment Reporting and Documentation

PARC has adopted the five column model developed by Nichols and Associates to guide assessment. The original forms and procedures were developed by the former Assessment Office and have been edited by PARC to allow assessment projects to be consistently documented.

Assessment Plan for 2010 – 2015

The first five-year plan for assessment of educational programs covered 2000-2005. Two of the main focus areas of this plan were to educate faculty on assessment and develop a culture of assessment at WNC. The interim accreditation report written in spring of 2005 commended the college for its successes in these two areas. The Assessment Office, in cooperation with Academic Program Assessment Committee developed this second five-year plan during the summer of 2005, covering 2005-2010. The main goals for PARC, 2010-2015, are to oversee the ongoing program review process over a five-year period and to improve the culture of assessment at WNC.

2010-2011: Implementing Assessment ~ A Year to Implement

1. Pilot annual assessment collection tool.
2. Plan and implement college-wide critical thinking assessment project.
3. Conduct professional development workshop for faculty on assessment.

2011-2012: Advancing Assessment ~ A Year to Project

1. Research nationally normed assessment of writing.
2. Implement annual assessment collection tool.
3. Conduct assessment projects (program reviews, critical thinking assessment and annual assessment collection tool).
4. Conduct professional development workshop for faculty on assessment.

2012-2013: Writing Assessment ~ A Year to Write

1. Facilitate college-wide assessment of writing.
2. Continue overseeing ongoing assessment projects.
3. Conduct professional development workshop for faculty on assessment.
4. Assess “Annual Assessment Collection Tool.”

2013-2014: Improving Assessment ~ A Year to Refine

1. Continue overseeing ongoing assessment projects.
2. Conduct professional development workshop for faculty on assessment.
3. Assess “Annual Assessment Collection Tool.”

2014-2015: Reflecting on Assessment ~ A Year to Evaluate

1. Assess the effectiveness of the “Annual Assessment Collection Tool.”
2. Assess the effectiveness of the integrated program review and assessment process.
3. Assess the effectiveness of other assessment projects (e.g., critical thinking, writing, etc.)
4. Conduct professional development workshop for faculty on assessment.
5. Develop Assessment Plan for 2015-2020.

Appendix I

Fiscal Year 2015 Approved Budget and 2016-2019 Projected Budgets

Western Nevada College
 Fiscal Year 2015 Legislative Approved Budget
 Fiscal Years 2016, 2017, 2018, & 2019 Projected Budgets

Description	FY 2015 Legislative Budget	FY 2016 Projected Budget	FY 2017 Projected Budget	FY 2018 Projected Budget	FY 2019 Projected Budget
Revenue:					
State General Fund	13,758,564.00	11,923,444.00	11,923,444.00	12,423,444.00	12,423,444.00
Registration Fees	4,429,311.00	4,624,305.90	4,794,258.30	4,959,479.40	5,136,409.80
Non-Resident Tuition*	1,738,917.00	361,289.00	370,321.23	379,579.26	389,068.74
Application Fees	19,400.00	8,000.00	8,200.00	8,405.00	8,615.13
Investment Income	43,690.00	38,282.00	39,239.05	40,220.03	41,225.53
Revenue offsets**	(2,057,448.00)	679,820.00	500,000.00	350,000.00	300,000.00
Total	17,932,434.00	17,635,140.90	17,135,462.58	17,811,127.68	17,998,763.19
Salary Expenditures:					
Professional F/T Salaries	7,760,563.00	7,631,904.40	7,415,660.19	7,708,065.65	7,789,268.07
Professional P/T Salaries	1,246,732.00	1,226,063.04	1,191,323.47	1,238,298.32	1,251,343.46
Classified Salaries	1,784,989.00	1,755,396.54	1,705,658.71	1,772,914.21	1,791,591.39
T/A's & Tutors	162,566.00	159,870.90	155,341.08	161,466.30	163,167.31
Student Wages	291,119.00	286,292.68	278,180.79	289,149.69	292,195.80
Fringes	3,422,280.00	3,365,543.68	3,270,183.56	3,399,129.53	3,434,938.46
Operating Expenditures:					
In & Out-of-State Travel	62,442.00	61,406.80	59,666.89	62,019.60	62,672.96
WNC Operating	1,574,176.00	1,656,357.86	1,609,426.22	1,672,887.19	1,690,510.61
Facilities - O&M Plant	466,637.00	458,900.85	445,898.25	463,480.37	468,363.02
Scholarships	526,021.00	409,021.00	397,431.70	413,102.75	417,454.68
Utilities	634,909.00	624,383.15	606,691.73	630,614.07	637,257.43
Total	17,932,434.00	17,635,140.90	17,135,462.58	17,811,127.69	17,998,763.19

* Error in Non-Resident Tuition projection

** Offsets made by error in Non-Resident Tuition projection as well as adjustments made by efficiency and effectiveness efforts

Appendix J

Western Nevada College Annual Report on the Strategic Plan

**Western Nevada College
2012-2018 Strategic Plan**

Annual Progress Report
Part II: Strategic Initiatives

Fall 2014

The Western Nevada College Mission

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

Theme 1: Student Success

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

Theme 2: 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

Theme 3: 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

Principles of Community

As members of the WNC community, we choose to be part of an academic community dedicated to those principles that foster personal and professional integrity, civility, and tolerance.

We strive toward lives of personal integrity and academic excellence. We will encourage in ourselves, and in one another, those responsible actions which lead to lives of productive work, personal enrichment, and useful citizenship in an increasingly interdependent world.

We commit to treat one another with civility. Recognizing that there will be differences of opinion, we will explore the differences in a courteous and forthright manner, always acknowledging individual rights to the freedom of expression and association.

We embrace diversity. We encourage those of all cultures, orientations, and backgrounds to understand and respect one another in a safe and supportive educational environment.

Theme 1 Student Success

Objective 1.1 WNC students graduate with a degree or certificate.

In order for students to graduate with a degree or certificate, students must: (1) identify their educational goals; (2) successfully complete courses; (3) re-enroll from semester to semester (retention) at WNC; and (4) successfully transfer to other institutions. To ensure that these things take place, WNC provides effective advisement activities that permeate the college culture and that are targeted to guide students to degree / goal completion. WNC also ensures that the students have the requisite skills to complete courses, ensure that prerequisite requirements are clear, meaningful and enforced and students are provided with the tools and resources they need for learning. Students planning to transfer to a four-year institution are provided information and strategies for a seamless transfer.

Strategic Initiatives

I-1.1.1 Guided Pathways to Success: WNC will implement a 'Guided Pathways to Success' program to help students stay on track toward completion of their academic goals. Academic 'cohort' groups will be formed for all new, degree-seeking students based on their individual educational focus. Each group will include a faculty/staff adviser and a student peer coach.

Performance measures affected: degrees awarded, graduation rates

Responsible Party(s): Vice President of Academic and Student Affairs (VPASA), Dean of Student Services, Director of Counseling Services

Start date: 2013-14

End date:

Progress: Plan to launch as of fall 2015

I-1.1.2 Workforce Development/Industry recognized certifications: Identify procedures to recognize successful completers of skills training courses in Peace officer Standards Training, Auto Service Excellence, Machine Tool Technology, Welding, Production Technology, CISCO Networks, Microsoft Professional, Phlebotomy Lab Technician, Nursing Assistant, EMT, and Hospitality.

Performance measures affected: completions, community partnerships

Responsible Party(s): VPASA, Academic Directors for Nursing and CTE, and Registrar

Start date: 2013-14

End date:

Progress: Standards for successful completers have been identified, procedures for noting on student transcripts completed, still need to get information into the catalog and establish a goal for students to declare on admission.

I-1.1.3 Veterans Cohort Program: Western Nevada College has partnered with Truckee Meadows Community College to reach veterans who aren't enrolled in a college and are unsure or unprepared to pursue a higher education. Through the Veterans Upward Bound program, qualified veterans, regardless of period served, can receive college support services such as free classes to brush up on their English and Math skills, academic advising, help in applying for Veterans Administration education benefits and financial aid, enrollment application assistance, and free placement testing.

Performance measures affected: student engagement, retention, degrees awarded, community partnerships (Veterans Upward Bound Program with TMCC)

Responsible Party(s): VPASA, Dean of Student Services, Director of Veteran's Services (Kevin Burns)

Start date: Fall 2013

End date:

Progress: In progress

2. Institutional excellence

Objective 2.1 Western Nevada College is the educational institution of choice in Western Nevada.

Students in western Nevada have other educational options available to them. To ensure that Western Nevada College is the educational institution of choice, both high school students and non-traditional students choose to attend WNC. In order to be that choice, Western Nevada College meets the diverse needs of its prospective student population. The institution strives to enroll a student population that reflects the diversity of the service area.

Strategic Initiatives

See I-3.3.2 Jump Start College

Objective 2.2 All academic programming is of the highest quality.

High quality academic programming is the cornerstone of Western Nevada College. Every degree and certificate program demonstrates a coherent course design and sequencing and provides consistent and measurable outcomes. Each degree or certificate granting program is overseen by a full-time faculty member. All faculty are current in their disciplines. Accredited AAS programs are offered and exemplary programs in transfer education represent an integration of basic knowledge of the humanities and fine arts, natural sciences, social sciences and mathematics.

Strategic Initiatives

I-2.2.1 Support faculty by developing a strategy to facilitate communication and connectedness to the college: Developed a "Teaching Exchange" website

Performance measures affected:

Responsible Party(s): Student Success committee

Start date: Fall 2013

End date: Spring 2014

Progress: Completed

I-2.2.2 All Academic Programming is of the Highest Quality

- a. Hold a workshop for faculty and academic divisions to offer tools and suggestions to assist faculty in ensuring their course materials are up to date and accurate from a General Education perspective.

Performance measures affected:

Responsible Party(s): General Education Committee

Start date:

End date: 4/12/2013

Progress: Complete

- b. Create an Academic Standards committee.

Performance measures affected:

Responsible Party(s): WNC Administration

Start date:

End date: 3/29/2013

Progress: Complete

- c. Streamline program offerings in accordance with recommendations from the transformation committee and academic division.

Performance measures affected:

Responsible Party(s): Curriculum Committee

Start date: 4/9/2013

End date:

Progress: In progress

- d. Support academic divisions and faculty with review/approval/removal of courses against the nine Student Learning Outcomes and the General Education program as a whole.

Performance measures affected:

Responsible Party(s): General Education Committee

Start date: 4/9/2013

End date:

Progress: In progress

- e. Uphold program and course quality through the review process which includes a review of programs by the curriculum committee.

Performance measures affected:

Responsible Party(s): Curriculum Committee

Start date: 4/9/2013

End date:

Progress: Complete

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

The College community has a wide variety of needs. Many of these are served by support programs and services. They include (1) admission processes that accommodate student and college standards, (2) financial aid resources to support students, (3) library resources that support all educational programming, (4) technology systems and infrastructure that support not only academic programming but operational functions, and (5) a campus environment that is safe and secure for students, faculty and staff. These services are equally accessible to all members of the WNC community. And, in order to maintain a high quality of services, all WNC employees remain current in their job skills.

Strategic Initiatives

I-2.3.1 Establish procedures so that 100% of WNC's online classes meet the Quality Matters standards

Performance measures affected: Online course completion rates

Responsible Party(s): VPASA, Distance Education Committee

Start date: Fall 2013

End date:

Progress: In progress

See I-3.1.1 Create an IAV policy

Objective 2.4 Western Nevada College has an exemplary system of governance and management.

An exemplary system of governance and management requires that Western Nevada College operate with integrity and with an effective system of leadership. The system of governance allows for views of faculty, classified staff, administrators and students to be considered. Western Nevada College supports, recruits and retains highly qualified full- and part-time academic faculty, administrators and classified staff in sufficient numbers to maintain functions.

Strategic Initiatives

I-2.4.1 Ensure all College committees have by-laws that meet standards set forth by the SPFIE committee and develop a bylaws template.

Performance measures affected: All – ensures that committees are strategically focused

Responsible Party(s): SPFIE Committee

Start date: 3/19/2013

End date: Fall 2013

Progress: Complete

Objective 2.5 Western Nevada College strives for institutional sustainability.

Western Nevada College maintains financial stability and practices and supports sustainability in the environment.

Strategic Initiatives

I.2.5.1 Increase Grant Activity

- a. Nevada Works - \$50,000 received

Performance measures affected:

Responsible Party(s):

Start date:

End date:

Progress:

- b. Career Connect - \$300,000 received

Performance measures affected: institutional sustainability and community partnerships

Responsible Party(s): Director of Economic Development and Continuing Education

Start date: Fall 2013

End date:

Progress: Completed

- c. TRiO proposal

Performance measures affected:

Responsible Party(s): Dean of Student Services, Counseling Services

Start date: Spring 2014

End date: Due date is Dec 2014

Progress: In progress

- d. Ebscore Space Grant Scholarship/NSF proposal for STEM scholarships

Performance measures affected:

Responsible Party(s): Liberal Arts/Physics Department (Tom Herring)

Start date: Spring 2014

End date:

Progress: In progress

- e. TAACCCT IV – WNC is the lead in partnership with GBC, TMCC, and CSN for \$10 million with \$4.4 million to WNC

Performance measures affected:

Responsible Party(s): VPASA

Start date: Summer 2014

End date:

Progress: Proposal was submitted in July, 2014

I-2.5.2 Foundation “Choose to Make a Difference” 2014-16 campaign – This is a multi-faceted approach to meet a two-year goal to raise \$1.5 million in support of Jump Start College, a Need-based Scholarship Endowment, Science, Technology, Engineering and Math (STEM) programs and scholarships, and Institutional Sustainability. It includes an employee giving campaign, an annual fund campaign, partnerships with business and industry, and private foundations.

Performance measures affected: institutional sustainability and community partnerships

Responsible Party(s): Director of Development

Start date: September, 2013

End date:

Progress: In progress

I-2.5.3 Distance Education Shared Services with TMCC: Rather than replace the vacant Distance Education Coordinator position WNC contracted with TMCC to provide course design consultation and technical support for online classes and delivery.

Performance measures affected: quality of academic programs, community partnerships

Responsible Party(s): VPASA

Start date: Spring 2014

End date: Spring 2014

Progress: In operation

I-2.5.4 Institutional Research and Effectiveness Shared Services with Great Basin College: Share a full-time director and a full-time programmer/analyst to streamline compliance reporting and free-up resources for institutional effectiveness.

Performance measures affected: Overhead as a percent of total expenditures, quality of academic programs, community partnerships

Responsible Party(s): Director Institutional Research and Effectiveness

Start date: Spring 2014

End date: Spring 2014

Progress: In operation

I-2.5.5 Bristlecone Solar Installation Project – 180 KW installation saves \$40 - \$50,000 annually in energy costs

Performance measures affected: Overhead as a percent of total expenditures

Responsible Party(s): Vice President of Administrative and Legal Services

Start date: Spring 2014

End date: Summer 2014

Progress: Completed

I-2.5.6 Douglas facilities improvements serve as a model for improvements elsewhere – LED lighting to reduce costs and enhance security; HVAC improvements

Performance measures affected: Overhead as a percent of total expenditures

Responsible Party(s): Vice President of Administrative and Legal Services

Start date: Fall 2013

End date:

Progress: In progress

Theme #3 One College Serving Many Communities

Objective 3.1 Western Nevada College promotes access to higher education in western Nevada.

Western Nevada College maintains a presence in multiple communities in western Nevada. Access to higher education is offered via interactive video (IAV), web-based courses, and on-site.

Strategic Initiatives

I-3.1.1 Create an IAV policy: Document and inform the college community about the expectations, including required training, of delivering courses via interactive video.

Performance measures affected: Course completion rates

Responsible Party(s): Director of Library and Media Services, Distance Education Committee

Start date:

End date: 4/9/2013

Progress: In progress

See I-2.3.1 *Quality Matters* standards

Objective 3.2 Western Nevada College serves as a catalyst for personal and community enrichment.

Western Nevada College provides quality-of-life educational opportunities, activities and programs that enrich the communities it serves.

Strategic Initiatives

None documented at this time.

Objective 3.3 Western Nevada College promotes community connections.

Western Nevada College builds connections with a broad range of groups to respond to the diverse needs of the communities it serves. It seeks out and maintains connections with the business governmental, non-profit and educational sectors throughout its service area. Western Nevada College faculty, staff and students are involved in the community.

I-3.3.1 Workforce Development/Customized Training and Apprenticeships in agriculture, construction, public safety, government, manufacturing, retail and hospitality

Performance measures affected: community partnerships

Responsible Party(s): Director of Economic Development and Continuing Education, Academic Director for CTE

Start date: Fall 2014

End date:

Progress: In progress

I-3.3.2 Jump Start College: Jump Start College is an initiative that allows high-achieving high school students to attend WNC college classes on campus during their junior and senior years of high school.

Performance measures affected: Community partnerships – (9 area high schools), transfer, course completion rates, increase enrollment

Responsible Party(s): Vice President Academic and Student Affairs (VPASA), Dean of Student Services, Academic Director of Liberal Arts

Start date: Fall 2014

End date:

Progress: In progress

I-3.3.3 Job Training and Placement

a. Rural workforce development outreach

Performance measures affected: community partnerships

Responsible Party(s): Director of Economic Development and Continuing Education

Start date: Fall 2014

End date:

Progress: In progress

b. Accelerated technology training programs

Performance measures affected: community partnerships

Responsible Party(s): Director of Economic Development and Continuing Education, TAACCCT I & III

Start date:

End date:

Progress: In progress

c. DETR Workforce Development Center

Performance measures affected: community partnerships

Responsible Party(s): Director of Economic Development and Continuing Education, Academic Director of Career and Technical Education

Start date: Fall 2014

End date:

Progress: In progress

d. Internship and job placement office

Performance measures affected: community partnerships

Responsible Party(s): Director of Economic Development and Continuing Education

Start date: Fall 2013

End date:

Progress: In progress

e. Manufacturing lab, soldering lab

Performance measures affected: community partnerships

Responsible Party(s): Director of Economic Development and Continuing Education

Start date: Fall 2014

End date:

Progress: In progress

I-3.3.4 Workforce Investment Act Adult Education – high school equivalency, employability skills, English language learners

Performance measures affected: community partnerships

Responsible Party(s): Director of Economic Development and Continuing Education, Coordinator of Adult Literacy and Language

Start date: Fall 2013

End date:

Progress: In progress

I-3.3.5 WNC Douglas Campus and Douglas School District Partnership – This is a partnership on the use of WNC facilities at the Douglas Campus where Aspire Academy high school students will attend their high school classes and WNC Jump Start classes in the mornings and early afternoons. WNC college students will attend their classes in the late afternoons and evenings.

Performance measures affected: Overhead as a percent of total expenditures

Responsible Party(s): Vice President of Administrative and Legal Services

Start date: Fall 2013

End date: Spring 2014

Progress: Completed for fall 2014

Appendix K

June 14, 2014, Western Nevada Strategic Plan Update

Western Nevada College
WNC Mission Update
Chet Burton
NSHE Board of Regents

June 2014



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Western Nevada College

Mission and Core Themes

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

Core Themes

Student Success

Institutional Excellence

One College Serving Many Communities



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Western Nevada College

Timeline

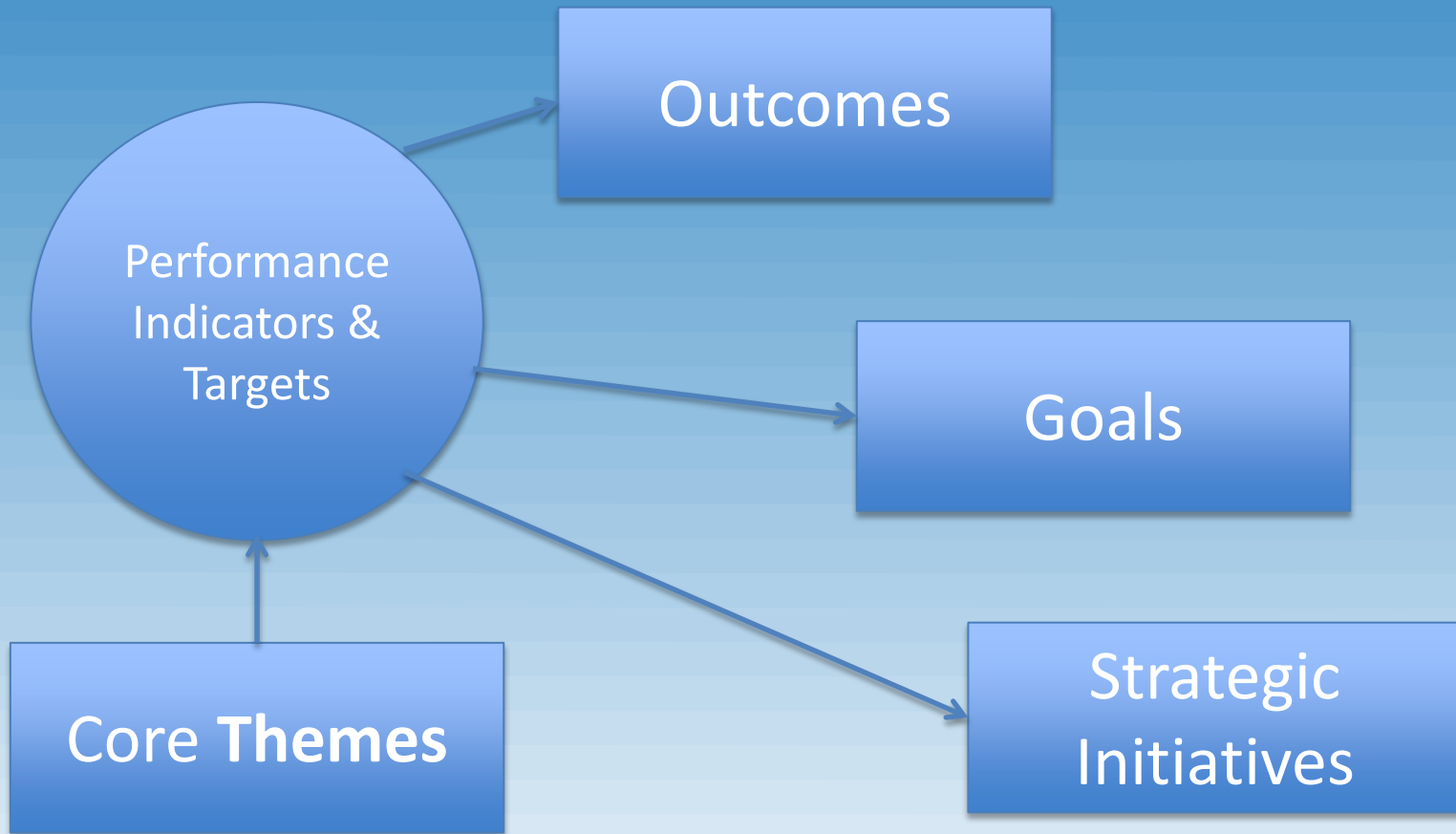
- **April 2009**
Board of Regents approves current WNC mission statement
- **January 2011**
WNC hosts an open forum to develop a 2012-2018 Strategic Plan with core themes
- **March-May 2011**
Year One Evaluation by the Northwest Commission on Colleges and Universities
- **October 2011**
Revised 2012-2018 Strategic Plan is presented in an open forum to the WNC community
- **January-March 2012**
WNC formally adopts the 2012-2018 Strategic Plan and it is approved by BOR
- **2013 - 2014**
Preparation for October 2014 accreditation mid-cycle site visit and self-evaluation report
- **June 2014**
Review of Mission Statement Objectives with Board of Regents
- **October 2014**
Mid-Cycle Evaluation by the Northwest Commission on Colleges and Universities



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Western Nevada College

Components of the Strategic Plan



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Western Nevada College

Strategic Planning for Mission

- The Strategic Planning for Institutional Excellence (SPFIE) committee oversees all standing college committees
- Committees identify goals and initiatives related to the strategic plan and report progress annually
- SPFIE provides an annual report to the college community on indicators and progress toward goals
- Target indicators track progress on mission fulfillment and goals

Long-Range Goals

Strategic Planning

Mission Fulfillment



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Western Nevada College

Review of Core Themes and Progress

1. Student Success

- Graduation rates within a 3 year timeframe
- Successfully preparing for a career

2. Institutional Excellence

- Overhead as a proportion of overall spending
- Graduation surveys
- Accreditation results

3. One College Serving Many Communities

- Diversity of student body and faculty
- Community and business partnerships



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CORE THEME: Student Success

Objective: WNC students graduate with a degree or certificate. Increase retention, persistence, graduation and transfer rates

INDICATOR	2012 BASELINE	2018 TARGET
First-time, full-time three-year graduation rate	17% (2013 rate was 21%)	33% (85 th percentile for CCs nationally)

Actions: GPS, increased focus and counseling, cohorts – Latino and Veterans an example, academic skills center enhancements



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CORE THEME: Institutional Excellence

Objective:

WNC strives for institutional sustainability.

INDICATOR	2012 BASELINE	2018 TARGET
Overhead as a proportion of overall spending/efficiency	41% FY2014 Rate – 39%	30% (Service industry best Practices)

- Formula funding review projects a significant reduction in non-academic spending FY 2016-17
- Shared services initiatives
 - IR with GBC kicked off in March 2014
 - Distance Ed with TMCC in April 2014



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CORE THEME: One College Serving Many Communities

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

INDICATOR	2012 BASELINE	2018 TARGET
Student diversity mirrors service area population diversity	WNC Hispanic 15% Native Am 3% Asian 2% African Am. 1%	25% 4% 3% 2%

*WNC service area overall demographics: Hispanic 14%, Native American 3%, Asian 2% and African American 1%

Actions: High school and family outreach, Jump Start program, focus on faculty recruitment



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Western Nevada College

WNC Strategic Initiatives

1. Student Service Programs
 - Jump Start
 - Guided Pathways to Success
 - Cohorts
2. Workforce Development
 - Job training and industry Partnerships
3. Community Partnerships
4. WNC Foundation



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Strategic Initiatives – Student Services Programs

- Jump Start College:
Increase college-going rates
Increase degree attainment
- Guided Pathways to Success
Increase degree completion
- Veterans/cohort programs engage
students in college experience



To
sign up
contact
your
High
School
counselor

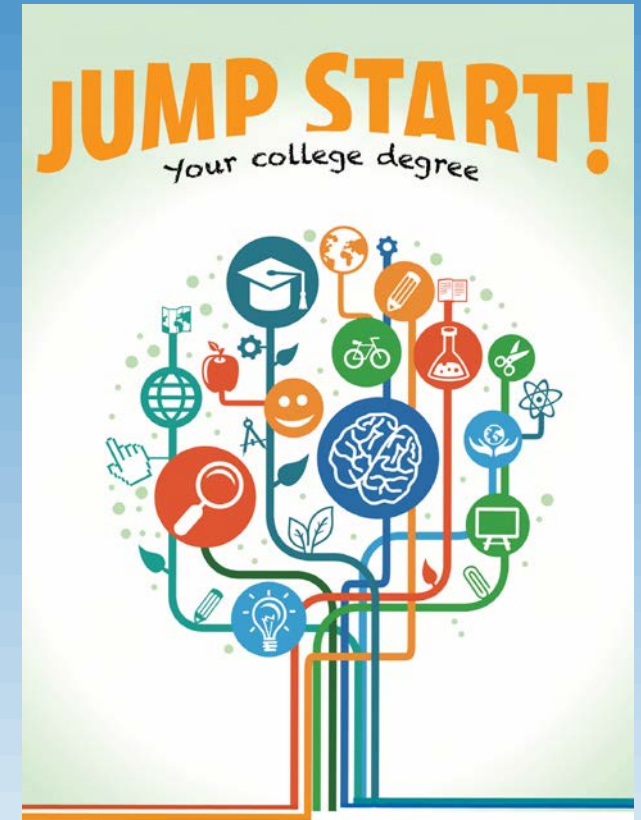


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Jump Start College

- Partnership with 8 area high schools
- Offers high-achieving high school students the opportunity to earn up to 48 credits prior to graduation
- Over 150 students signed up for fall 2014



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Western Nevada College

Guided Pathways to Success

- “15 to Finish” Campaign
- “Project Graduate” Targeting all degree-seeking students
- “Meta-Major Cohorts” Set to launch fall, 2015 targeting all full-time degree seeking students



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Cohort Programs

- Latino Cohort
 - Family Based led by Latina staff
 - 50% three year graduation rate 2010 cohort
 - 53% anticipated graduation rate 2011 cohort
- Veterans
 - Resource Center opened Fall 2013
 - Over 30 active veterans
 - Veterans Upward Bound Program w/TMCC
- Athletics
 - Graduation rate nearly 40%
 - Self sustaining program
 - Strong community support



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Western Nevada College

Strategic Initiatives - Workforce Development

- **Industry Recognized Certifications**

Peace Officer Standards Training

Auto Service, Machine Tool Tech, Welding, Production Tech,
CISCO Networks, Microsoft, Phlebotomy, Nursing Assistant, EMT,
Hospitality

- **Customized Training/Apprenticeships**

Agriculture, Construction, Public Safety

Government, Manufacturing, Retail



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Western Nevada College

Strategic Initiatives - Job Training and Placement

- Rural Workforce Development Outreach
- Accelerated Technology Training Programs
- DETR Workforce Development Center
- Internship and Job Placement Office
- Pearson VUE test -Certifications
- Manufacturing Lab, Soldering Lab



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Western Nevada College

Strategic Initiatives - Workforce Partnerships

- Construction Industry Apprenticeship Program – 124 students in 2013-14
- Workforce Investment Act Adult Ed High School Equivalency
Employability skills
English language learners
- Hospitality Industry Workshops
Tourism and Hospitality Career Center
Carson City and Carson Valley Chambers



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Workforce Development Manufacturing Partnerships

- Manufacturing Institute endorsed training provider
- Implementing NAM's Get Skills to Work Program connecting Veterans to manufacturing careers
- Training provider for Manufacturing Collaborative
- Northern Nevada Development Authority Partner – Manufacturers Forum
- Nevada Industry Excellence and TMCC collaboration to develop a regional Manufacturers Forum
- Member of Governor's Office of Economic Development Manufacturing Sector Council



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Foundation Strategic Initiatives “Choose To Make A Difference”

1. The campaign requires a multi-faceted approach to meet a two year goal to raise \$1.5 million in support of the College’s strategic plan. The approach includes:

- Employee giving campaign
- Annual fund campaign
- Partnerships with business and industry
- Private foundations

2. 2014-2016 campaign will support four college initiatives:

- Jump Start College Program
- STEM Program and Scholarships
- Need Based Scholarship Endowment
- Institutional Sustainability



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Western Nevada College Other Areas of Focus

1. Distance Education

- Katz report

2. Community Outreach

3. Grant Activity

- Lead institution for TAACCCT IV



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Western Nevada College

Distance Education Katz Report

- **NSHE eLearning Task Force**
 - Reviewing online remedial Math and English courses
 - General Education offerings statewide
- **Shared Services in Distance Education with TMCC**
 - Position vacancy at WNC created the opportunity
 - Joint talent pool planning
 - Technical expertise at TMCC leveraged to support both TMCC and WNC
 - Collaboration in online programs and courses



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Western Nevada College Community Outreach

***'Always Lost: A Meditation on War'* exhibition -**

Touring nationally and chosen as an official Sesquicentennial event.

Western Nevada Musical Theatre Company - Productions involve cast, crew and orchestras. *Les Miserables* drew audiences from 20 states.

Jack C. Davis Observatory - Introduces WNC, K-12-students and their families to astronomy with frequent evening 'Star Party' lectures.

College-Business Collaborations -

Business classes work with local companies. No charge consulting.

Arts Collaboration - Capitol City Arts Initiative, NV Arts Council, and Arts for NV

Lone Mountain Writers - Meets bi-weekly and sponsors literary art shows



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Grant Activity

- Workforce Development – Accelerated programs, customized training, scholarships for Adult Basic Education students; Tech Prep
 - Over 850 participants in ABE during 2013
 - ABE program singled out as a model by Nevada Department of Education
- Academic Programs and Student Services –
 - Application for Title III-V eligibility
 - Trio grant application in development;
 - NSF proposal for STEM student support
- WNC will take lead on the TAACCCT IV Grant Submission



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Potential Road Blocks

Obstacles to Mission Fulfillment

- Stable and Predictable Funding
- Enrollment Fluctuations – Demographics
- Aging physical plant and growth in deferred maintenance



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Western Nevada College

How NSHE Can Help

- Efficiency/Effectiveness investment pool
 - Implement shared services and best practices
 - Establish success measures and accountability
- Employee salary restoration and salary equity support
- Enhancements to funding model
 - Performance pool calculations
 - Take into account trends such as demographic shifts and differences in students served
 - New focus on workforce development
- Leverage NSHE System structure
 - Executive Director of Nevada College Collaborative



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Western Nevada College Questions?



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