



Western Nevada College

ASSOCIATE OF
GENERAL STUDIES

PROGRAM REVIEW

2017

The 2017 AGS Program Review report is designed to be viewed as a website. Please click here to access the report in its intended format.

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(1.A) College and Program Mission

The Associate of General Studies Program mission statement and student learning outcomes are published in the WNC program guide and on the college website. The learning outcomes need to be updated to align with new general education and institutional student learning outcome language.

2016-17 WNC Program Guide and wnc.edu

The purpose of the Associate of General Studies degree is to provide academic knowledge and skills for personal growth, professional advancement, and/or successful transfer.

Students who complete an Associate of General Studies degree at WNC are expected to demonstrate that they

- have met the general education student learning outcomes.
- know the subject matter appropriate to their fields of study.

The Associate of General Studies has increasingly been utilized by students who intend to transfer to four-year colleges and universities. Although it was not designed for transfer, it can be used for this purpose if courses are selected carefully. The majority of the courses chosen should transfer to fulfill core and major requirements.

It is recommended that anyone planning to attend the University of Nevada, Reno complete ENG 101 and 102, MATH 120 or a higher level math, and science/social science courses that fulfill UNR's core curriculum requirements.

A maximum of six units of special topics classes in one subject area may apply toward any WNC degree. In some cases, courses may not transfer to other Nevada community colleges and Nevada State College or other colleges and universities. See a WNC counselor for the latest transfer information. Courses with a number under 100 (such as ENG 95) are not applicable toward an Associate of General Studies degree.

The AGS Program Review team recommends replacing the language in the Program Guide, on WNC.edu, the mission statement, and learning outcomes with the following:

Mission: The purpose of the Associate of General Studies degree is to provide academic knowledge and skills for personal growth, and/or professional advancement.

Associate of General Studies degree Outcomes-- The successful student will:

- Meet the general education student learning outcomes.
- Succeed at the professional, academic and personal goals the AGS degree serves.
- Demonstrate knowledge in the subject matter appropriate to their fields of study.

Academic Program Guide

The Associate of General Studies is intended as an exploratory and terminal degree, not to be used as a transfer degree; however, credits earned under the degree may transfer to 4-year institutions. It is recommended that anyone planning to apply these credits for transfer consult their intended transfer institution for appropriate curriculum planning.

A maximum of six units of special topics classes in one subject area may apply toward any WNC degree. In some cases, courses may not transfer to other Nevada community colleges and Nevada State College or other colleges and universities. See a WNC counselor for the latest transfer information. Courses with a number under 100 (such as ENG 95) are not applicable toward an Associate of General Studies degree.

(1.B) College and Program (Review) Goals

B. College and Program Goals: The College Strategic Goals, the program goals, and related outcomes are presented side-by-side in a table to show how they align.

College Goals	Program Review Goals
<ul style="list-style-type: none"> Increase enrollment and retention of students 	<ul style="list-style-type: none"> Provide oversight for the Associate of General Studies degree. <p>1.1 Determine AGS student demographics and how the degree is utilized by individual students.</p> <p>1.2 Create recommendations, including: collect demographic data on incoming students, develop a tracking system for students throughout their WNC matriculation, mandate a student survey upon enrollment, and mandate an exit survey. Please see 2.G for more detailed information on these recommendations.</p> <p>1.2 Encourage and support faculty training and networking especially with adjunct faculty involved with gateway courses.</p>
<ul style="list-style-type: none"> Ensure institutional excellence in teaching, programs and services 	<ul style="list-style-type: none"> Assess program. <p>2.1 Review existing program mission and outcomes, and provide recommendations for alignment via new general education and institutional student learning outcomes.</p> <p>2.2 Review of AGS General Education courses from perspectives of all departments/areas.</p> <p>2.3 In conjunction with PARC, set a five-year assessment cycle aligned with program learning outcomes.</p> <p>2.4 Administer and review student interview data.</p>

<ul style="list-style-type: none"> • Embrace the college's many communities and respond to their diverse needs. 	<ul style="list-style-type: none"> • Recognize and assess the implications of enrollment trends. <p>3.1 Recognize high demand target programs and develop advisory relationships with faculty and staff.</p> <p>3.2 Communicate regularly and systematically with advising staff to ensure consistent information for students.</p> <p>3.3 Explore efficacy of expanded online programs in high demand sequences.</p> <p>3.4 Investigate and assess student transfer experiences as applicable.</p>
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(1.C) Short Description

i. Unique Characteristics

The AGS degree serves a wide variety of academic pathways. The 2016-2017 program guide specifies approximately 21 credits under general education requirements and no particular program requirements. The remaining 39 elective credits allow students to tailor their degree toward their personal goals, which are highly variable.

ii. Concerns or trends affecting the program

- Lack of enrollment and retention support for non-traditional students
- Lack of necessary degree tracking to determine the actual number of AGS students

iii. Significant changes or needs in the next five years

- Development of tracking instrument
- Development of indicators related to student surveys that address common areas for AGS students
- Development of advising schedule to update student enrollment status to reflect changing focus or needs (switch to other programs)

Please see additional recommendations detailed in section 2.G

(1.D) Program Student Learning Outcomes

WNC's Student Learning Outcomes were revised in Fall 2017 to combine GE and ISLOs for purposes of clarity and institutional consistency.

SLOs are based on the LEAP (Liberal Education and America's Promise) and DQP (Degree Qualifications Profile) models. These are initiatives of the AAC&U (Association of American Colleges and Universities) and Lumina Foundation based on research into knowledge, skills, and attitudes that employers seek from college educated individuals. SLOs 1-6 represent General Education outcomes, while outcome #7 provides a basis for alignment of learning outcomes related to all WNC degree programs.

From the 2017-2018 Program Guide:

The Associate of General Studies allows students to explore interests and aptitudes or to achieve a terminal degree for professional advancement. This degree is also utilized as a second degree path or to narrow academic focus in seeking a first degree. In cases where students carry transfer credits from other institutions or external programs that may not be applicable to another degree field, the Associate of General Studies degree can allow the student to achieve a terminal degree with the accumulated credit or, in some cases, completing the AGS degree, then pursuing the alternate degree path without accruing the additional credit penalties.

While the Associate of General Studies degree is not designed as a transfer degree, it can be used as a transitional degree by students who are seeking to transfer to other institutions. For students who are taking courses for transfer, but who do not intend to transition to a transfer degree, it is recommended that students consult with a WNC counselor throughout the process as transfer information might change.

A maximum of six units of special topics classes in one subject area may apply toward any WNC degree.

The Associate of General Studies has increasingly been utilized by students who intend to transfer to four-year colleges and universities. Although it was not designed for transfer, it can be used for this purpose if courses are selected carefully. The majority of the courses chosen should transfer to fulfill core

and major requirements.

It is recommended that anyone planning to attend the University of Nevada, Reno complete ENG 101 and 102, MATH 120 or a higher level math, and science/social science courses that fulfill UNR's core curriculum requirements.

In some cases, courses may not transfer to other Nevada community colleges and Nevada State College or other colleges and universities. See a WNC counselor for the latest transfer information. Courses with a number under 100 (such as ENG 95) are not applicable toward an Associate of General Studies degree.

A maximum of six units of special topics classes in one subject area may apply toward any WNC degree.

Mission:

The purpose of the Associate of General Studies degree is to provide academic knowledge and skills for personal growth, professional advancement, and/or successful transfer.

Student Outcomes:

Students who complete an Associate of General Studies degree at WNC are expected to demonstrate that they

- have met the general education student learning outcomes.
- know the subject matter appropriate to their fields of study.

The 2017-2018 AGS Program Review team recommends replacing the program description, mission statement, and student learning outcomes with the following:

Mission: The purpose of the Associate of General Studies degree is to provide academic knowledge and skills for personal growth and/or professional advancement.

Associate of General Studies degree Outcomes-- The successful student will:

- Meet the general education student learning outcomes.
- Succeed at the professional, academic and personal goals the AGS degree serves.
- Demonstrate knowledge in the subject matter appropriate to their fields of study.

Academic Program Guide

The Associate of General Studies is intended as an exploratory and terminal degree, not to be used as a transfer degree; however, credits earned under the degree may transfer to 4-year institutions. It is recommended that anyone planning to apply these credits for transfer

consult their intended transfer institution for appropriate curriculum planning.

A maximum of six units of special topics classes in one subject area may apply toward any WNC degree. In some cases, courses may not transfer to other Nevada community colleges and Nevada State College or other colleges and universities. See a WNC counselor for the latest transfer information. Courses with a number under 100 (such as ENG 95) are not applicable toward an Associate of General Studies degree.

(1.D.1) WNC SLOs

During Fall 2017 the General Education and Curriculum committees recommended eliminating dual GE/ISLOs at WNC. Instead, Institutional Learning Outcomes were maintained for all GE and non-GE courses. At the time of this review, this issue is still under discussion. As such, we have included both GE and ISLOs.

Western Nevada College General Education Student Learning Outcomes

Approved Fall 2014; *(Revised 4-14-2017)*

Intellectual Skills

1. Demonstrate working knowledge of key concepts, principles, themes, and major content areas needed to explain and solve discipline-specific problems. (Working Knowledge)
2. Present substantially error-free prose suitable in style and content to the purpose of the document and the audience. (Written Communication)
3. Present accurate calculations and symbolic operations, and explain how such calculations and operations are used in either the specific field of study or in interpreting information in other fields. (Quantitative Literacy)
4. Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities, and papers. (Information Literacy)

Personal and Social Responsibility

5. Describe diverse historical and/or contemporary positions on selected democratic values or practices. (Diversity and Society)
6. Take an active role in a community context (work, service, co-curricular activities, etc.), and examine the civic issues encountered and the insights gained from the community experience.
7. Design an approach or process toward resolving a social, personal or ethical dilemma.
6. Use critical thinking and appropriate problem solving methods to address significant or enduring problems (Critical thinking)

Western Nevada College Institutional Student Learning Outcomes

Approved Fall 2014 *(Revised 3-27-2015)*

Students completing degrees at WNC need to demonstrate a combination of intellectual skills, personal and social responsibility, and the ability to integrate

knowledge and skills to understand and solve contemporary and enduring problems. Upon completing a degree at WNC, students must demonstrate they are able to:

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

(1.D.2) Program SLO Course Matrix

The NSHE Board of Regents Handbook mandates the following curricular requirements for an AGS degree. Its does not offer a program description.

ASSOCIATE OF GENERAL STUDIES

Communications	6
Constitution	3
Science	3
Mathematics	3
Social Science	3
Humanities	3
Additional Program Requirements	39
TOTAL	60

The 2012-2017 WNC Associate of General Studies Degree curriculum does not specify program requirements beyond approximately 21 credits in general education (this number is either 21 or 24 depending on the selection of course/courses for the U.S./Nevada Constitution requirement).

The 2017 AGS Program Review Team does not recommend altering the curriculum requirements for the AGS degree, due to the benefit of flexibility for AGS students at WNC and alignment with other NSHE institutions.

A minimum of 60 total credits chosen from the following categories:

English/Communications Requirement: 6 Units (Credits)

Must include a unit–credit writing course.

- Business: [107](#), [108](#)

- Communication: [101](#), [102](#), [113](#)
- Criminal Justice: [103](#)
- [English](#)
- Journalism: [201](#)
- [Reading](#)
- Writing Course ([Business 108](#), [English 100](#), [English 101](#), [English 102](#), [English 107](#) or any other 200 level English class)

Fine Arts and Humanities Requirements: 3 Units (Credits)

- [Deaf Studies](#)
- [Art](#)
- Core Humanities: [201](#), [202](#)
- [Crafts](#)
- English: [190](#), [200](#), [223](#), [243](#), [250](#), [252](#), [267](#), [271](#), [282](#), [297](#)
- Foreign Languages
- [Graphic Communications](#)
- History: [105](#), [106](#), [207](#), [247](#)
- Humanities: [101](#)
- [Music](#)
- [Philosophy](#) (Except PHIL 102, 114)
- Theatre: [100](#), [105](#), [180](#)

Mathematics Requirement: 3 Units (Credits)

- Statistics: [152](#)
- Business: [109](#)
- Economics: [261](#), [262](#)
- [Mathematics](#)
- Psychology: [210](#)
- Sociology: [210](#)

Science Requirement: 3 Units (Credits)

- Anthropology: [102](#), [110L](#)
- Astronomy: [109](#), [110](#), [120](#)
- Atmospheric Sciences: [117](#)
- [Biology](#) (Except BIOL 208, 223, 224, 251)
- [Chemistry](#) (Except CHEM 220, 241, 241L, 242, 242L)
- [Environmental Studies](#)
- Geography: [103](#), [104](#)
- [Geology](#) (Except GEOL 111, 112, 113, 299)
- Nutrition: [121](#)
- [Physics](#) (Except PHYS 293)

Social Sciences Requirement: 3 Units (Credits)

- Anthropology: [101](#), [201](#), [202](#), [210](#), [212](#), [215](#)
- Core Humanities: [203](#)
- [Criminal Justice](#)
- Economics: [100](#), [102](#), [103](#)
- Geography: [106](#), [200](#)
- History: [101](#), [102](#), [111](#), [217](#), [295](#)
- [Political Science](#)
- [Psychology](#) (Except PSY 210)
- [Sociology](#) (Except SOC 210)

U.S. and Nevada Constitution Requirements: 3 or 6 Units (Credits)

- Core Humanities: [203](#)
- History: [111](#)
- History: [101](#) & [102](#)
- History: [101](#) & [217](#)
- Political Science: [103](#)
- History and Political Science Combination ([History 101](#) & [Political Science 208](#))

General Electives: 36 or 39 Units (Credits)

Students may choose from any occupational or general education courses to be used as electives for this degree. Some non-traditional credit approved by Admissions and Records may be applicable to satisfy course requirements for occupational degrees, while other such credits may be used as electives for the AGS and AAS degrees only. Students planning to transfer to the University of Nevada, Reno should use the UNR core curriculum guide to satisfy general education requirements.

(1.E) Degrees and/or Certificates Offered

The 2017 Associate of General Studies Program Review focuses uniquely on the WNC Associate of General Studies degree. Historically the AGS degree has served many communities for a wide variety of purposes. For the purposes of this review, all AGS degrees, declared or earned, are considered equally.

Students pursuing an AGS degree take 21-24 credits of General Education courses and the remainder of their curriculum may be selected to meet their individual personal or professional goals.

(1.F) Niches Served

According to the IR data from the past 5 years, out of 14,437 students enrolled, 1,534 or approximately 10%, enrolled in the AGS program. Demographically, these students are diverse by age and ethnicity with the age range from 16-90. The distribution in age range demonstrates the utility of this program in meeting the needs of widely diverse student populations. The overwhelming majority of students who enrolled in this program represent ages 22 and older.

Per interviews with the Directors of: Financial Aid, Admissions and Records, and Counseling, a more thorough picture of niches served by this program emerges. When a student enrolls who is unsure of final degree goals, the AGS Program allows students to explore interests and aptitudes while being eligible for financial aid. It was noted that students use the AGS Degree as a terminal degree when job requirements included the need for a degree for promotions.

Transfer students can also use the AGS Degree path to earn WNC credit for prior education whereby those transfer credits were not applicable to another degree offered. Without this degree available, professionals and students attending non-traditional post-secondary institutions who have accumulated credits over the years would be denied the ability to earn a terminal college degree. It may also provide an opportunity for students to avoid the extra credit fee by terminating with an AGS and then continuing and completing another degree with financial penalty.

The AGS Program is also used by some students to earn a second degree with the completion of an additional 15 credits. Initial enrollment in the AGS Degree Program allows for the designation of degree seeking while providing the student an opportunity to narrow their academic focus prior to graduation. It is common for students initially enrolled in the AGS Degree to change their program at the time of application for graduation. This change between initial and final degree is not currently tracked so no definitive data is available to measure the volume of students who fall into this category.

Please see Enrollment Trends (2.D) for detailed demographic information.

[Quality of Program \(2\)](#) >

(2.A) Evidence of Effectiveness

A. Evidence of Effectiveness

Please click on subpages for detailed subsections.

i. Course Scheduling/Enrollment History Report (2.A.1)

ii. Summary Data Sheet (2.A.2):

iii. Systematic Assessment Detail View (2.A.3):

(2.A.1) Course Scheduling/Enrollment History Report

Due to the broad number of classes that apply to the AGS degree, there is no single division responsible for course scheduling, staffing, or tracking courses fulfilling the AGS program requirements. Across WNC's campuses, division directors and staff work in conjunction with the academic faculty to manage a balanced and efficient schedule with morning, afternoon, and evening offerings to fit the needs of a diverse student population. Class scheduling is driven by the needs of full-time, degree seeking students. Given current enrollment and retention efforts, the AGS program review team recommends both focusing attention toward non-traditional students and altering course scheduling in order to increase accessibility for those students, viz., evening and online classes (see 2.G Recommendations).

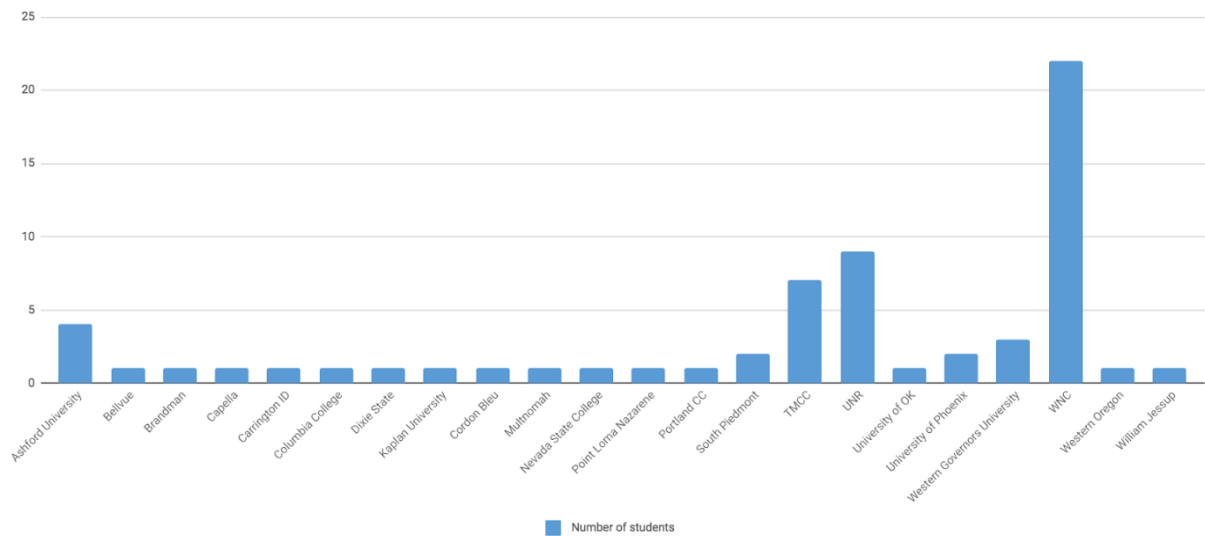
Please see Enrollment Trends (2.D) for more detail regarding courses taken by AGS students.

(2.A.2) Summary Data Sheet

AGS Majors and Graduates

(source IR report attached)	2016-17	2015-16	2014-15	2013-14
AGS Declared	424	472	401	373
AGS Graduates	50	68	55	66

Transfer Locations



(2.A.3) Systematic Assessment

During Fall 2017 the General Education and Curriculum committees recommended eliminating dual GE/ISLOs at WNC. Instead, Institutional Learning Outcomes were maintained for all GE and non-GE courses. At the time of this review, this issue is still under discussion. As such, we have included both GE and ISLOs.

Western Nevada College General Education Student Learning Outcomes Approved Fall 2014 (*Revised Spring 2016*)

1. **WORKING KNOWLEDGE:** Demonstrate working knowledge of key concepts, principles, themes, and major content areas needed to explain and solve discipline-specific problems.
2. **WRITTEN COMMUNICATION:** Present substantially error-free prose suitable in style and content to the purpose of the document and the audience.
3. **QUANTITATIVE LITERACY:** Present accurate calculations and symbolic operations, and explain how such calculations and operations are used in either the specific field of study or in interpreting information in other fields.
4. **INFORMATION LITERACY:** Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities, and papers.
5. **DIVERSITY AND SOCIETY:** Describe diverse historical and/or contemporary positions on selected democratic values or practices.
6. **CRITICAL THINKING:** Use critical thinking and appropriate problem solving methods to address significant or enduring problems.

Western Nevada College Institutional Student Learning Outcomes Approved Fall 2014 (*Revised 3-27-2015*)

Students completing degrees at WNC need to demonstrate a combination of intellectual skills, personal and social responsibility, and the ability to integrate knowledge and skills to understand and solve contemporary and enduring problems. Upon completing a degree at WNC, students must demonstrate they are able to:

1. **WORKING KNOWLEDGE:** Identify, describe, and apply information, theories, methodologies and approaches from the sciences, social sciences, and humanities/arts.
2. **WRITTEN COMMUNICATION:** Write effective projects, papers, and reports.

3. **QUANTITATIVE LITERACY:** Present accurate calculations and symbolic operations, and explain how such calculations and operations are used in either the specific field of study or in interpreting information in other fields.

4. **INFORMATION LITERACY:** Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities, and papers.

5. **DIVERSITY AND SOCIETY:** Describe diverse historical and/or contemporary positions on selected democratic values or practices.

6. **CRITICAL THINKING:** Integrate knowledge and skills from the study of sciences, mathematics, social sciences, and the humanities/arts to think critically about and develop solutions to contemporary and/or enduring problems.

7. **CAREER PREPARATION:** Identify, describe, and apply information in the discipline or career area of their choice sufficient for further study and/or demonstrate competencies required to succeed in the workplace.

Five-Year Academic Assessment Plan

PROGRAM NAME: General Education: English 101 & 102

SUBMISSION DATE: August 23, 2016

List the program outcomes and/or student learning outcomes and briefly describe the means of assessment for each one. Insert an **X** in the column of each year that the outcome will be assessed.

Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Means of Assessment
Insert Year:	2016-17	2017-18	2018-19	2019-20	2020-21	
Specific Rubric:	Research credibility/ appropriate use of research	Audience/ Appropriateness of thesis	Research credibility/ appropriate use of research	Audience/ Appropriateness of thesis	Logic: evidence warranting claims, inductive and deductive reasoning	
1. English 101: "Locate, evaluate, and correctly use information from multiple, appropriate resources to complete an argumentative research paper (GE 4).	X		X			Simple holistic rubric, linking to elements in the Value Rubric
2. English 101: "Establish a thesis about a contemporary or enduring social issue and support the claim with appropriate reasoning and evidence" (GE 6)	X	X	X	X	X	Simple holistic rubric, linking to elements in the Value Rubric
3. English 102: Discuss, research, and write about literature with critical insight, precision and clarity. (GE 4)	X		X		X	Simple holistic rubric, linking to elements in the Value Rubric

Five-Year Academic Assessment Plan

3. English 102: Understand and use critical thinking and creativity to select and apply terms used to analyze literature suitable for arguments regarding literary texts. (GE 6)		X		X	X	Simple holistic rubric, linking to elements in the Value Rubric
Comments/Reflections: Repeating assessment of essay elements will allow action on assessment data and then reassessment to determine if follow up actions had any noticeable effect on outcomes. Also, covering one rubric per year will allow full and part time faculty to better have focused discussions about the particulars of what we expect to find in successful college writing.						

Five-Year Academic Assessment Plan

Signature, Direct Supervisor

Date

Signature, Vice President

Date

Five-Year Academic Assessment Plan

PROGRAM NAME: Anthropology (Liberal Arts)

SUBMISSION DATE: 10/6/16

List the program outcomes and/or student learning outcomes and briefly describe the means of assessment for each one. Insert an **X** in the column of each year that the outcome will be assessed.

Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Means of Assessment
Insert Year:	2016-17	2017-18	2018-19	2019-20	2020-21	
1. Review Student Learning Outcomes for Interactive Video classes: Anthro 101 and 201	X					Assess Anthropology 101 and 201 exams across all sections including Interactive Video to measure General Knowledge of anthropological concepts.
2. Update Course Outlines ; review recent assessment practices and consider updates relevant to new student learning outcomes for Anthro 101, 102, 110L, 201, and 443.	X					Review course outlines for appropriate anthro courses. Review of assessment practices and incorporate updates relevant to new SLOs.
3. Update Course Outlines ; review recent assessment practices and consider updates relevant to new student learning outcomes for Anthro 202, 214, 215.		X				Review course outlines for appropriate anthro courses. Review of assessment practices and incorporate updates relevant to new SLOs.
4. Update Course Outlines ; review recent assessment practices and consider updates relevant to new student learning outcomes for Anthro 210, 212, 213.			X			Review course outlines for appropriate anthro courses. Review of assessment practices and incorporate updates relevant to new SLOs.
5. Review and revise course syllabi for Anthro 101, 102, 110L, 201, 443, 215, 214	X	X	X	X	X	Review and adjust course syllabi as necessary to adapt to new information in the discipline, new text material, and new SLO's.
6. Comments/Reflections:						

Five-Year Academic Assessment Plan

Most of the course outlines for anthropology classes have been developed to address knowledge/content of the discipline, reading of primary and secondary source material, and in the case of all 200-level classes, have longer writing assignments where students must synthesize, evaluate and create an analytical understanding of world cultures. This five-year plan addresses all student-learning outcomes eventually.

Signature, Direct Supervisor

Signature, Vice President

Date

Date

Assessment Reports

Assessment Reports can use the table below or a narrative format. Each report needs to provide information that addresses six points. If a narrative format is used, the headings for each of the six topics need to be used. Instructions for what should be included for each point are provided after the heading.

Course or Program Assessed List the course(s) or academic program	HISTORY 101
Assessment Date and Assessment Participants Semester, year, and faculty participating in the assessment.	Fall 2015; Full time History Faculty--Joseph Bell, Kim DesRoches, Amy Ghilieri
Student Learning Outcome or Objective Assessed Provide the Institutional Student Learning Outcome(s), General Education Student Learning Outcome(s) or specific course or program objective(s)	The ISLO assessed was #2 "Write effective projects, papers, and reports." The GESLOs assessed were numbers 2 and 4 GESLO 2: "Present substantially error free prose suitable in style and content to the purpose of the document and audience" GESLO 4: Locate, evaluate, and appropriately use information from multiple sources to complete projects, activities, and papers."
Summarize Assessment Methods Briefly cover the design of the assessment and the tests or procedures used to complete it	All full time and adjunct instructors teaching HIST 101 were asked to submit writing samples from all students from an assigned in class assessment. The papers were stripped of identifying information of both faculty and student. The number of submissions was inconsistent as some faculty submitted a sampling of papers and another a mixed assessment where more than one author was present. All papers were to be submitted by the end of the semester. The readers met twice; once in December 2015 for the norming and first read and again before the semester start of 2016. Over the break each reader completed a second read and all created spreadsheets reflecting how they assessed (1-4 scale) each of the VALUE rubric criteria and included a final determination of pass or fail. Papers that received scores 2-4 on two or more criteria passed. Papers that received 1 or 0 on two or more criteria did not pass. Papers requiring a third reading were completed at the second meeting in January 2016. There were a total of 300 submissions assessed using the VALUE rubric for written work. The criteria selected from the rubric were items #1 "Context and purpose for

	<p>Writing,” #2 “Content Development” and #5 “Control of Syntax and Mechanics.”</p> <p>Each submission was read twice. The readers There were 41 submissions that required a third reader or 14% where the first two readers did not agree.</p>
<p>Assessment Results</p> <p>Briefly describe the results of the assessment, including any concerns about the assessment methods. Make sure to include information on whether the results reached the target or thresholds for the outcome.*</p>	<p>After the third read was completed, the results for the first effort were: 84% of the papers met the criteria used. This outcome exceeded the target of 70% success by 70% of students.</p>
<p>Use of Results</p> <p>Briefly describe how results were used, including information about changes made to the courses, programs, the assessment process, and if the assessment will be repeated.</p>	<p>Discussion followed the final read and focused on ways of improving the assessment process and generating more precise data from future efforts. It was unanimously decided to not attempt a second assessment for Spring 2016, but rather use the time to more fully develop a signature assignment that is appropriate across all History courses with more detailed criteria established for measurement. Once the signature assignment has been determined, all full time and adjunct faculty will be invited to participate by including the assignment in their fall 2015 courses. The next assessment is tentatively scheduled for Fall 2016 and Spring 2016 across the History curriculum.</p>

*Targets and Thresholds for each institutional and general education learning outcome are shown in the “Western Nevada College Measuring Student Learning Outcomes” document (available on the Westnet Internet, under both the Accreditation Committee and PARC).

Five-Year Academic Assessment Plan

PROGRAM NAME: History

SUBMISSION DATE: October 4, 2016

List the program outcomes and/or student learning outcomes and briefly describe the means of assessment for each one. Insert an **X** in the column of each year that the outcome will be assessed.

Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Means of Assessment
Insert Year:	2016-17	2017-18	2018-19	2019-20	2020-21	
General Education Student Learning Outcomes, Fall Assessments #1: Demonstrate working knowledge of key concepts, principles, themes, and major content areas needed to explain and solve discipline-specific problems. #2: Present substantially error-free prose suitable in style and content to the purpose of the document and the audience. #6: Use critical thinking and appropriate problem solving methods to address significant or enduring problems.	X	X	X	X	X	Assessment: VSP (Very Short Paper). We have selected the VSP because it requires concise, evidence-based analysis from students. We will require all sections of all History Department courses to assign a specific VSP during the Fall semester, based upon the chosen question for each class/year. Full-time faculty will meet at the end of the Fall and Spring semesters, including any adjunct faculty who volunteer as readers, to assess all VSPs for three (3) General Education Student Learning Outcomes, based on the chosen GESLOs in the five-year plan. We will utilize criteria from our rubric, which is based on the Written Communication and Critical Thinking VALUE rubrics. Each paper will receive a score of 0-4, based upon the rubric. The readings will be done

Five-Year Academic Assessment Plan

Spring Assessments:						
#4: Locate, evaluate, and appropriately use information	X	X	X	X	X	anonymously. All submissions will be read by two readers and any submissions with divergent assessments regarding a passing or failing score will be read by a third reader. All results for each submission and assessment will be collected in a spreadsheet. We will produce a report regarding the assessment data by the beginning of the subsequent semester.
#5: Describe diverse historical and/or contemporary positions	X	X	X	X	X	
#6: Use critical thinking and appropriate problem solving	X	X	X	X	X	
						The questions will vary by year but the process of collection of VSPs from all courses and the application of the attached rubric will be replicated. Once a full year of data has been collected and analyzed at the end of the Spring semester changes to the process, questions, and GESLO's assessed will be made if needed.

Comments/Reflections:

Based on the outcomes of the assessment, faculty will discuss ways to improve writing outcomes across the History

Five-Year Academic Assessment Plan

curriculum and determine which Student Learning Outcomes will be assessed in the next cycle. The five-year plan is fluid. Should students demonstrate excellence in critical thinking, but difficulty with the use of evidence, a different GE will be assessed during both Fall and Spring semesters.

*History Department
Assessment Rubrics attached

**Analysis/Report Tool attached

Signature, Direct Supervisor

Date

Signature, Vice President

Date

Five-Year Academic Assessment Plan

Attachments

***History Department Assessment Rubrics (from the VALUE rubric)**

GE #1: Content	4	3	2	1	0
Factual information accuracy	Factual information provided in the VSP is entirely accurate.	Factual information provided in the VSP contains minor errors.	Factual information provided in the VSP contains several errors.	Factual information in provided in the VSP contains substantial errors.	Factual information provided in the VSP is not factually accurate.
Relevance	Applies relevant data to the question.	Applies relevant data to the question at least 90% of the time.	Applies relevant data to the question at least 75% of the time.	Applies relevant data to the question at least 50% of the time.	Does not apply relevant data to the question.

GE #2: Writing	4	3	2	1	0
Mechanics/Syntax	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the VSP has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that is difficult to understand and often impedes meaning because of errors in usage.

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Correct Citation Format	Sources are included and are cited correctly, both in-text and as works cited.	Sources are included and are cited, both in-text and as works cited, but include minor errors in format.	Sources are included and are cited, both in-text and as works cited, but include substantial errors in format.	Sources are included, but are either not cited both in-text and as works cited, or are cited incorrectly.	Sources are either not included or are not cited.
Logical Flow	Logically assembles an argument in a cogent and clear manner.	Logically assembles an argument in a cogent and clear manner, 90% of the time.	Logically assembles an argument in a cogent and clear manner, 75% of the time.	Logically assembles an argument in a cogent and clear manner, 50% of the time.	Does not logically assemble an argument in a cogent and clear manner.

GE #4: Evidence	4	3	2	1	0
Appropriate Selection of Evidence	Skillfully utilizes high-quality evidence from an appropriate source and is relevant to the VSP topic.	Evidence is from an academic source and is consistently relevant to the VSP topic.	Evidence is from an academic source and is often relevant to the VSP topic.	Evidence is from a non-academic source (i.e. Wikipedia).	No evidence is included.
Incorporation of Evidence into the Argument	Relates the evidence to the argument in a	Relates the evidence to the argument, but in	Evidence is present, but incorporation is unsophisticated.	Evidence is problematic and incorporation is unsophisticated.	Does not relate the evidence to the argument.

Five-Year Academic Assessment Plan

	sophisticated way.	occasionally awkward.			
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GE #5: Context	4	3	2	1	0
Correct Contextual Information	Generates argument within correct historical context.	Generates argument within correct historical context, 90% of the time.	Generates argument within correct historical context, 75% of the time.	Generates argument within correct historical context, 50% of the time.	Does not generate argument within correct historical context.
Appreciation of Different Societal Norms	Recognizes the validity of different cultural and society norms.	Often recognizes the validity of different cultural and society norms.	Sometimes recognizes the validity of different cultural and society norms.	Rarely recognizes the validity of different cultural and society norms.	Does not recognize the validity of different cultural and society norms.

GE #6: Critical Thinking	4	3	2	1	0
Use of Thesis	Employs a consistent, arguable thesis.	Employs an arguable thesis, but includes minor logical inconsistencies.	Employs an arguable thesis that is not consistent.	Employs a thesis that is not arguable or consistent.	Does not have a thesis.
Defense of the Thesis	Clearly and cogently defends the thesis throughout.	Consistently defends the thesis.	Awkwardly defends the thesis.	Barely defends the thesis.	Does not defend the thesis.
Conclusion/Significance	Reconstructs the argument	Reconstructs the argument	Reconstructs the argument	Restates the argument, but	Does not reconstruct the

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	made in the VSP and evaluates the significance of said argument with a high level of sophistication.	made in the VSP and evaluates the significance of said argument at a basic level.	made in the VSP, but does not evaluate the significance of the argument.	does not critically evaluate it.	argument made in the VSP or evaluate the significance of said argument.
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** History Department Analysis/Report Tool

To be completed after the assessment period:

Name/Goal of Activity/Project: Assessment Report	
Course or Program Assessed	History 101, 102, 105, 106, 111, 217
Assessment Date and Assessment Participants	
Student learning Outcome or Objective Assessed	
Summarize Assessment Methods	
Assessment Results	
Use of Results	

RESULTS OF COMMON IMBEDDED QUESTIONS ON EXAMS SPRING 2014, FALL 2014, SPRING 2015

MATH 181, CALCULUS I

1. Find the equation of the tangent line to ...

Two sections reported the following ratio (number of correct responses or with slight error) / (total number of responses)

$$433/53 = 62\%$$

2. Find the area of the region bounded by the graph of ...

Two sections reported the following ratio (number of correct responses or with slight error) / (total number of responses)

$$26/48 = 54\%$$

MATH 182, CALCULUS II

1. Find the volume of the solid generated by revolving the region bounded by ...

Two sections reported the following ratio (number of correct responses or with slight error) / (total number of responses)

$$25/39 = 64\%$$

2. Using partial fractions, find the integral of ...

Two sections reported the following ratio (number of correct responses or with slight error) / (total number of responses)

$$16/36 = 44\%$$

MATH 127, PRECALCULUS II

1. Using the laws of sines and cosines, find the missing angles A, B and side c...

Two sections reported the following ratio (number of correct responses or with slight error) / (total number of responses)

$$31/36 = 86\%$$

2. Find all solutions of the quadratic trigonometric equation over the interval $[0, 2\pi)$

Two sections reported the following ratio (number of correct responses or with slight error) / (total number of responses)

$$16/34 = 47\%$$

MATH 126, PRECALCULUS I

1. How much of a 10 kg sample of radioactive material with half- life 60 years will remain in 100 years?

Three sections reported the following ratio (number of correct responses or with slight error) / (total number of responses)

$$46/59 = 80\%$$

2. Find the horizontal and vertical asymptotes and graph the rational function...

Three sections reported the following ratio (number of correct responses or with slight error) / (total number of responses)

$$46/58 = 79\%$$

MATH 120, FUNDAMENTALS OF COLLEGE MATHEMATICS

1. a. \$20,000 is invested at an annual percentage rate of 4.5% compounded quarterly. How much is the investment worth after 8 years?
b. How much interest has accrued at the end of the 8 years?

Four sections reported the following ratios (number of correct responses) / (total number of responses)

$$40/59 = 68\%$$

2. A bag contains 5 green marbles, 8 red marbles, and 12 blue marbles. Five marbles are drawn from the bag without replacement. Find the probability of drawing 2 red marbles and 3 blue marbles.

Four sections reported the following ratios (number of correct responses) / (total number of responses)

$$40/58 = 69\%$$

3. The life span of Acme tires is normally distributed with a mean of 40,000 miles and a standard deviation of 3,500 miles. Find the probability that an Acme tire will last 45,000 miles or more.

Four sections reported the following ratios (number of correct responses) / (total number of responses)

$$24/46 = 52\%$$

Conclusion: The data indicates a majority of the students are learning the material with the exception of question 2 in Math 182 and 127.

Five-Year Academic Assessment Plan

PROGRAM NAME: Philosophy (Liberal Arts)

SUBMISSION DATE: 9/27/16

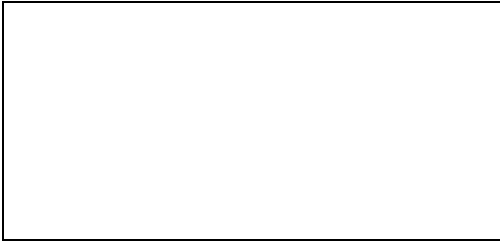
List the program outcomes and/or student learning outcomes and briefly describe the means of assessment for each one. Insert an **X** in the column of each year that the outcome will be assessed.

Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Means of Assessment
Insert Year:	2016-17	2017-18	2018-19	2019-20	2020-21	
1. Review of student learning outcomes in PHIL 210: World Religions (General Humanities Course that also works as Diversity Credit at UNR)	X					Assessment of PHIL 210 exams across all sections of PHIL 210 to assess General Knowledge of Hinduism, Buddhism, Confucianism/Taoism, Judaism, Christianity, and Islam (2016-2017)
2. Review and update course outlines of PHIL 101, 102, 135, 114, 200, 203, 204, 207, 210 and 224 (Deactivate 180); Review course outlines with all philosophy instructors to make sure they are in compliance; Develop a schedule of course offerings where every philosophy course is being offered at least once every two years.	X					Making sure there is a linkage between student learning outcomes in the course outlines and course syllabi is a first level assessment project that will lay the groundwork for future assessment of student work.
3. Review Student Learning Outcomes of General Philosophical Knowledge in PHIL 101, 135, 200 and 207		X				Common questions in all sections of Philosophy 101, 135, 200 and 207 sections on exams/

Five-Year Academic Assessment Plan

4. Review Student Learning Outcomes related to analysis of primary philosophical texts in PHIL 135, 200, 203, 204, 207 and 210.			X			Common writing assignment (Very Short Paper – Take Home Essay Assignment) that looks at analyzing philosophical texts across a variety of classes
5. Review critical thinking student learning outcome in PHIL 101, 102, 135, 114, 200, 203, 204, 207, 210				X		Design a common essay question for an exam, and/or a very short paper assignment that focuses on students' ability to critically analyze and evaluate material from multiple points of view
6. Review student learning outcome where students are synthesizing material and creating a longer philosophical reflection in 200, 203, 204, 207, and 210.					X	Create a holistic writing rubric that can be used to analyze a variety of longer philosophy assignments. Assess a sample of student writing from several different philosophy classes.
Comments/Reflections: Most of the course outlines for philosophy classes have been developed to address knowledge/content of the discipline, reading of primary source material, analyzing primary source material, and in the case of all 200-level classes have a longer writing assignment where students must synthesize, evaluate and create a longer philosophical reflection. This five-year plan addresses all student-learning outcomes eventually.						

Five-Year Academic Assessment Plan



Signature, Direct Supervisor

Date

Signature, Vice President

Date

Why did you choose WNC?	Why did you decide to pursue and AGS degree?	Why did you select an AGS degree over another degree that would allow you to transfer to a 4-year university?	What did you choose to do after completing your degree OR how do you plan to use the AGS degree?	How has the pursuit or completion of the AGS degree made a difference in your life?	Did you seek advice from professors, counselors or both to complete your AGS degree?	Please rate your experience with each of the following departments on a scale of 1 to 5. 1 being least helpful to 5 being extremely beneficial or N/A for never used.	Do you have any additional comments on your experience of WNC? (Only for students who have graduated)
Price (58.2%)	1) I wanted to have a college degree and with the classes I had already taken, it was the best choice.	I was working and I live far from any 4-year universities. I wanted to get a college degree and begin looking for a good job	I used my degree to start applying for jobs and I landed a wonderful job that has changed my life in amazing ways.	I was able to apply for more jobs and meet more qualifications. I always wanted to have a college degree and it was the best option to complete the AGS at that time in my life.	Counselor (37.5%)	Counseling (3.1)	I absolutely enjoyed WNC, the professors, the campus, and all other employees I came into contact with. I would highly recommend WNC to anyone and everyone. I had a wonderful experience at WNC and it gave everything I could have ever wanted and much more!
Location (94.12%)	2) To accomplish some goals that I had for myself	it was cheaper to go to college than a university	Use my degree for the field that I am in at this moment	Yes, I get paid more.	Professor(s) (0%)	Financial Aid (4.09)	I miss this college. It was personable, with great resources and people.
Degree Options (23.53%)	3) I could not decide what I wanted as a career path, so I continued to take classes, and I took enough to where I could get all three Associate Degrees: Associate of General Studies, Arts, and Science	I knew that this degree would still help me if I were to transfer to a 4-year university, and since the college was in the town I lived in, it worked out perfectly.	I transferred to UNR and am currently working towards my bachelors.	I have found a career path that I love.	Both (43.75%)	Admissions and Records (3.94)	Why do you use the Accuplacer if it is so flawed? How is it a professor can bail on his students for an entire semester and you do nothing? How is it that a professor was allowed to violate Federal Law and you did nothing? Have you no shame?
	4) To prepare me for my Bachelor Degree	I had enough credits for it so I figured why not and I also obtained an AA degree	I transferred to a university	I feel accomplished.	None (18.75%)	Professors (4.06)	I wish some one had reached out to give me more guidance on how to become a teacher .
	5) It was the fastest way to get a degree of some kind after 12 years in college and 4 majors. Now I wish I had chosen something else like Engineering, Mechatronics, or a general Science degree for the AGS degree is less than useless.	It seemed the best fit to graduate the fastest given my previous credits I had received.	After I got the degree the economy was in the slump, I still tried to get a light delivery job but after an on-the-job injury I was unable to for 3 years. In between I got married and had to take jobs I could walk to given we ad but 1 car. Currently, 5.5 years after the fact, I am looking at transferring to NCSU for Fall 2018 to pursue a BS in Mechanical Engineering, Applied Physics, or Mechatronics and will pay for it via getting a CDL. There is, near as I can tell, no use for an AGS degree in America at all. It barely qualifies as a transfer degree. With a BGS you an at least get a government job, but an AGS gives you nothing.	Yes, it has shown me the wide and deep problems in US college programs. That they are allowed to offer degrees that they know are a flat waste of time and money is sickening. I am so very very glad I did not take out loans for this degree.			Doctor Bob Whitcomb was the best thing that happened to me to help me focus in on my degree and guide me through to the end.
	6) I had enough credits	Taking too long going less than part time	I have a job in social services with my associates de	Allowed me a job with social services			None.
	7) Figured it was a good place to start my higher education.	I did not know better.	I am using WGU to obtain a Batchlers in Education.	It allowed me to start substituting and see that I did want to get a higher dagger in education.			The financial aid process needs to be re evaluated I have been up there seven times this summer to sign documents that They neglected to inform me that needed to be addressed, now I may not get financial help fir the Fall 2017 semester.
	8) I had changed my focus a couple of semesters in and I wanted those classes to count towards my degree.	I'm not planning on continuing education at this time. Also see above answer to question 2.	My AGS was mostly filled in with business classes that I plan to use in starting my own business someday. Those classes have helped me see things about my place work differently as I work in a small locally owned business at this time.	It has given me the knowledge and confidence to move forward when I'm ready.			I truly enjoyed my time at WNC, the campus is easy to navigate and the services were great for what I needed at the time.
	9) I didn't have the Math class needed for the AA degree.	I did go on to attend another University. Utah State.	Currently working on an Advanced Standing Master's Degree in Social Work.	It catapulted me into a higher degree and expectation for myself.			Debra Case (case3d@wnc.edu) was an ANGEL! She helped me gather transcripts, and looked after what was going on with the Assoc and life in general. Having to corral five different universities (1 of which has had a name change, the other wanted requests sent to a different address). Debra made the process understandable and didn't make me feel like I was a burden. She truly cares.
	10) I needed to stay degree seeking to maintain my eligibility for financial aid.	I got both and AGS and an AA.	I am enrolled at UNR	It allowed to accomplish something and learn that I can be a good student			It was worth my time and money to kickstart my education endeavors

	11) With all the classes I had I automatically had enough credit with my AA to add the AGS	I have an AA	To obtain employment and can I elaborate that I have worked less with my degrees than without. Will now obtain a BAS.	In actuality it has hindered my ability to sustain employment.			Chris Ryan, Jayna Conkey and Dale Edgington were all fantastic teachers. Sally Orbas was absolutely terrible. She really needs to work on her teaching skills. A college level professor ought to be able to communicate simple concepts clearly.
	12) I wanted to complete a basic Associate Degree with hopes of moving on to a higher degree, the degree would be useful at work too.	I was able to complete basic classes and I didn't realize at the time that the degree would not transfer.	I completed an Associate of Science in General Business and was able to use both degrees to secure a better job.	It has helped me to think broader and learn about other aspects in which I had not previously considered			
	13) I had started my Assoc after graduation (1974) and with joining the military, becoming a Navy wife, birth, and changing duty stations, never completed it. It was time.	Frankly, I really don't see the benefit in obtaining a Bach. degree. At 61, and currently disabled, completing the Assoc. was a way to stamp 'closed' to one part of my life.	Completion of the AGS was needed for my job position. Although I had over 30+ years of experience to draw on, my employer gave more credence to any kind of degree than one who didn't have one.	Although it took me forever to complete, At least I now know that I can do it.			
	14) Fastest to transfer	I was transferring over stateline and this was the most direct route I was told	BS in business and then on to my MBA	Hasn't			
	15) I was going for an associate of arts degree, but I was one class short, so I opted for general studies instead.	I was going for the associate of arts degree but when I saw a counselor about graduating they told me I had enough credits to go ahead and graduate then with a general studies degree. I didn't want to wait another semester to graduate.	I have stayed at home, had three children, taught piano lessons and started and ran a successful photography business.	It hasn't impacted my career path at all because I've been self employed. I'm glad that I finished my two year degree because it's given me some sense of completion, but I don't think it's really benefited me much, other than the photography classes I took.			
	16) I had credits to obtain along with my ADN.	It was my second. My primary was Nursing.	Nurse	I enjoy the arts.			

(2.B) Evidence of Satisfaction

For the purposes of this review we have utilized the 2016 Noel-Levitz Summary Report and the Community College Survey of Student Engagement; however, there are significant concerns with using these data for AGS students. 1) Both reports are broken down by declared major. AGS students may or may not consistently declare an AGS degree, or identify as and AGS student even while declared as such. Thus, these reports do not accurately represent the AGS student population, which is currently amorphous. 2) Only 4.41% of Noel-Levitz students are AGS students. In the future, the AGS program review team recommends tracking AGS students throughout their degree program so we may track enrollment satisfaction in a more meaningful way. Though anecdotal, please see the AGS interview results (2.A.2) for a brief overview of 16 student experiences at WNC.

Community College Survey of Student Engagement - Western Nevada College (2014 Administration)

2014 Frequency Distributions - Custom Survey Items

[Weighted]

			Your College	
Item	Variable	Responses	Count	Percent
6. While attending this college, what has been your best source of academic advising (academic planning, course recommendations, graduation requirements, etc.)? (Choose only one.)	COLLQ1381	Academic advisor (not faculty)	35	6.5
		Academic advisor (faculty)	273	50.3
		Friends, family, or other students	107	19.7
		Online college registration and/or computerized degree advising system	62	11.3
		I have not received any academic advising	67	12.3
		Total	543	100.0
7. Have you declared a major program of study at this college?	COLLQ1382	Yes	391	72.8
		No	146	27.2
		Total	537	100.0
8. Which of the following is/was most likely to interfere with your ability to stay in college?	COLLQ1383	Cost of tuition and books	291	54.6
		Housing expenses	49	9.2
		Childcare expenses	21	4.0
		Transportation expenses	20	3.8
		Other non-financial reasons	151	28.3
		Total	532	100.0
9. How would you rate the academic quality of this college in general?	COLLQ1384	Excellent	173	32.0
		Good	306	56.7
		Fair	57	10.6
		Poor	3	0.6
		Total	540	100.0
10. How often have courses required for your major been available?	COLLQ1385	Most of the time	296	55.0
		Some of the time	156	29.1
		Hardly ever	35	6.6
		Not applicable (have not taken any yet)	50	9.3
		Total	538	100.0

Community College Survey of Student Engagement - Western Nevada College (2014 Administration)

2014 Frequency Distributions - Custom Survey Items

[Weighted]

			Your College	
Item	Variable	Responses	Count	Percent
11. I am meeting my educational objectives as a result of my enrollment at this college.	COLLQ1386	Strongly agree	220	40.9
		Agree	268	49.8
		Disagree	29	5.4
		Strongly disagree	3	0.5
		Too early to tell	19	3.5
		Total	539	100.0
12. Courses at this college are offered in such a way that I can take them in the recommended sequence and still complete my degree in a timely manner.	COLLQ1387	Strongly agree	126	23.6
		Agree	294	54.8
		Disagree	92	17.1
		Strongly disagree	24	4.5
		Total	535	100.0
13. How often do faculty and/or staff encourage your participation in out-of-class campus activities such as clubs, theater events, intramural sports, etc.?	COLLQ1388	Very often	35	6.7
		Often	82	15.6
		Occasionally	181	34.5
		Never	228	43.3
		Total	526	100.0
14. How often do your professors clearly explain course learning outcomes and how they will assess them?	COLLQ1389	Very often	194	36.1
		Often	234	43.5
		Occasionally	72	13.4
		Seldom	25	4.7
		Never	12	2.3
		Total	538	100.0
15. How satisfied are you with the Distance Education courses you have taken at this college?	COLLQ1391	Very satisfied	67	12.7
		Satisfied	154	28.8
		Dissatisfied	25	4.6
		Very dissatisfied	20	3.7
		I have not taken courses of this nature	267	50.1

Community College Survey of Student Engagement - Western Nevada College (2014 Administration)

2014 Frequency Distributions - Custom Survey Items

[Weighted]

			Your College	
Item	Variable	Responses	Count	Percent
		Total	532	100.0
16. As an outcome of your college education, how important to you is writing clearly and effectively?	COLLQ1392	Very important	400	74.5
		Moderately important	102	19.0
		Slightly important	27	5.0
		Not at all important	8	1.5
		Total	538	100.0
17. As an outcome of your college education, how important to you is thinking critically and analytically?	COLLQ1393	Very important	429	79.9
		Moderately important	84	15.6
		Slightly important	19	3.5
		Not at all important	5	1.0
		Total	537	100.0
18. Rate the importance of acquiring a broad, general education.	COLLQ1394	Very important	344	64.1
		Moderately important	134	25.0
		Slightly important	43	8.0
		Not at all important	15	2.9
		Total	536	100.0
19. Which best describes your interest in enrolling in an online course in the future?	COLLQ1395	Definitely interested	162	30.7
		Probably interested	158	29.9
		Probably not interested	116	21.8
		Definitely not interested	93	17.6
		Total	529	100.0
20. How often has your course performance or grades been affected because you had trouble with technological skills?	COLLQ1396	Very often	20	3.8
		Often	38	7.1
		Occasionally	101	18.8
		Seldom	156	29.0

Community College Survey of Student Engagement - Western Nevada College (2014 Administration)

2014 Frequency Distributions - Custom Survey Items

[Weighted]

			Your College	
Item	Variable	Responses	Count	Percent
20. How often has your course performance or grades been affected because you had trouble	COLLQ1396	Never	223	41.4
		Total	538	100.0

Demographics

Gender	N	%	Class Level	N	%
Female	402	67.56%	1 year or less	235	40.17%
Male	193	32.44%	2 years	197	33.68%
Total	595	100.00%	3 years	78	13.33%
No Response	101		4 or more years	75	12.82%
			Total	585	100.00%
			No Response	111	
Age	N	%	Current GPA	N	%
18 and under	118	19.70%	No credits earned	43	7.45%
19 to 24	161	26.88%	1.99 or below	11	1.91%
25 to 34	117	19.53%	2.0 - 2.49	36	6.24%
35 to 44	85	14.19%	2.5 - 2.99	82	14.21%
45 and over	118	19.70%	3.0 - 3.49	165	28.60%
Total	599	100.00%	3.5 or above	240	41.59%
No Response	97		Total	577	100.00%
			No Response	119	
Ethnicity/Race	N	%	Educational Goal	N	%
African-American	14	2.37%	Associate degree	327	55.33%
American Indian or Alaskan Native	16	2.71%	Vocational/technical program	15	2.54%
Asian or Pacific Islander	14	2.37%	Transfer to another institution	139	23.52%
Caucasian/White	411	69.54%	Certification (initial / renewal)	28	4.74%
Hispanic	87	14.72%	Self-improvement/pleasure	34	5.75%
Other race	21	3.55%	Job-related training	15	2.54%
Race - Prefer not to respond	28	4.74%	Other educational goal	33	5.58%
Total	591	100.00%	Total	591	100.00%
No Response	105		No Response	105	
Current Enrollment Status	N	%	Employment	N	%
Day	384	65.20%	Full-time off campus	160	27.21%
Evening	191	32.43%	Part-time off campus	141	23.98%
Weekend	14	2.38%	Full-time on campus	13	2.21%
Total	589	100.00%	Part-time on campus	67	11.39%
No Response	107		Not employed	207	35.20%
			Total	588	100.00%
			No Response	108	
Current Class Load	N	%			
Full-time	319	53.79%			
Part-time	274	46.21%			
Total	593	100.00%			
No Response	103				

Demographics

Current Residence	N	%	I attend most of my classes on this campus (please choose one):	N	%
Residence hall	0	0.00%	Carson	415	70.58%
Own house	184	31.45%	Douglas	10	1.70%
Rent room or apt off campus	136	23.25%	Fallon	94	15.99%
Parent's home	219	37.44%	Online	69	11.73%
Other residence	46	7.86%	Campus item - Answer 5	0	0.00%
Total	585	100.00%	Campus item - Answer 6	0	0.00%
No Response	111		Total	588	100.00%
			No Response	108	
Residence Classification	N	%	Institution Question 2	N	%
In-state	570	97.44%	Campus item 2 - Answer 1	0	0%
Out-of-state	12	2.05%	Campus item 2 - Answer 2	0	0%
International (not U.S. citizen)	3	0.51%	Campus item 2 - Answer 3	0	0%
Total	585	100.00%	Campus item 2 - Answer 4	0	0%
No Response	111		Campus item 2 - Answer 5	0	0%
			Campus item 2 - Answer 6	0	0%
Disabilities	N	%	Total	0	100.00%
Yes - Disability	94	16.12%	No Response	696	
No - Disability	489	83.88%			
Total	583	100.00%			
No Response	113				
Institution Was My	N	%	Group Code	N	%
1st choice	446	76.76%	1000: Nursing AAS	69	11.71%
2nd choice	92	15.83%	1001: Health Information Technology AAS	2	0.34%
3rd choice or lower	43	7.40%	2000: Criminal Justice CT	3	0.51%
Total	581	100.00%	2001: Criminal Justice AAS	17	2.89%
No Response	115		2002: Criminal Justice Emphasis AA	5	0.85%
			2003: CRJ- Law Enforcement AAS	6	1.02%
			2004: CRJ Law Enforcement Academy AAS	1	0.17%
			2005: CRJ Law Enfrcmnt- Academy CT	1	0.17%
			2050: Early Childhood Education CT	4	0.68%
			2051: Early Childhood Education AAS	7	1.19%
			3000: Fine Arts AA	10	1.70%
			3001: Associate of Arts AA	121	20.54%
			3002: Associate of General Studies AGS	26	4.41%
			3003: Associate of Science AS	81	13.75%
			3004: Graphic Communications CT	2	0.34%
			3005: Graphic Communications AAS	14	2.38%
			3050: Deaf Studies AA	10	1.70%
			3051: Deaf Studies AAS	7	1.19%

Demographics

3052: American Sign Language CT	2	0.34%
3053: American Sign Language CT	1	0.17%
4000: Biological Sciences AS	2	0.34%
4002: Computer Science AS	5	0.85%
4003: Engineering Science AS	4	0.68%
4004: Geosciences Emphasis AS	1	0.17%
5000: General Business Emphasis AAS	4	0.68%
5001: Business - Accounting AAS	23	3.90%
5002: Business - Bookkeeping CT	4	0.68%
5003: Business CT	2	0.34%
5004: Business - Management AAS	23	3.90%
5012: Machine Tool Technology CT	4	0.68%
5014: Computer Networking Technology AAS	3	0.51%
5031: Information Technology AAS	3	0.51%
5050: Drafting Technology AAS	1	0.17%
5103: Comp Tech Network Spprt Tech CT	2	0.34%
5106: Technology - Comp Info Tech AAS	2	0.34%
5107: Technology - Automotive Mech AAS	3	0.51%
5111: Machine Tool Technology AAS	3	0.51%
5112: General Industrial Technology CT	1	0.17%
5114: Technology - Automated Systems AAS	2	0.34%
5116: Welding Technology CT	6	1.02%
5117: Technology - Machine Tool AAS	1	0.17%
5118: Technology-General Industrial AAS	1	0.17%
5200: BTECH Construction Management BT	4	0.68%
6000: Undecided	28	4.75%
7000: Personal Interest	27	4.58%
8000: Job Upgrade	5	0.85%
9090: Transferring to University	36	6.11%
Total	589	100.00%
No Response	107	

Strategic Planning Overview

Strengths and Challenges

Strengths

- 18. The quality of instruction I receive in most of my classes is excellent.
- 58. Nearly all of the faculty are knowledgeable in their fields.
- 70. I am able to experience intellectual growth here.
- 31. The campus is safe and secure for all students.
- 66. Program requirements are clear and reasonable.
- 51. There are convenient ways of paying my school bill.
- 14. Library resources and services are adequate.
- 28. It is an enjoyable experience to be a student on this campus.
- 36. Students are made to feel welcome on this campus.
- 50. Tutoring services are readily available.
- 34. Computer labs are adequate and accessible.
- 61. Faculty are usually available after class and during office hours.
- 26. Library staff are helpful and approachable.
- 60. Billing policies are reasonable.
- 68. On the whole, the campus is well-maintained.
- 22. People on this campus respect and are supportive of each other.

Challenges

- 15. I am able to register for classes I need with few conflicts.
- 69. There is a good variety of courses provided on this campus.
- 8. Classes are scheduled at times that are convenient for me.
- 20. Financial aid counselors are helpful.
- 32. My academic advisor is knowledgeable about my program requirements.
- 40. My academic advisor is knowledgeable about the transfer requirements of other schools.
- 13. Financial aid awards are announced to students in time to be helpful in college planning.
- 7. Adequate financial aid is available for most students.
- 39. The amount of student parking space on campus is adequate.
- 47. There are adequate services to help me decide upon a career.
- 65. Students are notified early in the term if they are doing poorly in a class.

Strategic Planning Overview

Benchmarks

Higher Satisfaction vs. National Community Colleges

- 18. The quality of instruction I receive in most of my classes is excellent.
- 58. Nearly all of the faculty are knowledgeable in their fields.
- 15. I am able to register for classes I need with few conflicts.
- 70. I am able to experience intellectual growth here.
- 31. The campus is safe and secure for all students.
- 66. Program requirements are clear and reasonable.
- 46. Faculty provide timely feedback about student progress in a course.
- 51. There are convenient ways of paying my school bill.
- 29. Faculty are fair and unbiased in their treatment of individual students.
- 14. Library resources and services are adequate.
- 28. It is an enjoyable experience to be a student on this campus.
- 52. This school does whatever it can to help me reach my educational goals.
- 36. Students are made to feel welcome on this campus.
- 41. Admissions staff are knowledgeable.
- 42. The equipment in the lab facilities is kept up to date.
- 40. My academic advisor is knowledgeable about the transfer requirements of other schools.
- 50. Tutoring services are readily available.
- 34. Computer labs are adequate and accessible.
- 61. Faculty are usually available after class and during office hours.
- 23. Faculty are understanding of students' unique life circumstances.
- 5. The personnel involved in registration are helpful.
- 26. Library staff are helpful and approachable.
- 53. The assessment and course placement procedures are reasonable.
- 60. Billing policies are reasonable.
- 68. On the whole, the campus is well-maintained.
- 27. The campus staff are caring and helpful.

Lower Satisfaction vs. National Community Colleges

- 69. There is a good variety of courses provided on this campus.
- 8. Classes are scheduled at times that are convenient for me.
- 13. Financial aid awards are announced to students in time to be helpful in college planning.

Higher Importance vs. National Community Colleges

- 51. There are convenient ways of paying my school bill.

Strategic Planning Overview

- 20. Financial aid counselors are helpful.
- 14. Library resources and services are adequate.
- 50. Tutoring services are readily available.
- 26. Library staff are helpful and approachable.

Institutional Summary
Scales: In Order of Importance

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Scale	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Instructional Effectiveness	6.35	5.69 / 1.13	0.66	6.29	5.54 / 1.12	0.75	0.15 ***
Registration Effectiveness	6.33	5.73 / 1.04	0.60	6.26	5.57 / 1.07	0.69	0.16 ***
Academic Services	6.30	6.00 / 0.99	0.30	6.16	5.67 / 1.07	0.49	0.33 ***
Admissions and Financial Aid	6.28	5.41 / 1.41	0.87	6.18	5.34 / 1.28	0.84	0.07
Academic Advising/Counseling	6.27	5.40 / 1.46	0.87	6.26	5.36 / 1.39	0.90	0.04
Concern for the Individual	6.23	5.50 / 1.29	0.73	6.20	5.37 / 1.27	0.83	0.13 **
Safety and Security	6.20	5.50 / 1.25	0.70	6.14	5.30 / 1.21	0.84	0.20 ***
Student Centeredness	6.16	5.70 / 1.18	0.46	6.10	5.51 / 1.19	0.59	0.19 ***
Campus Climate	6.14	5.63 / 1.12	0.51	6.10	5.46 / 1.13	0.64	0.17 ***
Service Excellence	6.14	5.63 / 1.09	0.51	6.08	5.44 / 1.13	0.64	0.19 ***
Campus Support Services	5.87	5.45 / 1.36	0.42	5.65	5.17 / 1.26	0.48	0.28 ***
Responsiveness to Diverse Populations		5.72 / 1.35			5.63 / 1.28		0.09

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary
Items: In Order of Importance

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
18. The quality of instruction I receive in most of my classes is excellent.	6.61	5.89 / 1.30	0.72	6.49	5.64 / 1.38	0.85	0.25 ***
58. Nearly all of the faculty are knowledgeable in their fields.	6.57	6.02 / 1.26	0.55	6.42	5.79 / 1.33	0.63	0.23 ***
15. I am able to register for classes I need with few conflicts.	6.55	5.70 / 1.49	0.85	6.43	5.53 / 1.54	0.90	0.17 **
70. I am able to experience intellectual growth here.	6.51	6.04 / 1.26	0.47	6.42	5.86 / 1.31	0.56	0.18 **
31. The campus is safe and secure for all students.	6.49	5.97 / 1.28	0.52	6.41	5.79 / 1.30	0.62	0.18 **
69. There is a good variety of courses provided on this campus.	6.48	5.46 / 1.64	1.02	6.37	5.76 / 1.39	0.61	-0.30 ***
66. Program requirements are clear and reasonable.	6.46	5.89 / 1.34	0.57	6.37	5.66 / 1.41	0.71	0.23 ***
8. Classes are scheduled at times that are convenient for me.	6.45	5.39 / 1.68	1.06	6.47	5.55 / 1.51	0.92	-0.16 **
46. Faculty provide timely feedback about student progress in a course.	6.43	5.67 / 1.46	0.76	6.31	5.41 / 1.52	0.90	0.26 ***
51. There are convenient ways of paying my school bill.	6.43	6.08 / 1.30	0.35	6.26	5.65 / 1.45	0.61	0.43 ***
20. Financial aid counselors are helpful.	6.41	5.36 / 1.82	1.05	6.22	5.24 / 1.70	0.98	0.12
29. Faculty are fair and unbiased in their treatment of individual students.	6.41	5.80 / 1.43	0.61	6.33	5.53 / 1.50	0.80	0.27 ***
73. Campus item: My online class/es meet my expectations.	6.41	5.64 / 1.56	0.77				
32. My academic advisor is knowledgeable about my program requirements.	6.38	5.43 / 1.79	0.95	6.39	5.52 / 1.66	0.87	-0.09
14. Library resources and services are adequate.	6.37	6.22 / 1.06	0.15	6.20	5.80 / 1.32	0.40	0.42 ***
28. It is an enjoyable experience to be a student on this campus.	6.36	5.89 / 1.37	0.47	6.23	5.61 / 1.45	0.62	0.28 ***

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*** Difference statistically significant at the .001 level

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Institutional Summary
Items: In Order of Importance

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
52. This school does whatever it can to help me reach my educational goals.	6.36	5.57 / 1.52	0.79	6.31	5.39 / 1.52	0.92	0.18 **
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.35	5.66 / 1.50	0.69	6.27	5.56 / 1.46	0.71	0.10
36. Students are made to feel welcome on this campus.	6.34	5.93 / 1.36	0.41	6.26	5.73 / 1.36	0.53	0.20 ***
41. Admissions staff are knowledgeable.	6.34	5.70 / 1.46	0.64	6.27	5.54 / 1.46	0.73	0.16 *
42. The equipment in the lab facilities is kept up to date.	6.34	5.75 / 1.39	0.59	6.23	5.58 / 1.43	0.65	0.17 *
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.33	5.44 / 1.67	0.89	6.26	5.28 / 1.68	0.98	0.16 *
50. Tutoring services are readily available.	6.33	5.98 / 1.34	0.35	6.14	5.65 / 1.44	0.49	0.33 ***
34. Computer labs are adequate and accessible.	6.32	5.93 / 1.40	0.39	6.26	5.79 / 1.38	0.47	0.14 *
61. Faculty are usually available after class and during office hours.	6.32	6.01 / 1.28	0.31	6.28	5.74 / 1.37	0.54	0.27 ***
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.31	5.01 / 1.89	1.30	6.21	5.17 / 1.70	1.04	-0.16 *
23. Faculty are understanding of students' unique life circumstances.	6.31	5.54 / 1.65	0.77	6.24	5.37 / 1.55	0.87	0.17 **
5. The personnel involved in registration are helpful.	6.30	5.60 / 1.57	0.70	6.26	5.45 / 1.59	0.81	0.15 *
26. Library staff are helpful and approachable.	6.29	6.22 / 1.18	0.07	6.07	5.75 / 1.36	0.32	0.47 ***
48. Counseling staff care about students as individuals.	6.29	5.48 / 1.63	0.81	6.16	5.39 / 1.55	0.77	0.09
3. The quality of instruction in the vocational/technical programs is excellent.	6.28	5.56 / 1.41	0.72	6.17	5.49 / 1.38	0.68	0.07

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National Group Means are based on 192106 records.

Institutional Summary
Items: In Order of Importance

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
7. Adequate financial aid is available for most students.	6.28	5.41 / 1.78	0.87	6.31	5.40 / 1.67	0.91	0.01
53. The assessment and course placement procedures are reasonable.	6.28	5.79 / 1.33	0.49	6.15	5.51 / 1.43	0.64	0.28 ***
60. Billing policies are reasonable.	6.28	5.87 / 1.32	0.41	6.18	5.52 / 1.45	0.66	0.35 ***
68. On the whole, the campus is well-maintained.	6.28	6.23 / 1.07	0.05	6.27	5.93 / 1.28	0.34	0.30 ***
27. The campus staff are caring and helpful.	6.27	5.78 / 1.34	0.49	6.18	5.62 / 1.34	0.56	0.16 **
71. Campus item: My academic advisor is available when I need assistance/help.	6.27	5.44 / 1.70	0.83				
22. People on this campus respect and are supportive of each other.	6.25	5.88 / 1.29	0.37	6.09	5.48 / 1.41	0.61	0.40 ***
39. The amount of student parking space on campus is adequate.	6.25	5.32 / 1.77	0.93	6.22	4.78 / 1.95	1.44	0.54 ***
47. There are adequate services to help me decide upon a career.	6.25	5.37 / 1.56	0.88	6.16	5.36 / 1.52	0.80	0.01
55. Academic support services adequately meet the needs of students.	6.25	5.68 / 1.36	0.57	6.14	5.45 / 1.42	0.69	0.23 ***
56. The business office is open during hours which are convenient for most students.	6.25	5.69 / 1.49	0.56	6.13	5.55 / 1.43	0.58	0.14 *
65. Students are notified early in the term if they are doing poorly in a class.	6.25	5.12 / 1.77	1.13	6.24	5.08 / 1.75	1.16	0.04
16. The college shows concern for students as individuals.	6.23	5.40 / 1.56	0.83	6.19	5.24 / 1.59	0.95	0.16 *
37. Faculty take into consideration student differences as they teach a course.	6.23	5.49 / 1.54	0.74	6.16	5.33 / 1.50	0.83	0.16 *
24. Parking lots are well-lighted and secure.	6.22	5.27 / 1.68	0.95	6.18	5.39 / 1.59	0.79	-0.12

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** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 192106 records.

Institutional Summary
Items: In Order of Importance

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
63. I seldom get the "run-around" when seeking information on this campus.	6.22	5.43 / 1.65	0.79	6.14	5.20 / 1.68	0.94	0.23 **
25. My academic advisor is concerned about my success as an individual.	6.21	5.20 / 1.84	1.01	6.22	5.22 / 1.74	1.00	-0.02
21. There are a sufficient number of study areas on campus.	6.20	6.11 / 1.22	0.09	6.11	5.65 / 1.46	0.46	0.46 ***
64. Nearly all classes deal with practical experiences and applications.	6.20	5.66 / 1.32	0.54	6.18	5.54 / 1.39	0.64	0.12 *
75. Campus item: I am able to obtain academic advising through the Counseling Center staff.	6.20	5.25 / 1.85	0.95				
6. My academic advisor is approachable.	6.19	5.46 / 1.70	0.73	6.32	5.52 / 1.65	0.80	-0.06
57. Administrators are approachable to students.	6.19	5.67 / 1.43	0.52	6.15	5.47 / 1.49	0.68	0.20 **
11. Security staff respond quickly in emergencies.	6.18	5.47 / 1.49	0.71	6.09	5.24 / 1.49	0.85	0.23 **
45. This institution has a good reputation within the community.	6.18	5.92 / 1.33	0.26	6.14	5.73 / 1.38	0.41	0.19 **
49. Admissions counselors respond to prospective students' unique needs and requests.	6.18	5.48 / 1.59	0.70	6.10	5.36 / 1.50	0.74	0.12
30. The career services office provides students with the help they need to get a job.	6.16	5.21 / 1.59	0.95	6.04	5.19 / 1.52	0.85	0.02
33. Admissions counselors accurately portray the campus in their recruiting practices.	6.16	5.48 / 1.60	0.68	5.94	5.33 / 1.48	0.61	0.15 *
43. Class change (drop/add) policies are reasonable.	6.16	5.82 / 1.41	0.34	6.20	5.63 / 1.45	0.57	0.19 **
54. Faculty are interested in my academic problems.	6.16	5.45 / 1.53	0.71	6.14	5.32 / 1.53	0.82	0.13

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 192106 records.

Institutional Summary
Items: In Order of Importance

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
76. Campus item: I receive academic advising from the faculty in my program.	6.15	5.17 / 1.92	0.98				
72. Campus item: I am able to meet with my academic adviser at least once a semester.	6.14	5.46 / 1.82	0.68				
87. Cost as factor in decision to enroll.	6.14			6.36			
12. My academic advisor helps me set goals to work toward.	6.13	5.19 / 1.80	0.94	6.13	5.18 / 1.76	0.95	0.01
62. Bookstore staff are helpful.	6.11	5.89 / 1.34	0.22	6.12	5.72 / 1.44	0.40	0.17 **
67. Channels for expressing student complaints are readily available.	6.04	5.03 / 1.82	1.01	6.04	5.03 / 1.70	1.01	0.00
2. Faculty care about me as an individual.	6.03	5.56 / 1.43	0.47	6.09	5.46 / 1.46	0.63	0.10
88. Financial aid as factor in decision to enroll.	6.00			6.11			
59. New student orientation services help students adjust to college.	5.99	5.60 / 1.47	0.39	5.94	5.41 / 1.53	0.53	0.19 *
74. Campus item: I am aware of my assigned academic adviser.	5.99	4.14 / 2.35	1.85				
9. Internships or practical experiences are provided in my degree/ certificate program.	5.93	4.66 / 1.85	1.27	6.03	5.14 / 1.63	0.89	-0.48 ***
17. Personnel in the Veterans' Services program are helpful.	5.89	5.70 / 1.40	0.19	5.15	4.92 / 1.49	0.23	0.78 ***
38. The student center is a comfortable place for students to spend their leisure time.	5.84	5.77 / 1.43	0.07	5.83	5.45 / 1.47	0.38	0.32 ***
78. Campus item: Students and friends provide me with academic advising.	5.84	5.77 / 1.37	0.07				
4. Security staff are helpful.	5.83	5.44 / 1.57	0.39	5.77	5.26 / 1.56	0.51	0.18 *

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 192106 records.

Institutional Summary
Items: In Order of Importance

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
77. Campus item: I receive academic advising from staff in other areas (Latino Cohort, Veterans Center, Academic Success Center).	5.80	5.14 / 1.91	0.66				
19. This campus provides effective support services for displaced homemakers.	5.78	5.29 / 1.62	0.49	5.36	4.96 / 1.47	0.40	0.33 ***
79. Campus item: There are enough opportunities to become involved in student activities/events on campus.	5.78	5.25 / 1.76	0.53				
93. Geographic setting as factor in decision to enroll.	5.67			5.59			
89. Academic reputation as factor in decision to enroll.	5.66			5.94			
1. Most students feel a sense of belonging here.	5.64	5.54 / 1.34	0.10	5.64	5.40 / 1.41	0.24	0.14 *
44. I generally know what's happening on campus.	5.55	5.03 / 1.65	0.52	5.67	5.19 / 1.56	0.48	-0.16 *
95. Personalized attention prior to enrollment as factor in decision to enroll.	5.21			5.47			
10. Child care facilities are available on campus.	4.99	5.11 / 1.94	-0.12	4.58	4.46 / 1.78	0.12	0.65 ***
94. Campus appearance as factor in decision to enroll.	4.89			5.27			
90. Size of institution as factor in decision to enroll.	4.85			5.22			
92. Recommendations from family/friends as factor in decision to enroll.	4.85			4.98			
91. Opportunity to play sports as factor in decision to enroll.	3.34			3.56			
80. Campus item 10							
81. Institution's commitment to part-time students?		5.67 / 1.43			5.71 / 1.37		-0.04
82. Institution's commitment to evening students?		5.69 / 1.48			5.59 / 1.46		0.10

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 192106 records.

Institutional Summary
Items: In Order of Importance

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
83. Institution's commitment to older, returning learners?		5.77 / 1.53			5.69 / 1.43		0.08
84. Institution's commitment to under-represented populations?		5.67 / 1.42			5.55 / 1.41		0.12
85. Institution's commitment to commuters?		5.57 / 1.53			5.54 / 1.48		0.03
86. Institution's commitment to students with disabilities?		6.01 / 1.29			5.70 / 1.41		0.31 ***

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Advising/Counseling

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ACADEMIC ADVISING/COUNSELING	6.27	5.40 / 1.46	0.87	6.26	5.36 / 1.39	0.90	0.04
6. My academic advisor is approachable.	6.19	5.46 / 1.70	0.73	6.32	5.52 / 1.65	0.80	-0.06
12. My academic advisor helps me set goals to work toward.	6.13	5.19 / 1.80	0.94	6.13	5.18 / 1.76	0.95	0.01
25. My academic advisor is concerned about my success as an individual.	6.21	5.20 / 1.84	1.01	6.22	5.22 / 1.74	1.00	-0.02
32. My academic advisor is knowledgeable about my program requirements.	6.38	5.43 / 1.79	0.95	6.39	5.52 / 1.66	0.87	-0.09
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.33	5.44 / 1.67	0.89	6.26	5.28 / 1.68	0.98	0.16 *
48. Counseling staff care about students as individuals.	6.29	5.48 / 1.63	0.81	6.16	5.39 / 1.55	0.77	0.09
52. This school does whatever it can to help me reach my educational goals.	6.36	5.57 / 1.52	0.79	6.31	5.39 / 1.52	0.92	0.18 **

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Services

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ACADEMIC SERVICES	6.30	6.00 / 0.99	0.30	6.16	5.67 / 1.07	0.49	0.33 ***
14. Library resources and services are adequate.	6.37	6.22 / 1.06	0.15	6.20	5.80 / 1.32	0.40	0.42 ***
21. There are a sufficient number of study areas on campus.	6.20	6.11 / 1.22	0.09	6.11	5.65 / 1.46	0.46	0.46 ***
26. Library staff are helpful and approachable.	6.29	6.22 / 1.18	0.07	6.07	5.75 / 1.36	0.32	0.47 ***
34. Computer labs are adequate and accessible.	6.32	5.93 / 1.40	0.39	6.26	5.79 / 1.38	0.47	0.14 *
42. The equipment in the lab facilities is kept up to date.	6.34	5.75 / 1.39	0.59	6.23	5.58 / 1.43	0.65	0.17 *
50. Tutoring services are readily available.	6.33	5.98 / 1.34	0.35	6.14	5.65 / 1.44	0.49	0.33 ***
55. Academic support services adequately meet the needs of students.	6.25	5.68 / 1.36	0.57	6.14	5.45 / 1.42	0.69	0.23 ***

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Admissions and Financial Aid

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ADMISSIONS AND FINANCIAL AID	6.28	5.41 / 1.41	0.87	6.18	5.34 / 1.28	0.84	0.07
7. Adequate financial aid is available for most students.	6.28	5.41 / 1.78	0.87	6.31	5.40 / 1.67	0.91	0.01
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.31	5.01 / 1.89	1.30	6.21	5.17 / 1.70	1.04	-0.16 *
20. Financial aid counselors are helpful.	6.41	5.36 / 1.82	1.05	6.22	5.24 / 1.70	0.98	0.12
33. Admissions counselors accurately portray the campus in their recruiting practices.	6.16	5.48 / 1.60	0.68	5.94	5.33 / 1.48	0.61	0.15 *
41. Admissions staff are knowledgeable.	6.34	5.70 / 1.46	0.64	6.27	5.54 / 1.46	0.73	0.16 *
49. Admissions counselors respond to prospective students' unique needs and requests.	6.18	5.48 / 1.59	0.70	6.10	5.36 / 1.50	0.74	0.12

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary
Scales: In Order With Items That Make Up the Scale - Campus Climate

Scale/Item	Western Nevada College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS CLIMATE	6.14	5.63 / 1.12	0.51	6.10	5.46 / 1.13	0.64	0.17 ***
1. Most students feel a sense of belonging here.	5.64	5.54 / 1.34	0.10	5.64	5.40 / 1.41	0.24	0.14 *
2. Faculty care about me as an individual.	6.03	5.56 / 1.43	0.47	6.09	5.46 / 1.46	0.63	0.10
16. The college shows concern for students as individuals.	6.23	5.40 / 1.56	0.83	6.19	5.24 / 1.59	0.95	0.16 *
22. People on this campus respect and are supportive of each other.	6.25	5.88 / 1.29	0.37	6.09	5.48 / 1.41	0.61	0.40 ***
27. The campus staff are caring and helpful.	6.27	5.78 / 1.34	0.49	6.18	5.62 / 1.34	0.56	0.16 **
28. It is an enjoyable experience to be a student on this campus.	6.36	5.89 / 1.37	0.47	6.23	5.61 / 1.45	0.62	0.28 ***
31. The campus is safe and secure for all students.	6.49	5.97 / 1.28	0.52	6.41	5.79 / 1.30	0.62	0.18 **
36. Students are made to feel welcome on this campus.	6.34	5.93 / 1.36	0.41	6.26	5.73 / 1.36	0.53	0.20 ***
44. I generally know what's happening on campus.	5.55	5.03 / 1.65	0.52	5.67	5.19 / 1.56	0.48	-0.16 *
45. This institution has a good reputation within the community.	6.18	5.92 / 1.33	0.26	6.14	5.73 / 1.38	0.41	0.19 **
52. This school does whatever it can to help me reach my educational goals.	6.36	5.57 / 1.52	0.79	6.31	5.39 / 1.52	0.92	0.18 **
57. Administrators are approachable to students.	6.19	5.67 / 1.43	0.52	6.15	5.47 / 1.49	0.68	0.20 **
59. New student orientation services help students adjust to college.	5.99	5.60 / 1.47	0.39	5.94	5.41 / 1.53	0.53	0.19 *
63. I seldom get the "run-around" when seeking information on this campus.	6.22	5.43 / 1.65	0.79	6.14	5.20 / 1.68	0.94	0.23 **
67. Channels for expressing student complaints are readily available.	6.04	5.03 / 1.82	1.01	6.04	5.03 / 1.70	1.01	0.00

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 192106 records.

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Campus Support Services

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CAMPUS SUPPORT SERVICES	5.87	5.45 / 1.36	0.42	5.65	5.17 / 1.26	0.48	0.28 ***
10. Child care facilities are available on campus.	4.99	5.11 / 1.94	-0.12	4.58	4.46 / 1.78	0.12	0.65 ***
17. Personnel in the Veterans' Services program are helpful.	5.89	5.70 / 1.40	0.19	5.15	4.92 / 1.49	0.23	0.78 ***
19. This campus provides effective support services for displaced homemakers.	5.78	5.29 / 1.62	0.49	5.36	4.96 / 1.47	0.40	0.33 ***
30. The career services office provides students with the help they need to get a job.	6.16	5.21 / 1.59	0.95	6.04	5.19 / 1.52	0.85	0.02
38. The student center is a comfortable place for students to spend their leisure time.	5.84	5.77 / 1.43	0.07	5.83	5.45 / 1.47	0.38	0.32 ***
47. There are adequate services to help me decide upon a career.	6.25	5.37 / 1.56	0.88	6.16	5.36 / 1.52	0.80	0.01
59. New student orientation services help students adjust to college.	5.99	5.60 / 1.47	0.39	5.94	5.41 / 1.53	0.53	0.19 *

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Concern for the Individual

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
CONCERN FOR THE INDIVIDUAL	6.23	5.50 / 1.29	0.73	6.20	5.37 / 1.27	0.83	0.13 **
2. Faculty care about me as an individual.	6.03	5.56 / 1.43	0.47	6.09	5.46 / 1.46	0.63	0.10
16. The college shows concern for students as individuals.	6.23	5.40 / 1.56	0.83	6.19	5.24 / 1.59	0.95	0.16 *
25. My academic advisor is concerned about my success as an individual.	6.21	5.20 / 1.84	1.01	6.22	5.22 / 1.74	1.00	-0.02
29. Faculty are fair and unbiased in their treatment of individual students.	6.41	5.80 / 1.43	0.61	6.33	5.53 / 1.50	0.80	0.27 ***
48. Counseling staff care about students as individuals.	6.29	5.48 / 1.63	0.81	6.16	5.39 / 1.55	0.77	0.09

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

Scale/Item	Western Nevada College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
INSTRUCTIONAL EFFECTIVENESS	6.35	5.69 / 1.13	0.66	6.29	5.54 / 1.12	0.75	0.15 ***
2. Faculty care about me as an individual.	6.03	5.56 / 1.43	0.47	6.09	5.46 / 1.46	0.63	0.10
18. The quality of instruction I receive in most of my classes is excellent.	6.61	5.89 / 1.30	0.72	6.49	5.64 / 1.38	0.85	0.25 ***
23. Faculty are understanding of students' unique life circumstances.	6.31	5.54 / 1.65	0.77	6.24	5.37 / 1.55	0.87	0.17 **
29. Faculty are fair and unbiased in their treatment of individual students.	6.41	5.80 / 1.43	0.61	6.33	5.53 / 1.50	0.80	0.27 ***
37. Faculty take into consideration student differences as they teach a course.	6.23	5.49 / 1.54	0.74	6.16	5.33 / 1.50	0.83	0.16 *
46. Faculty provide timely feedback about student progress in a course.	6.43	5.67 / 1.46	0.76	6.31	5.41 / 1.52	0.90	0.26 ***
54. Faculty are interested in my academic problems.	6.16	5.45 / 1.53	0.71	6.14	5.32 / 1.53	0.82	0.13
58. Nearly all of the faculty are knowledgeable in their fields.	6.57	6.02 / 1.26	0.55	6.42	5.79 / 1.33	0.63	0.23 ***
61. Faculty are usually available after class and during office hours.	6.32	6.01 / 1.28	0.31	6.28	5.74 / 1.37	0.54	0.27 ***
64. Nearly all classes deal with practical experiences and applications.	6.20	5.66 / 1.32	0.54	6.18	5.54 / 1.39	0.64	0.12 *
65. Students are notified early in the term if they are doing poorly in a class.	6.25	5.12 / 1.77	1.13	6.24	5.08 / 1.75	1.16	0.04
66. Program requirements are clear and reasonable.	6.46	5.89 / 1.34	0.57	6.37	5.66 / 1.41	0.71	0.23 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 192106 records.

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Effectiveness

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
69. There is a good variety of courses provided on this campus.	6.48	5.46 / 1.64	1.02	6.37	5.76 / 1.39	0.61	-0.30 ***
70. I am able to experience intellectual growth here.	6.51	6.04 / 1.26	0.47	6.42	5.86 / 1.31	0.56	0.18 **

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Registration Effectiveness

Scale/Item	Western Nevada College - SSI			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
REGISTRATION EFFECTIVENESS	6.33	5.73 / 1.04	0.60	6.26	5.57 / 1.07	0.69	0.16 ***
5. The personnel involved in registration are helpful.	6.30	5.60 / 1.57	0.70	6.26	5.45 / 1.59	0.81	0.15 *
8. Classes are scheduled at times that are convenient for me.	6.45	5.39 / 1.68	1.06	6.47	5.55 / 1.51	0.92	-0.16 **
15. I am able to register for classes I need with few conflicts.	6.55	5.70 / 1.49	0.85	6.43	5.53 / 1.54	0.90	0.17 **
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.35	5.66 / 1.50	0.69	6.27	5.56 / 1.46	0.71	0.10
43. Class change (drop/add) policies are reasonable.	6.16	5.82 / 1.41	0.34	6.20	5.63 / 1.45	0.57	0.19 **
51. There are convenient ways of paying my school bill.	6.43	6.08 / 1.30	0.35	6.26	5.65 / 1.45	0.61	0.43 ***
56. The business office is open during hours which are convenient for most students.	6.25	5.69 / 1.49	0.56	6.13	5.55 / 1.43	0.58	0.14 *
60. Billing policies are reasonable.	6.28	5.87 / 1.32	0.41	6.18	5.52 / 1.45	0.66	0.35 ***
62. Bookstore staff are helpful.	6.11	5.89 / 1.34	0.22	6.12	5.72 / 1.44	0.40	0.17 **

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Responsiveness to Diverse Populations

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
RESPONSIVENESS TO DIVERSE POPULATIONS		5.72 / 1.35			5.63 / 1.28		0.09
81. Institution's commitment to part-time students?		5.67 / 1.43			5.71 / 1.37		-0.04
82. Institution's commitment to evening students?		5.69 / 1.48			5.59 / 1.46		0.10
83. Institution's commitment to older, returning learners?		5.77 / 1.53			5.69 / 1.43		0.08
84. Institution's commitment to under-represented populations?		5.67 / 1.42			5.55 / 1.41		0.12
85. Institution's commitment to commuters?		5.57 / 1.53			5.54 / 1.48		0.03
86. Institution's commitment to students with disabilities?		6.01 / 1.29			5.70 / 1.41		0.31 ***

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Safety and Security

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
SAFETY AND SECURITY	6.20	5.50 / 1.25	0.70	6.14	5.30 / 1.21	0.84	0.20 ***
4. Security staff are helpful.	5.83	5.44 / 1.57	0.39	5.77	5.26 / 1.56	0.51	0.18 *
11. Security staff respond quickly in emergencies.	6.18	5.47 / 1.49	0.71	6.09	5.24 / 1.49	0.85	0.23 **
24. Parking lots are well-lighted and secure.	6.22	5.27 / 1.68	0.95	6.18	5.39 / 1.59	0.79	-0.12
31. The campus is safe and secure for all students.	6.49	5.97 / 1.28	0.52	6.41	5.79 / 1.30	0.62	0.18 **
39. The amount of student parking space on campus is adequate.	6.25	5.32 / 1.77	0.93	6.22	4.78 / 1.95	1.44	0.54 ***

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Service Excellence

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
SERVICE EXCELLENCE	6.14	5.63 / 1.09	0.51	6.08	5.44 / 1.13	0.64	0.19 ***
5. The personnel involved in registration are helpful.	6.30	5.60 / 1.57	0.70	6.26	5.45 / 1.59	0.81	0.15 *
22. People on this campus respect and are supportive of each other.	6.25	5.88 / 1.29	0.37	6.09	5.48 / 1.41	0.61	0.40 ***
26. Library staff are helpful and approachable.	6.29	6.22 / 1.18	0.07	6.07	5.75 / 1.36	0.32	0.47 ***
27. The campus staff are caring and helpful.	6.27	5.78 / 1.34	0.49	6.18	5.62 / 1.34	0.56	0.16 **
44. I generally know what's happening on campus.	5.55	5.03 / 1.65	0.52	5.67	5.19 / 1.56	0.48	-0.16 *
57. Administrators are approachable to students.	6.19	5.67 / 1.43	0.52	6.15	5.47 / 1.49	0.68	0.20 **
62. Bookstore staff are helpful.	6.11	5.89 / 1.34	0.22	6.12	5.72 / 1.44	0.40	0.17 **
63. I seldom get the "run-around" when seeking information on this campus.	6.22	5.43 / 1.65	0.79	6.14	5.20 / 1.68	0.94	0.23 **
67. Channels for expressing student complaints are readily available.	6.04	5.03 / 1.82	1.01	6.04	5.03 / 1.70	1.01	0.00

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Student Centeredness

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
STUDENT CENTEREDNESS	6.16	5.70 / 1.18	0.46	6.10	5.51 / 1.19	0.59	0.19 ***
1. Most students feel a sense of belonging here.	5.64	5.54 / 1.34	0.10	5.64	5.40 / 1.41	0.24	0.14 *
16. The college shows concern for students as individuals.	6.23	5.40 / 1.56	0.83	6.19	5.24 / 1.59	0.95	0.16 *
27. The campus staff are caring and helpful.	6.27	5.78 / 1.34	0.49	6.18	5.62 / 1.34	0.56	0.16 **
28. It is an enjoyable experience to be a student on this campus.	6.36	5.89 / 1.37	0.47	6.23	5.61 / 1.45	0.62	0.28 ***
36. Students are made to feel welcome on this campus.	6.34	5.93 / 1.36	0.41	6.26	5.73 / 1.36	0.53	0.20 ***
57. Administrators are approachable to students.	6.19	5.67 / 1.43	0.52	6.15	5.47 / 1.49	0.68	0.20 **

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary
Items: In Sequential Order

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. Most students feel a sense of belonging here.	5.64	5.54 / 1.34	0.10	5.64	5.40 / 1.41	0.24	0.14 *
2. Faculty care about me as an individual.	6.03	5.56 / 1.43	0.47	6.09	5.46 / 1.46	0.63	0.10
3. The quality of instruction in the vocational/technical programs is excellent.	6.28	5.56 / 1.41	0.72	6.17	5.49 / 1.38	0.68	0.07
4. Security staff are helpful.	5.83	5.44 / 1.57	0.39	5.77	5.26 / 1.56	0.51	0.18 *
5. The personnel involved in registration are helpful.	6.30	5.60 / 1.57	0.70	6.26	5.45 / 1.59	0.81	0.15 *
6. My academic advisor is approachable.	6.19	5.46 / 1.70	0.73	6.32	5.52 / 1.65	0.80	-0.06
7. Adequate financial aid is available for most students.	6.28	5.41 / 1.78	0.87	6.31	5.40 / 1.67	0.91	0.01
8. Classes are scheduled at times that are convenient for me.	6.45	5.39 / 1.68	1.06	6.47	5.55 / 1.51	0.92	-0.16 **
9. Internships or practical experiences are provided in my degree/certificate program.	5.93	4.66 / 1.85	1.27	6.03	5.14 / 1.63	0.89	-0.48 ***
10. Child care facilities are available on campus.	4.99	5.11 / 1.94	-0.12	4.58	4.46 / 1.78	0.12	0.65 ***
11. Security staff respond quickly in emergencies.	6.18	5.47 / 1.49	0.71	6.09	5.24 / 1.49	0.85	0.23 **
12. My academic advisor helps me set goals to work toward.	6.13	5.19 / 1.80	0.94	6.13	5.18 / 1.76	0.95	0.01
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.31	5.01 / 1.89	1.30	6.21	5.17 / 1.70	1.04	-0.16 *
14. Library resources and services are adequate.	6.37	6.22 / 1.06	0.15	6.20	5.80 / 1.32	0.40	0.42 ***
15. I am able to register for classes I need with few conflicts.	6.55	5.70 / 1.49	0.85	6.43	5.53 / 1.54	0.90	0.17 **
16. The college shows concern for students as individuals.	6.23	5.40 / 1.56	0.83	6.19	5.24 / 1.59	0.95	0.16 *

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary
Items: In Sequential Order

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
17. Personnel in the Veterans' Services program are helpful.	5.89	5.70 / 1.40	0.19	5.15	4.92 / 1.49	0.23	0.78 ***
18. The quality of instruction I receive in most of my classes is excellent.	6.61	5.89 / 1.30	0.72	6.49	5.64 / 1.38	0.85	0.25 ***
19. This campus provides effective support services for displaced homemakers.	5.78	5.29 / 1.62	0.49	5.36	4.96 / 1.47	0.40	0.33 ***
20. Financial aid counselors are helpful.	6.41	5.36 / 1.82	1.05	6.22	5.24 / 1.70	0.98	0.12
21. There are a sufficient number of study areas on campus.	6.20	6.11 / 1.22	0.09	6.11	5.65 / 1.46	0.46	0.46 ***
22. People on this campus respect and are supportive of each other.	6.25	5.88 / 1.29	0.37	6.09	5.48 / 1.41	0.61	0.40 ***
23. Faculty are understanding of students' unique life circumstances.	6.31	5.54 / 1.65	0.77	6.24	5.37 / 1.55	0.87	0.17 **
24. Parking lots are well-lighted and secure.	6.22	5.27 / 1.68	0.95	6.18	5.39 / 1.59	0.79	-0.12
25. My academic advisor is concerned about my success as an individual.	6.21	5.20 / 1.84	1.01	6.22	5.22 / 1.74	1.00	-0.02
26. Library staff are helpful and approachable.	6.29	6.22 / 1.18	0.07	6.07	5.75 / 1.36	0.32	0.47 ***
27. The campus staff are caring and helpful.	6.27	5.78 / 1.34	0.49	6.18	5.62 / 1.34	0.56	0.16 **
28. It is an enjoyable experience to be a student on this campus.	6.36	5.89 / 1.37	0.47	6.23	5.61 / 1.45	0.62	0.28 ***
29. Faculty are fair and unbiased in their treatment of individual students.	6.41	5.80 / 1.43	0.61	6.33	5.53 / 1.50	0.80	0.27 ***
30. The career services office provides students with the help they need to get a job.	6.16	5.21 / 1.59	0.95	6.04	5.19 / 1.52	0.85	0.02
31. The campus is safe and secure for all students.	6.49	5.97 / 1.28	0.52	6.41	5.79 / 1.30	0.62	0.18 **

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 192106 records.

Institutional Summary
Items: In Sequential Order

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
32. My academic advisor is knowledgeable about my program requirements.	6.38	5.43 / 1.79	0.95	6.39	5.52 / 1.66	0.87	-0.09
33. Admissions counselors accurately portray the campus in their recruiting practices.	6.16	5.48 / 1.60	0.68	5.94	5.33 / 1.48	0.61	0.15 *
34. Computer labs are adequate and accessible.	6.32	5.93 / 1.40	0.39	6.26	5.79 / 1.38	0.47	0.14 *
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.35	5.66 / 1.50	0.69	6.27	5.56 / 1.46	0.71	0.10
36. Students are made to feel welcome on this campus.	6.34	5.93 / 1.36	0.41	6.26	5.73 / 1.36	0.53	0.20 ***
37. Faculty take into consideration student differences as they teach a course.	6.23	5.49 / 1.54	0.74	6.16	5.33 / 1.50	0.83	0.16 *
38. The student center is a comfortable place for students to spend their leisure time.	5.84	5.77 / 1.43	0.07	5.83	5.45 / 1.47	0.38	0.32 ***
39. The amount of student parking space on campus is adequate.	6.25	5.32 / 1.77	0.93	6.22	4.78 / 1.95	1.44	0.54 ***
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.33	5.44 / 1.67	0.89	6.26	5.28 / 1.68	0.98	0.16 *
41. Admissions staff are knowledgeable.	6.34	5.70 / 1.46	0.64	6.27	5.54 / 1.46	0.73	0.16 *
42. The equipment in the lab facilities is kept up to date.	6.34	5.75 / 1.39	0.59	6.23	5.58 / 1.43	0.65	0.17 *
43. Class change (drop/add) policies are reasonable.	6.16	5.82 / 1.41	0.34	6.20	5.63 / 1.45	0.57	0.19 **
44. I generally know what's happening on campus.	5.55	5.03 / 1.65	0.52	5.67	5.19 / 1.56	0.48	-0.16 *
45. This institution has a good reputation within the community.	6.18	5.92 / 1.33	0.26	6.14	5.73 / 1.38	0.41	0.19 **
46. Faculty provide timely feedback about student progress in a course.	6.43	5.67 / 1.46	0.76	6.31	5.41 / 1.52	0.90	0.26 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 192106 records.

Institutional Summary
Items: In Sequential Order

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
47. There are adequate services to help me decide upon a career.	6.25	5.37 / 1.56	0.88	6.16	5.36 / 1.52	0.80	0.01
48. Counseling staff care about students as individuals.	6.29	5.48 / 1.63	0.81	6.16	5.39 / 1.55	0.77	0.09
49. Admissions counselors respond to prospective students' unique needs and requests.	6.18	5.48 / 1.59	0.70	6.10	5.36 / 1.50	0.74	0.12
50. Tutoring services are readily available.	6.33	5.98 / 1.34	0.35	6.14	5.65 / 1.44	0.49	0.33 ***
51. There are convenient ways of paying my school bill.	6.43	6.08 / 1.30	0.35	6.26	5.65 / 1.45	0.61	0.43 ***
52. This school does whatever it can to help me reach my educational goals.	6.36	5.57 / 1.52	0.79	6.31	5.39 / 1.52	0.92	0.18 **
53. The assessment and course placement procedures are reasonable.	6.28	5.79 / 1.33	0.49	6.15	5.51 / 1.43	0.64	0.28 ***
54. Faculty are interested in my academic problems.	6.16	5.45 / 1.53	0.71	6.14	5.32 / 1.53	0.82	0.13
55. Academic support services adequately meet the needs of students.	6.25	5.68 / 1.36	0.57	6.14	5.45 / 1.42	0.69	0.23 ***
56. The business office is open during hours which are convenient for most students.	6.25	5.69 / 1.49	0.56	6.13	5.55 / 1.43	0.58	0.14 *
57. Administrators are approachable to students.	6.19	5.67 / 1.43	0.52	6.15	5.47 / 1.49	0.68	0.20 **
58. Nearly all of the faculty are knowledgeable in their fields.	6.57	6.02 / 1.26	0.55	6.42	5.79 / 1.33	0.63	0.23 ***
59. New student orientation services help students adjust to college.	5.99	5.60 / 1.47	0.39	5.94	5.41 / 1.53	0.53	0.19 *
60. Billing policies are reasonable.	6.28	5.87 / 1.32	0.41	6.18	5.52 / 1.45	0.66	0.35 ***
61. Faculty are usually available after class and during office hours.	6.32	6.01 / 1.28	0.31	6.28	5.74 / 1.37	0.54	0.27 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 192106 records.

Institutional Summary
Items: In Sequential Order

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
62. Bookstore staff are helpful.	6.11	5.89 / 1.34	0.22	6.12	5.72 / 1.44	0.40	0.17 **
63. I seldom get the "run-around" when seeking information on this campus.	6.22	5.43 / 1.65	0.79	6.14	5.20 / 1.68	0.94	0.23 **
64. Nearly all classes deal with practical experiences and applications.	6.20	5.66 / 1.32	0.54	6.18	5.54 / 1.39	0.64	0.12 *
65. Students are notified early in the term if they are doing poorly in a class.	6.25	5.12 / 1.77	1.13	6.24	5.08 / 1.75	1.16	0.04
66. Program requirements are clear and reasonable.	6.46	5.89 / 1.34	0.57	6.37	5.66 / 1.41	0.71	0.23 ***
67. Channels for expressing student complaints are readily available.	6.04	5.03 / 1.82	1.01	6.04	5.03 / 1.70	1.01	0.00
68. On the whole, the campus is well-maintained.	6.28	6.23 / 1.07	0.05	6.27	5.93 / 1.28	0.34	0.30 ***
69. There is a good variety of courses provided on this campus.	6.48	5.46 / 1.64	1.02	6.37	5.76 / 1.39	0.61	-0.30 ***
70. I am able to experience intellectual growth here.	6.51	6.04 / 1.26	0.47	6.42	5.86 / 1.31	0.56	0.18 **
71. Campus item: My academic advisor is available when I need assistance/help.	6.27	5.44 / 1.70	0.83				
72. Campus item: I am able to meet with my academic adviser at least once a semester.	6.14	5.46 / 1.82	0.68				
73. Campus item: My online class/es meet my expectations.	6.41	5.64 / 1.56	0.77				
74. Campus item: I am aware of my assigned academic adviser.	5.99	4.14 / 2.35	1.85				
75. Campus item: I am able to obtain academic advising through the Counseling Center staff.	6.20	5.25 / 1.85	0.95				

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary
Items: In Sequential Order

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
76. Campus item: I receive academic advising from the faculty in my program.	6.15	5.17 / 1.92	0.98				
77. Campus item: I receive academic advising from staff in other areas (Latino Cohort, Veterans Center, Academic Success Center).	5.80	5.14 / 1.91	0.66				
78. Campus item: Students and friends provide me with academic advising.	5.84	5.77 / 1.37	0.07				
79. Campus item: There are enough opportunities to become involved in student activities/events on campus.	5.78	5.25 / 1.76	0.53				
80. Campus item 10							
81. Institution's commitment to part-time students?		5.67 / 1.43			5.71 / 1.37		-0.04
82. Institution's commitment to evening students?		5.69 / 1.48			5.59 / 1.46		0.10
83. Institution's commitment to older, returning learners?		5.77 / 1.53			5.69 / 1.43		0.08
84. Institution's commitment to under-represented populations?		5.67 / 1.42			5.55 / 1.41		0.12
85. Institution's commitment to commuters?		5.57 / 1.53			5.54 / 1.48		0.03
86. Institution's commitment to students with disabilities?		6.01 / 1.29			5.70 / 1.41		0.31 ***
87. Cost as factor in decision to enroll.	6.14			6.36			
88. Financial aid as factor in decision to enroll.	6.00			6.11			
89. Academic reputation as factor in decision to enroll.	5.66			5.94			
90. Size of institution as factor in decision to enroll.	4.85			5.22			
91. Opportunity to play sports as factor in decision to enroll.	3.34			3.56			

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 192106 records.

Institutional Summary
Items: In Sequential Order

	Western Nevada College - SSI			National Community Colleges			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
92. Recommendations from family/friends as factor in decision to enroll.	4.85			4.98			
93. Geographic setting as factor in decision to enroll.	5.67			5.59			
94. Campus appearance as factor in decision to enroll.	4.89			5.27			
95. Personalized attention prior to enrollment as factor in decision to enroll.	5.21			5.47			

National Group Means are based on 192106 records.

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Institutional Summary
Summary Items

Summary Item	Western Nevada College - SSI	National Community Colleges	Mean Difference
So far, how has your college experience met your expectations? 1=Much worse than expected 2=Quite a bit worse than I expected 3=Worse than I expected 4=About what I expected 5=Better than I expected 6=Quite a bit better than I expected 7=Much better than expected	Average: 5.00 1% 1% 6% 30% 28% 14% 18%	Average: 4.87 1% 1% 6% 34% 25% 13% 17%	0.13
Rate your overall satisfaction with your experience here thus far. 1=Not satisfied at all 2=Not very satisfied 3=Somewhat dissatisfied 4=Neutral 5=Somewhat satisfied 6=Satisfied 7=Very satisfied	Average: 5.69 0% 2% 4% 9% 11% 44% 26%	Average: 5.52 1% 2% 5% 10% 16% 40% 22%	0.17
All in all, if you had to do it over, would you enroll here again? 1=Definitely not 2=Probably not 3=Maybe not 4=I don't know 5=Maybe yes 6=Probably yes 7=Definitely yes	Average: 6.06 1% 2% 2% 6% 9% 29% 49%	Average: 5.75 2% 4% 3% 8% 10% 30% 41%	0.31

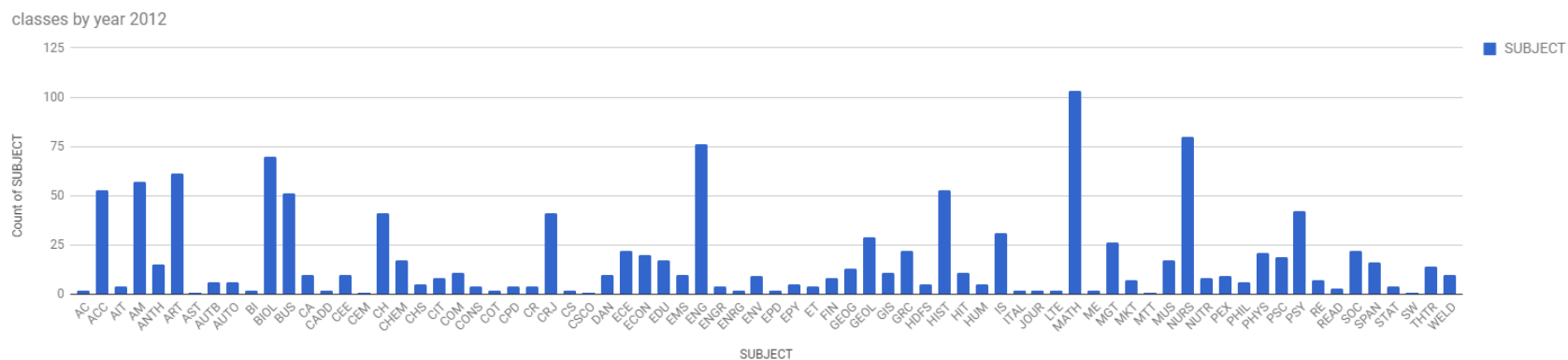
(2.C) Certifications/Licenses

There are no special certifications or licenses for an AGS degree.

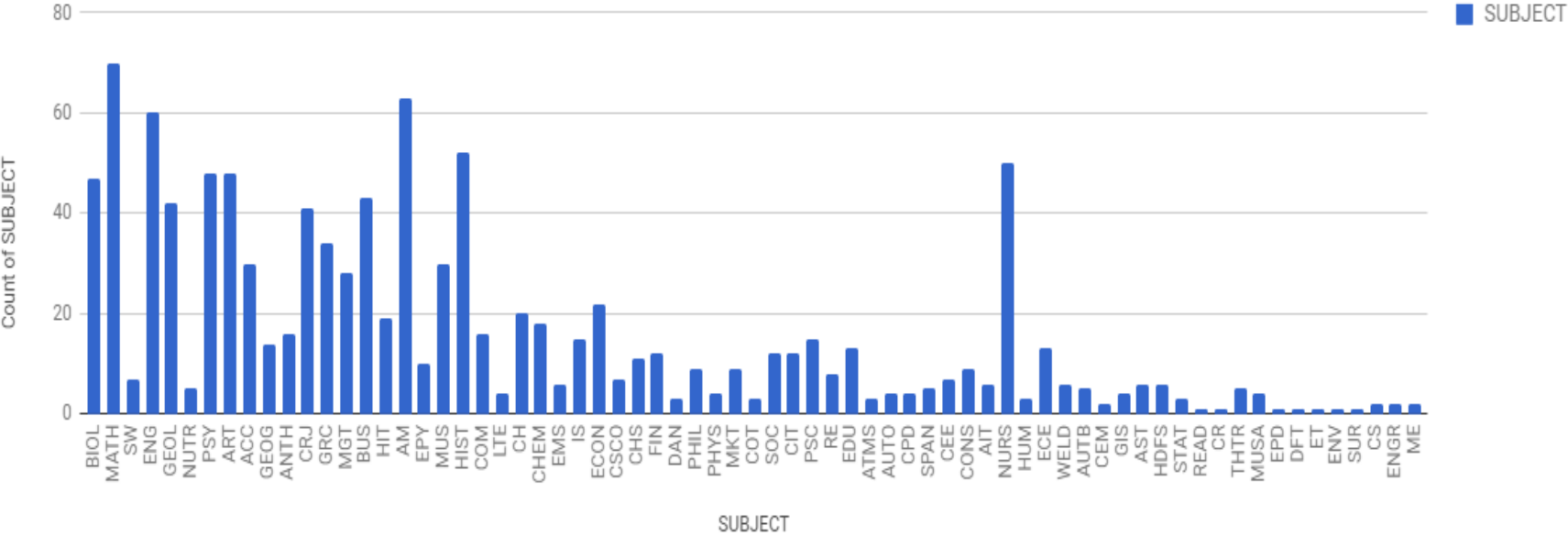
(2.D) Enrollment Trends

a. Notable Student Enrollment Trends (Please see below charts/year)

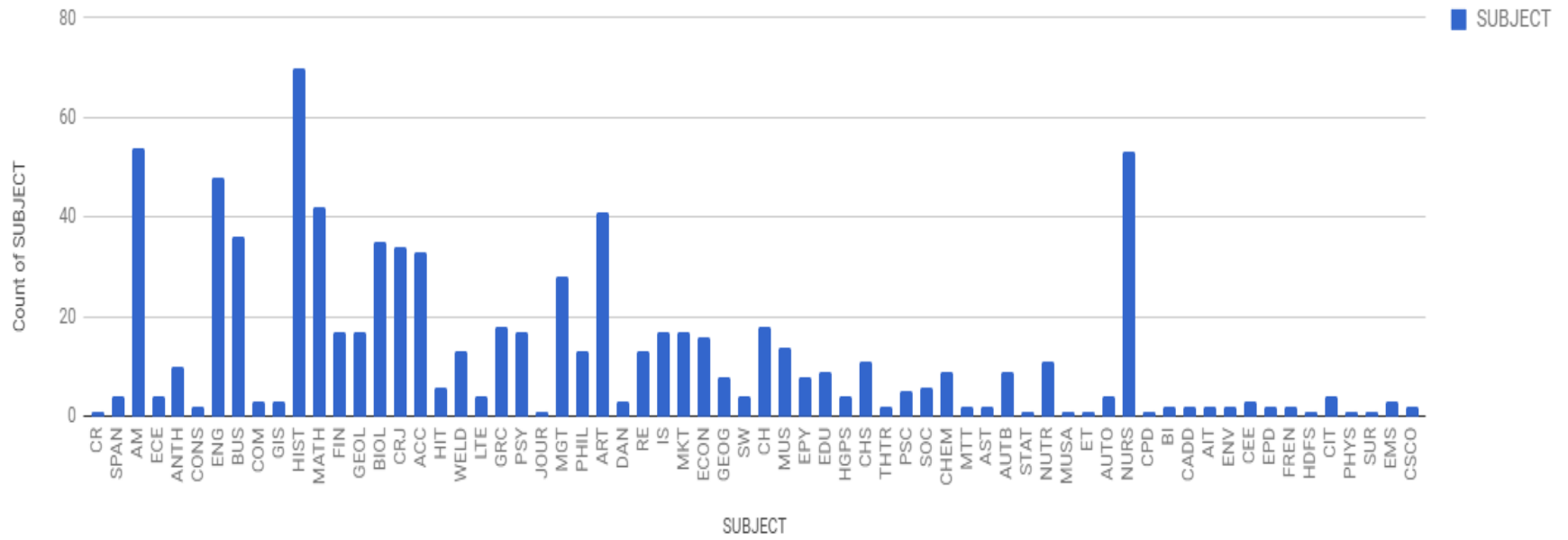
Of the 47,800 records assessed for this review, there were 3,887 withdrawals since 2012, 5,464 Fs, 365 audits, and 3 incompletes. 8,179 were taken online, and 32,784 were taken on the Carson campus.



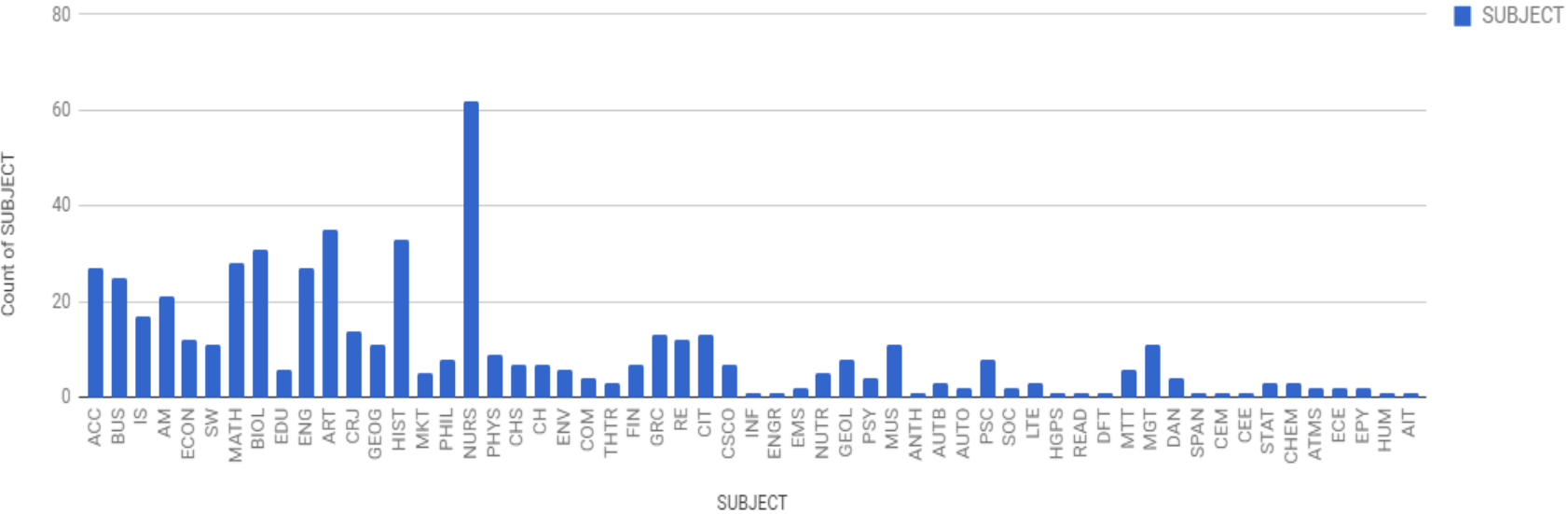
Classes by year: 2013



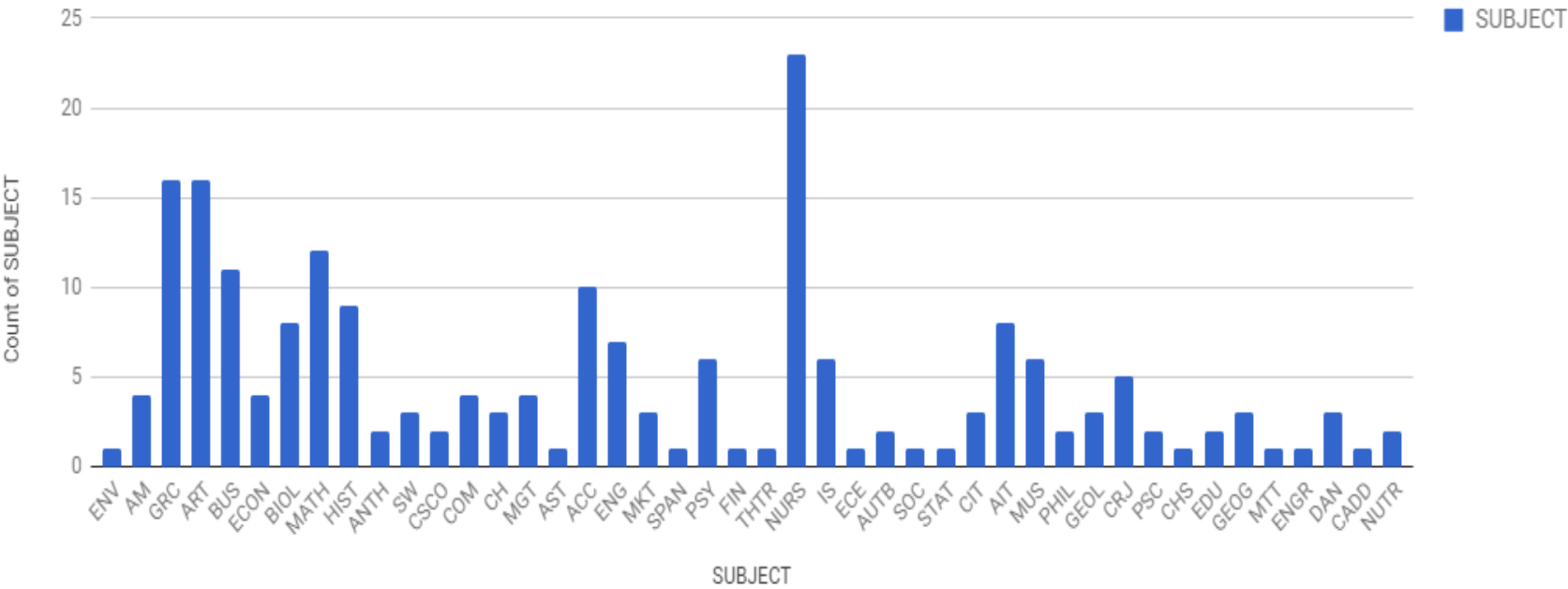
Classes by year 2014



classes by year 2015

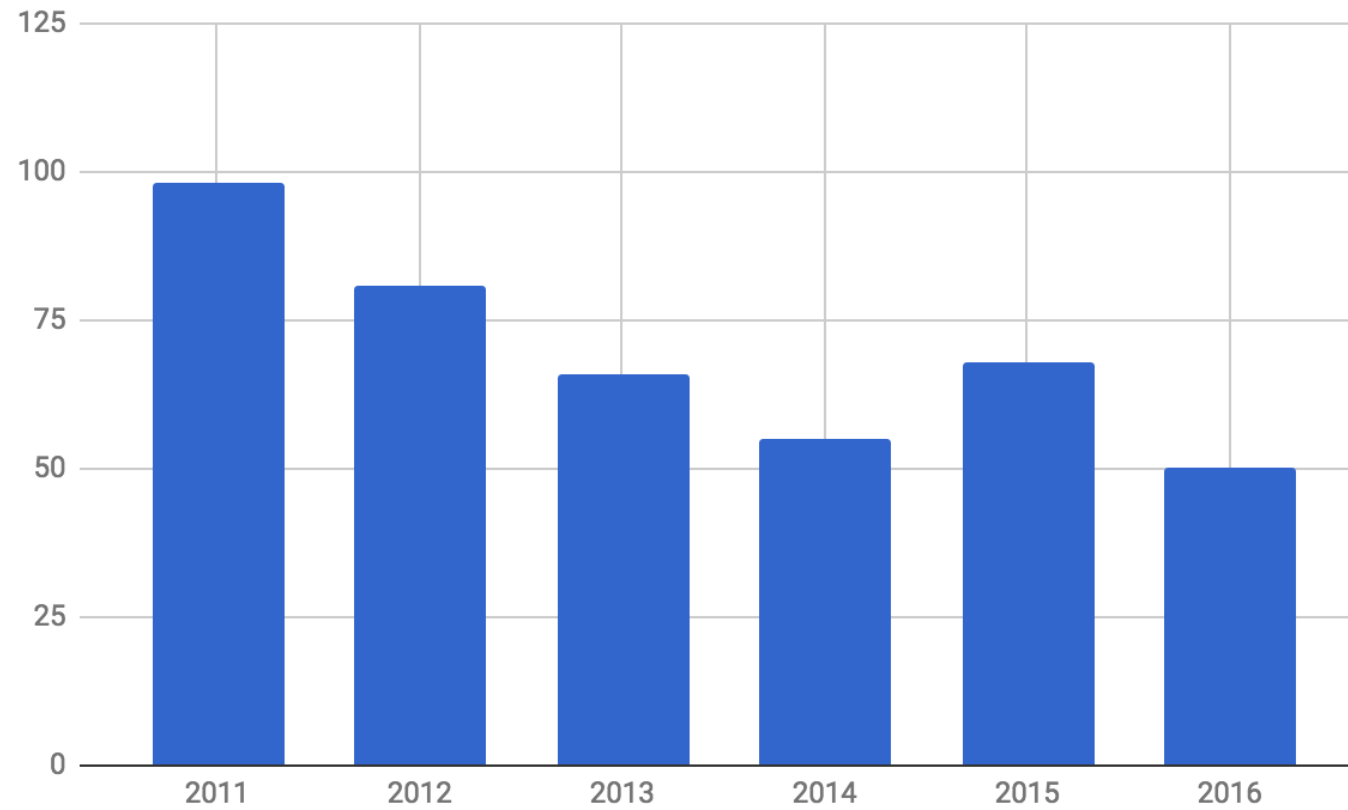


Classes by year 2016

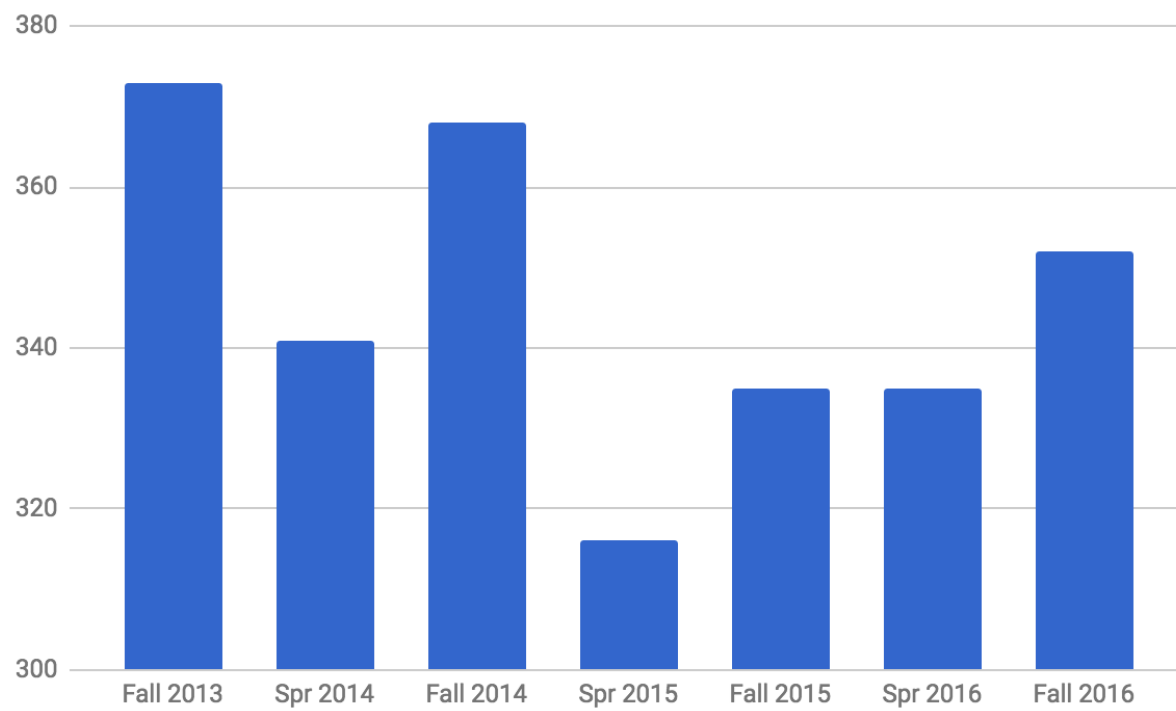


b. Program Demographics (Please see 2.D.b subpages)

Graduates by year:



Majors by year:



c. What efforts have been made by the program to recruit students?

WNC does not actively recruit students for the AGS degree; however, students are often directed towards the AGS program due to its flexibility and financial aid benefits. The marked reduction in non-traditional students (25+) indicates an opportunity to increase enrollment if we choose to communicate the benefits of AGS to potential students.

Areas for possible recruitment:

- Adult and/or Professional Students

An advantage of the AGS degree for working professionals is that it offers a wide variety of content areas and flexible scheduling. For a person seeking a degree for promotion or other advancement on the job, this degree option provides opportunities to explore interests while enhancing professional skills such as writing, oral communication, problem solving, and critical thinking due to the prevalence of General Education courses. The program review team recommends marketing towards the adult/professional student eager a terminal degree. In particular, women over 25 have the largest decrease in enrollment over the last 5 years.

- Exploratory Students

Another under targeted student demographic are the undecided/undeclared. Often it takes exposure to a breadth of academic courses for an undecided student to encounter their academic and/or professional interest or passion. The AGS degree provides the flexibility needed to accomplish this. It has been related that students often initially declare an AGS degree then narrow their focus to transfer or terminal once they've determined what their career goals are.

- Native American Students

Per IR, our Native American student population is approximately 3%. Given the success of the Jump Start, Veterans, and Latino cohort models, it is recommended that WNC survey Native American students to determine if a cohort model would be desired. Additionally, given the location of WNC, such a model may increase recruitment and retention from local reservations and colonies.

d. What initiatives have been undertaken to increase FTE?

Although we do not market to AGS students specifically, FTE does increase due to AGS enrollment (see Niches Served 1.F). Overall, FTE has been increased due to the following:

- **Schedule:** The flexibility of the AA degree has allowed students extreme flexibility in designing course sequences; the degree requires 30 credits to fulfill general education requirements and allows 30 elective credits at the transfer level. In recent semesters offerings of 200+ level courses have increased (in part due to Jump Start College), and the trend is expected to continue which will allow more AA students to take part in upper division courses in history, humanities, arts, and social sciences.
- **Development of Accelerated, 3-Week Courses:** Over the past two years, multiple sections of specific courses have been offered in an accelerated format in the 3-week period preceding the fall and spring semesters. As of Fall 2016, COM 101, 102, JOUR 120, MUS 121, and ENG 200 have been offered in this way. This format provides the opportunity for students to earn 3 credits before the regular semester starts and complete a full-time load while working on 12 credits over the regular semester. For students with part or full time jobs, families, transportation constraints, or other extra curricular responsibilities, these offerings can be key to on-time graduation. Additionally, the 3-week courses in August count toward fall FTE, and 3-week courses in January count toward spring FTE.
- **Increased Offerings Online:** The WNC Distance Education Committee has recently completed an inventory of online offerings and will work with academic divisions to build new offerings in key areas to support growing FTE, meeting demand, and supporting on-time degree completion. The AGS degree may currently be completed online.

e. What initiatives have been undertaken to improve student retention?

During Spring 2017 an Ad Hoc Enrollment and Retention Committee convened in order to address decreasing FTE at WNC. Here are the findings of their work groups:

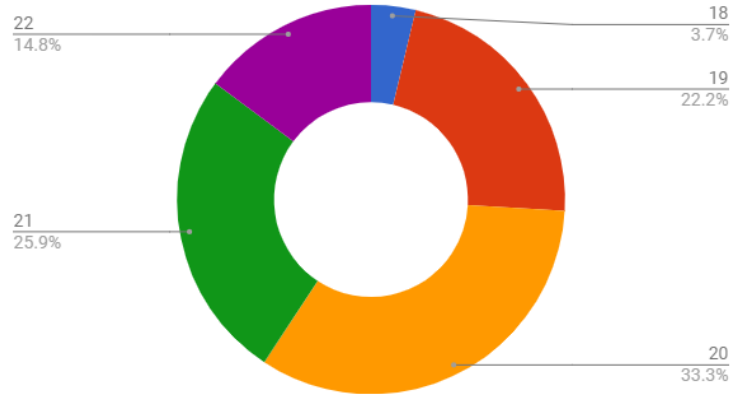
- **Advising/Mentoring** – this work group determined that faculty advising/mentoring could create a positive connection with the student and that students do already look to faculty for advising. This is currently under discussion for WNC as a whole; however, due to the Promise Scholarship (BS 391) faculty mentoring has been implemented for the 2017-2018 academic year for these students specifically.
- **Tutoring** – the Academic Skills Center was broken into individual Math and Writing centers during the Spring as a result of the recommendation made by the tutoring work group. There are now two .5 coordinators and an additional \$15,000 for embedded online tutors. The group cited the clear correlation

between tutoring and student success as evidence for their recommendation. An additional \$25,000 was utilized to create both centers.

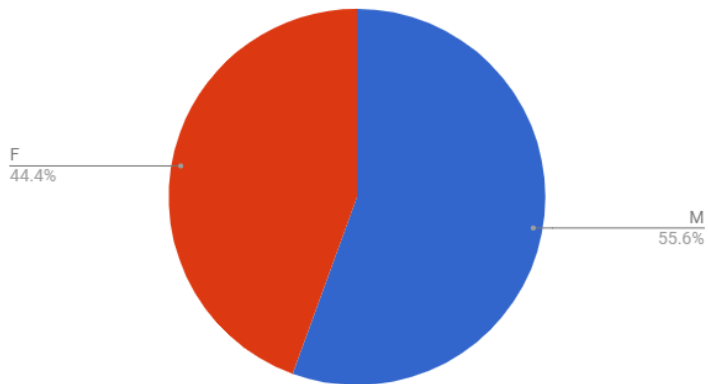
- Access/Capture – this work group recommended two additional peer mentors to guide students through the entire process from applying to attending classes to offering better support to non-degree seeking and non-Project Graduate students; shoring up online orientation and counseling; timed, intrusive marketing to students who have applied, but not registered and registered, but not paid; modified print schedule focused on online offerings. \$10,300 estimated cost to add the peer mentors now and \$10,000 to \$15,000 to mail the print schedule. Other recommendations were made to hire a .5 counselor to help with the load which has been impacted by Jump Start and a text system to reach students who are not responding to email or phone calls.

2.D.1 16-22

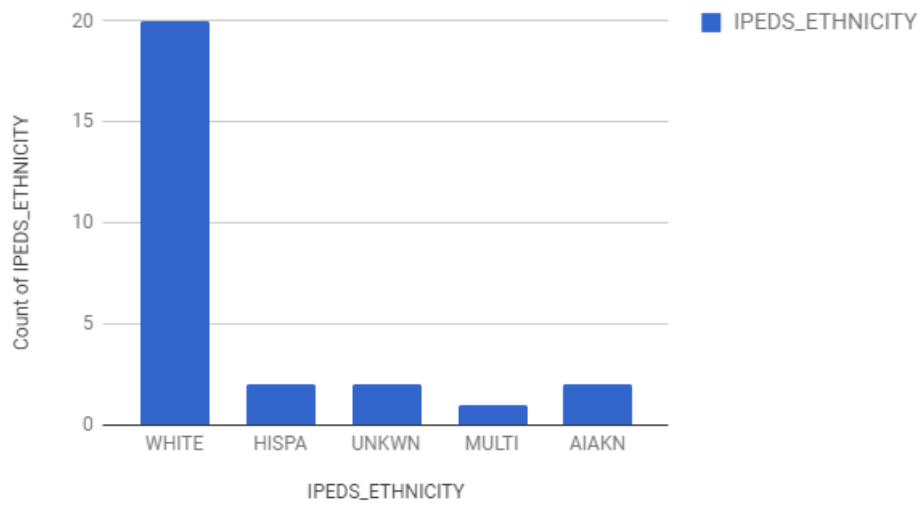
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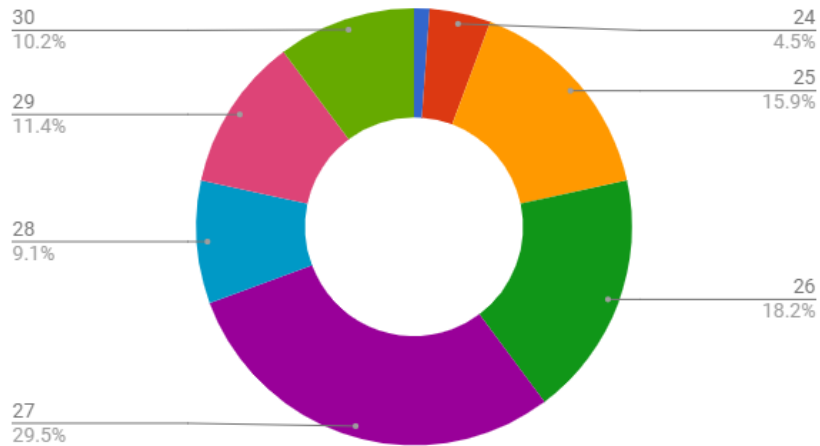


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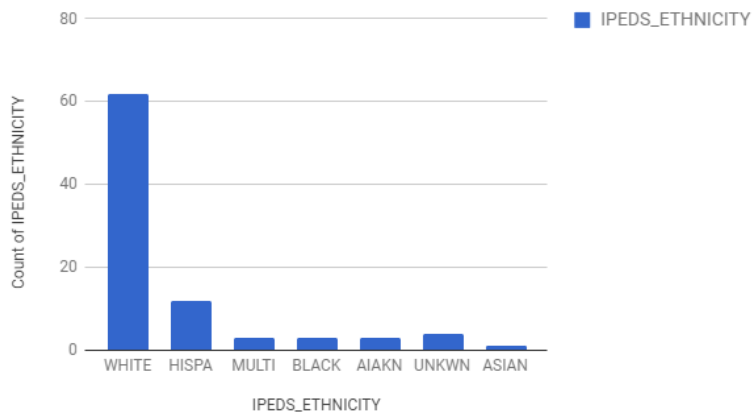


2.D.2 23-30

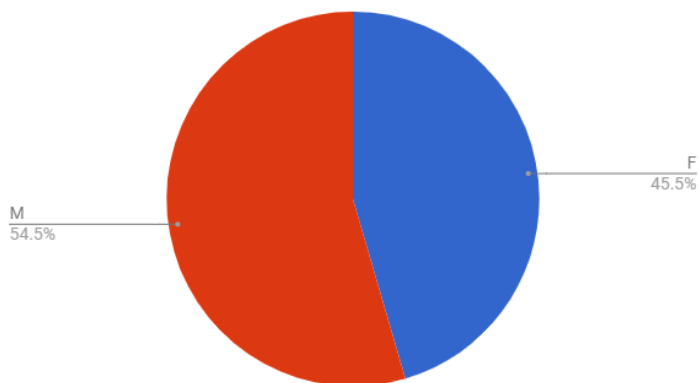
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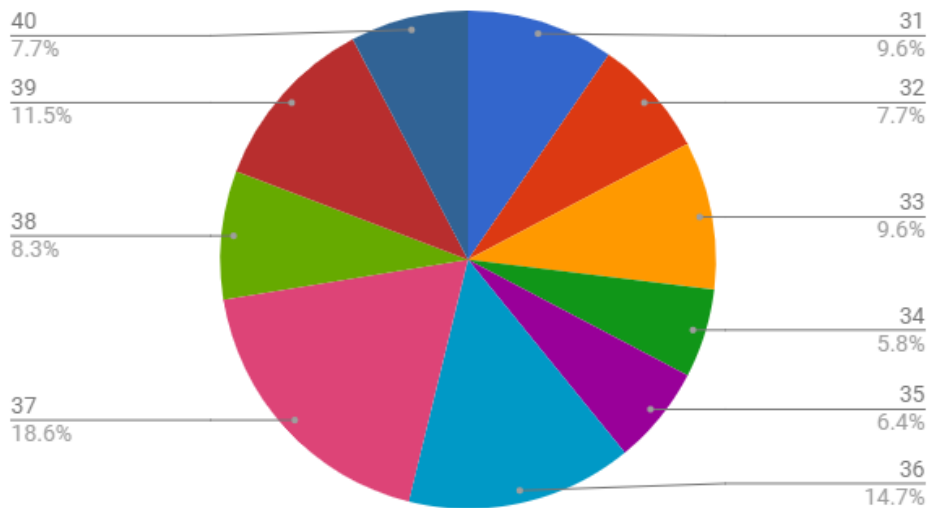


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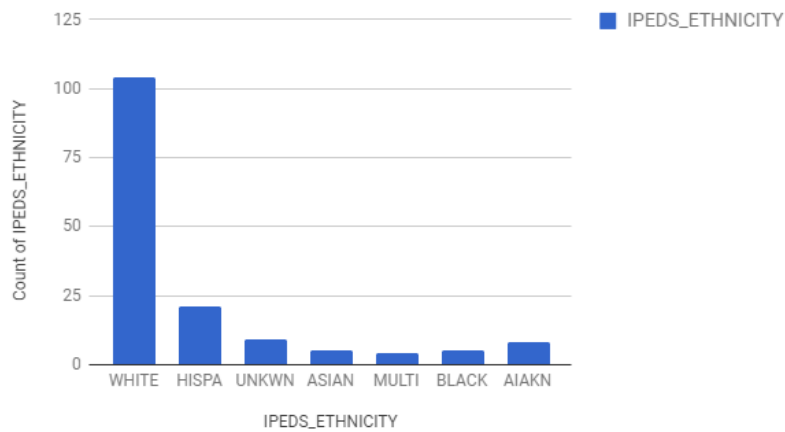


2.D.3 31-40

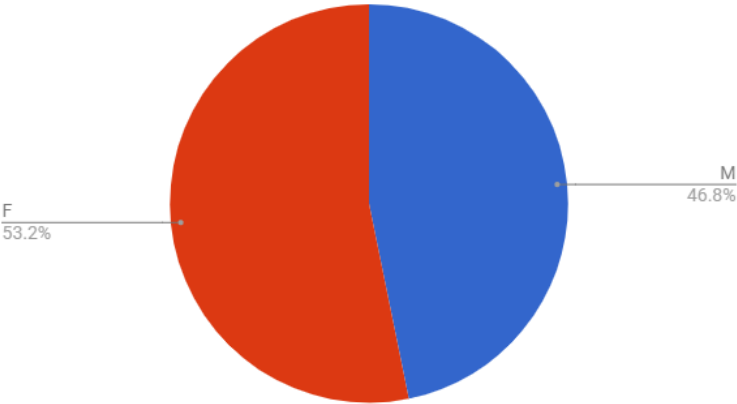
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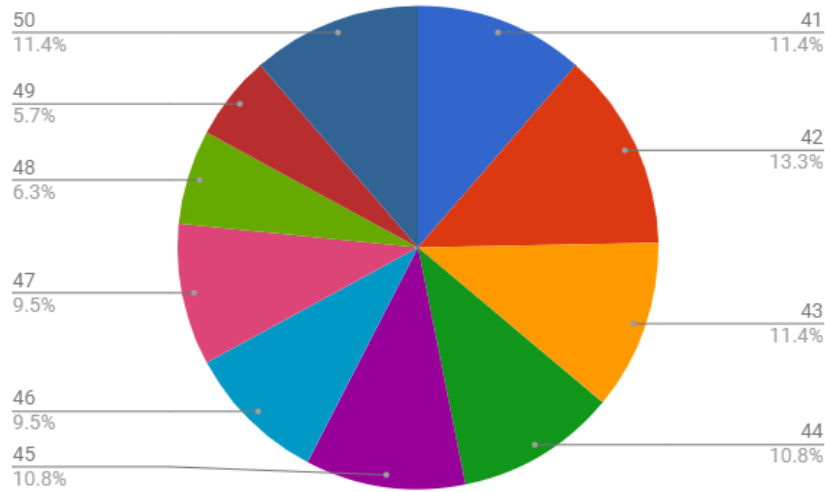
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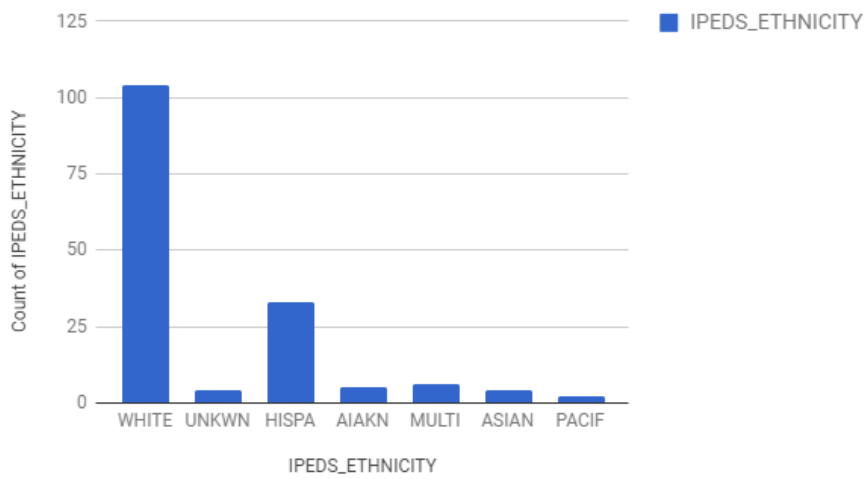
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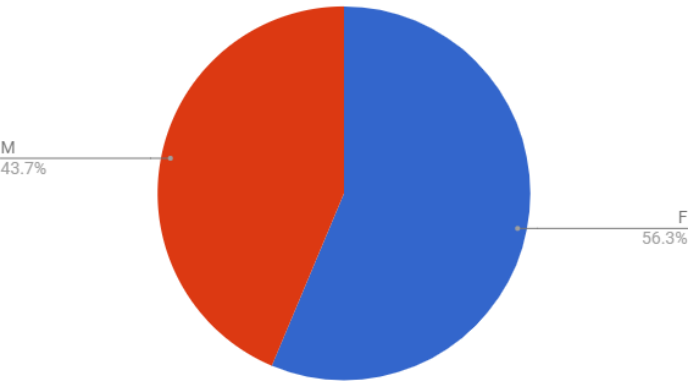
2.D.4 41-50



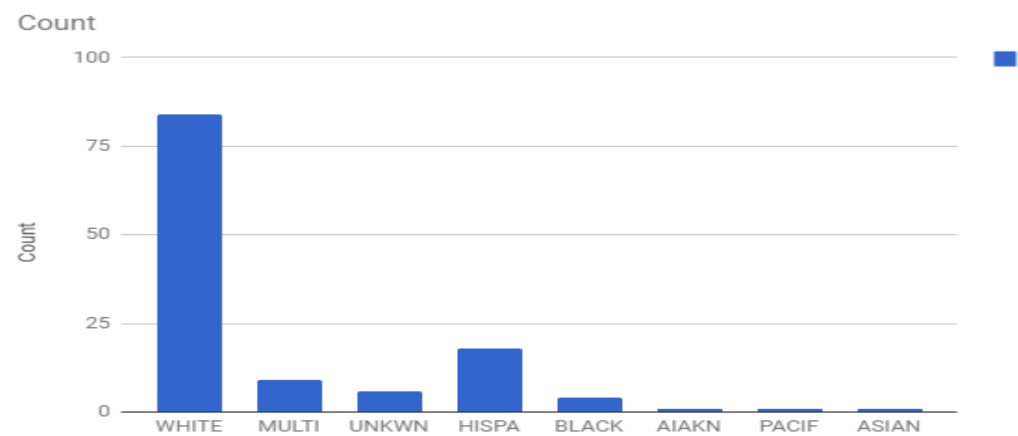
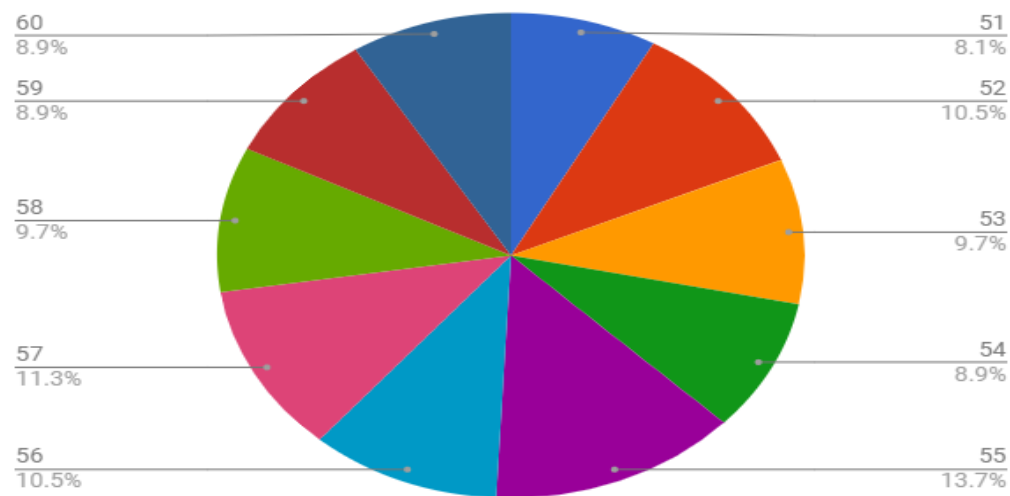
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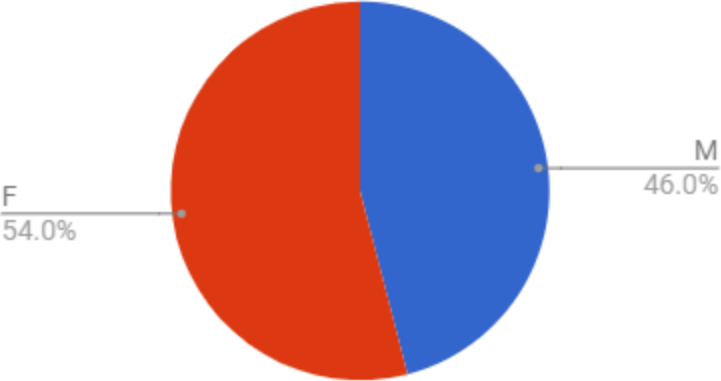
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2.D.5 51-60

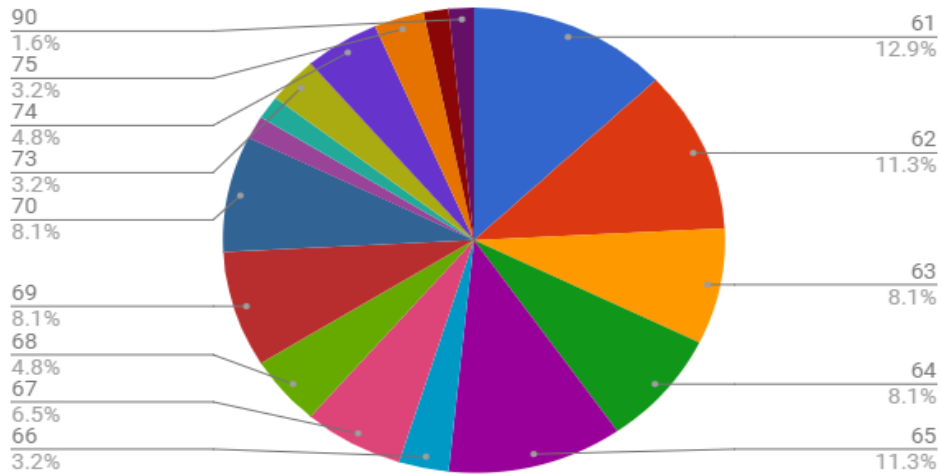


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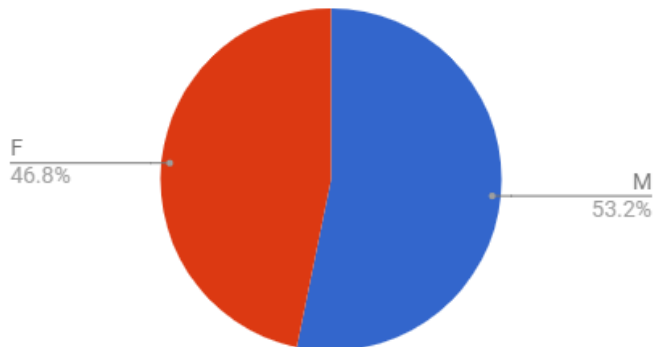


2.D.6 61-90

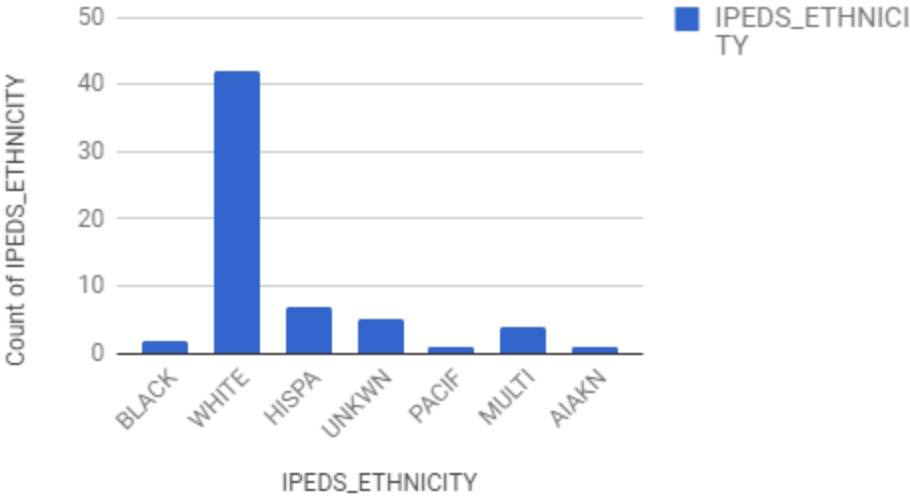
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Count of SEX



Count of IPEDS_ETHNICITY



(2.E) Need for the Program

The Associate of General Studies degree serves a unique and important role for WNC students, faculty, and student services. As described in Niches Served (1.F), the AGS degree serves the following populations:

- 1) Second-degree students
- 2) Students who are unsure about their ultimate educational/professional goals
- 3) Terminal degree seeking students
- 4) Transfer students
- 5) Students who wish to avoid excess credit fees

(2.F) Curriculum Review Report

Curriculum Review Report for Associate General Studies Degree

1. Associate of General Studies: Mission and Outcomes

The Associate of General Studies Program mission statement and student learning outcomes are published in the WNC program guide and on the college website. The learning outcomes are in need of updating to align with new general education and institutional student learning outcome language.

2015-16 WNC Program Guide and wnc.edu

Current Mission and Student Learning Outcomes:

Mission: The purpose of the Associate of General Studies degree is to provide academic knowledge and skills for: personal growth, professional advancement, and/or successful transfer.

Student Learning Outcomes: Students who complete an Associate of General Studies degree at WNC are expected to demonstrate that they:

- have met the general education student learning outcomes.
- know the subject matter appropriate to their fields of study.

The 2016-17 AGS Program Review team recommends replacing the mission statement and learning outcomes with the following:

The AGS Program Review Committee recommends replacing with the following:

Mission: The purpose of the Associate of General Studies degree is to provide academic knowledge and skills for personal growth, professional advancement, and/or as a transitional degree in preparation for transfer.

Associate of General Studies degree Outcomes-- The successful student will:

- Meet the general education student learning outcomes.
- Succeed at the professional, academic and personal goals the AGS degree serves.
- Demonstrate knowledge in the subject matter appropriate to their fields of study.

Academic Program Guide

The Associate of General Studies is intended as an exploratory and terminal degree, not to be used as a transfer degree; however, credits earned under the degree may transfer to 4-year institutions. It is recommended that anyone planning to apply these credits for transfer consult their intended transfer institution for appropriate curriculum planning.

A maximum of six units of special topics classes in one subject area may apply toward any WNC degree. In some cases, courses may not transfer to other Nevada community colleges and Nevada State College or other colleges and universities. See a WNC counselor for the latest transfer information. Courses with a number under 100 (such as ENG 95) are not applicable toward an Associate of General Studies degree.

2. Relevancy and Currency of Curriculum

The Associate of General Studies Program maintains a structure supported primarily by general education and electives. Following is a list of general education requirements for the degree.

English/Communications

Fine Arts and Humanities

Mathematics

Science

Social Sciences

U.S. & Nevada Constitution

General Electives

The versatility of this program requires that support for relevancy and currency within the curriculum be addressed both internally and externally within disciplines and in relation to other disciplines or college programs.

Since general education requirements make up at least 21 instructional units within the WNC Associate of General Studies degree, it is important that students are provided not only with clear information and advisement on how best to choose course sequences, but also with useful insights on what role these required fields of study play in the overall quality of the degree they seek.

Since Fall 2013, the General Education Committee has focused on clarifying general education course certification, and in Spring 2014, an initiative began to rewrite the general education student learning outcomes and provide the institution with a statement of institutional learning outcomes as well. Much of the impetus for this work stemmed from an earlier accreditation recommendation regarding assessability of student learning outcomes; however, the movement to non discipline specific outcome statements in general education has provided inspiration for revision of all types of outcomes from the course to the program levels. The General Education Committee updated general education course outlines during AY 2016-17 to better align GESLOs with ISLOs. This is still a work in progress, but will result in a single database of course objectives for all general education courses.

Following the update of student learning outcome language and course objectives, focus has moved toward the development of assessment projects related to general education and program outcomes. Assessments across courses and ultimately across disciplines and programs will keep relevancy and currency of curriculum at the forefront of faculty reflections on curriculum and future development of integrative approaches to general education and degree program experiences. This impacts the AGS Degree seeking student by ensuring that all course options for the degree meet the same standards as courses within the AA, AS, AB, AAS and BTech programs.

Faculty engage in reflection on strengths and weaknesses in student experiences and attainment of learning outcomes and collaborate on improvements in course materials, organization, and classroom management. Faculty attend workshops, conferences, and/or performances to keep up with trends within their discipline. Each semester WNC offers a professional development week where faculty, staff, and colleagues from other institutions present workshops and training opportunities on curriculum, classroom management, assessment, and teaching technologies, for example.

A number of faculty are engaged periodically in research activities and share experiences, observations, results, and ideas with students during the academic year. In some cases, students are offered opportunities or are recruited to participate in research activities, and pathways for students to engage in undergraduate research experiences are becoming more available each year.

Arts & Humanities

In first year English composition courses, students focus on fiction and nonfiction texts, and faculty continually pursue new strategies in teaching rhetoric and composition, whether these focus on the writing process, rhetorical modes, or formal argumentation and logic. For their course reading selections, faculty make frequent updates to maintain the relevancy of their materials. Students learn library and research skills to successfully and efficiently assess and develop arguments. Recognizing the relationships between ideas and supporting facts allows the students to make connections with current issues in society. English faculty also rely on library staff for workshops that keep students and faculty up-to-date on new resources and research strategies.

English faculty meet one time per year to conduct assessments for English 101 and English 102. This began in the summer of 2014. The assessments are based on the common culminating assignment for English 101 and 102, which is a research paper. The essays are evaluated on the development of an argumentative thesis, and correct implementation and citation of secondary sources in MLA or APA format, and other criteria that helps to examine the relevancy and competency of skills acquired by English composition students.

English faculty attend local and regional readings by visiting authors, maintain and publish an electronic poetry journal, The Wildcat Review, and support an active and productive writing critique group, The Lone Mountain Writers (the longest standing student group at Western Nevada College). The Lone Mountain Writers' website includes a calendar of regional events that involve literature and authors. English faculty have also participated in 2013-2014 NSHE e-learning task force with

other NSHE institutions.

In the Fall of 2014, two full-time English faculty members attended the English Gateway Summit, which focused on the trend in the US of institutions of higher learning no longer offering basic skill level courses. Techniques were offered, in line with the California Acceleration Project, to help students at a lower-level succeed in transfer-level English classes.

NROC's EdReady program is a program that is intended to help students with skill sets that are below transfer-level. A full-time faculty member has been attending webinars on how to use the program to help students practice and fortify skills needed in their transfer-level class. The program is uploaded via Canvas, and is a free resource for all students. This program was introduced to other English faculty in the Fall of 2016.

English faculty have also maintained membership in the NCTE and other professional organizations, such as TESOL International.

History faculty have met on several occasions during the 2016-2017 academic year to develop curricular guidelines for all History courses offered at WNC. Given the changes in Silver Core curriculum, the History department has striven to provide curriculum that meets both state and federal constitutional requirements. Faculty participated in a NSHE wide work group during 2016-2017 AY to draft recommendation language for all system courses identified as meeting the NRS US and Nevada Constitution requirements. History faculty have developed a signature assignment, which will provide the basis for a yearly assessment of all History classes.

In the Fall of 2016, faculty implemented a signature assignment (Very Short Papers, or VSPS) and analyzed samples from 414 students enrolled in all History courses, based upon three criteria taken from the VALUE rubric. This assessment indicate the target outcome that 70% of history students have acquired 70% of the required skills.

Relevancy and currency of the History curriculum is maintained through a variety of means. Classes are updated and modified based on self- reflection, peer-evaluations, student evaluations, new pedagogy, new text offerings, and with a knowledge of contemporary trends in local and regional history.

Both full and part-time History faculty include technology in the classroom. This can range from the use of videos or TED talk snippets to the full web enhancement of a course using the current LMS (learning management system). Online courses are being developed according to an institutional Quality Online Course Rubric based on QM standards. Many faculty include interdisciplinary elements into their courses keeping them dynamic and fresh from semester to semester. As the field of History has expanded to include many sub- specialties, these are also reflected in the way faculty design their course flow. This variety of emphasis ensures students a broader and more fully

enriched experience as they move through the curriculum currently offered within the History discipline. Faculty are engaged and share assessments, pedagogy, historiography, and emphasis with one another.

Faculty belong to a variety of professional associations that provide access to current literature, approaches, and opportunities to attend conferences.

In Music Theater, faculty attend Broadway productions to keep up with trends in direction and set design and study the latest technological advances in theater (as many as four or five professional productions a year). While on Broadway, faculty interview Broadway performers about their work and include these interviews in online classes.

Other faculty perform internationally, alongside notable and current performers who are included in course lectures. Similarly, piano instructors are professional performers whose own work keeps their teaching of students relevant. Dance instructors may attend as many as ten conferences a year, studying the latest styles in dance. Subsequently, dance students win national awards.

In foreign language, traditionally, materials and approaches used for teaching have differed between secondary and postsecondary education guided respectively by the American Council on Teaching Foreign Languages (ACTFL) and the Modern Language Association (MLA).

At WNC, foreign language faculty have tried to make the 4semester sequence of Spanish one in which student outcomes meet or exceed those at the 4year universities. However, faculty design the courses to include more activities, requiring the students to read, write or orally present topics that are current in the news, rather than literature based. For example, in SPAN 112, students are required to do two oral presentations (reflecting knowledge of grammar, vocabulary) and present four short news bulletins covering articles they have read and/or translated about current events from around the world and in Spanish-speaking countries.

Materials chosen for foreign language courses are used at leading colleges and universities and include components using technology as ancillaries (ex. online flashcards, practice quizzes/tests).

In 2014, foreign language course outlines for Spanish and French courses were revised and updated, including their student learning outcomes. Institutional student learning outcomes (ISLOs) had not yet been defined.

For faculty in the arts, they recognize that there are verities in art that don't change. Certain styles are vogue and then fall out of fashion. Faculty in the arts department discuss new pedagogical

strategies to better teach and communicate those ideas and skills that haven't fundamentally changed in centuries. Faculty who teach in the arts make an effort themselves, and on behalf of their students, to reconnect with the best art, both old and new, to see it in person, in order to learn from it and pass that knowledge on to the next generations.

Social & Behavioral Sciences

Anthropology faculty maintain relevancy through four primary means:

1. Subscription to news sources via email (e.g. Science, PlosOne, Nature, Society for American Archaeology, American Anthropology Association, Nevada Archaeological Association, NYTimes, Washington Post, New York Review of Books, Google News, etc.), print media (Archaeology, NY Review, New Yorker, etc.), and online media (Facebook, Pinterest). These are very good at alerting faculty to new finds in archaeology, palaeoanthropology, primatology, genetics, etc., and, while they are not in themselves necessarily useful in providing much detail in these stories, they will provide links to sources that faculty can follow up on to locate deeper significance. Faculty provide links to this kind of research to students through class emailings, as well as incorporating new information in class lectures. Faculty are currently designing a WNC Anthropology Facebook page for posting these links and keeping students in the loop.

2. Faculty are constantly "shopping" for new textbooks for classes. Basic text information lags far behind the breaking news of discovery and the new editions forced on students every 18 months or so rarely introduce much new material. Consequently, faculty do not rely on textbooks for much "relevancy." One exception currently being tested is a "textbook" in the form of a CDR disk that students purchase, and when activated, they have options of viewing online articles and YouTube videos that supplement the basic readings, as well as a free printed text should they decide reading on a computer screen does not suit their needs.

3. Faculty belong to several professional organizations and attend meetings and conferences periodically to survey new areas of research that may be used in teaching. Faculty also check the publishers' booths for new books and publications for their own libraries.

4. Faculty subscribe to several film and video publishers to keep an eye out for new videos in the field that can be added to the WNC library's collection, when funds are available.

Political Science curriculum is evaluated on an ongoing basis. The offerings in Political Science are rather limited because there is no Political Science major offered at WNC. Accordingly, the emphasis has been to construct and maintain a Political Science curriculum that (1) provides the basics for the US Constitution and the Nevada Constitution; (2) offers general education credit, and (3) general education transfer credit, and (4) facilitates transfer courses for students desiring to major and minor in Political Science at a four-year institution.

The ongoing evaluation of the Political Science curriculum is based on five (5) activities. First, faculty stay up-to-date on the Political Science literature and materials regarding curriculum and substantive field developments. Second, they monitor the Political Science course offerings and curricula of other NSHE institutions; Third, faculty maintain contact with Political Science professors at UNR and UNLV regarding course offerings and development in Political Science curricula. Fourth, faculty attend at least one Political Science academic conference each year, such as the Western Political Science Association Conference. At academic conferences, in addition to panel paper presentation participation, faculty attend panel sessions in the fields that they teach, attend panel sessions regarding Political Science teaching methods, and panel sessions regarding Political Science curricula. Fifth, faculty have in-person meetings, email and telephone discussions with the Chair of the Political Science Department at UNR. Faculty align the Political Science curriculum at WNC with the Political Science curriculum at UNR. The overwhelming majority of the WNC students that transfer go to UNR.

UNR has just completed a revision of its general education curriculum as well as a revision of its Political Science curriculum. Accordingly, WNC political science faculty are completing and will present to the WNC General Education Committee and the WNC Curriculum Committee, in March of 2016, their revisions to the WNC Political Science curriculum.

In psychology, while there is only one full-time faculty member. WNC is fortunate to have adjuncts in psychology who have demonstrated a commitment to the college and the psychology program. These adjuncts represent a blend of subject matter professionals from a variety of fields in psychology who continually teach and work on their courses to keep the content and teaching relevant and appropriate.

Below are some of the examples of how the psychology offerings at WNC remain relevant and current:

- Courses are designed to meet both general education and preparation of students for potential baccalaureate degrees in psychology, social work, and other related fields.
 - Course objectives are reviewed, revised, and updated at least every five years. All course objectives are aligned with WNC institutional and general education student learning outcomes. They are also developed to meet the American Psychological Association's national guidelines for undergraduate education in psychology.
 - All faculty teaching psychology courses at WNC have advanced degrees in areas appropriate for the courses they teach.
 - Faculty select textbooks that represent a variety of perspectives for the course and take the selection of the best textbook seriously.
-
- Faculty in Psychology recently conducted our first formal assessment of the most commonly taught psychology courses (Psy 101) and used the results to make improvement to both the measurement of student learning and the course content.
 - Individual sections of each course align with the outline for the course and also reflect the skills and interests of the individual instructor.
 - Faculty have developed online courses for Psy 101, Psy 102, and Psy 210. Psy 101 and Psy 102 are QM certified courses.

Faculty teaching psychology courses develop unique and challenging class activities that represent some of the best practices for student learning in a college setting. Many of these activities are connected to current events.

Sociology faculty update their classes every semester and continue to look for new studies that have been conducted that they think the students will find interesting. They strive to integrate mixed media, such as videos (mostly TED talks) that can be integrated into the class. These videos emphasize concepts and information relevant to course outcomes and current events. For example, during the Spring 2016 semester students in sociology examined popular culture phenomenon such as the Oscars and, in the specific case of the Oscars, discussed the issue of inclusiveness, particularly the award show's lack of nominations for persons of color.

Faculty in sociology ensure that their textbooks have the most recent census information and have been recently published or updated.. The subject is such that there are constant changes in the field, so faculty also make an effort to incorporate outside materials (published studies, videos of conducted studies, news articles), which can inform students of current events relevant to sociology.

When the GE requirements are updated, faculty in sociology update course outlines and syllabi, making sure that assignments align with the stated course outcomes. Faculty also update curriculum to align with their revisions or creation of course outcomes or changes in standards within the discipline of sociology.

Faculty in sociology also integrate new technologies into their courses. Additionally, the usefulness of these technologies are re-evaluated by faculty and discontinued if they are not effective. Faculty also regularly meet to assess and update essay prompts, lesson plans, and course syllabi. "Short Observations" provide faculty in sociology with opportunities to assess student learning outcomes in the classroom, to identify areas where students struggle, and then to offer relevant supplemental lessons.

In addition, many faculty have certified their online courses through the Quality Matters evaluation process. This requires faculty to review stated course outcomes and to check alignment with weekly activities and assignments. Effective AY 2016-2017, the QM certification process was replaced by the adoption of an institutional online course quality rubric. Faculty are to use the rubric when designing courses, report a self-review for all new courses to Division Directors, and participate in a Peer Review process after teaching a course for two semesters.

Biology

The biology faculty has committed to changes in prerequisites and corequisites related to student preparation for Human Anatomy & Physiology and Microbiology. In principle, the changes aimed to make Introduction to Cell and Molecular Biology (BIOL 190) the premier prerequisite for BIOL 223 and BIOL 251. Along with related adjustments to the Introduction to Cell and Molecular Biology prerequisites, these changes (fully effective Fall 2015) helped to clarify the biology faculty's recommended course sequence, as it applies not only to various transfer agreement requirements but also to the WNC Nursing Program prerequisites. The changes to WNC's BIOL 190 came about following the utilization of a national assessment tool (HAPS National/Standardized Anatomy and Physiology (A & P) Examination) and observing national trends in A&P, which made it clear that BIOL 190 is the more appropriate prerequisite for A&P and Microbiology courses.

With Introduction to Cell and Molecular Biology established as the gateway course to A & P and Microbiology, the faculty who teach the course regularly have begun the process of updating course outcomes in relation to new general education student learning outcomes and standardizing laboratory assignments accordingly. In particular, as of Fall 2014, three of four biology labs have been equipped to run polymerase chain reaction (PCR) experiments with the fourth to be updated soon.

The majority of the biology and chemistry faculty have agreed that all BIOL 190 lab sections are to have the students perform the “ Using a Single Nucleotide Polymorphism (SNP) to Predict Bitter Tasting Ability Kit ,”available from Carolina Biological at all WNC campuses. This kit, which is based on PCR and DNA digestion,allows the student to develop technological skills at the freshman level that will provide the student with a more current technical skill set carried from the freshman level courses into the junior level courses at UNR or any other baccalaureate granting institution.

In the last three years, faculty members in biology have piloted various models of course delivery to increase student access. Accelerated, eight-week courses in A & P have provided students with a means to complete program prerequisites in one year. Lecture capture technology is being used to expand General Biology offerings to students online giving them the opportunity to attend physical labs on their nearest campus.

Chemistry

As a result of the prerequisite shifts in biology, the chemistry faculty have taken the opportunity to update course emphases notably in General Chemistry. Previously, General Chemistry (CHEM 121) had acted as the primary prerequisite not only for CHEM 122 and BIOL 190, but also for A & P and Microbiology.

In January 2014, an analysis of the American Chemistry Society nationally standardized exam for CHEM 121 was performed by chemistry faculty. As a result of that analysis, it was determined that CHEM 121 at WNC was lacking somewhat in nationally recognized content (at WNC, only 89% of the content nationally recognized was being taught in CHEM 121).

While the placement of CHEM 121 as a gateway for high demand second year biology courses serves to match stated transfer requirements for some students, the content adjustments required in General Chemistry to minimally prepare a student for A & P or Microbiology proved persistently awkward. With three of five full-time biology faculty members regularly teaching both chemistry and biology, this has been a consistent concern. All biology faculty members were in agreement and the group presented the proposed change to WNC’s Curriculum Committee in Fall 2014. The change was approved to remove CHEM 121 from the “gold standard” status of A & P prerequisite and the CHEM 121 content has since been adjusted to

reflect 100% of the nationally recognized content being taught in CHEM 121. In Spring 2014, chemistry faculty met to discuss standardizing CHEM 121 lab experiments across all sections.

Faculty members agreed that some experiments would be standard in all CHEM 121 labs, and the remainder would be up to faculty to determine, with the understanding that the experiments would be standardized by concept. For example, at present there are three different approaches to thermochemistry experiments in the laboratory, yet they all deal with the overall concept of thermochemistry. At present, 60% of the experiments in CHEM 121 are identical on all three campuses at WNC.

In terms of equalizing CHEM 220 laboratory experiments, the biggest obstacle to standardizing chemistry lab equipment remains the cost; none of the equipment on any WNC campus is identical, making a common organic chemistry experience difficult at best. It is fortunate that the biology and chemistry faculty have an “Equipment Acquisition Committee” to assist in obtaining lab required equipment.

Geosciences

The Geoscience faculty meet each semester to discuss relevance of courses and examine alignment with transfer institutions. In Fall 2014, faculty members committed to offering GEOL 101 only as a 4 credit course (as opposed to a split lecture and lab) beginning in Spring 2015. This is consistent with offerings at all other NSHE institutions and most other US higher education institutions.

Over the 2013-14 academic year, steps were taken to match discipline prefixes within transfer institutions; this included changing all GIS courses to GEOG and adding GEOG 121 (Climate Change: The Science Basis), NRES 210 (Environmental Pollution), and NRES 211 (Conservation, Humans & Diversity).

As a result of a recent review of geoscience courses, steps will be taken to correct the following issues during the Spring 15 semester.

- GEOL 105 and ATMS 117 were never included in Group C
- GEOL 102 should be included under group A

- GEOL 103 (lab) should be offered for students who took recently Geol 101 as a 3 credit course

Geoscience faculty regularly take part in professional development opportunities including National Association of Geoscience Teachers conferences and American Geophysical Union annual meetings.

Mathematics

Due to the central role of the science-calculus track as a prerequisite for multiple Associate of Science emphases and the minimum requirement of MATH 181 (Calculus I), the mathematics faculty meet regularly to discuss efficiency in prerequisites and alternative offerings within the discipline to support all STEM students. With regard to substantive changes in the discipline, a constant transition to increased use of technology and online publisher materials has been widespread. WNC mathematics faculty have carefully embraced the aspects of this movement that fit their primary focus on preparing students to succeed at transfer institutions.

The department has continued to offer precalculus both as a one semester, five credit course (MATH 128) and as a two semester, split (MATH 126/127). On the Carson Campus, the calculus track begins each semester with two sections of MATH 181 and one section each of MATH 182 and 283. In the past, the Fallon and Douglas Campuses have offered all three semesters of calculus, though recent enrollments have forced some cancellations. In response to this, beginning in Fall 2014, lecture capture technology is being used to offer a hybrid Calculus I course available in person and broadcast from the Fallon Campus.

In Fall 2012, WNC began offering MATH 285 (Differential Equations) in both fall and spring allowing students to more efficiently move toward graduation. In Fall 2011, MATH 330 was offered for the first time and has continued once per year since; the addition of this upper division course has provided mathematics and engineering majors among others with the opportunity to earn credit for a required junior level course while still completing their AS at WNC.

In Spring 2014, Math faculty attended the NSHE sponsored Gateway Course Summit and at the suggestion of the NSHE system office, have begun development of a pilot corequisite course in precalculus.

Physics & Engineering

While subject matter in first and second year physics courses has changed little in the past 100 years, the delivery of the content has changed dramatically. Curricular changes in physics courses have been aimed at providing an active learning experience for students. These changes include delivery of material through multimedia (both in the classroom and online), more classroom activities and discussions, and a greater focus on conceptual knowledge of the subject versus simple procedural problem solving.

Well established nationally used pre and post assessments (FMCE and CSEM) are in use in calculus based physics courses. These changes are considered in accordance with recommendations from the American Physical Society (APS) and the American Association of Physics Teachers (AAPT).

With just one full-time faculty member in the discipline, the maintenance of curricular standards in Physics and the management of transfer pathways for pre-engineering students is quite localized. Dr. Thomas Herring has developed and continues to maintain close relationships with faculty in physics and engineering at UNR, and he provides WNC students with a first step to successful transfer by way of annual field trips open to all WNC students to visit UNR labs and program representatives.

3. Course Sequences

Given the high number of electives included in the Associate of General Studies degree, there is no one clear sequence of offerings to follow to completion. Appropriate progress toward the degree depends upon careful placement and enforcement of hard flag prerequisites and consistent, sometimes intrusive advising from Student Services staff and academic faculty. Possible course sequences are located in Appendix A.

4. Reviews of Courses in the last three years

NONE

5. Reviews of General Education in the last three years

NONE

6. Catalog Information

Course outline reviews involving new general education and institutional outcomes have been ongoing since Fall 2014; the General Education (GE) Committee has provided leadership, support, and oversight for this process. During AY 2016-17 the General Education Committee has focused on collecting course outlines into a single location. Much of this information was lost during AY 2016-16

due to multiple outline locations. Additionally, the General Education Committee has been working on correcting course information online, which is often incompatible with new course outlines.

7. Required Course Outlines

As the Associate of General Studies degree is intended as a terminal degree, transfer of the degree as a whole is not a primary focus; however, transfer of individual courses is still appropriate and transfer agreements with other NSHE institutions need to be kept in mind while advising AGS students at WNC.

8. Evidence for Locating and Using Appropriate Resources

The most recent formal review of WNC's General Education Program (see [WNC General Education Program Review Report, March 2009](#)) looked at all existing degree programs in relation to required courses and student learning outcomes in course outlines (WNC Gen. Ed. Review Page 8). As much of the AGS degree is general studies, GESLO #4 addresses student ability to locate and use appropriate resources: "Students who complete a degree at WNC are expected to demonstrate they: Have effective and efficient learning skills, including the location and evaluation of information."

The new statement of general education student learning outcomes includes, "Locate, evaluate, and appropriately use information from multiple resources to complete projects, activities, and papers." As mentioned earlier, the process to embed the new general education outcome language in existing course outlines is ongoing; however, outcome #4 in particular changed very little in specific language or spirit. It should be noted that with the recent acceptance of Institutional Learning Outcomes, programs like the AGS degree now have concrete targets for knowledge or skill beyond general education these statements also include reference to location, evaluation, and appropriate use of information.

Appendix A

Carson Campus	Fall Semester 1	2138			
Requirement	Class	Days	Times	Credits	UNR Requirement

English/Com	Eng 101	T/TH	4pm-5:15pm	3	
Math	Math 126	T/TH	1pm-2:15pm	3	
US & NV Const.	Hist 101	T/TH	9:30am-10:45am	3	Social Science
Elective	EPY 150	T/TH	11am-12:15pm	3	General Elective
Social Science	SOC 101	T/TH	2:30pm-3:45pm	3	
	Spring Semester 1 (AM)		2142		
Requirement	Class	Days	Times	Credits	
English/Com	Eng 102	M/W	5:30pm-6:45pm	3	
Science	Biol 100	M	1pm-3:45pm	3	Natural Science Core
US & NV Const	Hist 102	M/W	4pm-5:15pm	3	Social Science
Fine Arts	MUS 121	W	1pm-3:45pm	3	
Elective	Hist 111	M/W	11am-12:15pm	3	Core Humanities
	Fall Semester 2 (AM)		2148		
Requirement	Class	Days	Times	Credits	
Elective	AM 154	T/TH	9:30am-10:45am	3	Com & English
Elective	Geol 100	TH	1pm-3:45pm	3	Natural Science Core
Elective	Hist 105	T/TH	11am-12:15pm	3	Core Humanities

Elective	Econ 100	T	4pm-6:45pm	3	Outside of LA
Elective	Art 160	T	1pm-3:45pm	3	Humanities
	Spring 2 (AM)		2152		
Requirement	Class	Days	Times	Credits	
Elective	AM 145	M/W	4pm-5:15pm	3	Com & English
Elective	Anth 101	M/W	5:30pm-6:45pm	3	Diversity
Elective	Geol 101	M/W	11am-12:15pm	4	Natural Science Core
Elective	Hist 106	M/W	1pm-2:15pm	3	Core Humanities
Elective	CRJ 101	M/W	9:30am-10:45am	3	Outside of LA
				Total Credits	
				61	

Douglas Campus	Fall Semester 1	2138			
Requirement	Class	Days	Times	Credits	UNR Requirement
English/Com	Eng 101	M	7pm- 9:45pm	3	
Math	Math 126	Web	Web	3	
Elective	Hist 105	TH	4pm- 6:45pm	3	Core Humanities
Elective	EPY 150	T/TH	2:30pm- 3:45pm	3	General Elective
Social Science	PSY 101	T	7pm- 9:45pm	3	
	Spring Semester 1 (AM)		2142		
Requirement	Class	Days	Times	Credits	
English/Com	Eng 102	TH	1pm- 3:45pm	3	
Science	Biol 100	M/W	4pm- 5:15pm	3	Natural Science Core
US & NV Const	Hist 101	T/TH	4pm- 5:15pm	3	Social Science
Fine Arts	MUS 121	W	5pm- 7:45pm	3	
Elective	Span 101	T/TH	5:30pm- 6:45pm	3	Com & English
	Fall Semester 2 (AM)		2148		
Requirement	Class	Days	Times	Credits	
Elective	Hist 111	Web	Web	3	Core Humanities

Elective	Nutr	T/TH	4pm-5:15pm	3	Natural Science Core
US & NV Const	Hist 102	Web	Web	3	Social Science
Elective	MKT 210	W	7pm-9:45pm	3	Outside of LA
Elective	Span 102	T/TH	5:30pm-6:45pm	3	Com & English
	Spring 2 (AM)		2152		
Requirement	Class	Days	Times	Credits	
Elective	Art 160	Web	Web	3	Humanities
Elective	Phil 210	Web	Web	3	Diversity
Elective	Biol 113	Web	Web	3	Natural Science Core
Elective	Hist 106	W	4pm-6:45pm	3	Core Humanities
Elective	CRJ 101	Web	Web	3	Outside of LA
				Total Credits	
				60	

Fallon Campus	Fall Semester 1	2138			
Requirement	Class	Days	Times	Credits	UNR Requirement
English/Com	Eng 101	TH	5:30pm-8:15pm	3	
Math	Math 126	M/W	2:30pm-3:45pm	3	
US & NV Const.	Hist 101	W	5:30pm-8:15pm	3	Social Science
Elective	EPY 150	T/TH	2:30pm-3:45pm	3	General Elective
Social Science	PSY 101	T	7pm-9:45pm	3	
	Spring Semester 1 (AM)		2142		
Requirement	Class	Days	Times	Credits	
English/Com	Eng 102	T/TH	5:30pm-6:45pm	3	
Science	Biol 100	M/W	4pm-5:15pm	3	Natural Science Core
US & NV Const	Hist 102	W	5:30pm-8:15pm	3	Social Science
Fine Arts	MUS 124	Web	Web	3	
Elective	IS 101	T	1pm-3:45pm	3	Com & English
	Fall Semester 2 (AM)		2148		
Requirement	Class	Days	Times	Credits	
Elective	CH 201	Web	Web	3	Core Humanities

Elective	Geol 100	T	4pm-6:45pm	3	Natural Science Core
Elective	Hist 111	T/TH	1pm-2:15pm	3	Core Humanities
Elective	CRJ 101	M	7pm-9:45pm	3	Outside of LA
Elective	IS 201	Web	Web	3	Com & English
	Spring 2 (AM)		2152		
Requirement	Class	Days	Times	Credits	
Elective	MUS 121	W	1pm-3:45pm	3	Humanities
Elective	HGPS 201	M/W	5:30pm-6:45pm	3	Diversity
Elective	Geog 103	T	2:30pm-5:15pm	3	Natural Science Core
Elective	Hist 106	T	5:30pm-8:15pm	3	Core Humanities
Elective	CRJ 102	Web	Web	3	Outside of LA
				Total Credits	
				60	

Fallon Campus	Fall Semester 1	2138	
Requirement	Class	Credits	UNR Requirement
English/Com	Eng 101	3	
Math	Math 126	3	
US & NV Const.	Hist 111	3	Core Humanities
Elective	EPY 150	3	General Elective
Elective	Art 160	3	Humanities
	Spring Semester 1 (AM)	2142	
Requirement	Class	Credits	
English/Com	Eng 102	3	
Science	Geol 100	3	Natural Science Core
Elective	CH 202	3	Core Humanities
Fine Arts	MUS 124	3	
Social Science	PSY 101	3	
	Fall Semester 2 (AM)	2148	
Requirement	Class	Credits	
Elective	Econ 102	3	Social Science
Elective	Biol 100	3	Natural Science Core
Elective	CH 201	3	Core Humanities
Elective	CRJ 101	3	Outside of LA
Elective	IS 101	3	Com & English

	Spring 2 (AM)	2152	
Requirement	Class	Credits	
Elective	IS 201	3	Com & English
Elective	Phil 210	3	Diversity
Elective	Geog 103	3	Natural Science Core
Elective	Econ 103	3	Social Science
Elective	CRJ 102	3	Outside of LA
		Total Credits	
		60	

(2.G) Recommendations

- 1) Create and mandate entrance and exit interviews. Students will take a brief (3-5 question) survey indicating reasons for degree selection. Exit interviews will assess student progress throughout their degree and satisfaction of various WNC services. A raffle will be held for a small prize (e.g. a \$50 amazon card).
- 2) Embrace non traditional students.
- 3) Change AGS mission and objectives.
- 4) Work with IR to track student data more specifically.
- 5) Survey Native Americans students to determine if a cohort model is desired.

Georgia's Thoughts

The AGS degree needs an identity. How will prospective students know which degree to pursue?

Currently, the degree states transfer (though not intended) or professional advancement as a terminal degree.

- Opportunity to 'market' as a degree completion route for those with some college and desire to return and earn a degree.
- Opportunity for 'occupational degree' students who would like to transfer to four-year institution.

Many AAS students desire to gain skills in an 'occupational area', however, plan to achieve a bachelor degree. Frequently, the goal is some aspect of engineering.

Criminal Justice program suggests students follow AA degree. If WNC offers more CRJ courses that would transfer, the AGS might be a better route. Students could complete most of Silver Core/GE (assuming UNR) AND could take additional CRJ transfer courses.

- Niche populations as part of degree completion; such as, veterans returning with a Joint Services transcript, prison program, etc.
- Work with Adult Literacy and Language program

Mission

Mission: The purpose of the Associate of General Studies degree is to provide academic knowledge and skills for personal growth, professional advancement, and/or as a transitional degree in preparation for transfer

Minor issue...personal growth bothers me...perhaps personal (higher education or academic) growth.

I like the rewording of the mission other than my small issue stated above.

Degree Outcomes

This review was completed before the switch to ISLOs only. I think that wording can be changed throughout the review without an impact on the entire review. ISLO 7 as worded 'Career Preparation' could be interpreted to continuation of higher education as needed for career. Engineering or Education for example.

I'm concerned about the third outcome. This also addresses the issue that arose during the AA review. Students may complete degree without any 200 level courses. How are we defining 'fields of study'? Should students take 6-9 credits in a particular field; English, Math, Welding? I'm not sure how this outcome would be assessed?

Associate of General Studies degree Outcomes-- The successful student will:

- Meet the general education student learning outcomes.
- Succeed at the professional, academic and personal goals the AGS degree serves.
- Demonstrate knowledge in the subject matter appropriate to their fields of study.

Great wording change.

Academic Program Guide

The Associate of General Studies is intended as an exploratory and terminal degree, not to be used as a transfer degree; however, credits earned under the degree may transfer to 4-year institutions. It is recommended that anyone planning to apply these credits for transfer consult their intended transfer institution for appropriate curriculum planning.

Since the AA and AS degrees are online, are the 'tracks' in the AGS degree that could be promoted as online versions of the AGS? In CTE, Graphic Communications, Education, Criminal Justice are available online to address the electives portion of degree requirements.

Assessment

Agree with statements regarding tracking of degree participants and assessing the program. Great to share assessments with disciplines falling under AA, AS, AB and AAS degrees.

iii. Significant changes or needs in the next five years

- Development of tracking instrument
- Development of indicators related to student surveys that address common areas for AGS students
- Development of advising schedule to update student enrollment status to reflect changing focus or needs (switch to other programs)

Does counseling have one-page descriptions of UNR, NSC, UNLV core and transfer courses?

I do like the emphasis to consult counseling department if this is your degree path.

Conclusion:

This is a degree that involves LS and CTE divisions.

Melissa Deadmond

External Reviewer (TMCC Associate Dean of Assessment and Planning)

Western Nevada College AGS Program Review

Process

Overall the format was easy to access and follow and presented answers to the most relevant questions concerning the program being reviewed. WNC is to be commended for such a straight forward process. The review process was consistent with the program review goals, especially in the areas of determining demographics, reviewing program mission and goals for alignment to general education student learning outcomes (GESLOs), incorporating student interview data, and describing the relevancy of the program. One area that the process could improve in terms of aligning to program goals is: 3.2 Communicate regularly and systematically with advising staff to ensure consistent information for students. I recommend that advising staff be part of the review team. An Academic Advisor serves on TMCC's Program Unit Review (PARC equivalent) and brings valuable insight to the review in terms of transferability, hidden prerequisites, course offering trends, and student anecdotes.

Program Description, Mission, and Program Outcomes

The recommendation to revise the description in the Academic Program Guide may need additional discussion. On one hand, I support the revision clarifying that the degree is not intended for transfer, as the NSHE Board of Regents only recognizes the AA, AS and AB degrees as transfer degrees. On the other hand, it's clear from student interviews and surveys that students are successfully using select courses from the degree for transfer. One idea that TMCC is considering is revising our Certificate of General Studies to reflect a core of transferable general education. This might be something that WNC could consider folding into their AGS degree or even as a separate certificate as well. It is also important to continue to recognize the role of the AGS in serving those who want to advance their careers by earning any qualifying associates degree as well as those who want to earn the AGS for personal academic fulfillment. Both niches were reflected in the survey of students conducted and came up in the lunch interview with 2 Jump Start AGS students.

Of the 3 program outcomes the follow two may not be measureable.

- *Succeed at the professional, academic and personal goals the AGS degree serves.* How will success be defined?
- *Demonstrate knowledge in the subject matter appropriate to their fields of study.* The breadth and flexibility of the degree makes it difficult to define a student's field of study.

Program Quality and Assessment

WNC recently revised its GESLOs, which are well-written and measureable. A logical next step would be to create a curriculum assessment map/curriculum alignment matrix, where specific course SLOs are mapped to the specific AGS program SLOs. Here's one example, but there are other formats.

Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level; "A"=assessment evidence collected

Courses and Experiences	Program Learning Outcomes			
	Apply the scientific method	Develop laboratory techniques	Diagram and explain major cellular processes	Awareness of careers and job opportunities in biological sciences
BIOL 101	I	I		I
BIOL 202	R	R	I	

WNC could then track this simultaneously when aligned courses are scheduled for assessment of their course SLOs.

Student satisfaction surveys indicated both satisfaction and dissatisfaction with the degree. The dissatisfaction may have stemmed from difficulty in transferring courses or in translating the knowledge acquired into job-related skills. A clearer definition of the AGS in the Academic Program Guide, as well as marketing efforts to promote the degree for personal academic growth and career advancement for specific jobs that require any associates may assist with reducing dissatisfaction.

Site Visit Agenda 11-17-2017

10:00-12:00 - Program review discussion in Reynolds 102 with Program Review Team, Internal and External Reviewers, acting Pres. Ghan, VPAA Morrison, Division Director Gary Schwartz and members of PARC. The discussion is open to the WNC community.

12:00-1:00 - Working lunch in President's Board Room BRIS 135: Student panel interview with reviewers, students.

1:00-2:00 - Student panel interview follow-up in President's Board Room with Program Review Team, Reviewers, Division Director Schwartz, VPAA Morrison, and members of PARC.