Evaluation Committee Report

WESTERN NEVADA COMMUNITY COLLEGE
Carson City, Nevada

October 14-16, 1975

A confidential report prepared for the Commission on Colleges that represents the views of the Evaluation Committee.
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ADMINISTRATION

Introduction. Western Nevada Community College is one of three community colleges in the Community College Division of the University of Nevada System. The entire system is governed by the Board of Regents, a constitutionally defined entity in the State of Nevada. The Board of Regents has ultimate legal responsibility for all public higher education in the state.

The nine Regents are elected for overlapping six-year terms from various areas of the State. They meet according to a schedule set annually, usually at monthly or six-week intervals.

The University of Nevada System chief executive officer is the Chancellor. The chief administrative officer of the Community College Division is the President of the Division. He has the authority to execute personnel contracts, take final action or recommend action to the Board of Regents on personnel matters and the budget. The chief administrative officer of Western Nevada Community College is the Executive Vice President.

The administrators of the college are competent and are dedicated to the growth and development of the college. The changing of the administrative structure from time-to-time has caused some problems, but it appears from an inspection of the present assigned administrative duties and the minutes of the various committees of the college that some of these problems are being resolved.

The problems of administering this college are great because of the vast area covered and the fact that the majority of students are part-time and housed in other than permanent facilities. Serious consideration should be given to the possibility of dividing the present district into two districts.

The evaluation team was impressed by the enthusiasm and interest in the college expressed by the members of the Board of Regents, the local Advisory Board members, and the Chancellor of the Nevada System of Higher Education.

Objectives and Purposes. The institutional objectives, listed in the catalog and self-study, are very traditional for community colleges. It appears that the college is meeting these objectives in a satisfactory manner.

Instructional Staff. The faculty of the college are competent in their fields and show real dedication to their students.

In the future, some consideration should be given to the employment of more full-time faculty as the college enrollment grows. A problem of communication and supervision of the part-time faculty exists. Efforts should be made to alleviate this problem.

The faculty has some concerns about the salary schedule, particularly on how a faculty member can move laterally on the salary schedule. The administration should address this problem.
INTRODUCTION

An Evaluation Committee representing the Commission on Colleges of the Northwest Association of Schools and Colleges visited the campus of the Western Nevada Community College in the Reno area on October 14-16, 1975.

This was the first full evaluation of the College. Previously, status had been granted as a Correspondent and as a Candidate for Accreditation by the Commission on Colleges.

The Self-Evaluation report prepared by the administration and staff of the College was a very valuable source of information for the Committee. The Committee enjoyed the full cooperation of all facets of the College during its visit. The College was most generous in its hospitality and excellent facilities were provided for the Committee.
The college needs to develop some formalized, in-house professional staff development policy. This is particularly true for the part-time staff. The faculty, through the standing committee on Academic Standards and Curriculum of the Faculty Senate, have an avenue to influence instructional policy. Faculty fringe benefits include health insurance, life insurance, retirement plans, sabbatical leave, and sick leave. The morale of the classified staff appears to be excellent. They are dedicated to the college mission.

Physical Facilities. The college has a permanent campus at Carson City. It is a well-designed structure and additional buildings are planned on the 200 acre site. The college also operates a program at the Stead Air Force Base near Reno, and has arrangements for eleven other locations in school district buildings.

A permanent campus building is under construction in Reno on a 50 acre site which will be completed in December, 1976. Serious consideration should be given to implementing Phase II of the building program at Reno in order to accommodate the expected increased enrollment in that area.

Some planning should be done in the near future to secure permanent facilities in automotive, electronics, machine shop, drafting, and other specialized occupational areas.

Finance. The college is adequately financed from a maintenance and operative point of view; however, additional monies are required for capital equipment for present and new programs.

The faculty has some input into the preparation of the original budget. The college is developing a monthly reporting system of its financial position. This system should help to alleviate some of the confusion that previously existed with the staff on budget requests.

Commendations:
1. The growth and development of this college in a few short years has been great. Credit should be given to the state legislature, the Board of Regents, the Lay Advisory Board, the Chancellor, the President of the Community College Division, and the administration and faculty of the college.

2. Despite the many handicaps of a new and evolving institution, the morale and dedication of the administration and the staff of the college is good.

Recommendations:
1. Because of the geographic factor and the potential growth factor, consideration should be given to a study of the possibility of making two community college districts within the present district.

2. A five year master building plan should be developed and revised annually.

3. Consideration should be given to a study of the authority and responsibility of the Vice President of the college.
4. Early consideration should be given to the implementation of Phase II of the building program in the Reno area.

5. Consideration should be given to the establishment of an in-service training program for part-time faculty.

STUDENT PERSONNEL SERVICES

A community college committed to the open-door philosophy must provide a broad range of educational programs to meet the needs of the student population which the "open-door" attracts. This population includes, in addition to the usual youthful degree-bound student, the previously non-achieving student, the older student, the undecided student taking advantage of new educational opportunities, and a wide variety of so-called "non-traditional" students. In times past these students were usually bypassed by institutions of higher learning.

These students come to the community college in differing states of readiness to benefit from the instructional program, and many are undecided on their educational goals. Student personnel programs exist for these students and to facilitate their learning experience. Hopefully, the student who has had the benefit of a comprehensive student services program will be a more fully functioning participant in the activities of the school and community.

The student personnel programs at Western Nevada Community College are designed to play a significant role in the comprehensive educational program being developed at WNCC. The student personnel staff are professionally trained, highly motivated, and enthusiastic about their work. The number of professionally trained personnel is adequate to meet the needs of the college district at this time and stage of development, although careful scheduling and long hours are required to meet the needs of the several college centers scattered widely in the eight-county district.

The activities which are the responsibility of the student services office include: Admissions, Registration, Records, Orientation, Advisement, Counseling, Testing, Financial Aids, extracurricular activities, Athletics, Placement, and Alumni Relations. The staff which conducts these services is headed by the Dean of Student Services.

Admissions, Registration, Records. Because the college is young, growing rapidly, and operates at several widely scattered locations, the task of developing clear policies, efficient procedures, and suitable forms has been difficult. However, the system is now largely computerized and steady progress is being made toward making the admissions-registration process simple, effective and efficient. As with all the student personnel functions, it is apparent that the welfare of students is considered important, not only to facilitate their admission to the college and to minimize registration problems, but to insure that the students' experiences with the college are conducive to success.
Student transcripts and inactive student files are kept in fire-proof cabinets; active and prospective student files are kept in metal files. All files are locked each night and are kept in a separate file room which lessens the accessibility of the files to unauthorized personnel. The publications of AACRAO are used as a guide in the maintenance of all records.

A few problems in the area seem worthy of mention:

1. Policy decisions, both within the college and in the division, are not kept in an easily accessible location.

2. Data on dropout rates, retention rate, and percentage of letter grades given in each course are not gathered.

3. Honor lists are not compiled.

Counseling, Advising, Testing. The counseling office is staffed with highly competent professional counselors. Counseling, advising and testing services are available either full-time or on a part-time basis at all centers in the college district where instruction is offered. The quality of facilities available varies from center to center. Some are excellent, others barely adequate.

Advisement services are offered students on a wide range of subjects related to their educational programs, college programs, rules, procedures and services.

No tests are required of students for admission to the college. A number of tests are available to students as resources that the student may use in learning more about his or her own abilities, interests and achievements.

Two suggestions appear to be in order:

1. The availability of tests should be publicized more widely.

2. Consideration should be given to involving the faculty in some of the less technical advising areas. This would provide an opportunity for personal contact on a one-to-one basis between faculty and students, and would free counselors to devote more time to consulting with faculty and to counseling with students who lack educational and career goals or who need assistance in order to benefit more fully from the instructional program.

Financial Aids, Placement, Follow-up. The present staff of the financial aids office is small, consisting of the Director, a financial aids specialist, and one clerical worker. Future plans call for the addition of staff to work in both financial aids and placement. Inquiries about financial aid at centers other than the Stead campus are received by student services personnel and referred to the central office at Stead. Attempts are made to provide aid for all students who can document a genuine need. Good management techniques are used and efforts are made to prepare an aid package which will permit the student to draw upon more than a single source.
The number of different sources from which financial aids may come is large for a new institution and speaks well for the efforts of the student personnel services staff. The total funds available is still relatively small but appears to be reasonably adequate for the present student enrollment.

Placement to date has been carried out on an informal basis but plans are being made to make placement an important part of the Student Services program. Currently there is no organized follow-up program and there is no alumni organization. Plans are under way to establish an alumni relations program.

Recommendation:

It is urged that plans for the establishment of a placement and follow-up program be implemented at the earliest possible date. This appears to be particularly important since the college is committed to enrolling 60% of its students in occupational education programs.

Extracurricular Activities, Student Government. The United Students Association of WNCC assumes primary responsibilities for extracurricular activities. To date, ongoing student activities are offered only at Stead, Carson City and Sparks-Reno. Financing of extracurricular activities comes from a charge of 50 cents per credit hour assessed in the three participating centers. The student government organization is managed by a president, a secretary-treasurer, both elected at-large, and three vice presidents (one each from Stead, Carson City and Reno-Sparks) and 15 student council representatives (five from each of the above centers).

Participation in extracurricular activities has been very low, which is probably due to the fact that only the Stead and Carson City centers have day programs, and they are still small.

It is hoped that there will be greater participation in extracurricular activities with the completion of the new facility at Reno, and with the expansion of the day programs at Stead, Carson City, and Reno-Sparks.

Athletics and Physical Education. Until the number of full time students at the widely scattered educational centers increases substantially, and physical education facilities can be made available, the offerings in physical education will remain small. Only at the Stead campus is a gymnasium facility available to the college on a full time basis. A limited intramural sports program has been started but still consists largely of individual, rather than team sports.

The college participates in intercollegiate athletics in basketball and golf as a member of the Golden Valley Conference, which is made up of ten California community colleges and WNCC. The college also participates in boxing as an independent. The academic requirements for participants in intercollegiate athletics are those of the California Junior College Athletic Code. The program is supported by student activity funds and has been able to operate in the black. Plans are in the making to expand the intercollegiate program to include other sports when facilities and financial support become available.
The college is to be commended for the able and conscientious leadership provided in the development of physical education and athletic programs at this unique new community college.

Recommendations and Commendations:

1. The student personnel services programs are staffed by individuals highly competent in their areas of responsibility.

2. Additional support staff should be added in most student personnel service areas as soon as financial resources permit.

3. Development of more adequate student center facilities should be accomplished as rapidly as possible.

4. Conscious and continuing effort should be undertaken to improve the working relationships between the student personnel staff and the instructional faculty.

5. Effort should be made to strengthen the student government organization and to encourage greater student participation in extracurricular activities.

6. Placement and follow-up of programs should be instituted at the earliest possible date, not only as a service to students, but to help the college meet its commitment to enroll 60% of its students in occupational programs.

SCIENCE AND MATHEMATICS

Introduction. This instructional area at Western Nevada Community College has a dedicated staff which is positively oriented to students and to community college work. The foremost consideration is to provide relevant instruction.

Objectives and Purposes. The sciences and mathematics are coordinated to the philosophy of the college in providing support to occupational programs, particularly the related allied health areas, in providing university parallel courses, in fulfilling a community service through the scheduling of evening classes, and in offering a successful developmental program in mathematics. A strong regard for student guidance is retained.

The programs are within the capabilities of the instructors. For the most part, the level, diversity and number of courses are appropriate to the present student enrollment and interest. The instructional staff has met the challenge by accepting heavy teaching assignments and scheduling classes for the convenience of the students. Qualified part-time instructors are obtained wherever justified by student request.

As college enrollments increase and as the present courses stabilize, full-time instructors should be employed. Other types of relevant courses should be added to provide a more complete curriculum.
Financial Support. There appears to be proper faculty and specialist input in the formulation of the budgets. The specialists are aware of the procedures in the administration of the budgets. Funds seem adequate in mathematics and for expendable items in science courses, but additional money should be provided for the purchase of instructional equipment to be used especially in the night classes and at centers where such equipment does not presently exist.

There is an apparent need for providing some procedure for the emergency purchase of inexpensive items to be used in laboratory classes.

Physical Facilities, Materials and Equipment. Science instructors have made outstanding contributions in the planning of the new physical facility at Carson City. One room in particular, designed as a lecture-laboratory, serves a proper function in lecture-discussion classes. However, the laboratory function could be used more effectively for the purposes for which it was designed.

Instructors have also been instrumental in the design of the facility under construction at the Reno-Sparks campus. When completed, this building should eliminate the scheduling problems now apparent at the Stead campus. It is anticipated that the Developmental Mathematics Center will be duplicated in that facility and that similar course work is needed, as quickly as funds are available.

The instructors should not be obligated to transport teaching aids such as models and charts to wherever the instruction is scheduled, but such materials and equipment should be available in various locations. Furthermore, the Carson City campus should be more adequately supplied and equipped to meet instructional needs.

Library (Learning Resources Center). At the Carson City campus there is a well selected collection of reference books (encyclopedias, dictionaries and glossaries), including the Mc Graw Hill Encyclopedia of Science and Technology. The book holdings in the sciences and mathematics are undoubtedly better than in certain other areas because of the related allied health programs. There is an obvious duplication of some books, however, which is understandable were textbooks are donated by instructors. Duplication of other volumes is apparent. A random reading of the stacks revealed a duplication of approximately nine percent of all volumes in sciences and mathematics. This is too high for a developing institution. No attempt was made to determine what percentage of these duplicate copies had been donated.

The institution should subscribe to more periodicals and journals in the sciences, since the information in these publications is more current than that which is found in other bound volumes. Instructors must be discrete in recommending these subscriptions, however, and refer students to them. At the present time the students and instructors are obligated to utilize other libraries, such as that at the University of Nevada at Reno, where specific titles may be found.

There is an obvious deficiency in book circulation. A random sampling of books at the Carson City LRC revealed only a two percent circulation rate.

The library staff encourages the instructors to submit titles of books for purchase as funds are available, and the instructors are responsive to these requests.
Educational Program. Science and Mathematics majors are not easily identified at Western Nevada Community College. For this reason few university parallel courses have been developed. There has been a greater effort at providing occupational support and developmental courses.

Syllabi have been prepared for most courses, written on behavioral objectives for students. Many courses are furthermore planned for pre-testing and post-testing of students to individualize the courses. More flexibility should be encouraged, however, to permit students to complete the coursework according to their own abilities.

Upon completion of specified programs students are awarded degrees of Associate in Arts or Associate in Applied Science. There are no certificate programs.

A new program in Environmental Technologies, to further support the occupational objectives, is being developed and should be strongly supported. At the present time, Environmental Studies courses are being taught in anticipation of this new program.

There is close coordination of programs in science and mathematics and allied health and effective cooperation of instructors in these areas is noted.

All instructors appear to provide continuous evaluation of their programs to improve the curriculum. All courses listed in the catalog are routinely scheduled. Instructors are encouraged to review the general education courses and, wherever permissible, to change them to university parallel courses.

As science and mathematics students are identified, follow-up studies should be designed to provide data on the effectiveness of instruction and the performance of these former students. Follow-up contacts with graduates should be maintained as completely as possible.

Instructional Staff. The sciences and mathematics areas are fortunate to have mostly full-time instructors who are well qualified by degree and experience. They complement each other, since there is little duplication of fields of specialization. This balance provides for good communication and permits instructors to substitute for each other when emergencies arise. This provides good interdisciplinary instruction and results in teamwork.

Instructional loads are beyond the minimum requirements for full time instructors in community colleges, especially where there are laboratory preparations. These work loads are further increased by the involvement of some instructors in administrative duties.

All instructors are routinely assigned to evening instruction. This practice should be continued as long as there is a need for such instruction.

There is a minimal number of part-time instructors in sciences and mathematics and it is anticipated that this ratio will decrease as enrollments increase and as more students enroll in university parallel studies.
Commendations.

1. The enthusiasm of the instructors far over-shadows the inconveniences of inadequate facilities (in some cases) and the distances between campuses and centers.

2. The writing of syllabi and the design of courses by using behavioral objectives supplants the more traditional instruction.

3. The number of full time, well-educated, and experienced faculty provides good intercommunication and flexibility of scheduling and of emergency substitutions.

4. The involvement of all instructors in evening classes, in community services, and in consulting services is encouraged insofar as these activities do not interfere with regular programs.

5. The cooperation of instructors with those in allied health programs is outstanding.

6. The involvement in Developmental Education fulfills an important community college function.

Recommendations.

1. Duplicate the purchase of essential instructional equipment (models, charts, etc.) at all centers and on all campuses where instruction is scheduled that is in need of the specific equipment.

2. Purchase additional expandable supplies for classrooms and laboratories needing such items.

3. Establish a petty cash fund (or similar procedure) to enable instructors to purchase inexpensive items as they are needed in emergencies.

4. The laboratory section of the well-designed general purpose room on the Carson City campus should be put to more adequate use in chemistry, microbiology, and related courses.

5. Eliminate purchase and accession of duplicate books for the library which will provide additional funds for purchase of more books in general and specific subjects.

6. Subscribe to appropriate periodicals and journals as may be used by the students.

7. Encourage students to use the Learning Resources Center and to increase the circulation of books.

8. Place more emphasis on chemistry and physics as university parallel courses, as well as occupational programs.

9. Assure that university parallel courses will meet transfer requirements of four-year colleges and other universities.

10. Continue to evaluate courses and programs in line with appropriate transfer institutions.

11. Insofar as possible, continue to involve students, as well as instructors, in scheduling of classes.
12. Combine the two related areas of sciences and mathematics into one administrative unit with one "specialist" or administrator.

**LEARNING RESOURCE CENTER**

The Learning Resource Center exists to provide resource material and equipment to the staff, students, and communities served by the college. The method of operation is different from the traditional concept of a single resource unit, because of the variety of locations and geographical separation of the instructional centers. Cooperative agreements have resulted in the acquisition of an instantaneous availability of an exceptional amount of resource material for instructional support.

**Recommendations:**

1. The staff is to be commended for the service oriented attitudes, enthusiasm, and willingness to serve the instructional resource needs of the college.

2. The attainment of the cooperative agreements which have resulted in the availability of valuable resource material.

**Recommendations:**

1. Annual inservice training of permanent staff to acquaint and remind them about the potential resources available.

2. The consideration of the establishment of a Learning Resources Advisory Committee drawn from the full time staff of the college.

3. The consideration of two separate and distinct Learning Resource Centers at both Reno and Carson City.


**SOCIAL SCIENCES**

The staff displays an exceptional amount of enthusiasm for the subject matter of the social sciences. It is interested in providing an opportunity for the students to pursue the stated goals of the social science faculty by offering courses in a wide range within the social science area. In addition, the staff is conscientious about maintaining appropriate standards in the university parallel courses.
Commendations.

1. The staff is to be commended for the student oriented viewpoint maintained in the instructional relationship.

2. The staff is to be commended for the extra efforts put into researching, organizing, preparing and teaching new courses in new and interesting areas which meet the needs of the students in the current changing educational scene (example, Ethnic Studies, Indian History, Anthropology).

Recommendations.

1. It is recommended that the overall part-time instructor ratio be reduced and that the full-time instructors be acquired who will bring expertise in the social science area and be available for additional development and consolidation of the social science curriculum.

2. It is recommended that the full time staffing be used to consolidate and standardize the current and proposed offerings throughout the college community.

CONTINUING EDUCATION, COMMUNITY SERVICES, CENTER
OPERATIONS AND ADULT BASIC EDUCATION

Western Nevada Community College is obviously honoring to as great a degree as possible its commitment to serve all the people of the eight-county geographic district it was created to serve.

With "main campus" buildings even today only in the developmental stage, the college profits from having organized an educational "delivery system" of eleven widely separated centers to meet the educational needs of its district residents.

Even though budget limitations have reduced the number of centers to six, the center concept represents a highly viable system of identifying adult student needs and delivering educational programs reasonably close to centers of population. From the beginning, centers were staffed with a coordinator, but a major key to growth and success of the center approach has been the commitment of the college to support services. In most cases, counseling is provided on a full or part-time basis. A registration team services each center at registration time. Courier service from the Learning Resources Center staff provides instructors with films, visual aids, and other needs. Learning Resources Center staff members visit centers and describe and offer instructional aids.

The center coordinator is in charge of administrative operations at the center, but development of classes/programs is aided by instructional program specialists and administrators. In the absence of a college bookstore, troublesome problems like textbook availability have been solved by innovative arrangements with private suppliers.
Clearly, the centers have existed in more than just name, and have been a heavy factor in college growth in their student-oriented, need-oriented approach. Instructional personnel at all levels show an innovative, energetic student orientation and commitment to comprehensive community college philosophy.

In turn, evidence of community and student support is everywhere. Strong cooperative relationships with area school districts have made facilities available to the college during afternoon and evening hours in a highly supportive manner. Where special equipment is needed, the college has provided it for instructional and program support -- sometimes by special supplemental arrangement with a school district. Classes show enrollment strength in community service as well as in academic and occupational areas. Schedules are well developed, with wide-spread mailing to district residents to assure information on class offerings.

Budget information and development for center coordinators seems well-organized and controlled.

Community service classes to meet the needs of adults for enrichment and to meet newly emerging educational needs have been a substantial part of college programming. Despite a mandate by the state legislature this fall to make these offerings self-supporting, the college has been able to maintain community service classes at a level similar to last year's effort. To meet the new requirement, classes are still developed in the same need-oriented manner as before, but a careful system of class budget development has been devised to insure a self-support level. At this point, the careful college adjustment has resulted in a slight financial surplus, which can be used as a financial base for other community service planning and activity.

Commendation. Development of its center system, with well-developed support services, has given the college an effective, broad-based delivery system which is need-oriented and well supported by constituents. Particularly helpful to its success is the close articulation and support with student services and Learning Resource Center personnel and services. Much of its success can be attributed as well to the strong cooperative bonds with area school districts.

Recommendation. Communications with outlying centers could be improved. Regular in-service training for center coordinators through the year would help them to share in carrying forth overall college objectives and program needs.

Delays in reporting grades for transcript purposes have reportedly been a problem between outlying centers and the student records area. The college may wish to investigate use of an electronic print system or other rapid report system to minimize this problem for students.

Adult Basic Education. The Adult Basic Education - English as a Second Language program appears well-conceived and conducted, as well as meeting a strong adult need among educationally disadvantaged residents. The program enjoys strong student referrals from public assistance and other agencies but is currently operating with too heavy a class size for effective learning. Due to budget cuts, the program is operating with limited resources and growing student need.
Since the program operates on a system of prescriptive learning and self-paced individual learning with ample learning packages, students could be better served if more "open lab" time could be made available to them. Developmental education classes have a similar need and perhaps both purposes could be served with a greater allotment of shared "open lab" time with supervision provided by a teacher aide. A suitable location might be made available in Carson City and other centers where the programs are now jointly offered.

Recommendation. That the college investigate a supplementary "open lab" system to serve Adult Basic Education and Developmental Education students jointly in an individualized instruction mode. If feasible, greater instructional time could be made available to students at minimum cost.

TRADES AND INDUSTRY

Introduction. The Nevada State Plan for Community Colleges and the philosophy of WNCC advocates that a minimum of 60% of the curriculum be devoted to occupational programs. The objective is well accepted at the institutional level. Programs are presently being conducted at several locations and principally taught by part-time faculty members which is consistent with the college goals. The newly constructed facilities at Carson City serve as evidence of the commitment of the Board of Regents and the dedication of the twelve member Advisory Committee. A second stage of the capital facility program is under construction on the reno-Sparks campus—an occupational building is planned as the second phase of the project which is scheduled for completion in 1979.

Objectives and Purposes. The objectives and purposes of WNCC are relevant and fit the needs of the area. There is ample evidence of the commitment and reasonable evidence that the goals and objectives are being achieved insofar as funds and resources are available. Objectives should be reviewed annually and revised when necessary.

Financial Support. Budget requests are instigated at the instructional level and processed through the associate dean through the chain of command to the president. The level of financial support seems minimal for the purchase of supplies and equipment. High cost occupational programs have not been established in view of financial limitations. The division is authorized to expend budgeted funds in accordance with needs. A greater involvement in the budget process was hoped for by members of the faculty; however, cooperation between the department specialist and the staff is excellent. Additional financial support to obtain equipment when new occupational programs are established is essential.
Physical Facilities. Physical facilities are limited. The colleges use a great diversity of buildings in eight counties. Programs are principally being offered in buildings owned by local school districts. A new building was recently completed on the Carson City campus. It is located on a site with adequate space for future development and expansion.

New facilities are under construction at the Reno-Sparks campus. An additional phase at the this location, scheduled for completion in 1979, will house additional occupational program areas and is needed badly.

The capital facilities program also calls for construction of buildings at Fallon and additions to the Carson City campus when finances become available.

Buildings are adequately maintained and housekeeping is excellent in the facilities visited. The present facilities, materials, and equipment are used extensively and the new facilities are well planned and equipped.

Library. The learning resource center has a reasonable collection of books and supportive materials for the occupational areas being taught. To support eleven centers in eight counties a cooperative arrangement has been established with county and city libraries in the communities where classes are taught. A $100,000 grant from the Fleishman Foundation was received in 1973 for books and learning resource materials. A $200,000 grant, earmarked for the purchase of books, was also received from the 1975 legislature.

Since the use of reference books in the LRC is minimal, it will challenge the LRC staff to educate instructors, students, and the administration in ways the LRC can assist with the instructional program.

Faculty and staff are encouraged to recommend book and magazine holdings. An advisory board to the LRC is being formed.

Educational Program. Requirements for degree and certificate programs are outlined in detail in the college catalog. Course outlines and course syllabi materials are on file for all classes in the division. Advisory committees meet regularly and offer guidance and assistance in updating curriculum materials.

Instruction is provided for apprentices in eight areas. A need for assistance with the development of curriculum materials for apprentice programs is evident. A facility for use by several apprenticeship crafts will soon be occupied on the Stead campus. Additional detailed information in the college catalog concerning apprenticeship would be helpful.

Establishment of new programs in dental assisting, electronics, auto mechanics, food service, refrigeration and air conditioning, drafting and construction technology should be encouraged on a trade-preparatory basis.

Courses listed in the catalog which have not been offered should be removed.

Teaching effectiveness of the faculty is determined through student and staff evaluation.
Instructional Staff. Faculty members interviewed are adequately prepared and have had practical experience in the areas in which they are teaching. There is a feeling of mutual trust and confidence between faculty and staff. Faculty attitudes are excellent and there is a sincere concern for student welfare. It would appear, however, that additional full time faculty members are needed to establish a core for a solid occupational base. In view of the great number of part-time teachers employed, a communication media should be established to provide information and direction. Assistance in this area could probably be gained through the use of a publication for part-time teachers. Establishment of an in-service training program may also increase the effectiveness of the part-time faculty.

Administration. Administrators are competent, willing to adapt and support the instructional program to the fullest extent possible. Associate deans of occupation have been assigned to teach classes, act as center supervisors or both. The number of administrative steps from the instructional level to the executive vice president seems excessive.

Commendations:

1. The Center is to be commended for an honest, frank and sincere self-evaluation.
2. The faculty and staff should be commended for their enthusiasm, dedication and ability to work together as a team.
3. This division should be commended for its close working relationship with its advisory committees.
4. Curriculum materials are well designed, reviewed periodically and are relevant to the program.

Recommendations:

1. Formula funding should take into consideration and provide a factor for the number of operational centers and the large geographical area served.
2. Provision should be made to employ instructors in occupational areas on the basis of experience even though they may not have a degree. This provision should be communicated to and clarified with the individuals responsible for the selection of faculty.
3. Occupational trade preparatory programs are urgently needed and should be conducted with full time faculty during the regular school day.
4. Additional information regarding apprenticeship classes, facilities and the operation of the apprenticeship program should be included in the catalog.
5. An evening school handbook should be provided part-time instructional personnel.
6. The proposed occupational facilities at the Reno-Sparks campus should be completed as soon as possible.
Introduction. For a new institution of higher learning, Western Nevada Community College has made great progress in fulfilling the educational needs of its constituency in the area of humanities and fine arts. The main emphasis has been rightly placed on instruction with many sections of art, English, and other subjects in the humanities curriculum scheduled in the vast geographic area that is given to WNCC. The enthusiasm and diligence of the full-time faculty is most impressive. Because of the large number of part-time faculty, it was difficult to evaluate their overall instructional performance first hand. However, reports of their expertise in their respective subject areas and the effectiveness of their instruction is spoken of very highly by the supervisors.

Objectives and Purposes. The objectives and purposes of the WNCC humanities and fine arts curriculum in providing university parallel and personal self-fulfillment appears to be adequate and constantly improving. There is excellent articulation between the WNCC Art Specialist and the University of Nevada, Reno Art Department. There are no apparent conflicts of educational interest and their attitudes of mutual respect and cooperation is most laudatory. The Community Service Program is a major adjunct to the entire art program. However, with a single full-time faculty member in art who also functions as the Art Specialist for WNCC, the sheer weight of numbers -- 42 sections scattered over an eight county area taught by 24 part-time instructors -- points to the need for a better proportion of full time to part-time faculty members coupled with a clearer delineation of essentially administrative duties; namely scheduling, monitoring, and evaluating the quality of instruction.

A similar situation exists with the English Specialist who screens potential part-time instructors, schedules and, along with the Associate Dean of Liberal Arts, is apparently responsible for the evaluation of the quality of instruction.

Financial Support. The overall financial structure and financing of WNCC is reported extensively elsewhere in this report. Concerns of faculty regarding rigid internal fiscal policies appear to have been greatly alleviated by giving the Associate Deans of the various instructional areas greater control over their respective budgets. As far as the humanities and fine arts faculty is concerned, there is some concern that the institutional commitment to the developmental programs has been less than enthusiastic and that there has been insufficient publicity and funding given to such programs. Additionally, it would appear that the function of the salary schedule is not clear to many members of the faculty. Some members of the humanities and fine arts faculty also expressed concern with the availability of instructional supplies. Nevertheless, in spite of these few problems perceived by the faculty, they agree that the financial support of WNCC has been enthusiastic and generous on the part of Nevada's elected officials. This attitude of the humanities and fine arts faculty toward funding is healthy and bodes well for the future of WNCC.

Physical Facilities, Materials and Equipment. A beautiful administrative and instructional center is located at Carson City while another facility is currently
under construction in the Reno–Sparks area. WNCC's facilities are "different" not in their design but in their location when compared with most other community colleges. Ordinarily, community colleges are located right in the hub or very close to the centers of population. The Stead and Carson City facilities of WNCC are somewhat isolated from population centers and have no public transportation. This geographic fact raises some questions regarding the effectiveness of educational services and opportunity to the elderly and the economically disadvantaged, i.e. those who must use public transportation and/or who cannot afford private transportation.

Library. By the very nature of the subject matter, the humanities and fine arts are past, present and future oriented. A substantial part of the humanities is traditional in both methodology and scope. Rhetoric, philosophy, oral and written communication and the arts are the historic members of higher education.

The current in-house print materials in support of these instructional programs is inadequate. Where there are a large number of exchange collections available to the WNCC transfer student, these collections appear more impressive as statistical rather than practical tools for the students enrolled in the traditional transfer curricula. With easier access to the University of Nevada, Reno library, the Stead facility is a possible exception to this generalization. Given these circumstances, the assignment of a research paper of even modest expectation to prepare transfer students for upper division work seems impractical. WNCC appears to understand this problem and is striving to improve the basic collection as funds become available.

Educational Program. Enrollment figures and the increased number of sections being offered currently compared to previous years indicates a wide acceptance of the humanities and fine arts programs. There is some concern about the lack of a written absence policy that would give the entire college community a firm basis upon which to make decisions regarding the dropping or readmission of students in humanities and fine arts. The faculty does not want a rigid policy, but one flexible enough to allow for individual circumstances. Perhaps one of the greatest concerns in the entire educational program is the evaluation of instruction. Although there is some provision in the faculty handbook of the evaluation of instruction, no formal procedure has been initiated to date. Again, the large number of part-time faculty to full time faculty makes evaluation of instruction even more of a pressing need to maintain adequate standards and sustain the credibility of the institution as a respected member of the community of higher education. The catalog parallels the courses listed by the University of Nevada, Reno to minimize conflict with the major transferring institution.

As co-equal partners in the educational structure of WNCC, the humanities and fine arts are excellent electives for occupational–vocational students for the enrichment of the 16 hours of the 24 hour day when they are not on the job. The administration and faculty recognize and support this concept of the well-rounded person.

Instructional Staff. Taking into consideration the factors of area, growth, newness, development and state-mandated tasks, WNCC's humanities and fine arts staff are doing a remarkable instructional job. The preparation, knowledge of subject, teaching
skills and willingness to adapt to unusual and changing circumstances is excellent.

The evaluation of instruction is currently at a rather informal level with some student feedback and a watch of the drop-out rate as the main method of appraisal. The full time faculty is so small vis-a-vis the total instructional staff that some more formalized method of evaluation of instruction should be seriously considered. Indeed, the modest remuneration to part-time instructors could be cause for alarm regarding quality under different economic circumstances. While no sensible person would maintain there is necessarily a dollar-to-quality correlation in education, under a more affluent economy, obtaining part-time instructors whose teaching skills were in demand might be considerably more difficult.

Summary. The overall view of the job being done by the humanities and fine arts staff rates a commendation. Interviews with students indicate that they feel that the quality of instruction is excellent and that they are being treated fairly. The students also indicate that they feel the subject matter preparation of the instructors is outstanding. Again, geographic fragmentation of the institution made the evaluation of the part-time instructors and the views of students on same most difficult. Second hand evaluations of the quality of instruction from the Supervisors in various subject areas points to a fine job on the part of the part-time faculty although there is no documentary evidence to verify this belief.

Commendations:

1. To the humanities and fine arts faculty for their enthusiasm, adaptability, and skill in subject matter instruction.

2. To the Specialists for taking on many duties in addition to instruction to assist WNCC in this critical period of its growth.

Recommendations:

1. That an ongoing commitment to development programs be reaffirmed.

2. That some study of the effect of the relative isolation of the main WNCC centers from large population centers on services to the elderly and the indigent be undertaken.

3. That a written absence policy for dropping or readmitting students be established.

4. That an increase in the print collection in the Learning Resource Center in support of the humanities and fine arts be undertaken.

5. That a better balance of full time to part-time faculty be seriously considered.

6. That the funded secretarial position for the faculty be filled.
Introduction. The Business area at Western Nevada Community College has experienced phenomenal growth since its inception in 1971. The full time equivalent students in 1971-72 were 84.6 and in 1973-74 had jumped to 517.9. This growth rate is certainly evidence of a strong need for the program.

Structuring a new program and attempting to keep it staffed with a minimal number of full time faculty would seem to be an overwhelming process. However, the morale, enthusiasm, and rapport in this area among the faculty is very high.

Objectives and Purposes. The major objectives of the program, as outlined in the institutional self-study, are clear and well defined. The program development has been compatible with these objectives. An additional major objective which has been verbalized but has not been stated in writing is to develop an attitude of "program" rather than of "isolated courses" among the students. This objective reflects a problem that should be watched carefully, inasmuch as the attrition rate in this area is high and is comparable to that found in many such programs in the county. However, if the program were to be evaluated in terms of graduates and dropouts rather than in terms of "jobouts" or "completers," such evaluation would not be valid.

The faculty is working very hard to get the course objectives written for all classes offered. However, this project is very difficult because three-fourths of all classes offered are taught by part-time personnel. Frequently, these people are drawn from the business community and have had no experience in writing acceptable objectives. A management by objectives plan has also been developed for a five year period which is commendable.

Procedures for preparing, approving, and expending the budget seem to be quite acceptable. However, the faculty would like to be kept abreast of budget expenditures throughout the year; this process is being initiated.

Physical Facilities, Materials, and Equipment. Although the physical facilities are scattered, they seem to be quite adequate. These facilities will improve, of course, with the addition of the new building at Reno. Because the program serves far-flung "corners," the facilities will probably never be perfect; however, indications are that they will be adequate.

Most of the equipment being used in the program is compatible with that being used in the business community and is in good condition. If the machine short-hand courses are to be continued, new machines should be purchased. As the data processing program develops, decisions will need to be made about possible purchase, lease, or utilization of equipment to service that area.

Library. The faculty seems to feel quite favorable toward the support given them from the Learning Resource Centers and seems to like the courier system. Access to the library holdings at the University of Nevada is also helpful.

The holdings in the Business area are rather minimal and are not used frequently.
Educational Program. The business area offers a good educational program and one that should meet the needs of most students considering that field as a career. As structured, it reflects the attitude of those faculty who are eager to meet the needs of the State and the several communities in which it is operated. The number of courses and the variety of courses offered certainly are an ambitious undertaking for a young program -- perhaps overly so.

Some of the courses, particularly the skills classes, are taught fewer hours and are given more credit than like classes on other comparable programs around the country. A critical problem exists at night by offering shorthand and typing only one night a week.

Some duplication seems to exist in the program, as evidenced by offering three different shorthand systems, bookkeeping I and II and accounting 201 and 202, and business mathematics and business machines (which appears to have a strong business mathematics emphasis). Several of the courses listed in the catalog are taught infrequently.

A problem also exists in trying to get students into the developmental lab as soon as they are diagnosed as needing such training.

A comprehensive community survey has not been done for some time to find the "pockets" of strong manpower needs. However, the business faculty keeps in close touch with Employment Security and uses their data in structuring the program and in making placement projections.

A well-defined structure does not seem to exist in this area through which curriculum changes and additions are defined, implemented, and controlled.

The evaluation of instruction is completed formally by the Dean and rather informally by the students. The faculty does not seem to be dissatisfied with this procedure, although some dissatisfaction seems to center around the placement on the salary schedule that results from the evaluation procedure.

Instructional Staff. This staff is composed of particularly strong people. They are dedicated to providing the best business education possible for their students. Evidence of their dedication is seen in the amount and quality of instructional materials that have been developed during summer "free time" and after working hours. They are unusually energetic, enthusiastic, and cooperative. In addition, the Dean has the complete support of the people in this area and is regarded highly by them.

Three of the four full-time faculty have very similar educational backgrounds.

Recommendations. The Business program at Western Nevada Community College is a good one. Specific commendations are the following:

1. The faculty is enthusiastic, innovative, creative, and supportive of one another and of the administration.

2. The Business area has strong community support and commitment.
3. The program has good administrative leadership.

4. The students seem to be supportive and feel they are getting a quality education.

5. The program gets good administrative support.

6. The instructional materials that have been developed by the faculty are excellent.

Recommendations.

1. A strong effort should be made to examine critically the business curriculum. Particularly important are the areas of credit assigned, number and variety of courses offered, number of hours offered, and course objectives. Careful consideration should be given to increasing the hours assigned to the typewriting and shorthand classes.

   Consideration should also be given to absorbing the "mini" courses into other classes.

2. Several new full-time faculty positions should be added as soon as possible to this area. Even though the dollar can be stretched much further with part-time people, the costs to the program are presently too great in terms of an impossible coordination and selection process. Under this system good student advisement is not possible. The Mid-Management program critically needs full-time faculty.

3. Particular attention should be given to in-service training programs for the faculty, which would keep them up-to-date in terms of teaching methods, curriculum development, research, and trends in business. A close relationship with the State Department personnel should be helpful in this area.

4. Advisory committees should be structured and utilized.

5. Consideration should be given to working closely with the local National Secretaries Association and local secretaries in developing and keeping alive the Certified Professional Secretarial program.

6. A decision should be made concerning the major thrust of the mid-management program; i.e. management or distributive education or a combination.

7. Regular Business area meetings for all full-time faculty should be held. In addition, a concerted effort should be made to coordinate and monitor the part-time faculty.

8. Consideration should be given to developing strong public relations, placement, and follow-up programs.

9. A planned replacement procedure might be explored in which a given percentage of typewriters and business machines would be turned over each year. In addition, other maintenance options might be explored for these machines.

   In addition, good student placement data should be available before the new machines for machine shorthand are purchased.

The program would profit from the addition of more word-processing equipment and key punch machines.
10. Consideration should be given to updating program and course titles. For example, "Secretarial Science" is now considered to be outdated.

11. Consideration should be given to changing the scoring method for timed writings in typewriting. Net words a minute is no longer considered a valid scoring system because of the low correlation between speed and accuracy.

12. Consideration might be given to exploring the possibility of adding business club programs.

13. The possibility should be explored to hire full-time faculty in the summer to structure objectives and to develop instructional materials.

14. Perhaps some thought should be given to concentrating on a few strong majors rather than to covering such a tremendously wide subject area.

HEALTH OCCUPATIONS

The Health Occupations Department has done an outstanding job in developing outstanding viable courses that meet the needs of the community in Western Nevada.

All programs have excellent advisory committees which meet regularly and are most helpful to faculty.

The faculty are a dedicated and enthusiastic group. The degrees held in this group are representative of several nationally known schools, producing program input which is most productive. Faculty-student rapport is excellent.

Admission to the program is done on a selective basis, primarily due to the fact that there are many more requests for admission than there are clinical spaces available. The selective process has been carefully developed and to date does not present any problems.

Program advising is done within the department with Testing and Counseling under the direction of Student Services. One counselor, however, has been assigned to the department, a move proving beneficial to both students and faculty.

To date, all graduates desiring employment have been successful and according to employers, are proving most satisfactory.

Within the department there are currently four active programs: (1) Operating Room Technician, (2) Nursing Assistant, (3) Licensed Practical Nurse, and (4) Associate Degree Nurse. A fifth program, Respiratory Therapy, is in a tentative planning state. Radiologic Technology (currently in the process of preparing for national accreditation) is not under the jurisdiction of Health Occupations at the present time although it is considered as part of the health team.
Enrollment in these programs (while seemingly small) adequately meets community needs; therefore any rapid expansion should be avoided because of the danger of supply exceeding demand — creating an unfair situation for graduates if they cannot find employment upon completion of their education.

State Board results in both the L.P.N. and A.D.N. programs are outstanding with failures at a minimum.

Student evaluations of faculty have proven to be very helpful in revising and upgrading course offerings.

Commendations:
1. An enthusiastic, dedicated faculty
2. Excellent cooperation between the Health Occupation and Science Departments
3. Maximum usage of L.R.C. by both students and faculty
4. Excellent working relationships with community agencies

Recommendations:
1. Consider moving the Radiologic Technology program under the aegis of the Health Occupation Department
2. Consider supply versus demand in planning further expansion of existing programs
3. Consider the addition of an assistant for the Department Director to aid in coordination of an planning for program development
GENERAL RECOMMENDATIONS

Since its inception in 1971, Western Nevada Community College has made significant advances in increased enrollments, increased facilities, and establishment of new programs. However, the Evaluation Committee would like to offer the following recommendations for consideration by the regents, lay advisory board, administration, faculty and students of the college:

1. Because of the geographic factor and the potential growth factor, consideration should be given to a study of the possibility of making two community college districts within the present district.

2. Early consideration should be given to the implementation of Phase II of the building program in the Reno area.

3. Consideration should be given to a study of the authority and responsibility of the administrative offices of the college.

4. A five-year master building plan should be developed and revised annually.

5. Ongoing communications should be improved both vertically and horizontally between the college centers.

6. Consideration should be given to moving the cooperative education program from the student services area to the instructional area.

7. Continued attention and emphasis should be paid to a system to insure instructional quality and evaluation of instruction.