

NEVADA STUDENT ALLIANCE (NSA)

Agenda

June 9, 2016

**5:00 p.m. or after adjournment of the Board of Regents Audit and Investment Committee Meetings
(Whichever occurs later)**

Truckee Meadows Community College

7000 Dandini Blvd

Reno, NV 89512

Sierra Building

Room 201

ROLL CALL: Mr. Brandon Boone, University of Nevada, Reno, ASUN
Ms. Desiree DeCosta, Nevada State College, NSSA
Mr. Carlos Fernandez, University of Nevada, Las Vegas, CSUN
Ms. Chelsey Fox, Great Basin College, SGA
Ms. Meghan Pierce, University of Nevada, Las Vegas, GPSA
Ms. Jill Robinson, College of Southern Nevada, ASCSN
Mr. Tyler Ross, University of Nevada, Reno, GSA
Mr. Deep Sengupta, Desert Research Institute, GRAD
Mr. Cody Shepard, Western Nevada College, ASWN
Mr. David Turner II, Truckee Meadows Community College, SGA

IMPORTANT INFORMATION ABOUT THE AGENDA AND PUBLIC MEETING

NOTE: Below is an agenda of all items scheduled to be considered. Notification is hereby provided that items on the agenda may be taken out of the order presented, two or more agenda items may be combined for consideration, and an agenda item may be removed from the agenda or discussion relating to an item on the agenda may be delayed at any time.

In accordance with NRS 241.020(6), supporting materials that are submitted to the Nevada System of Higher Education (NSHE) Office of Academic and Student Affairs will be made available in advance of the meeting as follows: 1) from the NSHE Office of Academic and Student Affairs by calling Sally Jackson at (775) 784-3443 or emailing her at Sally_Jackson@nshe.nevada.edu; or, 2) by accessing the electronic version of the agenda posted on the NSA page of the NSHE website:

<http://www.nevada.edu/studentgov/>

In addition, a limited number of copies of any such supporting materials will be available at the main meeting site.

Reasonable efforts will be made to assist and accommodate physically disabled persons attending the meeting. Please call the Academic & Student Affairs Office in advance at (775) 784-3443 or (775)784-3447 so that arrangements may be made.

1. ROLL CALL

The newly elected NSA secretary will take roll call of members and circulate a sign-in sheet for guests so their names may be recorded in the minutes.

2. PUBLIC COMMENT**INFORMATION**

Public comment will be taken during this agenda item. No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. Comments will be limited to three minutes per person. Persons making comment will be asked to begin by stating their name for the record and to spell their last name. The NSA Chair may elect to allow additional public comment on a specific agenda item when that agenda item is being considered.

In accordance with Attorney General Opinion No. 00-047, as restated in the Attorney General's Open Meeting Law Manual, the NSA Chair may prohibit comment if the content of that comment is a topic that is not relevant to, or within the authority of, the NSA, or if the content is willfully disruptive of the meeting by being irrelevant, repetitious, slanderous, offensive, inflammatory, irrational or amounting to personal attacks or interfering with the rights of other speakers.

3. STATE OF STUDENT ADVISING – NSA REPORT**INFORMATION**

At the September 11, 2015 NSA meeting with Board of Regents Chair Rick Trachok and Vice Chair Michael Wixom, Alliance members expressed concerns regarding both the quality and quantity of student advising on some of the NSHE campuses. Regent Wixom requested that the Student Body Presidents research the state of student advising on each of their campuses and to provide a factual report. Alliance members subsequently provided the information they gathered on their campuses to former (2015-16) NSA Chair Caden Fabbi, who compiled the information into a report for presentation to the Chair and Vice Chair at this meeting.

4. DISCUSSION WITH BOARD OFFICERS**INFORMATION**

Student representatives will have the opportunity to have an open dialogue with Officers of the Board. The discussion will include student experiences, concerns of their constituents, and other matters related to their roles in student government.

5. NEW BUSINESS**INFORMATION**

Items for consideration at future meetings may be suggested. Any discussion of an item under "New Business" is limited to description and clarification of the subject matter of the item, which may include the reasons for the request.

6. PUBLIC COMMENT**INFORMATION**

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Posted in accordance with Nevada Open Meeting Law (NRS Ch. 241) at the following locations:

Nevada System of Higher Education Website – <https://system.nevada.edu>

Nevada Public Notice Website - <https://notice.nv.gov>

System Administration, 4300 S. Maryland Parkway, Las Vegas, NV 89119-7530

System Administration, 2601 Enterprise Road, Reno, NV 89512

CSN, Building D, 1st Floor, 6375 W. Charleston Blvd., Las Vegas, NV 89146-1124

DRI, Maxey Building, 2215 Raggio Parkway, Reno, NV 89512-1095

DRI, Southern Nevada Science Center, 755 E. Flamingo Road, Las Vegas, NV 89119-7363

GBC, Berg Hall, 1500 College Parkway, Elko, NV 89801

NSC, Great Hall, 1125 Nevada State Drive, Henderson, NV 89015

TMCC, Red Mountain Building (RDMT 200) 7000 Dandini Blvd. Reno, NV 89512

UNLV, Flora Dungan Humanities 9 (FDH), 1st and 7th Floors, 4505 Maryland Parkway, Las Vegas, NV 89154-1001

UNR, Clark Administration, University of Nevada, Reno, Reno, NV 89557

WNC, Bristlecone Building Lobby, 2201 W. College Parkway, Carson City, NV 89703

Nevada Student Alliance

State of Student Advising Report



June 2016

*Written and Compiled by the Nevada Student Alliance (NSA)
for the Nevada System of Higher Education (NSHE) Board of Regents*

At the September 2015 Nevada Student Alliance meeting, concerns were expressed to the Chancellor and Board leadership regarding the quality and quantity of student advising on NSHE campuses. The Alliance was asked to research this topic on each of their respective campuses and compile a report for dissemination to the Chancellor, staff and Regents. This report contains these findings, broken down by institution and based upon the information provided by each of the 2015-16 Student Body Presidents.

-Caden Fabbi, 2015-16 NSA Chair

University of Nevada, Las Vegas

UNLV has 11 academic advising centers on campus—one for each of the academic colleges, one for the Academic Success Center, and one for the Honors College. In 2014, 18,425 unique students were seen by the advising centers (see the breakdown of the students below by major/center).

Unique Students by Center											
Count of NSHE ID	Column Labels										
Row Labels	ASC	Business	Education	Engineering	Fine Arts	Health Sciences	Hotel	Liberal Arts	Sciences	Urban Affairs	Grand Total
ASC	1089	86	41	49	53	103	51	108	67	97	1744
Business	25	2522	6	37	39	38	95	80	53	103	2998
Education	26	14	1147	5	17	28	11	73	13	33	1367
Engineering	13	39	3	1835	80	18	10	20	32	15	2065
Fine Arts	25	32	17	26	1436	21	14	48	17	34	1670
Health Sciences	35	39	25	11	22	2843	26	52	117	37	3207
Honors	23	55	11	74	29	45	40	102	177	22	578
Hotel	63	69	10	3	11	16	2469	38	5	18	2702
Liberal Arts	25	84	57	25	50	74	44	2662	211	180	3412
Sciences	35	53	12	94	19	131	14	95	2308	28	2789
Urban Affairs	11	40	17	5	14	21	13	57	18	1699	1895
Grand Total	1370	3033	1346	2164	1770	3338	2787	3335	3018	2266	24427

Yellow columns = students advised by center with major assigned to college

Gray columns = total number of unique students regardless of major

*For example: ASC met with 810 unique students who are declared exploring, but their total number of unique students seen was 1156.

According to the 2014 UNLV Academic Advising Annual Report, UNLV's advisor to student ratio is 1:639, and 73.18% sought out advising in the 2014 year. Both of these statistics are broken down by college below.

College	2014 College Active Students	2014 Number of Advisors	2014 Advisor to Student Ratio	2014 College specific percentage of students advised based on advising center/student's major
ASC	1387	3.5	1 to 396	78.51% (1089/1387)
Business	3893	6	1 to 649	64.78% (2522/3893)
Education	1214	3	1 to 405	94.48% (1147/1214)
Engineering	2472	3	1 to 824	74.23% (1835/2472)
Fine Arts	2045	3	1 to 682	70.22% (1436/2045)
Health Sciences	3986	5	1 to 792	71.32% (2843/3986)
Honors	565	2.5	1 to 226	102.3% (578/565)
Hotel	2741	5	1 to 548	90.08% (2469/2741)
Liberal Arts	3891	6	1 to 649	68.41% (2662/3891)
Sciences	3129	4	1 to 782	73.76% (2308/3129)
Urban Affairs	2809	3	1 to 936	60.48% (1699/2809)
Totals	28132	44	1 to 639	73.18% (20,588/28,132)

*Honors college met with all Honors students and student interested in Honors, therefore they met with more students than their active student count

*The final column shows the number of students advised by center with major assigned to college, compared to total number of active students in first column

It appears that the majority of UNLV students are advised at least once each year. UNLV advising hopes to continue its efforts to ensure that all students meet regularly with an advisor in order to stay on track to graduate in four years.

UNLV is currently in the process of completing a comprehensive report on student outcome and learning satisfaction, which will include quality of advising, that will be made available at the end of this school year.

University of Nevada, Reno

Advising at the University of Nevada, Reno may happen in many different forms: by major, at the college level, or in a specific on-campus activity, depending on the help needed. The University Advising Center advises undeclared, general studies, non-degree seeking and pre-professional students. Students in the Honors Program may receive personalized advising, as well as student-athletes. There are numerous faculty/major advisors as well at the college-level, who can help students decide on courses to take and ensure that they are on the track to graduation. These advisors take the bulk of our students.

Students are surveyed regularly about their advising experience at the University in order to identify potential quantitative and qualitative improvements. The survey can be broken down by class standing, gender, race/ethnicity, enrollment status, grade point average, academic college, and more. The survey results shown below are a summary of student advising feelings across the entire campus, including Honors and student-athletes, based on the survey conducted in the Spring of 2015.

2015 Academic Advising Survey Results (n=722)

Advisor Meetings-total

None:	3.9%
1-2 times:	28.4%
3-4 times:	34.9%
5-6 times:	17.9%
7-8 times:	9.1%
9+ times:	5.8%

Prefer Whoever Available Sooner

Yes:	39.6%
No:	46.6%
Not Sure:	16.8%

Advisor Meetings-last year

1 time:	12.7%
2 times:	29.1%
3 times:	34.5%
4 times:	15.2%
5 times:	5.1%
6 times:	3.3%

I know how to schedule an appointment

Yes:	88.8%
No:	6.5%
Not Sure:	4.7%

Advisor Role

Faculty:	31.6%
Professional:	27.8%
Other:	3.2%
Unsure:	37.4%

Able to schedule appointment within

2 days:	11.6%
1 week:	40.6%
2 weeks:	20.8%
3 weeks:	7.3%
4 weeks:	2.4%
More than 4 weeks:	3.5%
Not Sure:	13.9%

Prefer Same Advisor

Yes:	71.7%
No:	13.9%
Not Sure:	14.4%

4-Year Plan provided?

Yes:	65.7%
No:	27.1%
Not Sure:	7.2%

Academic Advising Survey Results (continued)

Overall satisfaction with advising

Very satisfied: 32.1%

Satisfied:	28.3%
Neutral:	15.0%
Dissatisfied:	11.2%
Very dissatisfied:	11.6%
Have not seen an advisor:	1.7%

Please rate your satisfaction with the following types of advising sessions: (very satisfied=5; very dissatisfied=1)

	UNR
Summer orientation	3.41
Individual (in-person) advising	3.85
Group advising	2.96
Phone advising	3.16
E-mail advising	3.48
Online advising (eg: web chat, WebCampus, video, etc.)	3.11

Based on your MOST RECENT academic advising experience, please indicate your level of agreement with the following topics (scale 1-5)

	UNR
Adequate time allotted for my advising session	4.07
Advisor was prepared for our meeting	3.92
Advisor assisted me with class selection	3.88
Advisor addressed GPA issues	3.43
Advisor addressed issues with prerequisites	3.85
Advisor addressed degree program requirements	4.11
Advisor answered questions about academic issues and/or referred me to appropriate resources	3.84
Advisor furnished accurate and up to date information	3.94
Advisor was respectful and professional	4.21
Advisor made me feel comfortable asking questions	4.02
Advisor was concerned about my academic success	3.84
Advisor assisted me with career planning and/or made appropriate referrals	3.45

Based on your OVERALL academic advising experience, please indicate your level of agreement with the following statements (scale 1-5)

	UNR
I know where to go for academic advising	4.32
Advising staff greets me in a welcoming manner when I arrive for an appointment	4.00
Advising is easily accessible by phone	3.26
Advising is easily accessible by email	3.78
My college or advising center has a useful and friendly advising website	3.45
Advising provides material related to academic success	3.79

Based upon this data, students are generally very satisfied with the availability and quality of on-campus advising. This is likely because in recent years, the University has invested resources in creating professional advising positions in each of the colleges to work with students. In 2014, the professional advisor to student ratio was at 871:1, and the University Master Plan calls for lowering that ratio to 500:1 by the year 2021, so professional advising positions are being added annually both to keep up with enrollment growth and still improve the advising experience of the UNR student body.

UNR and UNLV Graduate Schools and Desert Research Institute

Advising for Graduate Students is slightly different from advising for undergraduates. All graduate students need to complete a plan of study, which allows the graduate student to select an advising committee, with a primary advisor and outside-department advisor to help the students navigate their academic journey.

The nature of the advising relationship seems to vary dependent on program, professor, and student, landing somewhere on a continuum between minimal guidance/support to very structured guidance/support. However, these components vary depending on student, professor, and program of study.

There is no formal advising at DRI. Students approach their program directors for advice on which classes are important and relevant for them. Currently, interviews are being carried out for an Assistant Vice President of Research, and part of their role will be to oversee the GRAD Association and will hopefully improve the advising and surveying system in the near future.

Nevada State College

The Academic Advising Center at Nevada State College has worked to promote the success of a largely under-served and often under-prepared student population with a comparatively small team of advisors (the ratio of students to advisors has ranged as high as 700+-to-1, far in excess of the 251-to-1 ratio recommended by NACADA). However, involvement with academic advising has been associated with positive results. Fall 2013 data indicates that students who see an advisor regularly are retained at an 8% higher rate, while our Fall 2015 data indicates a 12% higher rate of retention. While involvement with academic advising is associated with improved retention, NSC data indicates a less than favorable reach. In Fall 2013, 18.9% of NSC's student body utilized academic advising. Fall 2015 data showed a slight increase in utilization, as 22.6% of students utilized academic advising. See Tables 1 and 2 below.

Table 1

Fall 2013 (All Students)

Used Advising	Number of Students (%)	1-Year Retention/Graduation (%)
Yes	640 (18.9%)	71.7%
No	2754 (81.1%)	63.8%

Table 2

Fall 2015 (All Students)

Used Advising	Number of Students (%)	1-Year Retention/Graduation (%)
Yes	797 (22.6%)	50.1%
No	2720 (77.1%)	38.4%

****Note: Fall 2015 1-Year retention figures will increase, as of this time of writing, NSC is still in the first half of its Fall 2016 enrollment period.***

Regarding student satisfaction of advising, NSC did not have a student satisfaction survey specific to academic advising. As such, for the Fall 2015 semester, NSC utilized a topic module focusing solely on academic advising as part of the National Survey of Student Engagement (NSSE). First-year students and seniors were surveyed. The results indicate that first-year students have discussed their academic interests, course selections, or academic performance with an advisor on an average of two times (M=2.15). The types of interactions with their advisors range from getting information on special opportunities (M=2.66) to providing useful information about courses (M=3.09). See Table 7 below.

Table 7

First-Year Students' Perceptions about Academic Advising

Experiences with Academic Advisors (4 point scale; includes N/A category)	Mean	Standard Deviation
How many times have you and an academic advisor discussed your academic interests, course selections or academic performance?	2.15	1.57
Been available when needed	2.96	1.07
Listened closely to your concerns and questions	3.08	1.05
Informed you of important deadlines	3.00	1.09
Helped you understand academic rules and policies	3.07	1.07
Informed you of academic support options (tutoring, study groups, help with writing, etc.)	3.05	1.04
Provided useful information about courses	3.09	1.00
Helped you when you had academic difficulties	2.93	1.10
Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	2.66	1.17
Discussed your career interests and post-graduation plans	2.80	1.16

In addition, the survey showed that first-year students' perceptions about academic advisors proved to be correlated to their overall first-year experiences.

Given the importance of academic advising, and with data supporting the relationship between academic advising and student success, NSC has been working to enhance the quality of academic advising to enrich first-year experiences. The Academic Advising Center is currently working to fill an additional four advisor positions to boost the overall staffing of the Center. One of the goals of NSC is to require mandatory advising for all new degree-seeking students. This has been implemented into NSC's New Student Orientation, where students engage in group advising sessions that provide a fundamental understanding of their chosen degree and guidance on college success. In addition, block scheduling has helped ensure that students adhere to a recommended education plan for their first term. NSC is also shifting to a "success coaching" model of advising, and the college is working to provide advisors with training in factors integral to student success, including an awareness of available campus resources, effective studying and learning behaviors, and non-cognitive elements such as self-efficacy and social belonging.

College of Southern Nevada

At the College of Southern Nevada, advising and counseling services have become separate departments, each with different goals and purposes. The counseling department helps students that have already declared a major and need assistance with graduation evaluations, degree audits, excess credit fee appeals, and various other issues. Counselors tend to base their work on quality, and tend to meet with fewer students on average compared to advisors. The advising department, on the other hand, meets with first time students to help them find the correct path in their first semester and help students develop academic success strategies.

In 2015, the Advising Department met with over 18,000 students. Of those students, 3,000 completed the email or paper survey that is administered to them one day after their appointment (the change from paper to email surveys occurred in October 2015). Respondents gave mostly positive feedback for a number of reasons. This is likely because the Advising Department has increased its number of communication outlets. Students are able to make in-person appointments from thirty minutes to an hour, and are also able to receive quicker feedback via email (the department has a 48 hour email response requirement.) The Department also provides an online video chat room, which allows students to talk with an advisor from their own homes. This also enables advisors to meet with larger number of students at various times.

The department has also implemented a peer advising program for students. After meeting with an advisor, students can meet with a peer student advisor who can answer additional questions that the student may not have felt comfortable asking their advisor. The peer advisors help bridge the gap between faculty and students, as they can get a student perspective that they can relate to. Peer advisors have engaged with over 40 percent of the students that have met with a professional advisor.

As a whole, advising has got a long way to go on finding better ways to collect data from students to better analyze their success and opportunities, but the initiatives that have been implemented have greatly helped students identify the resources they need to be successful.

Great Basin College

A year after a student receives their degree/certificate from Great Basin College, a graduate survey is sent to them with a variety of questions, including a few on their advising experiences. Advising from both departmental faculty and staff/employees is highly utilized by students at GBC. One question in the survey asks which services students used the most in their time at the college, of which 66.2 percent of respondents said one-on-one advising, so it is clearly a service that is highly utilized by the student body. Below are some of the results of this survey.

Graduate Survey Results, 2014 cohort

Question Asked in Survey	Very Satisfied	Very Dissatisfied
Availability of academic advising	25.83%	2.50%
Availability of academic advising from departmental faculty advisor	41.32%	1.65%
Quality of Career Advising	15.83%	3.33%
Overall effectiveness of the advising system	29.75%	3.31%

In a more recent survey, conducted in 2015, 56.29 percent of students reported feeling satisfied with GBC's advising services, with only 1.9 percent reporting feeling unsatisfied ($n=421$).

Generally, students appear to be satisfied with quantity/quality of campus advising at Great Basin College.

Truckee Meadows Community College

TMCC's Academic Advisement is a centralized office with seven full-time Academic Advisors, 2-3 peer advisors, and generally 1-2 Graduate Student Interns serving all student populations on campus. All appointments scheduled are 30 minutes in length. The office also coordinates transfer events and workshops, pre-professional student programming, Early Alert, Excess Credit Fee appeals, major exploration, international student advising, new student orientation, and course substitution requests. Each advisor is assigned to coordinate one of the above areas in addition to keeping up with an academic division at TMCC and the corresponding division at UNR. Every week, a department at UNR or TMCC presents programmatic updates to the staff to ensure quality and accuracy of information provided to students during appointments.

The office has grown and expanded access to students since FY14. In FY15, the office was up 151.9% in overall student appointments compared to the previous year. Each academic advisor sees approximately 900-1200 students in one-on-one advising appointments over the course of a year; two additional advisors added in FY16 increased the appointment capacity by 1800-2400 appointments for the year. As you can see from the chart below, TMCC is on target to see over 10,000 students in individual appointments by FY16 close. Orientation, housed in the Academic Advisement office, runs approximately 120 group workshops for students for summer/fall and the majority of those students are yet to be seen this year, with orientation programs starting in April of this year.

Comparison of student contacts for the last two fiscal years

Academic Year	Appointments	Orientation participants	Quick Answer
2013-14	5334	2843	N/A
2014-15	9564	2526	1261*
2015-16**	6130	1780	4960
*Started this service in April 2015			
**July 1-Jan 31, 2016 (7 months into FY16)			

The longest wait time that a student waited to make an appointment with an academic advisor was 4 working days during the week, which was before the academic semester began in August of 2015. Students are also able to have quick questions answered by calling the “Quick Answer” advisor or coming in to the office and speaking to the advisor on duty at the Quick Answer desk, which has greatly reduced appointment wait times. For most of the year, there are next day appointments available.

While advising does not currently perform a survey after providing services, the 2015 Graduate Outcome survey indicated that, out of 1259 students surveyed, 87 percent indicated that they were satisfied with the Academic Advising Services on campus, 7 percent indicated they were not satisfied, and 7 percent were unable to evaluate.

Western Nevada College

Western Nevada College (WNC) surveys its students biannually. These surveys are done through the *Community College Survey of Student Engagement (CCSSE)* and *Noel-Levitz Student Satisfaction Inventory*. Surveys are alternated each year they send them out to the students. For example, in the spring of 2014, WNC used CCSSE, and in spring of 2016, they will be using *Noel-Levitz*.

The data that is provided about academic advising at WNC is from the CCSSE 2014 Means Report. Questions that were asked and their results can be seen below.

1) In your experience at this college during the current school year, about how often have you done each of the following (1=Never, 2=Sometimes, 3=Often, 4=Very Often)? <ul style="list-style-type: none">Talked about career plans with an instructor or advisor – Part-time students: 2.03 Full-students: 2.33 All Students: 2.2
2) How much does this college emphasize each of the following (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)? <ul style="list-style-type: none">Providing the support you need to help you succeed at this college [SUPPORT] Part-time students: 2.95 Full-time students: 3.04 All Students: 3
3) How satisfied are you with the following services at this college (1=Not at all, 2=Somewhat, 3=Very)? <ul style="list-style-type: none">Academic advising/planning [SUPPORT] Part-time students: 2.3 Full-time students: 2.3 All Students: 2.3Career Counseling Part-time students: 2.11 Full-time students: 2.17 All Students: 2.14
4) How important are the following services to you at this college (1=Not at all, 2=Somewhat, 3=Very)? <ul style="list-style-type: none">Academic advising/planning – All Students: 2.55Career counseling All students: 2.4

5) How often do you use the following services at this college? (1=Rarely/Never, 2=Sometimes, 3=Often)?

- Academic advising/planning: **1.81**
- Career counseling: **1.59**

As stated above, *Noel Levitz Student Satisfaction Inventory* survey will be given to the students this spring semester. The questions that students are asked to rate in Noel Levitz in regards to academic advising are:

- My academic advisor is approachable.
- My academic advisor helps me set goals to work toward.
- My academic advisor is concerned about my success as an individual.
- My academic advisor is knowledgeable about my program requirements.
- My academic advisor is knowledgeable about the transfer requirements of other schools.
- Academic support services adequately meet the needs of students.

Additional questions were added to the *Noel-Levitz Student Satisfaction Inventory* in a collaboration between the Associated Students of Western Nevada (ASWN), the Institutional Research Director, and the Director of Counseling. The survey may shape the direction of the future of WNC Counseling, as there is a possibility that the data may show that students prefer to have an academic advisor assigned to them; many students only meet with their advisor when they first start off at WNC and again when they are about to graduate.

As of right now, students at WNC can drop in and see a counselor when they would like, or they can also make an appointment and ask to see particular counselor that they are comfortable with. The counselors at WNC are very flexible and are really good at seeing students as soon as they can. Of course, there are those days where it can be really busy and a student has to wait to see a counselor. The maximum time a student has to wait to see a counselor usually does not exceed more than two weeks. There are also alternatives for academic assistance other than the counseling center here at WNC, including the Latino Cohort, Veterans Center, Academic Success Center, or an individual faculty member.