



2007-08 REVIEW OF EXISTING PROGRAMS

Prepared by the Office of Academic and Student Affairs
for the Board of Regents'
Student and Academic Affairs Committee

August 2008

*University of Nevada, Las Vegas • University of Nevada, Reno • Nevada State College
College of Southern Nevada • Great Basin College
Truckee Meadows Community College • Western Nevada College
Desert Research Institute*

TABLE OF CONTENTS

Introduction.....	v
Institutions' Program Reviews	
University of Nevada, Las Vegas	1
Summary	3
History, Doctor of Philosophy	5
Human Services Counseling, Bachelor of Science.....	7
University of Nevada, Reno.....	11
Summary	13
Agriculture and Applied Economics, Bachelor of Science	14
Economics, Bachelor of Arts	16
Economics, Bachelor of Science.....	18
Economics, Master of Arts	20
Economics, Master of Science.....	22
English, Bachelor of Arts.....	24
English, Master of Arts	26
English, Master of Arts in Teaching English.....	28
English, Doctor of Philosophy	30
Environmental and Resource Economics, Bachelor of Science	32
Environmental Sciences, Master of Science	34
Environmental Sciences, Doctor of Philosophy	36
Geological Engineering, Bachelor of Science	38
Geological Engineering, Master of Science.....	40
Geology, Bachelor of Science.....	42
Geology, Master of Science	44
Geology, Doctor of Philosophy	46
Geophysics, Bachelor of Science.....	48
Geophysics, Master of Science	50
Geophysics, Doctor of Philosophy	52
History, Bachelor of Arts.....	54
History, Master of Arts	57
History, Master of Arts in Teaching	60
History, Doctor of Philosophy	63
Hydrogeology, Bachelor of Science	66
Journalism, Bachelor of Arts	68
Journalism, Master of Arts.....	70
Resource and Applied Economics, Master of Science	72
Resource Economics, Doctor of Philosophy	74
Speech Communication, Bachelor of Arts.....	76
Speech Communication, Master of Arts.....	78
Theatre, Bachelor of Arts.....	80
Theatre, Bachelor of Fine Arts.....	82
Women's Studies, Bachelor of Arts.....	84

Nevada State College.....	88
College of Southern Nevada	92
Summary	93
Biological Sciences, Associate of Science.....	94
Mathematics, Associate of Science.....	95
Chemistry Emphasis, Associate of Science	96
Earth Science Emphasis, Associate of Science.....	97
Environmental Science Emphasis, Associate of Science	98
Geological Science Emphasis, Associate of Science.....	99
Pre-Engineering Emphasis, Associate of Science	100
Great Basin College	102
Summary	104
Truckee Meadows Community College	106
Summary	107
Applied Anthropology, Associate of Arts	108
Economics Discipline	110
Transportation Technologies, Associate of Applied Science	112
Veterinary Technology, Associate of Applied Science	114
Western Nevada College.....	117
Summary	119
Chemistry, Associate of Science.....	120
Mathematics, Associate of Science.....	123
Musical Theatre, Associate of Arts.....	126
Summary of Existing Program Characteristics.....	129

This page intentionally left blank

INTRODUCTION

Pursuant to Board policy (*Title 4, Chapter 14, Section 4* – in part), a review of existing programs shall be conducted by all institutions of the Nevada System of Higher Education on a regularly scheduled basis. Specifically, the policy provides the following:

1. *A review of existing academic programs shall be conducted by the universities, state college, and community colleges on at least a ten-year cycle to assure academic quality, and to determine if need, student demand, and available resources support their continuation pursuant to the following.*
 - a. *The review of existing programs must include multiple criteria. Although criteria may vary slightly between campuses, as institutions have different missions and responsibilities, there should be comparable data from all programs. The review must include both quantitative and qualitative dimensions of program effectiveness, and peer review.*
 - b. *Criteria to be utilized in the review of existing programs shall include the following: quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the System, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.*
 - c. *An annual report will be published by the institution on the results of existing program evaluations and a summary of that report will be forwarded to the Chancellor's Office and presented to the Student and Academic Affairs Committee annually.*

The process for reviewing programs varies by institution but contains similar vital components. These components include internal reviews, such as self-study methods and surveys, as well as, external reviews, including site visits and advising committees. After the ten year period for review is complete, each institution analyzes the above criteria to draw conclusions and then to provide recommendations for improvement of the programs. Besides changes to programs, the results of the review include programs that are eliminated or inactivated and new programs approved by the Board of Regents.

This annum, reviewed programs included a wide range of disciplines from History and Theatre to Geological and Physical Sciences, totaling in 50 programs systemwide. Further, six new programs were approved by the Board and 20 programs were eliminated or inactivated in the past year where the need was no longer present.

This page intentionally left blank

University of Nevada, Las Vegas

This page intentionally left blank



ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: University of Nevada, Las Vegas **Academic Year of Review:** 2007-08

I. List the existing programs that were reviewed over the past year.

Two program reviews were completed during 2007-08. They are shown below:

Program Name	Degree level
History	Ph.D.
Human Services Counseling	B.S.

II. List any programs that were eliminated or placed on inactive status this past year.

Two programs were eliminated. They are:

Program Name	Degree level
Fitness Management	B.S.
Health Sciences	B.S.

III. List all new programs that received Board approval this past year.

Two new degree programs were approved. They are:

Program Name	Degree Level	Approval date
Entertainment Engineering Design	B.S.	August 17, 2007
Political Science	Ph.D.	April 14, 2008

SUMMARY OF PROGRAM REVIEW PROCESSES AND CRITERIA

*University of Nevada, Las Vegas
All programs with reviews completed in 2007*

I. Description of Program Reviewed

Program descriptions may be found in the individual program summary reports.

II. Review Processes and Criteria

This summary replaces the detailed review processes and criteria statement (Section II) in each individual program's report.

A. Review Processes

The UNLV Review Process consists of:

- 1) An internal self-study prepared by the department responsible for the program. Reports prepared for external accrediting organizations may also be included.
- 2) An internal peer review report, prepared by the Faculty Senate Program Review committee that consists of an on-line survey, an evaluation of the internal self-study, and may include meetings with faculty, staff and students.
- 3) A response by the program to the internal peer review.
- 4) An external peer review report by faculty from other institutions. The reviewing faculty review the internal self-study, the internal peer review and the program's response, visit the campus for one to two days, interview program participants, and write a report.
- 5) A response by the program to the external peer review.
- 6) A final report prepared by the Faculty Senate Program Review committee.

B. Review Criteria

Reports by the individual program review subcommittees were prepared following UNLV Faculty Senate guidelines: Program Description and Objectives; Department Characteristics; Admission Requirements; Student Characteristics; Curriculum; Degree Requirements; Faculty teaching, advisement, and research; Facilities and Support; Student Assessment and Outcome. The internal review examines the internal functioning of the department as well as how the mission and goals of the department fit with those of the university.

III. Major Findings and Conclusions of the Program Review

Major Findings and Conclusions may be found in the individual program summary reports.

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Las Vegas
Doctor of Philosophy , History*

I. Description of Program Reviewed

The mission and goals of the Ph.D. program in history are: (1) to provide UNLV students with a broad knowledge of the human past and an appreciation of the diverse cultures in the contemporary world; (2) to generate and disseminate new knowledge through research, reflection, and publication; (3) to provide students with the ability to develop creative and original research, ideas; and (4) to place graduates with employment in schools, community colleges, and universities.

The department's faculty numbered 22 in Fall 2007. In addition to the Ph.D. program, the department operates one B.A. and one M.A. program, with 210 B.A. majors, 53 M.A. majors and 28 Ph.D. majors in Fall 2007. Students may choose one of two tracks of study: (1) Western U.S. History, and (2) Cultural / Intellectual History. Public History is emerging as another intellectual focus. To graduate from the Ph.D. program, students complete 38 credits of coursework beyond their master's degree at the 700-level. Students are also required to complete a comprehensive examination as well as a dissertation, shaped by extensive faculty mentoring.

II. Review Process and Criteria

A. Review Process

The Ph.D. History review followed the processes described in the page titled "Summary of Program Review Processes and Criteria". Reference documents included the External Peer Review Report on the Ph.D. program in History (July 2007), Internal Peer Review Report on the Ph.D. program in History (February 2007); the Department of History Self-Study (October 2006); the Department of History Five-Year Strategic Plan (Fall 2006); Consultant's Report on the UNLV History Department Cultural-Intellectual History Doctoral Track (January 2006); Memorandum on the New Graduate Assistant Funding Policy (March 2007); and a sampling of graduate course syllabi from 8 different faculty.

B. Internal Review Criteria

Internal Review Criteria may be found in the Summary of Program Review Processes and Criteria page of this report. Faculty qualifications were also compared to research institutions in the United States.

III. Major Findings and Conclusions of the Program Review

A. Commendations

(1) The Department is particularly effective in the generation and dissemination of knowledge. The faculty has a simply outstanding grant record for a history department. During the three

academic years from 2003 to 2006, they submitted 29 grant proposals and received 25 awards worth, in total, over a million dollars (\$1,024,390).

(2) The faculty are well-qualified to teach within the identified tracks, and active in publishing and providing publishing mentorship to their students. The faculty have also been given a number of awards, including four Barrick Fellowships and two President's Fellowships.

(3) The program is of adequate rigor and has everything in place, such as excellent library resources, to recruit top quality scholars.

(4) With its emphasis on the public history and history of the American West, the History graduate program is extremely responsive to the needs of the local and the regional community.

(5) Throughout the program, the students are socialized in the world of academia and, upon graduation, students are consistently successful in finding employment in academic positions.

B. Recommendations

(1) Increase available graduate assistantship funding, from all sources, so the program can compete with other Ph.D. history programs in the area in terms of recruiting top students. Currently it cannot offer assistantship packages that are competitive with other universities.

(2) Increase financial resources, from all sources, so that the program may cover its operating costs, acquire equipment (i.e., computers), and office space so that graduate students may gain greater experience in publishing and grant writing.

(3) Pay a summer stipend to the Graduate Coordinator, whose one course release is insufficient for the workload.

(4) Institute more graduate student pre-professional training, and evaluate their teaching loads.

(5) Increased library funding, from all sources, to acquire relevant resources in non-English, non-Romance languages.

Data for IV.A below are for declared Ph.D. majors. Data for IV.B are for number of Ph.D. graduates. Data for IV.C are for graduate-level courses only.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>28</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>1</u>
2006-07	<u>0</u>
2007-08	<u>1</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>143</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Las Vegas
Bachelor of Science , Human Services Counseling*

I. Description of Program Reviewed

The Human Services Counseling Program (HMS) is currently housed in the Department of Counselor Education in the College of Education. The Program offers a Bachelor of Science degree in Human Services Counseling. The Program is conducted by seven full-time faculty, and 10 part-time faculty who work professionally in the Las Vegas metropolitan area. The program is designed to provide the students with general training in human services and counseling. The program helps students develop a variety of therapeutic, teaching, counseling, supportive, and preventive methods. It has an applied emphasis that will enable students to listen therapeutically, problem solve, help implement and support mental health programs, develop social skills programs, and help those who are disadvantaged, impaired or needing to develop interpersonal skills. In 2007-08, the undergraduate program had 109 majors and graduated 35 students.

II. Review Process and Criteria

A. Review Process

The B.S. Human Services Counseling review followed the processes described in the page titled "Summary of Program Review Processes and Criteria". Reference documents included the External Peer Review Report (Oct 2005), Internal Peer Review Report (Spring 2005), and the Internal Self-Study (Fall 2004).

B. Internal Review Criteria

The review committee Reports were prepared following guidelines established by the Faculty Senate Program Review committee. The Self-Study provided information on the nature of the Program's mission and goals, organization and governance, faculty, students, curriculum, budget, facilities and other resources, and admissions requirements. The Internal Review Report centered on perceptions of administration, faculty and students regarding the various facets of the program and its future development. And the External Review Report visited the program from an external professional perspective combining the information received in both the Self-Study and the Internal Review Report. The Program Director responded to some of the comments in the External Review Report to clarify any misinformation or missing data.

III. Major Findings and Conclusions of the Program Review

A. Commendations

(1) The innovation of the program in terms of meeting the needs of the state and local community is a major strength. Based on the number of class offerings and the national and local

trends, the number of majors is expected to increase, making it a valuable and much needed program at UNLV.

(2) The faculty's expertise in the area of marriage, family and community counseling has helped design a program that is geared to preparing competent behavioral health professionals for community mental health organizations.

(3) The breadth of the course offerings is remarkable and provides students with depth of knowledge in their subject areas. The minors are very relevant to the local needs of the community and city. The program does an excellent job in preparing their students for professional work as well as graduate programs.

(4) The program has established a national reputation in the area of treatment of addictions and compulsive gambling.

(5) There is considerable diversity in the program with almost half of the FTE/student majors representative of different ethnic backgrounds.

(6) The department has established many vibrant relationships/partnerships with community agencies in the city. Such partnerships are time-intensive to establish and maintain, and the department's outreach efforts represent a good contribution to education and professional practice in the city of Las Vegas. These partnerships most certainly enrich UNLV's ability to give students authentic and supportive settings in which to learn and practice their professional skills.

(7) The community appears to be pleased with the students who are in and graduate from the HMS program. Comments made by employers include, "well-prepared, excellent communication skills," and the ability to work effectively in their organizations.

(8) Without exception, the faculty, students and staff members show institutional loyalty and a strong commitment to this program. Students feel that they are getting a good education, and faculty have a strong sense of pride for their program. Administrators view the department as strong and viable with faculty being willing to work hard to accomplish their goals.

B. Recommendations

(1) Increased funding to support the addition of new full-time faculty lines, should decrease the program's reliance on on part-time instruction for undergraduate courses. The program has recently replaced two visiting lines with tenure-track positions.

(2) The assignment of one or two of the full-time faculty to teach the undergraduate courses, both at the lower and upper-division levels, would serve as a more effective recruiting process for the program AND would also maintain greater consistency within the course offerings. There needs to be an increased commitment on the part of the full-time faculty to contribute towards teaching in the undergraduate program.

(3) It is important to hold at least one orientation meeting each year for new students. Program majors need to be linked with full-time faculty for career advisement. Department faculty need to clearly articulate to students the areas where they are qualified to practice and the areas that are outside of their scope of practice.

(4) Additional access to all forms, handbooks, and fieldwork material through electronic means on the department website should be provided to students.

(5) The department may wish to consider reducing the number of available minors.

(6) "Counseling out" procedures for students who lack clinical skills or professional maturity need to be addressed specifically for undergraduate students in this major.

- (7) There appears to be a need to use alternative strategies to increase participation of part-time instructors in teaching and professional development activities. Orientation and program expectations of the HMS programs need to be shared regularly with part-time instructors. The university may wish to consider an incentive plan and alternative formats to make it more feasible and likely that part-time instructors participate in these activities. An example of this could be providing continuing education units (required for licensure renewal) at no cost for part-time faculty.
- (8) The department seriously needs to consider hiring at least a part-time fieldwork coordinator to help maintain the list of participating community agencies in fieldwork experiences, establish regular contact, and provide training and information to new field supervisors. An orientation meeting (potentially offered at multiple alternative times) at the start of each semester requiring all fieldwork supervisors to attend will help clarify the expectations for students completing field experiences.
- (9) Strategic planning needs to continue in the department in a realistic manner focusing on all programs with specific attention to the undergraduate program. Planned growth will help the department get a sense of how large they would like their HMS program to become.
- (10) Faculty members in the department have limited travel funding, research space, and research assistants to facilitate their scholarship endeavors. Increasing the financial support in this area would increase the ability for UNLV to become a Research Extensive University.

Data for IV.A below are for declared B.S. majors. Data for IV.B are for number of B.S. graduates. Data for IV.C are for undergraduate-level courses only.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>109</u>
---------	------------

B. Number of graduates from the program for the following years:

2005-06	<u>27</u>
2006-07	<u>40</u>
2007-08	<u>35</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>596</u>
-----------	------------

This page intentionally left blank

University of Nevada, Reno

This page intentionally left blank



ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: University of Nevada, Reno

Academic Year of Review: 2007-08

I. List the existing programs that were reviewed over the past year.

Agriculture and Applied Economics
Economics
English
Environmental and Resource Economics
Environmental Sciences
Geological Engineering
Geology
Geophysics
History
Hydrogeology
Journalism
Resource and Applied Economics
Resource Economics
Speech Communication
Theatre
Women's Studies

II. List any programs that were eliminated or placed on inactive status this past year.

None

III. List all new programs that received Board approval this past year.

M.S. & Ph.D. with a major in Materials Science and Engineering (name change)
M.Ed. & M.S. with a major in Equity & Diversity in Educational Settings (name change)
B.S. with a major in Neuroscience

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Science , Agriculture and Applied Economics*

I. Description of Program Reviewed

The Department of Resource Economics is situated within the College of Agriculture, Biotechnology and Natural Resources. In addition to two Bachelor of Science degree programs and a master's degree program in Resource and Applied Economics, there is a Ph.D. program in Resource Economics. The B.S. program in Agricultural and Applied Economics focuses on the marketing, finance, and economic aspects of agribusiness, all kinds of natural resource-based industries, and community and rural development.

II. Review Process and Criteria

In coordination with the College of Agriculture, Biotechnology and Natural Resources (CABNR), the U.S. Department of Agriculture (USDA) Cooperative State Research, Education and Extension Service (CREES) led and conducted this review. A self-study document for all degree programs in Resource Economics was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and four reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on May 11-14, 2008.

III. Major Findings and Conclusions of the Program Review

Students appreciate the high quality of faculty, high levels of student access to them, low student-to-faculty ratio that they believe enhances their learning, the real world experiences that faculty bring to the classroom, and the engagement in research projects that complement the classroom experience.

The department's offering of statistics is generally viewed positively, with current offerings viewed as "in equilibrium" across the University.

The undergraduate student enrollment is low resulting in low class enrollments. The department recognizes the problem and has already taken action to redesign its majors to better align programs with student interests.

Students in the undergraduate programs have variable competencies in mathematics. The 400-600 level courses create issues for both undergraduate and graduate students.

The department needs to work with the College's new undergraduate recruitment efforts and develop long-term strategies to recruit and retain students in both undergraduate programs. Any recruitment activities developed should not fall to only a few faculty members.

There is strong interest among stakeholders in the state to offer internships for students; this represents a major opportunity for the benefit of students.

The department should work with the Office of International Students and Scholars to increase international study opportunities. This will not only enhance learning for all students but can effectively be used to recruit students.

Opportunities for collaboration with other departments should be explored as a method of continuing to offer the needed courses while also reducing teaching loads.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>12</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>3</u>
2006-07	<u>1</u>
2007-08	<u>3</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>87</u>
-----------	-----------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Arts , Economics*

I. Description of Program Reviewed

The Department of Economics has two undergraduate degree programs, two master's degree programs, and two undergraduate minors: Economics and Economic Policy. The department is coordinating with other UNR departments to develop specialized tracks that allow Economics majors to receive dual majors. The Economics undergraduate majors are designed to prepare students for positions in economic and statistical analysis in business, government, and nonprofit organizations. The B.A. in Economics is intended for students desiring an economics curriculum in the social sciences.

II. Review Process and Criteria

A self-study document was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on April 10-11, 2008.

III. Major Findings and Conclusions of the Program Review

The faculty are industrious, conscientious and collaborative. They demonstrate impressive engagement outside of classroom hours.

The department has made good progress in establishing its own instructional identity.

The principle courses place a large service burden on the department.

The numbers of undergraduate majors are growing rapidly. The establishment and promotion of combined and dual majors, should increase the number of majors further.

There is an admirable foundation of collaboration between the Departments of Economics and Natural Resource Economics. They share extensive curricular integration at the bachelors level. Discussion between the two departments have resulted in strategic hires who teach courses in one department which are open to degree candidates from the other.

The reviewers were impressed with the energy faculty devote to their research activities; however, they noted the preponderance of publications in outlets that have relatively low visibility.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08 16

B. Number of graduates from the program for the following years:

2005-06 12

2006-07 8

2007-08 3

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007 2193

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Science , Economics*

I. Description of Program Reviewed

The Department of Economics has two undergraduate degree programs, two master's degree programs, and two undergraduate minors: Economics and Economic Policy. The department is also coordinating with other UNR departments to develop specialized tracks that allow Economics majors to receive dual majors. The economics undergraduate majors are designed to prepare students for positions in economic and statistical analysis in business, government, and nonprofit organizations. The B.S. program is intended for economics majors desiring a curriculum that emphasizes a foundation in economics & business. Specific tracks in the B.S. include: General Economics; Financial Economics; International Business; and Gaming Management.

II. Review Process and Criteria

A self-study document was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on April 10-11, 2008.

III. Major Findings and Conclusions of the Program Review

There is an admirable foundation of collaboration between the Departments of Economics and Resource Economics. They share extensive curricular integration at the Bachelor's level. Discussion between the two departments has resulted in strategic hires who teach courses in one department and are open to degree candidates from the other.

The reviewers were impressed with the energy faculty devote to their research activities; however, they noted the preponderance of publications in outlets that have relatively low visibility.

The faculty are industrious, conscientious and collaborative. They demonstrate impressive engagement outside of classroom hours.

The department has made good progress in establishing its own instructional identity.

The principles courses place a large service burden on the department.

The numbers of undergraduate majors are growing rapidly. The establishment and promotion of combined and dual majors should increase the number of majors further.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>55</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>20</u>
2006-07	<u>10</u>
2007-08	<u>28</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>2193</u>
-----------	-------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Arts , Economics*

I. Description of Program Reviewed

The Department of Economics master degree programs are designed to provide the foundation students need to succeed in a Ph.D. program or preparation for jobs requiring intensive technical, analytical, and quantitative skills. The M.A. program provides flexibility for students to choose a more policy oriented or applied approach to their studies.

II. Review Process and Criteria

A self-study document was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on April 10-11, 2008.

III. Major Findings and Conclusions of the Program Review

The faculty are industrious, conscientious and collaborative. Students attest to the availability of faculty outside of classroom hours.

The principles courses place a large service burden on the department; however, the department continues to bear this burden well.

The department has made good progress in establishing its own instructional identity.

The MA program appears to be an asset. Students are genuinely enthusiastic and are interested in the foundation of a journal club to organize informal article readings as well as increasing the rigor of the program.

The maintenance of two different masters degrees does not appear to be problematic. There are no duplications, and students understand the distinctions between the two.

The program review committee recommended that a professional paper replace the current thesis requirement. It would be more appropriate both as training and credentialing for many of the jobs that masters-level students will eventually seek.

Students would benefit from an option to accelerate the masters programs by attending in one or two summers. If summer terms were available, it would be possible to complete a degree in 12-15 months.

There is an admirable foundation of collaboration between the Departments of Economics and Natural Resource Economics. They share extensive curricular integration at the master's level. Dissertation committees in Natural Resource Economics always include faculty from the Department of Economics. Discussion between the two departments have resulted in strategic hires who teach courses in one department which are open to degree candidates from the other.

The reviewers were impressed with the energy faculty devote to their research activities, however, they noted the preponderance of publications in outlets that have relatively low visibility.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>11</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>4</u>
2006-07	<u>4</u>
2007-08	<u>5</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>61</u>
-----------	-----------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Science , Economics*

I. Description of Program Reviewed

The Department of Economics master degree programs are designed to provide the foundation students need to succeed in a Ph.D. program or preparation for jobs requiring intensive technical, analytical, and quantitative skills. The M.S. provides students with core conceptual knowledge about microeconomics, macroeconomics, and econometrics.

II. Review Process and Criteria

A self-study document was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on April 10-11, 2008.

III. Major Findings and Conclusions of the Program Review

The faculty are industrious, conscientious and collaborative. Students attest to their availability outside of classroom hours.

The department has made good progress in establishing its own instructional identity.

The principles courses place a large service burden on the department; however, the department continues to bear this burden well.

The maintenance of two different master's degree programs does not appear to be problematic,

Students would benefit from an option to accelerate the master's programs by attending in one or two summers. If summer terms were available, it would be possible to complete a degree in 12-15 months.

There is an admirable foundation of collaboration between the Departments of Economics and Natural Resource Economics. They share extensive curricular integration at the masters level. Dissertation committees in Natural Resource Economics always include faculty from the Department of Economics. Discussion between the two departments have resulted in strategic hires who teach courses in one department which are open to degree candidates from the other.

The reviewers were impressed with the energy faculty devote to their research activities; however, they noted the preponderance of publications in outlets that have relatively low visibility.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>13</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>4</u>
2006-07	<u>9</u>
2007-08	<u>5</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>61</u>
-----------	-----------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Arts , English*

I. Description of Program reviewed

The goal of the English programs is to educate undergraduate students as generalists, providing them with a broad range of courses and a diverse set of intellectual skills centering on studies in language, literature and culture. The Bachelor of Arts in English has the following specializations: literature; writing; language and linguistics; and English for secondary education. The department also offers six areas of minor specialization in English.

II. Review Process and Criteria

A self-study document for all degree programs in English was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on March 13-14, 2008.

III. Major Findings and Conclusions of the Program Review

The enrollment in Developmental English courses (098) is at 22, higher than the Conference on College Composition and Communication (CCCC) recommended maximum of 15.

The department should consider prohibiting undergraduate students from concurrently declaring a major and a minor in English.

There appears to be relatively little cohesiveness or bonding among undergraduate majors. One way to address this would be for faculty to work with undergraduate student leaders to begin the process of applying for a chapter of Sigma Tau Delta, the English Honor Society, and of creating a more inclusive English Club for undergraduate students majoring or minoring in English.

The Department of English as a whole is committed to assessment, and the Core Writing Program has done stellar work in assessment. The department should consider instituting a portfolio assessment of undergraduate students.

The Department of English enjoys a collegial, supportive culture--a model for other English departments.

The publication record of English faculty is what is expected from a department that offers a doctoral degree, and faculty generally have been publishing monographs with respected presses

and articles in prestigious peer-reviewed journals. Identifying these and other expectations of faculty for evaluation, promotion and tenure purposes was advised.

The department as a whole, under the leadership of the chair, should continue its consideration of its past, present, and future and should focus first on those issues and concerns that are crucial in determining its values and priorities.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>283</u>
---------	------------

B. Number of graduates from the program for the following years:

2005-06	<u>66</u>
2006-07	<u>67</u>
2007-08	<u>76</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>3969</u>
-----------	-------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Arts , English*

I. Description of Program Reviewed

The M.A. in English program is designed for students who plan to continue work toward the Ph.D., for potential community college teachers, for individuals who want to acquire overall background in the study of language and literature, and for those interested in writing and editing careers. Four specializations are offered within the degree program: literature, writing, language, and literature and environment. Both thesis (Plan A) and nonthesis (Plan B) options are available.

II. Review Process and Criteria

A self-study document for all degree programs in English was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on March 13-14, 2008

III. Major Findings and Conclusions of the Program Review

The unusual enrollment mix in 600-level courses, including both Graduate Special students and Ph.D. students, is problematic.

There are some "holes" in the graduate curriculum due to vacant positions or lack of faculty specialists in an area.

The Department of English as a whole is committed to assessment. Assessment is also "organic" and continuous in the graduate program.

The department should continue to review the criteria for enrollment in both 600-level and 700-level courses to assure that students enrolled have similar expectations and background.

The Department of English enjoys a collegial, supportive culture--a model for other English departments.

The publication record of English faculty is what is expected from a department that offers a doctoral degree, and faculty generally have been publishing monographs with respected presses and articles in prestigious peer-reviewed journals. Identifying these and other expectations of faculty for evaluation, promotion and tenure purposes was advised.

The department as a whole, under the leadership of the chair, should continue its consideration of its past, present, and future. It should focus first on those issues and concerns that are crucial in determining its values and priorities.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>36</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>7</u>
2006-07	<u>13</u>
2007-08	<u>11</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>181</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Arts in Teaching English (M.A.T.E) , English*

I. Description of Program Reviewed

The M.A.T.E. program is designed primarily for elementary and secondary teachers of literature, language, and writing. It offers two specializations, one in literature and one in writing. Both thesis (Plan A) and nonthesis (Plan B) options are available.

II. Review Process and Criteria

A self-study document was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on March 13-14, 2008

III. Major Findings and Conclusions of the Program Review

The unusual enrollment mix in 600-level courses, including both Graduate Special students and Ph.D. students, is problematic. The department should continue to review the criteria for enrollment in both 600-level and 700-level courses to assure that students enrolled have similar expectations and background.

There are some "holes" in the graduate curriculum due to vacant positions or lack of faculty specialists in an area.

A proposed Master of Fine Arts in creative writing should attract many strong students and should be pursued.

The department should continue to explore discontinuing the M.A.T.E. as a separate degree program, providing support to public school teachers of English through the M.A. program.

The Department of English enjoys a collegial, supportive culture--a model for other English departments.

The publication record of English faculty is what is expected from a department that offers a doctoral degree, and faculty generally have been publishing monographs with respected presses and articles in prestigious peer-reviewed journals. Identifying these and other expectations of faculty for evaluation, promotion and tenure purposes was advised.

The department as a whole, under the leadership of the chair, should continue its consideration of its past, present, and future. It should focus first on those issues and concerns that are crucial in determining its values and priorities.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>1</u>
---------	----------

B. Number of graduates from the program for the following years:

2005-06	<u>2</u>
2006-07	<u>1</u>
2007-08	<u>1</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>181</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Doctor of Philosophy , English*

I. Description of Program Reviewed

The Ph.D. in English program is designed for students preparing to be teachers and scholars at universities and community colleges. Three specializations are offered within this selective degree program: literature, rhetoric and composition, and literature and environment. Students complete comprehensive examinations in their field of specialization and pursue original research resulting in a dissertation of publishable quality.

II. Review Process and Criteria

A self-study document for all degree programs in English was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on March 13-14, 2008.

III. Major Findings and Conclusions of the Program Review

The unusual enrollment mix in 600-level courses, including both Graduate Special students and Ph.D. students, is problematic. The department should continue to review these courses to assure students enrolled have similar expectations and background.

There are some "holes" in the graduate curriculum due to vacant positions or lack of faculty specialists in an area.

Advanced Ph.D. students have few attractive opportunities to teach upper-division courses as they are limited to summer session or as an overload during regular term. The department should review opportunities for advanced Ph.D. students to teach these courses and create an open and systematic approach to providing these opportunities.

The Department of English enjoys a collegial, supportive culture--a model for other English departments.

The publication record of English faculty is what is expected from a department that offers a doctoral degree, and faculty generally have been publishing monographs with respected presses and articles in prestigious peer-reviewed journals. Identifying these and other expectations of faculty for evaluation, promotion and tenure purposes was advised.

The department as a whole, under the leadership of the chair, should continue its consideration of its past, present, and future. It should focus first on those issues and concerns that are crucial in determining its values and priorities.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>38</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>7</u>
2006-07	<u>1</u>
2007-08	<u>3</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>181</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Science , Environmental and Resource Economics*

I. Description of Program Reviewed

The Department of Resource Economics is situated within the College of Agriculture, Biotechnology and Natural Resources. In addition to two Bachelor of Science degree programs and a master's degree program in Resource and Applied Economics, there is a Ph.D. program in Resource Economics. The B.S. program in Environmental and Resource Economics seeks to educate students on balancing social and economic goals with environmental quality and sustainability goals. It prepares students for a career as a policy analyst in government agencies, agricultural and environmental industry, or environmental consulting organizations.

II. Review Process and Criteria

In coordination with the College of Agriculture, Biotechnology and Natural Resources (CABNR), the U.S. Department of Agriculture (USDA) Cooperative State Research, Education and Extension Service (CREES) led and conducted this review. A self-study document for all degree programs in Resource Economics was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and four reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on May 11-14, 2008.

III. Major Findings and Conclusions of the Program Review

Students appreciate the high quality of faculty, high levels of student access to them, low student-to-faculty ratio that they believe enhances their learning, the real world experiences that faculty bring to the classroom, and the engagement in research projects that complement the classroom experience.

The department's offering of statistics is generally viewed positively, with current offerings viewed as "in equilibrium" across the University.

The undergraduate student enrollment is low resulting in low class enrollments. The department recognizes the problem and has already taken action to redesign its majors to better align programs with student interests.

Students in the undergraduate programs have variable competencies in mathematics. The 400-600 level courses create issues for both undergraduate and graduate students.

The department needs to work with the College's new undergraduate recruitment efforts and develop long-term strategies to recruit and retain students in both undergraduate programs. Any recruitment activities developed should not fall to only a few faculty members.

There is strong interest among stakeholders in the state to offer internships for students which represents a major opportunity for the benefit of students.

The department should work with the Office of International Students and Scholars to increase international study opportunities which not only enhances learning but can effectively be used to recruit students.

Recruiting students from the honors program for the new Environmental and Resource Economics program would build a base of high-quality students with interests in natural resource economics. This opportunity could provide a pipeline for talented undergraduates into the M.S. program.

Opportunities for collaboration with other departments should be explored as a method of continuing to offer the needed courses while also reducing teaching loads.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>18</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>2</u>
2006-07	<u>3</u>
2007-08	<u>1</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>87</u>
-----------	-----------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Science , Environmental Sciences*

I. Description of Program Reviewed

The Environmental Sciences (ES) interdisciplinary graduate program was established in 1994. The program has two tracks: environmental processes (with an emphasis on biochemical and cellular toxicology) and environmental health. (with an emphasis on analytical chemistry.) ES programmatic emphasis is chemical fate and transport, as well as how these chemicals affect humans, plants, and animals. The program prepares graduates to recognize environmental hazards, to protect human health, and to improve environmental quality.

An interdisciplinary minor in Environmental Sciences which addresses problems of the environment and of natural resource and energy use is also offered.

II. Review Process and Criteria

A self-study document was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and two reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on March 31-April 1, 2008.

III. Major Findings and Conclusions of the Program Review

Both programs offered are very positive. The few weaknesses can be easily addressed.

The flexibility in curriculum is well-suited to the dynamic nature of the environmental issues faculty are studying and sponsors are funding. Efforts should be made to maintain and promote the flexibility.

Students are able to put together a course of study that provides them with a strong foundation in science and supports their research and career interests. Upon program completion, students easily obtain positions.

Faculty are committed to involving graduate students in their research.

The program should make its web site more student centered and should also consider creating a student handbook.

The core course listing lacks interdisciplinary content especially in ecology and social science. In addition, the two tracks are probably limiting applications to the program. The program should consider developing a new interdisciplinary core and highlighting the research of faculty

as an alternative to the tracks.

There is a limited number of 700 level courses available.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>9</u>
---------	----------

B. Number of graduates from the program for the following years:

2005-06	<u>1</u>
2006-07	<u>6</u>
2007-08	<u>2</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>0*</u>
-----------	-----------

*Interdisciplinary program. All courses are offered by other departments.

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Doctor of Philosophy , Environmental Sciences*

I. Description of Program Reviewed

The Environmental Sciences (ES) interdisciplinary graduate program was established in 1994. The program offers M.S. and Ph.D. degrees in two disciplinary tracks: environmental processes (with an emphasis on analytical chemistry), and environmental health (with an emphasis on biochemical and cellular toxicology). ES programmatic emphasis is chemical fate and transport, as well as how these chemicals affect humans, plants, and animals. The program prepares graduates to recognize environmental hazards, to protect human health, and to improve environmental quality. ES provides access to doctoral students for faculty in departments and research units in which no Ph.D. program is available, for example: the Department of Natural Resources and Environmental Science, the Department of Nutrition, the School of Public Health, the Department of Animal Biotechnology and the Desert Research Institute.

II. Review Process and Criteria

A self-study document was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and two reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on March 31-April 1, 2008.

III. Major Findings and Conclusions of the Program Review

Both programs offered are very positive. The few weaknesses can be easily addressed.

The flexibility in curriculum is well-suited to the dynamic nature of the environmental issues faculty are studying and sponsors are funding. Efforts should be made to maintain and promote the flexibility.

Students are able to put together a course of study that provides them with a strong foundation in science and supports their research and career interests. Upon program completion, students easily obtain positions.

Faculty are committed to involving graduate students in their research.

The program should make its web site more student centered and should also consider creating a student handbook.

The core course listing lacks interdisciplinary content especially in ecology and social science. In addition, the two tracks are probably limiting applications to the program. The program should consider developing a new interdisciplinary core and highlighting the research of faculty as an alternative to the tracks.

There are a limited number of 700 level courses available.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>12</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>0</u>
2006-07	<u>2</u>
2007-08	<u>2</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>0*</u>
-----------	-----------

*Interdisciplinary program. All courses are offered by other departments.

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Science , Geological Engineering*

I. Description of Program Reviewed

A truly interdisciplinary degree program, geological engineering applies physics, chemistry, meteorology, hydrology, biology, geology and engineering science to understanding Environment Earth, recognizing and coping with environmental hazards, exploiting natural resources while preserving the environment, and exploring Earth's context in the solar system. The primary goal of the geological engineering program is to produce a professional who is uniquely skilled in solving problems in multiple technical disciplines. The objectives of the program are that upon completion of the degree requirements graduates will (1) effectively demonstrate the application of design principles in a variety of real-life situations; (2) demonstrate a solid foundation of fundamental principles, both theoretical and practical, of mathematics, science and engineering; (3) demonstrate knowledge of the larger context of engineering applications, including global, environmental, societal, and legal issues and will be able to effectively communicate these concepts; and (4) demonstrate proficiency in visualizing problems in three dimensional space, geomechanics, and in applying geologic principles to solve problems related to the human interface with Earth.

II. Review Process and Criteria

A self-study document for all degree programs in Geological Sciences and Engineering was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and four reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on January 31-February 1, 2008.

III. Major Findings and Conclusions of the Program Review

The department remains a vibrant engine of research and education, with an excellent faculty and highly motivated students.

There are signs that the department needs preventative maintenance if it is to avoid losing its hard-won international stature.

Findings of the review committee include (1) student enrollments in the department are increasing at an unprecedented pace; (2) half of the faculty are likely to retire in a decade or so; (3) there is no clear business plan to enable growth; and (4) the precise role of the Mackay School of Earth Sciences and Engineering (MSESE) in promoting the departments' programs seems unclear to the department and campus leadership.

The breadth and diversity of scholarship in the department and its partner units at UNR are regarded by the committee as the single greatest strength of the MSESE.

The department's strategic plan developed in 2003-2004 has made uneven progress over the last five years. The committee recommends there be a post-mortem evaluation of the outcomes of the review before embarking on a comprehensive review. The educational experience could be improved substantially with only modest restructuring.

At the undergraduate level, the large number of undergraduate major programs ensures low enrollments in each and adds to the teaching loads of faculty. Undergraduate programs need to be more structured and streamlined.

Faculty educational aspirations needs to be determined in order to plan the smallest number of formal subjects that are necessary to deliver the material using the most efficient and effective pedagogies. The committee does not want to map existing subjects into a new curriculum, but to establish the educational goals first and then distribute closely related goals into thematic packages that will be defined as new subjects leading to a more streamlined curriculum.

Faculty who responsible for the geological engineering program have an excellent head start on curricular planning thanks to its Accreditation Board for Engineering and Technology (ABET) requirements, and their efforts may serve as a useful guide for other parts of the department.

The department needs to define the desired outcomes of the undergraduate educational program and distribute these outcomes into specific subjects in order to produce a valuable by-product: a set of goals for each subject that forms the basis for meaningful assessment of the efficacy of each subject.

Although the department is currently involved in an assessment process, more effective well-established assessment tools need to be designed with aggressive mentoring from the college.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>52</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>4</u>
2006-07	<u>6</u>
2007-08	<u>6</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>814</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Science , Geological Engineering*

I. Description of Program Reviewed

Students may enter the M.S. in Geological Engineering program with undergraduate degrees in geology, engineering or related fields. Specialized classes can be taken in geological sciences, geological engineering, hydrogeology, geophysics and civil and mining engineering. A cooperative geotechnical program exists with the civil engineering department. Most students complete thesis work in rock slope instability processes, rock mass characterization and design, geostatistics, remote sensing, computer modeling of rock deformation, rock fracture mechanics, geomechanics, planetary geomechanics and waste containment. A non-thesis option is available in particular cases for professionals to strengthen their background in geological engineering.

II. Review Process and Criteria

A self-study document for all degree programs in Geological Sciences and Engineering was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and four reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on January 31-February 1, 2008.

III. Major Findings and Conclusions of the Program Review

The department remains a vibrant engine of research and education, with an excellent faculty and highly motivated students.

Findings of the review committee include the following: (1) student enrollments in the department's undergraduate and graduate programs are increasing at an unprecedented pace; (2) half of the faculty are likely to retire in a decade or so; (3) there is no clear business plan to enable growth; and (4) the precise role of the Mackay School of Earth Sciences and Engineering (MSESE) in promoting the department's programs seems unclear to the department and campus leadership.

The breadth and diversity of scholarship in the department and its partner units at UNR are regarded by the committee as the single greatest strength of the MSESE.

At the graduate level there is suprisingly little community among students of different advisors. There is also little shared oversight of the graduate program by the faculty, with each advisor independently designing the graduate educational program for each student.

Graduate students expressed consternation regarding the comprehensive exam process and the unavailability of adequate subject offerings at the graduate level, despite the fact that a substantial number of subjects are required for advanced degrees.

Faculty who responsible for the geological engineering program have an excellent head start on curricular planning thanks to its Accreditation Board for Engineering and Technology (ABET) requirements. These efforts may serve as a useful guide for other subject areas of the department.

The entire faculty need to take collective ownership of the education of its graduate students. New students need to meet with an assigned advisor from day one as well as a specially designed committee who are more attuned to the student's research interests.

Graduate students left the committee with impression that the department is really a confederation of excellent research programs and not an integrated whole. The department should begin to address this and should not neglect internal opportunities for collaborative research.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>5</u>
---------	----------

B. Number of graduates from the program for the following years:

2005-06	<u>7</u>
2006-07	<u>2</u>
2007-08	<u>1</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>198</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Science , Geology*

I. Description of Program Reviewed

The B.S. in Geology is an interdisciplinary science program that integrates a range of fields including geology, physics, chemistry, biology, mathematics with modern technologies in the study of Earth's processes, environments and history. By selecting specific options, students focus study in economic geology, urban geology or a custom geology option that allows them to design a curriculum to meet their specific career goals. All three options also provide rigorous background for graduate level studies.

II. Review Process and Criteria

A self-study document for all degree programs in Geological Sciences and Engineering was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and four reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on January 31-February 1, 2008.

III. Major Findings and Conclusions of the Program Review

The department remains a vibrant engine of research and education, with an excellent faculty and highly motivated students.

Findings of the review committee include the following: (1) student enrollments in the department's undergraduate and graduate programs are increasing at an unprecedented pace; (2) half of the faculty are likely to retire in a decade or so; (3) there is no clear business plan to enable growth; and (4) the precise role of the Mackay School of Earth Sciences and Engineering (MSESE) in promoting the departments' programs seems unclear to the department and campus leadership.

The breadth and diversity of scholarship in the department and its partner units at UNR are regarded by the committee as the single greatest strength of the MSESE.

At the undergraduate level, the large number of undergraduate major programs ensures low enrollments in each and adds to the teaching loads of faculty.

Faculty educational aspirations for students needs to be determined in order to plan the smallest number of formal subjects that are necessary to deliver the material using the most efficient and effective pedagogies. The faculty should establish the educational goals first and

then distribute closely related goals into thematic packages that will be defined as new subjects leading to a more streamlined curriculum.

The department needs to define the desired outcomes of its undergraduate educational programs and distribute these outcomes into specific subjects in order to produce a valuable by-product: a set of goals for each subject that forms the basis for meaningful assessment of the efficacy of each subject.

Although the department is currently involved in an assessment process, more effective well-established assessment tools need to be designed with aggressive mentoring from the college.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>46</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>3</u>
2006-07	<u>4</u>
2007-08	<u>5</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>814</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Science , Geology*

I. Description of Program Reviewed

The M.S. and Ph.D. Geology programs allow students to design a specialized course of study and research emphasis for their academic or career goals.

II. Review Process and Criteria

A self-study document for all degree programs in Geological Sciences and Engineering was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and four reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on January 31-February 1, 2008.

III. Major Findings and Conclusions of the Program Review

The department remains a vibrant engine of research and education, with an excellent faculty and highly motivated students.

There are signs that the department needs preventative maintenance if it is to avoid losing its hard-won international stature.

Findings of the review committee include the following: (1) student enrollments in the department's undergraduate and graduate programs are increasing at an unprecedented pace; (2) half of the faculty are likely to retire in a decade or so; (3) there is no clear business plan to enable growth; and (4) the precise role of the Mackay School of Earth Sciences and Engineering (MSESE) in promoting the department's programs seems unclear to the department and campus leadership.

The breadth and diversity of scholarship in the department and its partner units at UNR are regarded by the committee as the single greatest strength of the MSESE.

At the graduate level there is suprisingly little community among students of different advisors. There is also little shared oversight of the graduate program by the faculty, with each advisor independently designing the graduate educational program for each student.

Graduate students expressed consternation regarding the comprehensive exam process and the unavailability of adequate subject offerings at the graduate level, despite the fact that a substantial number of subjects are required for advanced degrees.

The entire faculty need to take collective ownership of the education of its graduate students. New students need to meet with an assigned advisor from day one as well as a specially designed committee who are more attuned to the student's research interests.

Graduate students left the committee with impression that the department is really a confederation of excellent research programs and not an integrated whole. The department should begin to address this and should not neglect internal opportunities for collaborative research.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>25</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>5</u>
2006-07	<u>8</u>
2007-08	<u>3</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>198</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Doctor of Philosophy , Geology*

I. Description of Program Reviewed

The M.S. and Ph.D. Geology programs allow students to design a specialized course of study and research emphasis for their academic or career goals.

II. Review Process and Criteria

A self-study document for all degree programs in Geological Sciences and Engineering was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and four reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on January 31-February 1, 2008.

III. Major Findings and Conclusions of the Program Review

The department remains a vibrant engine of research and education, with an excellent faculty and highly motivated students.

Findings of the review committee include the following: (1) student enrollments in the department's undergraduate and graduate programs are increasing at an unprecedented pace; (2) half of the faculty are likely to retire in a decade or so; (3) there is no clear business plan to enable growth; and (4) the precise role of the Mackay School of Earth Sciences and Engineering (MSESE) in promoting the department's programs seems unclear to the department and campus leadership.

The breadth and diversity of scholarship in the department and its partner units at UNR are regarded by the committee as the single greatest strength of the MSESE.

At the graduate level there is surprisingly little community among students of different advisors. There is also little shared oversight of the graduate program by the faculty, with each advisor independently designing the graduate educational program for each student.

Graduate students expressed consternation regarding the comprehensive exam process and the unavailability of adequate subject offerings at the graduate level, despite the fact that a substantial number of subjects are required for advanced degrees.

The entire faculty need to take collective ownership of the education of its graduate students. New students need to meet with an assigned advisor from day one as well as a specially designed committee who are more attuned to the student's research interests.

It is recommended that a more clear and defined timeline for the comprehensive examination for Ph.D. students be developed, and more frequent compulsory thesis committee meetings for students after the examination in order to monitor progress toward completion of the degree.

Graduate students left the committee with the impression that the department is really a confederation of excellent research programs and not an integrated whole. The department should begin to address this and should not neglect internal opportunities for collaborative research.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>15</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>1</u>
2006-07	<u>1</u>
2007-08	<u>0</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>198</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Science , Geophysics*

I. Description of Program Reviewed

The B.S. in Geophysics builds a broad and rigorous multidisciplinary foundation that prepares students for the successful pursuit of an advanced degree or a technical career. Beyond the traditional core knowledge in geology, geophysics, chemistry, physics, mathematics and engineering science, students will gain experience in the integrated application of geologic observations and geophysical measurements (gravity, magnetic, seismic, electromagnetic, remote-sensing and GPS) to the analysis of earth science and related engineering problems using current, industry-standard computational and GIS tools. Although geophysics graduates commonly pursue advanced earth sciences degrees, many are employed directly by government agencies and private industry in fields such as resource exploration, environmental monitoring, geographic information systems and land management, geotechnical engineering or natural hazard assessment.

II. Review Process and Criteria

A self-study document for all degree programs in Geological Sciences and Engineering was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and four reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on January 31-February 1, 2008.

III. Major Findings and Conclusions of the Program Review

The department remains a vibrant engine of research and education, with an excellent faculty and highly motivated students.

Findings of the review committee include the following: (1) student enrollments in the department's undergraduate and graduate programs are increasing at an unprecedented pace; (2) half of the faculty are likely to retire in a decade or so; (3) there is no clear business plan to enable growth; and (4) the precise role of the Mackay School of Earth Sciences and Engineering (MSESE) in promoting the departments' programs seems unclear to the department and campus leadership.

The breadth and diversity of scholarship in the department and its partner units at UNR are regarded by the committee as the single greatest strength of the MSESE.

At the undergraduate level, the large number of undergraduate major programs ensures low enrollments in each and adds to the teaching loads of faculty.

Faculty educational aspirations for students needs to be determined in order to plan for the smallest number of formal subjects that are necessary to deliver the material using the most efficient and effective pedagogies. The faculty should establish the educational goals first and then distribute closely related goals into thematic packages that will be defined as new subjects leading to a more streamlined curriculum.

The department needs to define the desired outcomes of its undergraduate educational program and distribute these outcomes into specific subjects in order to produce a valuable byproduct: a set of goals for each subject that forms the basis for meaningful assessment of the efficacy of each subject.

Although the department is currently involved in an assessment process, more effective well-established assessment tools need to be designed with aggressive mentoring from the college.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>46</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>3</u>
2006-07	<u>4</u>
2007-08	<u>5</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>814</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Science , Geophysics*

I. Description of Program Reviewed

The M.S. and Ph.D. in Geophysics include theoretical, experimental and applied research in seismology, geophysical exploration, environmental methods, paleomagnetism, rock magnetism, and remote sensing. Students pursue research projects around the globe as well as in Nevada's unique and accessible terrain.

II. Review Process and Criteria

A self-study document for all degree programs in Geological Sciences and Engineering was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and four reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on January 31-February 1, 2008.

III. Major Findings and Conclusions of the Program Review

The department remains a vibrant engine of research and education, with an excellent faculty and highly motivated students.

Findings of the review committee include the following: (1) student enrollments in the department's undergraduate and graduate are increasing at an unprecedented pace; (2) half of the faculty are likely to retire in a decade or so; (3) there is no clear business plan to enable growth; and (4) the precise role of the Mackay School of Earth Sciences and Engineering (MSESE) in promoting the department's programs seems unclear to the department and campus leadership.

The breadth and diversity of scholarship in the department and its partner units at UNR are regarded by the committee as the single greatest strength of the MSESE.

At the graduate level there is surprisingly little community among students of different advisors. There is also little shared oversight of the graduate program by the faculty, with each advisor independently designing the graduate educational program for each student.

Graduate students expressed consternation regarding the comprehensive exam process and the unavailability of adequate subject offerings at the graduate level, despite the fact that a substantial number of subjects are required for advanced degrees.

The entire faculty need to take collective ownership of the education of its graduate students. New students need to meet with an assigned advisor from day one as well as a specially designed committee who are more attuned to the student's research interests.

Graduate students left the committee with impression that the department is really a confederation of excellent research programs and not an integrated whole. The department should begin to address this and should not neglect internal opportunities for collaborative research.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>6</u>
---------	----------

B. Number of graduates from the program for the following years:

2005-06	<u>0</u>
2006-07	<u>1</u>
2007-08	<u>1</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>198</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Doctor of Philosophy , Geophysics*

I. Description of Program Reviewed

The M.S. and Ph.D. in Geophysics include theoretical, experimental, and applied research in seismology, geophysical exploration, environmental methods, paleomagnetism, rock magnetism, and remote sensing. Students pursue research projects around the globe as well as in Nevada's unique and accessible terrain.

II. Review Process and Criteria

A self-study document for all degree programs in Geological Sciences and Engineering was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and four reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on January 31-February 1, 2008.

III. Major Findings and Conclusions of the Program Review

The department remains a vibrant engine of research and education, with an excellent faculty and highly motivated students.

Findings of the review committee include the following: (1) student enrollments in the department's undergraduate and graduate programs are increasing at an unprecedented pace; (2) half of the faculty are likely to retire in a decade or so; (3) there is no clear business plan to enable growth; and (4) the precise role of the Mackay School of Earth Sciences and Engineering (MSESE) in promoting the department's programs seems unclear to the department and campus leadership.

The breadth and diversity of scholarship in the department and its partner units at UNR are regarded by the committee as the single greatest strength of the MSESE.

At the graduate level there is surprisingly little community among students of different advisors. There is also little shared oversight of the graduate program by the faculty, with each advisor independently designing the graduate educational program for each student.

Graduate students expressed consternation regarding the comprehensive exam process and the unavailability of adequate subject offerings at the graduate level, despite the fact that a substantial number of subjects are required for advanced degrees.

The entire faculty need to take collective ownership of the education of its graduate students. New students need to meet with an assigned advisor from day one as well as a specially designed committee who are more attuned to the student's research interests.

Graduate students left the committee with impression that the department is really a confederation of excellent research programs and not an integrated whole. The department should begin to address this and should not neglect internal opportunities for collaborative research.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>1</u>
---------	----------

B. Number of graduates from the program for the following years:

2005-06	<u>1</u>
2006-07	<u>2</u>
2007-08	<u>1</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>198</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Arts , History*

I. Description of Program reviewed

Teaching is the central mission of the Department of History. The department offers a wide range of courses in African, Asian, American, European and Latin American history designed to promote critical thinking, analytical writing and verbal skills. With the history major, the department also seeks to train future educators and historians who will teach and conduct research at the secondary and university levels. The history minor is consciously focused so that non-history majors might teach some aspect of history or social studies in a K-12 program.

The History Department offers courses that are either required by or important to other degree programs and majors: Anthropology, Education, English, Ethnic Studies, International Studies, Museum Studies, Political Science, Religious Studies, and Women's Studies among others.

The program requires a senior thesis.

II. Review Process and Criteria

A self-study document for all degree programs was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and two reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on January 28-29, 2008.

III. Major Findings and Conclusions of the Program Review

The undergraduate program has become a model that deserves to be praised and publicized.

Members of the department have invested substantial time and energy in designing, refining and assessing the undergraduate curriculum. Mechanisms have been put in place to assess whether students are really learning the various skills that courses are supposed to be teaching.

The department is deeply concerned about what a history education should deliver to its majors and to all its students.

Department members take great care in constructing courses that train students to think and write.

The cornerstone of the major is History 300, "Historical Research & Writing" which provides students with the orientation they need to study history. In mandating a thesis and in

committing the necessary resources, the Department of History has set the bar very high for its students and its faculty. Anecdotal evidence suggests how valuable the students find the experience and how intellectually empowering they consider the completion of the task.

The commitment to History 300, 499, and senior theses is not without its curricular costs. Tying faculty to these courses and to this advising means they can't offer other courses. In a department as small as that at UNR, that leaves some significant holes in what courses actually get taught.

Department faculty are committed to the "Core" and to the intellectual value of its interdisciplinary reach. Staffing sections in the Core provides vital experience and funding for graduate students in the program. However, it is burdensome to rotate nine faculty members to these courses each year and these obligations subtract from the number and range of history courses that are offered.

The absence of world history points to some notable gaps in the department's offerings and in the department faculty's fields of specialization. With the addition of an Africanist, the department added a new continent to its course list. Nonetheless, it still lacks experts in many areas of growing importance such as the Middle East and South and Southeast Asia.

The culture within the department suggests that it has the capacity to discuss and develop creative and imaginative solutions to broaden its faculty and reconfigure its course offerings.

Members of the department express concern about growing class sizes. Incremental increases in enrollment translate to an upward creep in workload. The rising number of students poses a challenge to the quality of the department's undergraduate program.

The department has been able to provide a base of research funding for its faculty through the Noble endowment. Grants from various units in the university have been very generous to junior faculty.

A minor restructuring of the Humanities Core with larger lectures would allow existing faculty to devote more time to developing the history department. Some equally minor adjustments to some undergraduate class sizes would allow the department to develop as part of a growing university with a strengthened and broadened MA program.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>136</u>
---------	------------

B. Number of graduates from the program for the following years:

2005-06	<u>22</u>
---------	-----------

2006-07	<u>27</u>
2007-08	<u>25</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>1039</u>
-----------	-------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Arts , History*

I. Description of Program Reviewed

The Master of Arts in History offers the student understanding in the scholarly discipline of history through the expansion of historical knowledge, the comprehension of historiography, and the practice of critical inquiry. Framing the questions that define particular scholarly debates underlies critical analysis of primary and secondary sources. Students gain exposure to these questions in course work and demonstrate their familiarity with them in comprehensive examinations. In the thesis, they display awareness of the scope and challenges of historical research. They define what questions can and cannot be addressed with a limited body of sources. They situate their research and analysis in the historiography of a field. Ultimately, they discuss their work at a final thesis colloquium.

II. Review Process and Criteria

A self-study document for all degree programs was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources and future plans. A list of external reviewers was recommended by the department, and two reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on January 28-29, 2008.

III. Major Findings and Conclusions of the Program Review

Members of the department have invested substantial time and energy in designing, refining and assessing the curriculum. Mechanisms have been put in place to assess whether students are really learning the various skills that courses are supposed to be teaching.

The department is deeply concerned about what a history education should deliver to its majors and to all its students.

Department members take great care in constructing courses that train students to think and write.

The absence of world history points to some notable gaps in the department's offerings and in the department faculty's fields of specialization. With the addition of an Africanist, the department added a new continent to its course list. Nonetheless, it still lacks experts in many areas of growing importance such as the Middle East and South and Southeast Asia.

The "culture" within the department suggests that it has the capacity to discuss and develop creative and imaginative solutions to broaden its faculty and reconfigure its course offerings.

The department has been able to provide a base of research funding for its faculty through the Noble endowment. Grants from various units in the university have been very generous to junior faculty.

Staffing sections in the core curriculum provides vital experience and funding for graduate students in the program. However, it is burdensome to rotate nine faculty members to these courses each year and these obligations subtract from the number and range of history courses that are offered.

Topping the list of the graduate program's strengths is the department's faculty whose ranks are filled with productive scholars and exceptionally dedicated mentors. The faculty remain active scholars, while some are, or are on the verge of becoming, renowned in their fields.

Faculty members are committed to their graduate students.

There is a scarcity of 700-level seminars, which are much preferred to the joint undergraduate-graduate courses that are far more common and far less intellectually appealing. A related criticism was the lack of fellow graduate students with shared interests who could provide the critical mass for grad-only seminars and create a richer and deeper intellectual community. This seems a particularly acute problem for students outside of western and environmental history, the fields in which the vast majority of doctoral candidates cluster.

Training successful M.A. students is a strength of the graduate program. The master's degree attracts students with a wider range of interests and draws in the entire department. Members of the department embrace the broader opportunities for graduate teaching that the masters program opens up.

Selective and targeted growth in the size of the graduate program should be considered.

The department is building its strength in cultural history which can be the signature of an improved and expanded M.A. program.

History department faculty have the intellectual strength, diversity, ability and willingness to make the M.A. program into a stellar one, involving all the faculty and avoiding a two-tiered system with only a few faculty involved with the graduate program.

The graduate program and the department as a whole can be strengthened too by the addition of new partnerships and outreach efforts.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>21</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>2</u>
2006-07	<u>1</u>
2007-08	<u>4</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>62</u>
-----------	-----------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Arts in Teaching (M.A.T.) , History*

I. Description of Program Reviewed

The M.A.T. in History program is designed primarily for elementary and secondary teachers of history and social studies. The M.A.T. degree does not, however, lead to a Nevada public schools teaching certificate for grades K-12; such certification is available only through the College of Education. The M.A.T. program does not require a thesis.

II. Review Process and Criteria

A self-study document for all degree programs was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and two reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on January 28-29, 2008.

III. Major Findings and Conclusions of the Program Review

Members of the department have invested substantial time and energy in designing, refining, and assessing the curriculum. Mechanisms have been put in place to assess whether students are really learning the various skills that courses are supposed to be teaching.

The department is deeply concerned about what a history education should deliver to its majors and to all its students.

Department members take great care in constructing courses that train students to think and write.

The absence of world history points to some notable gaps in the department's offerings and in the department faculty's fields of specialization. With the addition of an Africanist, the department added a new continent to its course list. Nonetheless, it still lacks experts in many areas of growing importance such as the Middle East and South and Southeast Asia.

The culture within the department suggests that it has the capacity to discuss and develop creative and imaginative solutions to broaden its faculty and reconfigure its course offerings.

Across ranks, faculty members expressed satisfaction with the way the department operates.

The department has been able to provide a base of research funding for its faculty through the Noble endowment. Grants from various units in the university have been very generous to junior faculty.

Staffing sections in the core curriculum provides vital experience and funding for graduate students in the program. However, it is burdensome to rotate nine faculty members to these courses each year and these obligations subtract from the number and range of history courses that are offered.

Faculty members are committed to their graduate students. The department's faculty ranks are filled with productive scholarships and exceptionally dedicated mentors. The faculty remain active scholars, while some are, or are on the verge of becoming, renowned in their field.

There is a scarcity of 700-level seminars, which are much preferred to the joint undergraduate-graduate courses that are far more common and far less intellectually appealing. A related criticism was the lack of fellow graduate students with shared interests who could provide the critical mass for grad-only seminars and create a richer and deeper intellectual community. This seems a particularly acute problem for students outside of western and environmental history, the fields in which the vast majority of doctoral candidates cluster.

The program is off to a very good start and has the potential to grow into something more significant.

The graduate program, and the department as a whole, can be strengthened by the addition of new partnerships and outreach efforts.

Part of the excitement around the M.A.T. program owes to its synergies with the department's very successful collaboration with K-12 teachers through a series of Teaching American History grants (TAH). Department members relish the opportunity to instruct (and learn from) K-12 teachers, while the coordinator of the TAH program from Washoe County waxed effusively about the "awesome people," the display of "mutual respect" and the "total engagement" of the faculty (not only in the implementation of the grants but also in the writing of them). Working closely together, the department and its partner have achieved a remarkable record in obtaining these grants and have created a model for how history departments can serve their communities while also serving themselves.

A more systematic evaluation of information regarding the program's students is warranted. That analysis should include a careful study of admissions and outcomes--how students came into the program, how many completed it and how long it took them to receive their degrees, and what they have done following their education at UNR.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>2</u>
---------	----------

B. Number of graduates from the program for the following years:

2005-06	<u>2</u>
2006-07	<u>4</u>
2007-08	<u>1</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>62</u>
-----------	-----------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Doctor of Philosophy , History*

I. Description of Program Reviewed

Areas of major study (dissertation) for the Ph.D. in History include Nevada and the West, U.S. history, American Studies, cultural history, History of Science, History of Medicine, or selected fields in European history. Applicants to the Ph.D. program must hold the Master of Arts degree, in history or a closely related discipline, from an accredited college or university.

II. Review Process and Criteria

A self-study document for all degree programs was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and two reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on January 28-29, 2008.

III. Major Findings and Conclusions of the Program Review

Members of the department have invested substantial time and energy in designing, refining and assessing the curriculum. Mechanisms have been put in place to assess whether students are really learning the various skills that courses are supposed to be teaching.

The department is deeply concerned about what a history education should deliver to its majors and to all its students.

Department members take great care in constructing courses that train students to think and write.

The absence of world history points to some notable gaps in the department's offerings and in the department faculty's fields of specialization. With the addition of an Africanist, the department added a new continent to its course list. Nonetheless, it still lacks experts in many areas of growing importance such as the Middle East and South and Southeast Asia.

The culture within the department suggests that it has the capacity to discuss and develop creative and imaginative solutions to broaden its faculty and reconfigure its course offerings.

Across ranks, faculty members expressed satisfaction with the way the department operates.

The department has been able to provide a base of research funding for its faculty through the Noble endowment. Grants from various units in the university have been very generous to junior faculty.

Staffing sections in the core curriculum provides vital experience and funding for graduate students in the program. However, it is burdensome to rotate nine faculty members to these courses each year, and these obligations subtract from the number and range of history courses that are offered.

Topping the list of the graduate program's strengths is the department's faculty whose ranks are filled with productive scholars and exceptionally dedicated mentors. The faculty remain active scholars, while some are, or are on the verge of becoming, renowned in their fields.

Faculty members are committed to their graduate students.

There is a scarcity of 700-level seminars, which are much preferred to the joint undergraduate-graduate courses that are far more common and far less intellectually appealing. A related criticism was the lack of fellow graduate students with shared interests who could provide the critical mass for grad-only seminars and create a richer and deeper intellectual community. This seems a particularly acute problem for students outside of western and environmental history, the fields in which the vast majority of doctoral candidates cluster.

The graduate program, and the department as a whole, can be strengthened by the addition of new partnerships and outreach efforts.

Faculty members spoke in particular of their sense of responsibility to their doctoral students. This is no doubt why so many teach special reading courses (though these do not count toward fulfilling their teaching load) and why they spend so much time working to place their students. These mentoring relationships continue after students receive their Ph.D. degrees and throughout their careers.

Doctoral students praised the faculty in the department as “knowledgeable and current” in their command of historiography. Another singled out the “open door policy” that guaranteed him easy access to his professors. A third raved that his experiences in the department rated a “10 out of 10.”

There are some areas where the converging interests of a number of faculty (both within the department and across the university) might warrant the expansion of the doctoral program. Medical history, public history and Basque Studies would be candidates under this criterion.

The department has no dedicated graduate fellowships that enable students to do their research and writing free from the obligations of teaching. The four fellowships that exist are inadequate for an R1 institution. Limited library resources and impoverished foreign language training were also raised as bars that precluded expanding the doctoral program beyond its “home” in the American West.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08 6

B. Number of graduates from the program for the following years:

2005-06 0

2006-07 2

2007-08 1

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007 62

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Science , Hydrogeology*

I. Description of Program Reviewed

The B.S. in Hydrogeology serves three objectives: (1) to provide a sound foundation in physical, chemical, geological and quantitative sciences as a basis for understanding the hydrologic cycle and managing water resources; (2) to prepare students for entry-level professional careers in firms and agencies that address hydrologic, hydrogeologic and environmental geologic issues; and (3) to prepare students for graduate study in hydrologic sciences. Students in this program develop basic skills in math, chemistry and physics, as well as in geology and geological engineering.

II. Review Process and Criteria

A self-study document for all degree programs in Geological Sciences and Engineering was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and four reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on January 31-February 1, 2008.

III. Major Findings and Conclusions of the Program Review

The department remains a vibrant engine of research and education, with an excellent faculty and highly motivated students.

Findings of the review committee include the following: (1) student enrollments in the department's undergraduate and graduate programs are increasing at an unprecedented pace; (2) half of the faculty are likely to retire in a decade or so; (3) there is no clear business plan to enable growth; and (4) the precise role of the Mackay School of Earth Sciences and Engineering (MSESE) in promoting the department's programs seems unclear to the department and campus leadership.

The breadth and diversity of scholarship in the department and its partner units at UNR are regarded by the committee as the single greatest strength of the MSESE.

At the undergraduate level, the large number of undergraduate major programs ensures low enrollments in each and adds to the teaching loads of faculty.

Faculty educational aspirations for students need to be determined in order to plan for the smallest number of formal subjects that are necessary to deliver the material using the most efficient and effective pedagogies. The faculty should establish the educational goals first and then distribute closely related goals into thematic packages that will be defined as new subjects leading to a more streamlined curriculum.

The department needs to define the desired outcomes of its undergraduate educational program and distribute these outcomes into specific subjects in order to produce a valuable byproduct: a set of goals for each subject that forms the basis for meaningful assessment of the efficacy of each subject.

Although the department is currently involved in an assessment process, more effective well-established assessment tools need to be designed with aggressive mentoring from the college.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>10</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>3</u>
2006-07	<u>0</u>
2007-08	<u>2</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>814</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Arts , Journalism*

I. Description of Program Reviewed

The Reynolds School of Journalism offers an undergraduate and graduate program designed to teach students to think critically and to apply that thinking to the collection, organization and communication of information through the public media. The B.A. in Journalism consists of four sequences students may choose from in order to prepare them for their desired specializations. They include advertising, electronic media, print journalism and public relations, plus a non-sequence option. Programs at the Reynolds School of Journalism are designed to get students thinking about journalistic practices in the 21st Century – what methods are working well and what traditional ideas may deserve another look.

II. Review Process and Criteria

In coordination with the Reynolds School of Journalism (RSJ), the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) led and conducted this re-accreditation review. A self-study document for the Reynolds School of Journalism was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed ACEJMC guidelines with the goal of presenting a candid and balanced view of the unit's strengths and weaknesses and providing a systematic analysis of the school's compliance with the accrediting standards. A list of external reviewers was recommended by the executive director of ACEJMC, and four reviewers were invited to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on February 10-13, 2008.

III. Major Findings and Conclusions of the Program Review

The curriculum achieves a balance between lab-based skills classes and theoretical coursework.

Students report satisfaction with the curriculum and generally feel prepared for media positions. Access to full-time faculty is impressive, and students reported general satisfaction with access to labs and equipment.

The committee found several areas of concern in the core curriculum including: (1) substantial disparity in assigned class time; (2) implementation of the Media Production course lacks consistency; (3) grading standards differ from section to section within the same course; (4) syllabi for numerous sections were not available; and (5) inconsistent learning objectives across courses.

Students report that the advising efforts, delivery of classes, administration of internships and all of the everyday activities of journalism education have continued uninterrupted throughout the School's recent series of tragedies and misfortunes.

The advertising curriculum consists of fairly traditional courses. Currently the curriculum seems to be providing students with the foundations of an advertising education; however faculty recognize the need to expand course offerings and student opportunities with an Independent Media Center (IMC) Network model, yet are hindered by limited teaching resources.

The electronic media concentration includes three upper division courses. Students report technical skills are emphasized in the first two classes to such an extent that they say they do not get substantial broadcast writing and reporting until the final production class.

Overall, the print journalism sequence provides a solid, broad foundation and continues to evolve as digital media becomes a more critical element of the curriculum. However, the sequence lacks any kind of true capstone experience and has no regular advanced writing alternatives other than an elective magazine writing course.

In the public relations curriculum there is a need for writing and research courses, but there has been hesitancy to revise or add to the curriculum while the public relations faculty line remains unfilled. Many of the courses are currently taught by adjunct professors with students reporting quality teaching and an appreciation for the real world applications brought to these classroom by these professionals.

The non-sequence program is designed for students who want to study across sequences. Some faculty have indicated that students often select this option to avoid more rigorous coursework or to speed up graduation.

The professional internship program is robust, and the school is very diligent about getting information about the required internships to students and connecting them to media organizations.

The school needs to develop a formal and thorough program for assessment of student learning.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>236</u>
---------	------------

B. Number of graduates from the program for the following years:

2005-06	<u>107</u>
2006-07	<u>86</u>
2007-08	<u>97</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>1013</u>
-----------	-------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Arts , Journalism*

I. Description of Program Reviewed

The M.A. in Journalism program is designed to meet the needs of students with diverse academic and professional backgrounds and interests. Through the curriculum, students learn research skills and develop journalistic competence. They also gain a foundation in critical thinking and an understanding of evolving media technologies. In addition to a general course of media study, students can develop an emphasis in a wide variety of topics, including digital media, environmental journalism and media management. Advisers work closely with students to develop programs of study that will best serve students' post-graduation goals.

II. Review Process and Criteria

In coordination with the Reynolds School of Journalism (RSJ), the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) led and conducted this re-accreditation review. A self-study document for the Reynolds School of Journalism was developed by the department faculty and completed in the Fall 2007 semester. The self-study followed ACEJMC guidelines with the goal of presenting a candid and balanced view of the unit's strengths and weaknesses and providing a systematic analysis of the school's compliance with the accrediting standards. A list of external reviewers was recommended by the executive director of ACEJMC, and four reviewers were invited to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on February 10-13, 2008.

III. Major Findings and Conclusions of the Program Review

The curriculum achieves a balance between lab-based skills classes and theoretical coursework.

Students report satisfaction with the curriculum and generally feel prepared for media positions. Access to full-time faculty is impressive, and students reported general satisfaction with access to labs and equipment. The professional internship program is robust.

Students report that the advising efforts, delivery of classes, administration of internships and all of the everyday activities of journalism education have continued uninterrupted throughout the School's recent series of tragedies and misfortunes.

Instruction overall appears to be rigorous.

Faculty are extraordinarily accessible to students, and there is a close-knit culture within the school among students and faculty.

The school needs to develop a formal and thorough program for assessment of student learning.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08 10

B. Number of graduates from the program for the following years:

2005-06 5

2006-07 3

2007-08 15

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007 39

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Science , Resource and Applied Economics*

I. Description of Program reviewed

The Department of Resource Economics is situated within the College of Agriculture, Biotechnology and Natural Resources. In addition to two Bachelor of Science degree programs and a master's degree program in Resource and Applied Economics, there is a Ph.D. in Resource Economics. Students in the M.S. in Resource and Applied Economics program have interests in econometrics, environmental valuation, public lands management, natural resource and Environmental and Resource Economics, water resource economics, regional economics, agricultural economics, and other related topics. Students may choose between a thesis plan and a non-thesis plan.

II. Review Process and Criteria

In coordination with the College of Agriculture, Biotechnology and Natural Resources (CABNR), the U.S. Department of Agriculture (USDA) Cooperative State Research, Education and Extension Service (CREES) led and conducted this review. A self-study document for all degree programs in Resource Economics was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and four reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on May 11-14, 2008.

III. Major Findings and Conclusions of the Program Review

The department has a group of highly productive faculty and support staff. Research outputs are good and improving, and the department has also increased its extramural grants and contracts substantially.

The review team was impressed with the accomplishments of the faculty and graduate students who have received several significant awards.

Students stated that the faculty were accessible and that the open-door policy was one of the major attractions for them to join the department. They also enjoy small class sizes, high quality faculty with diverse research expertise and excellent student research experiences.

There is a strong market in the state for M.S. graduates as made clear from interviews with stakeholders. The program needs to be reconstituted to serve this important market. Collaboration with the College of Business Department of Economics may help to solve this need.

The development of a 4+1 program could be a low-cost means of generating more opportunities for awarding degrees.

The department needs to develop some means for flexibility in funding graduate students, particularly (1) funding first year students and (2) providing bridge funding for students for short periods of time when they are between projects.

The department needs to develop an assessment program for the skills of incoming graduate students, as well as a strategy for remediation for students with deficiencies, including a system for counseling students through the process.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>4</u>
---------	----------

B. Number of graduates from the program for the following years:

2005-06	<u>9</u>
2006-07	<u>2</u>
2007-08	<u>1</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>46</u>
-----------	-----------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Doctor of Philosophy , Resource Economics*

I. Description of Program Reviewed

The Department of Resource Economics is situated within the College of Agriculture, Biotechnology and Natural Resources. In addition to two Bachelor of Science degree programs and a master's degree program in Resource and Applied Economics, the department offers a Ph.D. program in Resource Economics. This program began in 2006 and consists of three parts: core training in microeconomic theory and quantitative method; field training in resource economics and related topics; and a choice of one of two additional specializations: Quantitative Methods or Regional Economic Development. The program can be completed in 4-5 years.

II. Review Process and Criteria

In coordination with the College of Agriculture, Biotechnology and Natural Resources (CABNR), the U.S. Department of Agriculture (USDA) Cooperative State Research, Education and Extension Service (CREES) led and conducted this review. A self-study document for all degree programs in Resource Economics was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and four reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on May 11-14, 2008.

III. Major Findings and Conclusions of the Program Review

The department has a group of highly productive faculty and support staff. Research outputs are good and improving. The department has also increased its extramural grants and contracts substantially.

The review team was impressed with the accomplishments of the faculty and graduate students who have received several significant awards.

Students stated that the faculty were accessible and that the open-door policy was one of the major attractions for them to join the department. They also enjoyed small class sizes, high quality faculty with diverse research expertise and excellent student research experiences.

The department needs to develop some means for flexibility in funding graduate students, including (1) funding first year students and (2) providing bridge funding for students for short periods of time when they are either between projects or in the last few months of finishing their dissertations.

The department needs to develop an assessment program for the skills of incoming graduate students, particularly at the Ph.D. level, as well as a strategy for remediation for students with deficiencies, including a system for counseling students through the process.

As the Ph.D. program grows, the department will need to seek the optimal mix of research professors and graduate students. In addition, resurrecting social events with a regular schedule for those events will enhance the student experience and improve the sense of community.

Creating faculty incentives to find extramural funding for the support of graduate students will be critical in improving and expanding the Ph.D. program.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>16</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>0</u>
2006-07	<u>0</u>
2007-08	<u>0</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>N/A</u>
-----------	------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Arts , Speech Communication*

I. Description of Program Reviewed

The Department of Speech Communication and Theatre houses undergraduate and graduate degrees in speech communication and undergraduate degrees in theatre. The B.A. in Speech Communication is interdisciplinary and based on knowledge that has evolved out of the humanities, the performing arts and the social-behavioral sciences. This knowledge focuses on human communication processes, cultural practices and ethical and aesthetic preferences. The Speech Communication program emphasizes training in oral communication skills and the cognitive principles and strategies that support them. Students learn to refine their communication skills in public, interpersonal, small group and organizational contexts necessary to assist in both personal and professional growth.

II. Review Process and Criteria

A self-study document for all degree programs in Speech Communication and Theatre was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on April 7-8, 2008.

III. Major Findings and Conclusions of the Program Review

Students in the speech communication programs spoke of "loving" their major, expressed high praise for the quality of teaching and indicated appreciation for the personal atmosphere in the department.

Faculty indicated concerns and dissatisfactions with the over-reliance on non-tenure track faculty, low pay for LOAs, lack of opportunities for faculty, overwork and the perceived changing expectations for research productivity.

The Speech Communication and Theatre programs have evolved to a point where they now share few similarities. There is little interaction between the two parts of the department. The review committee recommended splitting the department's two separate units from each other and exploring with the faculty possible new configurations that would align them more appropriately within the College of Liberal Arts.

Speech Communications faculty will have difficulty continuing to cover the demand for its courses with current resources. Therefore, the faculty will need to continue to fine-tune its mission, focusing on their obligations to their own programs before their service obligations.

The curriculum could be improved by instituting a pre-requisite structure for some of the courses, and creating a master syllabus. This master syllabus should include major topics and learning objectives for courses, particularly for those courses with multiple sections taught by multiple faculty.

The tenure-track faculty should make strides to achieve the research and creative activity appropriate to a research institution such as UNR, including publication in high quality, peer-reviewed journals and presses. Likewise, if tenured faculty do not meet acceptable levels of research/creative activity, their workload percentages in teaching and research should be adjusted.

Faculty should make improvements to students' preparation for careers as they near graduation by creating a more active internship program and by inviting alumni or community professionals to panels on careers and job search strategies.

Improvements to assessment for the major can be accomplished by creating learning objectives both for the degree program and for individual courses, along with identifying methods of assessment.

The quality of advising of students could be improved by clearly indentifying degree requirements, by providing key advisors for the program and by providing appropriate training for those doing advising.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>126</u>
---------	------------

B. Number of graduates from the program for the following years:

2005-06	<u>26</u>
2006-07	<u>29</u>
2007-08	<u>37</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>1467</u>
-----------	-------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Arts , Speech Communication*

I. Description of Program Reviewed

The Department of Speech Communication and Theatre houses undergraduate and graduate degrees in speech communication and undergraduate degrees in theatre. The M.A. program in speech communications provides graduate level training in oral communication skills and the cognitive principles and strategies that support them. The refinement of communication skills in public, interpersonal, small group and organizational contexts is central to both personal and professional growth. The department offers both a thesis and non-thesis plan.

II. Review Process and Criteria

A self-study document for all degree programs in Speech Communication and Theatre was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on April 7-8, 2008.

III. Major Findings and Conclusions of the Program Review

Students in the major expressed high praise for the quality of teaching and indicated appreciation for the personal atmosphere in the department.

Faculty indicated concerns and dissatisfactions with the over-reliance on non-tenure track faculty, low pay for LOAs, lack of opportunities for faculty, overwork and the perceived changing expectations for research productivity.

Possible alignment of Speech Communication programs to the School of Social Research and Judicial Studies could create additional opportunities for interdisciplinary research projects, proposals for external funding and other positive interactions for the graduate program.

The faculty need to embrace the research mission of the institution and ensure students in the graduate program are given every opportunity to become involved in that work.

The tenure-track faculty should make strides to achieve the research and creative activity appropriate to a research institution such as UNR including publication in high quality, peer-reviewed journals and presses; likewise, if tenured faculty do not meet acceptable levels of research/creative activity, their workload percentages in teaching and research should be adjusted.

Graduate students should become engaged in some teaching activities, in small-group, graduate-only activities outside the regular class meetings, or other creative ways should be found to increase their intellectual engagement with the material in order to create a truly graduate-level experience.

Faculty need to address the belief of students that the M.A. program is an "afterthought." This could be done by including graduate students in various teaching or service responsibilities of the department or by faculty taking more time for their graduate responsibilities, including advising and directing thesis projects.

The unit should take advantage of courses in other departments that would be relevant to the graduate communication curriculum.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08 11

B. Number of graduates from the program for the following years:

2005-06 7
2006-07 4
2007-08 4

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007 30

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Arts , Theatre*

I. Description of Program Reviewed

The Department of Speech Communication and Theatre houses undergraduate and graduate degrees in speech communication and undergraduate degrees in theatre. The B.A. and B.F.A. in Theatre are founded on the belief that the study of theatre is part academic discipline, part technical craft and part art. This program requires students to learn and explore certain facts and concepts, develop technical skills and proficiencies and develop their expertise in theatre. Thus, the Theatre programs strive to provide students with a balanced experience as theatre scholars, technicians and artists.

II. Review Process and Criteria

A self-study document for all degree programs in Speech Communication and Theatre was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on April 7-8, 2008.

III. Major Findings and Conclusions of the Program Review

Students in the theatre programs were quite positive, specifically citing the opportunities they have to participate in a broad range of theatrical activities.

Faculty indicated concerns and dissatisfactions with the over-reliance on non-tenure track faculty, low pay for LOAs, frustrations about the lack of opportunities for faculty, overwork and the perceived changing expectations for research or creative productivity.

The Speech Communication and Theatre programs have evolved to a point where they now share few similarities. There is little interaction between the two parts of the department. The review committee recommended splitting the department's two separate units from each other and exploring with the faculty possible new configurations that would align them more appropriately within the College of Liberal Arts.

The theatre faculty as a whole need to identify a focus at which they can excel and eliminate some other activities that are not critical to that focus.

The curriculum could be improved by developing a plan for course sequencing to ensure that students take introductory classes before taking advanced studio courses. Likewise, a pre-requisite structure for some courses should be instituted.

The current outcomes do not address basic theatre knowledge. The faculty should examine learning outcomes of the program to determine the best means of delivering and subsequently assessing those outcomes.

The tenure-track faculty should work to achieve the research and creative activity appropriate to a research institution such as UNR, including professional work in their area of theatre outside of the university.

A recruiting plan should be developed with defined assignments for every theatre faculty member, including launching a tour of a production or a series of classes for high school students that could be taken "on the road."

Students need more experience outside the department and outside Reno, including San Francisco, Las Vegas and Oregon. Further enhancing the production program with nationally known guest artists will increase the opportunity for students to participate in the creative activity of such professionals.

The department as a whole needs to improve assessment by creating learning objectives both for the degree program and for individual courses, along with identifying methods of assessment.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>58</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>7</u>
2006-07	<u>5</u>
2007-08	<u>5</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>1467</u>
-----------	-------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Fine Arts , Theatre*

I. Description of Program Reviewed

The Department of Speech Communication and Theatre houses undergraduate and graduate degrees in speech communication and undergraduate degrees in theatre. The B.F.A. allows the student to choose either a performance or design/technical track to provide further study in his or her specialization.

II. Review Process and Criteria

A self-study document for all degree programs in Speech Communication and Theatre was developed by the department faculty and completed in the Spring 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on April 7-8, 2008.

III. Major Findings and Conclusions of the Program Review

Students in the theatre programs were quite positive, specifically citing the opportunities they have to participate in a broad range of theatrical activities.

Faculty indicated concerns and dissatisfactions with the over-reliance on non-tenure track faculty, low pay for LOAs, the lack of opportunities for faculty, overwork and the perceived changing expectations for research productivity.

The Speech Communication and Theatre programs have evolved to a point where they now share few similarities. There is little interaction between the two parts of the department. The review committee recommended splitting the department's two separate units from each other and exploring with the faculty possible new configurations that would align them more appropriately within the College of Liberal Arts.

The theatre faculty as a whole need to identify a focus at which they can excel and eliminate some other activities that are not critical to that focus.

The curriculum could be improved by developing a plan for course sequencing to ensure that students take introductory classes before taking advanced studio courses. Likewise, a pre-requisite structure for some courses should be instituted.

The current outcomes do not address basic theatre knowledge. The faculty should examine learning outcomes of the program to determine the best means of delivering and subsequently assessing those outcomes.

In light of both the resource neutral environment and the need for a clearly articulated mission, the department may wish to assess the need and efficacy of the BFA program.

The tenure-track faculty should work to achieve the research and creative activity appropriate to a research institution such as UNR, including professional work in their area of theatre outside of the university.

A recruiting plan should be developed with defined assignments for every theatre faculty member, including launching a tour of a production or a series of classes for high school students that could be taken "on the road."

Students need more experience outside the department and outside Reno, including San Francisco, Las Vegas and Oregon. Further enhancing the production program with nationally known guest artists will increase the opportunity for students to participate in the creative activity of such professionals.

The department as a whole needs to improve assessment by creating learning objectives both for the degree program and for individual courses, along with identifying methods of assessment.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>8</u>
---------	----------

B. Number of graduates from the program for the following years:

2005-06	<u>1</u>
2006-07	<u>1</u>
2007-08	<u>8</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>1467</u>
-----------	-------------

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Bachelor of Arts , Women's Studies*

I. Description of Program Reviewed

This interdisciplinary program provides students with an understanding of women in historical and contemporary contexts and an exploration of gender as it influences scholarship and human relations. The program is multicultural, emphasizing the intersection of race, class, sexuality, gender and ethnicity. The full range of academic disciplines are considered from the perspective of gender, understood as both female and male. Students analyze contributions women have made throughout history in all aspects of life; sources of their omission from traditional approaches to scholarship and traditional centers of power; and contemporary issues concerning gender and sexual orientation in culture and society.

The curriculum is designed to provide students with theoretical and methodological sophistication that will prepare them for further education or for work in government or private enterprise. They will have an understanding of the intersections of race, class and gender, and of the visible and invisible privilege hierarchies that characterizes our society. Students are expected to have solid critical reasoning skills, to be good writers, and to be able to verbally articulate their views. Courses are developed with these goals in mind.

The department also offers a minor in Women's Studies.

II. Review Process and Criteria

A self-study document for the program was developed by the department faculty and completed in the Summer 2007. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and two reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on December 6-7, 2007.

III. Major Findings and Conclusions of the Program Review

There are high levels of commitment to UNR women's studies, and very high morale among faculty, staff, and students. It was striking how far the program has come since the 1999 program review: the number of majors and minors has grown; course enrollments are strong; a new core faculty member has been added, and a second promised; student advising has vastly improved; and a vibrant scholarly community has begun to coalesce around the faculty in the program.

The program benefits from very strong leadership.

The students benefit from dedicated teaching, advising and mentoring from core faculty and staff. Undergraduate majors were uniformly happy with the program, their courses, and with the high quality of the advising they receive.

The program is a locus of faculty networks that are creating an exciting renaissance of interdisciplinary scholarly conversations, especially among newer faculty, several of whom are involved in one or more of three new faculty reading groups. Senior faculty in the program have clearly fostered these cross-disciplinary connections. In this way, the women's studies program is serving as a model for building a culture of interdisciplinarity at the university.

The program and the university have recently recruited strong and promising junior faculty.

The program enjoys strong undergraduate teaching from its core faculty, its three LOA instructors, and from associated faculty in other departments.

The program has a growing and thriving undergraduate major. Students appear to be very bright and promising and are happy both with the intellectual coherence of the curriculum, and with the kinds of personal growth they are experiencing as women's studies majors. Moreover, their women's studies internship placements are helping them to think meaningfully about their futures in graduate school and/or in careers.

The program's strong leadership, dedicated teaching and advising, and scholarly networking on campus are carried out by a very small and over-worked number of dedicated faculty and staff. Tremendous pressure is put on this small group while also institutionalizing a reliance on the generosity of faculty and chairs in other departments to support the program.

Since the Women's Studies' core faculty is too small to cover much more than its core courses, it has to rely on others to teach a steady flow of electives. The program has no direct control over which cross-listed classes will be taught, and when. The current director has strong relationships with several department chairs, and this helps to keep a reasonable number of these courses on the books. However, this system is vulnerable to the shifting whims (and budget concerns) of departments. There is also some evidence that some cross-listed courses in departments, and even women's studies elective courses, are scheduled on days and times that overlap with core women's studies courses, creating difficulties for majors to schedule their classes. The number and variety of cross-listed courses available to students varies by semester.

The multiple demands placed on the small number of core faculty in the program put junior faculty—especially those jointly appointed in the program—in a particularly vulnerable position. The high service and teaching demands amount to a dangerous combination.

The program should move expeditiously on developing its assessment plant. This includes developing specific learning outcomes for Core courses and the major, identifying and applying direct measures for assessing student learning, and using the information thus obtained to effect programmatic change.

The faculty and administration should engage in some creative thinking about how to create structures that more fully involve associated faculty in the teaching, service and governance of the Women's Studies program.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>11</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>7</u>
2006-07	<u>3</u>
2007-08	<u>1</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>337</u>
-----------	------------

Nevada State College

This page intentionally left blank



ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: Nevada State College

Academic Year of Review: 2007-08

In 1997, the Nevada Legislature determined that southern Nevada needed additional educational opportunities for its growing population. Five years later, Nevada State College (NSC) opened its doors to over 150 students. Student enrollment numbers have reached as high as 2,000 in Fall 2006. As enrollment increases, the number of academic programs offered continues to grow. NSC now offers twenty-seven degree programs. This increase in program offerings demonstrates the college's motivation to meet the needs of the region in developing academic programs. At this time, none of its existing programs are up for review. The first ten year review of academic programs at NSC will not occur until 2012.

This page intentionally left blank

College of Southern Nevada

This page intentionally left blank



ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: College of Southern Nevada **Academic Year of Review:** 2007-08

I. List the existing programs that were reviewed over the past year.

A.S., Biological Sciences
A.S., Mathematics
A.S., Physical Science, Chemistry Emphasis
Earth Science Emphasis
Environmental Science Emphasis
Geological Science Emphasis
Pre-Engineering Emphasis

II. List any programs that were eliminated or placed on inactive status this past year.

C.A., Radiation Therapy Technology

III. List all new programs that received Board approval this past year.

A.A., Latin American and Latina/o Studies

SUMMARY OF PROGRAM REVIEW

*College of Southern Nevada
Associate of Science , Biological Sciences*

I. Description of Program Reviewed

The Department of Biological Sciences is a service department, providing basic science courses for almost every degree program offered at CSN. The department does offer an Associate of Science (A.S.) - Biological Emphasis, but the major focuses are preparing students to continue on to a bachelor's degree and providing the prerequisites for health care programs.

II. Review Process and Criteria

The process is set forth in the Academic Program Review policy passed by the CSN Faculty Senate on December, 8, 2006.

III. Major Findings and Conclusions of the Program Review

Major findings include the facilities at the Cheyenne and Henderson campuses must be expanded and updated, the faculty and staff are diverse and excel in performance of their duties, the student population is diverse in ethnic background and in level of competence, and the department needs to develop and implement a more extensive learning assessment plan that targets more than just the A.S. degree program.

The overall conclusions which all entities came to are the Department of Biological Sciences does an impressive job given their facilities and the types of students enrolled, and assessment should be a major thrust of the department.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>246</u>
---------	------------

B. Number of graduates from the program for the following years:

2005-06	<u>0</u>
---------	----------

2006-07	<u>0</u>
---------	----------

2007-08	<u>6</u>
---------	----------

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>5429</u>
-----------	-------------

SUMMARY OF PROGRAM REVIEW

*College of Southern Nevada
Associate of Science , Mathematics*

I. Description of Program Reviewed

The Mathematics program has always been a service program providing courses needed for almost every degree and certificate program CSN offers. An Associate of Science (A.S.) - Mathematics Emphasis degree is being implemented, starting Fall 2008.

II. Review Process and Criteria

The process is set forth in the Academic Program Review process passed by the CSN Faculty Senate on December 8, 2006.

III. Major Findings and Conclusions of the Program Review

Major findings include the faculty are diverse and excel in performance of their duties, the student population is diverse in ethnic background and level of competence causing a large bulk of the offerings to be offered in developmental math, distance education is becoming a major focus of the department, more full time faculty need to be hired, facilities need to be updated, the departmental budget does not seem to be adequate, and the Science and Math Resource center is a great asset.

The overall conclusions which all entities reached are the Department of Mathematics does an impressive job given the types of student enrolled and with the large number of part-time instructors, an orientation/training/mentoring program should be implemented, the DE program needs to be studied and reviewed, and update facilities.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>0</u>
---------	----------

B. Number of graduates from the program for the following years:

2005-06	<u>0</u>
2006-07	<u>0</u>
2007-08	<u>0</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>7900</u>
-----------	-------------

SUMMARY OF PROGRAM REVIEW

*College of Southern Nevada
Associate of Science , Chemistry Emphasis*

I. Description of Program Reviewed

Physical Science is a service department providing basic science courses for almost every degree program CSN offers. Most of the 5,429 students taking classes each semester in Physical Science are using these classes to fulfill the core requirements for degrees outside of Science. In addition, the department offers five Associate of Science degrees.

A.S. - Chemistry Emphasis

The number given in Part IV-C indicates the total number of students taking courses related to this degree taught within the Physical Science Department.

II. Review Process and Criteria

The process is set forth in the Academic Program Review policy passed by the CSN faculty senate, Dec. 8, 2006.

III. Major Findings and Conclusions of the Program Review

Major finding include: Facilities at all three major campuses, especially Cheyenne and Henderson, must be expanded and updated, the faculty and staff are diverse and excel in performance of their duties, the student population is diverse in ethnic background and in level of competence, the academic assessment plan needs to be reviewed, alternative assessments for measuring learning need to be developed, more full time faculty and staff need to be hired. The overall conclusions which all entities came to are: efforts should be made to hire more full time faculty, the current faculty do an impressive job given their facilities and the differing types of students enrolled, assessment should be a major thrust of the department.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>41</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>0</u>
2006-07	<u>1</u>
2007-08	<u>2</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>1564</u>
-----------	-------------

SUMMARY OF PROGRAM REVIEW

*College of Southern Nevada
Associate of Science , Earth Science Emphasis*

I. Description of Program Reviewed

Physical Science is a service department providing basic science courses for almost every degree program CSN offers. Most of the 5,429 students taking classes each semester in Physical Science are using these classes to fulfill the core requirements for degrees outside of Science. In addition, the department offers five Associate of Science degrees.

A.S. - Earth Science Emphasis

The number given in Part IV-C indicates the total number of students taking courses related to this degree taught within the Physical Science Department.

II. Review Process and Criteria

The process is set forth in the Academic Program Review policy passed by the CSN faculty senate, Dec. 8, 2006.

III. Major Findings and Conclusions of the Program Review

Major finding include: Facilities at all three major campuses, especially Cheyenne and Henderson, must be expanded and updated, the faculty and staff are diverse and excel in performance of their duties, the student population is diverse in ethnic background and in level of competence, the academic assessment plan needs to be reviewed, alternative assessments for measuring learning need to be developed, more full time faculty and staff need to be hired. The overall conclusions which all entities came to are: efforts should be made to hire more full time faculty, the current faculty do an impressive job given their facilities and the differing types of students enrolled, assessment should be a major thrust of the department.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>9</u>
---------	----------

B. Number of graduates from the program for the following years:

2005-06	<u>0</u>
2006-07	<u>0</u>
2007-08	<u>0</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>3513</u>
-----------	-------------

SUMMARY OF PROGRAM REVIEW

*College of Southern Nevada
Associate of Science , Environmental Science Emphasis*

I. Description of Program viewed

Physical Science is a service department providing basic science courses for almost every degree program CSN offers. Most of the 5,429 students taking classes each semester in Physical Science are using these classes to fulfill the core requirements for degrees outside of Science. In addition, the department offers five Associate of Science degrees.

A.S. - Environmental Science Emphasis

The number given in Part IV-C indicates the total number of students taking courses related to this degree taught within the Physical Science Department.

II. Review Process and Criteria

The process is set forth in the Academic Program Review policy passed by the CSN faculty senate, Dec. 8, 2006.

III. Major Findings and Conclusions of the Program Review

Major finding include: Facilities at all three major campuses, especially Cheyenne and Henderson, must be expanded and updated, the faculty and staff are diverse and excel in performance of their duties, the student population is diverse in ethnic background and in level of competence, the academic assessment plan needs to be reviewed, alternative assessments for measuring learning need to be developed, more full time faculty and staff need to be hired. The overall conclusions which all entities came to are: efforts should be made to hire more full time faculty, the current faculty do an impressive job given their facilities and the differing types of students enrolled, assessment should be a major thrust of the department.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>25</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>0</u>
2006-07	<u>0</u>
2007-08	<u>0</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>2359</u>
-----------	-------------

SUMMARY OF PROGRAM REVIEW

*College of Southern Nevada
Associate of Science , Geological Science Emphasis*

I. Description of Program Reviewed

Physical Science is a service department providing basic science courses for almost every degree program CSN offers. Most of the 5,429 students taking classes each semester in Physical Science are using these classes to fulfill the core requirements for degrees outside of Science. In addition, the department offers five Associate of Science degrees.

A.S. - Geological Science Emphasis

The number given in Part IV-C indicates the total number of students taking courses related to this degree taught within the Physical Science Department.

II. Review Process and Criteria

The process is set forth in the Academic Program Review policy passed by the CSN faculty senate, Dec. 8, 2006.

III. Major Findings and Conclusions of the Program Review

Major finding include: Facilities at all three major campuses, especially Cheyenne and Henderson, must be expanded and updated, the faculty and staff are diverse and excel in performance of their duties, the student population is diverse in ethnic background and in level of competence, the academic assessment plan needs to be reviewed, alternative assessments for measuring learning need to be developed, more full time faculty and staff need to be hired. The overall conclusions which all entities came to are: efforts should be made to hire more full time faculty, the current faculty do an impressive job given their facilities and the differing types of students enrolled, assessment should be a major thrust of the department.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>10</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>0</u>
2006-07	<u>1</u>
2007-08	<u>0</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>1502</u>
-----------	-------------

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada

Associate of Science , Pre-Engineering Emphasis

I. Description of Program Reviewed

Physical Science is a service department providing basic science courses for almost every degree program CSN offers. Most of the 5,429 students taking classes each semester in Physical Science are using these classes to fulfill the core requirements for degrees outside of Science. In addition, the department offers five Associate of Science degrees.

A.S. - Pre-Engineering Emphasis

The number given below in Part IV-C indicates the total number of students taking courses related to this degree taught within the Physical Science Department.

II. Review Process and Criteria

The process is set forth in the Academic Program Review policy passed by the CSN faculty senate, Dec. 8, 2006.

III. Major Findings and Conclusions of the Program Review

Major finding include: Facilities at all three major campuses, especially Cheyenne and Henderson, must be expanded and updated, the faculty and staff are diverse and excel in performance of their duties, the student population is diverse in ethnic background and in level of competence, the academic assessment plan needs to be reviewed, alternative assessments for measuring learning need to be developed, more full time faculty and staff need to be hired. The overall conclusions which all entities came to are: efforts should be made to hire more full time faculty, the current faculty do an impressive job given their facilities and the differing types of students enrolled, assessment should be a major thrust of the department.

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08	<u>95</u>
---------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>0</u>
2006-07	<u>2</u>
2007-08	<u>2</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>949</u>
-----------	------------

Great Basin College

This page intentionally left blank



ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: Great Basin College

Academic Year of Review: 2007-08

I. List the existing programs that were reviewed over the past year.

None

II. List any programs that were eliminated or placed on inactive status this past year.

None

III. List all new programs that received Board approval this past year.

A.A.S., Human Services

A.A.S., Broadcast Technology

This page intentionally left blank

Truckee Meadows Community College

This page intentionally left blank



ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: Truckee Meadows Community College **Academic Year of Review:** 2007-08

I. List the existing programs that were reviewed over the past year.

Anthropology
Economics
Transportation
Veterinary Technology

II. List any programs that were eliminated or placed on inactive status this past year.

Certificate of Achievement: Apprenticeship Program-Gaming Dealer
Certificate of Achievement: Computer Information Technologies-Networking
Certificate of Achievement: Early Childhood Education-Director
Certificate of Achievement: Early Childhood Education-Teacher
Certificate of Achievement II: Early Childhood Education-Teacher
Associate of Arts: Elementary Education Emphasis
Associate of Arts: Secondary Education Emphasis
Associate of Applied Science: Apprenticeship Program-Gaming Dealer
Associate of Applied Science: Early Childhood Education-Early Childhood Special Education

III. List all new programs that received Board approval this past year.

None

SUMMARY OF PROGRAM REVIEW

*Truckee Meadows Community College
Associate of Arts , Applied Anthropology*

I. Description of program reviewed

The Applied Anthropology Program prepares students for paraprofessional employment in anthropology and related social science fields. The program builds a strong academic foundation that supports supervised practical experiences in cross-cultural settings. Program students learn by doing the fundamental social science skills of conducting scientific research, data analysis, and report writing and production in a real-world context of professionalism and accountability. This dual education/career tracking gives students a nationally competitive upper hand in job and educational markets relative to other two-year and many four-year school anthropology students.

II. Review process and criteria

The program review process starts with the preparation of a self study and continues with a presentation of the review to the college community and other interested parties. The self study is asked to describe the program and address issues in demographics and enrollment, curriculum, student success, and resources. The report is reviewed by the Program and Discipline Review Committee which validates the work of the self study, provides a broad institutional overview and reports the results to Academic Standards. The report is sent to the Dean of the area for input and then to the Vice President for Academic Affairs (VPAA) who prepares a report for the President. Upon approval of the President, the VPAA charges the department and Dean to implement the recommendations.

III. Major findings and conclusions of the program review

The growth of the Anthropology program has been excellent. Although it is a support discipline to programs, the faculty have invested energy to develop its own degree program. Efforts to reach out to other institutions in the state and beyond are commendable. To raise the program to the next level of excellence, issues dealing with retention and graduation will be needed. Additional elements that will be addressed in the annual report are:

- Develop recruitment and retention strategies for under-represented students.

- Reform the internship requirements.
- Develop formal mentoring and advising processes for students majoring in the program.
- Implement proper follow-through to the assessment process to close the loop.
- Build on the strengths of current partnerships with other institutions and agencies.

IV. Descriptive statistics

A. Number of students with declared major in the program area:

2007-08 36

B. Number of graduates from the program for the following years:

2005-06 1

2006-07 1

2007-08 0

*Note: Years are defined as summer, fall, spring. For example, degree year 2005-06 would include degrees granted in August 2005, December 2005 and May 2006.

C. Headcount of students in any course related to the program (duplicated):

Fall 2007 453

SUMMARY OF PROGRAM REVIEW

*Truckee Meadows Community College
Economics Discipline*

I. Description of program reviewed

The economics discipline, as part of the Department of Business Studies, is located within the Social Science and Business Division. Economics classes establish a broad educational foundation for students and are primarily used as transfer and general education courses. Along with economics knowledge, students learn to use analytical thinking and problem-solving skills and to make and communicate rational decisions with incomplete and imperfect information.

II. Review process and criteria

The program review process starts with the preparation of a self study and continues with a presentation of the review to the college community and other interested parties. The self study is asked to describe the program and address issues in demographics and enrollment, curriculum, student success, and resources. The report is reviewed by the Program and Discipline Review Committee which validates the work of the self study, provides a broad institutional overview and reports the results to Academic Standards. The report is sent to the Dean of the area for input and then to the Vice President for Academic Affairs (VPAA) who prepares a report for the President. Upon approval of the President, the VPAA charges the department and Dean to implement the recommendations.

III. Major findings and conclusions of the program review

The economics discipline is led by an outstanding, veteran faculty and has sustained a robust enrollment over a long period of time, contributing to the financial health of the college. There is a strong system in place for the development of part-time faculty. Assessment and retention are critical issues to be addressed. In addition, elements that will be addressed in the annual report are:

- Establish writing and quantitative reasoning prerequisites for ECON classes and work with Admissions and Records for their implementation.
- Explore active learning, internships and service-learning concepts for ECON students.

- Develop a needs analysis to determine where new courses need to be developed, such as a non-major ECON class to meet the educational needs of students.
- Develop a formal relationship with the National Association of Economics Educators to globalize the challenges facing the discipline.
- Explore a comprehensive way to support student achievement.

IV. Descriptive statistics

A. Number of students with declared major in the program area:

2007-08 no major available

B. Number of graduates from the program for the following years:

2005-06 no degree available

2006-07 no degree available

2007-08 no degree available

C. Headcount of students in any course related to the program (duplicated):

Fall 2007 549

SUMMARY OF PROGRAM REVIEW

*Truckee Meadows Community College
Associate of Applied Science , Transportation Technologies*

I. Description of program reviewed

The primary goal of the Transportation Technologies Unit is to prepare a diverse group of students with the skills needed to begin or enhance their careers in the transportation and related service industries. The program integrates academic and technical training and adheres to national standards. It also incorporates modern technology and hands-on exercises to achieve its goals. In addition to the automotive and diesel programs, the unit also offers aviation courses and self-supporting, non-credit state certification workshops for emissions technicians.

II. Review process and criteria

The program review process starts with the preparation of a self study and continues with a presentation of the review to the college community and other interested parties. The self study is asked to describe the program and address issues in demographics and enrollment, curriculum, student success, and resources. The report is reviewed by the Program and Discipline Review Committee which validates the work of the self study, provides a broad institutional overview and reports the results to Academic Standards. The report is sent to the Dean of the area for input and then to the Vice President for Academic Affairs (VPAA) who prepares a report for the President. Upon approval of the President, the VPAA charges the department and Dean to implement the recommendations.

III. Major findings and conclusions of the program review

The Transportation Technologies Program is the combination of two main disciplines: Automotive and Diesel. This is a newly restructured program that is striving to firm up its identity and to meet the growing needs of professionals in the fields. The automotive program's certification by the National Automotive Technicians Education Foundation is a mark of distinction. A strong full-time to part-time faculty ratio ensures a quality program. The relationship of the faculty with the industry serves the students well, and the relationship among the faculty helps protect and ensure the health of the program.

The program needs access to general education to boost the preparation of the students. Because of the resources available to the program, the internship activities could be enhanced and follow-through with graduates could be maintained. Lack of adequate facilities is hampering the expansion of the program. In addition to these issues, elements that will be addressed in the annual report are:

- Resolve the issues regarding prerequisites.
- Explore NATEF certification for the diesel program.
- Re-examine the assessment process and add measures.
- Explore additional funding sources for tools and equipment.
- Develop specific strategic goals to recruit students.

IV. Descriptive statistics

A. Number of students with declared major in the program area:

2007-08 99

B. Number of graduates from the program for the following years:

2005-06 1

2006-07 3

2007-08 5

*Note: Years are defined as summer, fall, spring. For example, degree year 2005-06 would include degrees granted in August 2005, December 2005 and May 2006.

C. Headcount of students in any course related to the program (duplicated):

Fall 2007: 338

SUMMARY OF PROGRAM REVIEW

*Truckee Meadows Community College
Associate of Applied Science , Veterinary Technology*

I. Description of program reviewed

The Veterinary Technician Program is the first veterinary technician program in the state of Nevada to receive accreditation from the American Veterinary Medical Association. The main focus of the program is small animal medicine and surgery, although the program has a food animal and equine component. Upon completion of the veterinary technology curriculum, the student is eligible to apply to take the Veterinary Technician National Exam, and upon passing the exam, may become a licensed veterinary technician. Students completing the core requirements of the program and the general education requirements of the college are eligible for an associate in applied science degree; students completing the program core and three general education classes are eligible for a certificate of achievement.

II. Review process and criteria

The program review process starts with the preparation of a self study and continues with a presentation of the review to the college community and other interested parties. The self study is asked to describe the program and address issues in demographics and enrollment, curriculum, student success, and resources. The report is reviewed by the Program and Discipline Review Committee which validates the work of the self study, provides a broad institutional overview and reports the results to Academic Standards. The report is sent to the Dean of the area for input and then to the Vice President for Academic Affairs (VPAA) who prepares a report for the President. Upon approval of the President, the VPAA charges the department and Dean to implement the recommendations.

III. Major findings and conclusions of the program review

The Veterinary Technician Program has exceeded expectations in the number of students served and the passing rate on the Board Exams although, at the time of the self study, the degree program demonstrated slow growth. The program is led by a dedicated staff who has established an excellent relationship with the professional community leading to support in finding clinical space.

As the program develops a definite plan for the future, issues such as lack of equipment and other resources will need to be addressed and funding sources sought. The program was created to meet the needs of the community, and it is accomplishing this task well. Elements that will be addressed in the annual report are:

- Attend to the assessment of learning in the program.
- Provide greater outreach to rural Nevada, especially Elko.
- Find means of openly celebrating the success of the program.
- Strengthen the relationship with the Nevada Veterinary Medical Association to re-start the process of financial support for the program.

IV. Descriptive statistics

A. Number of students with declared major in the program area:

2007-08	<u>117</u>
---------	------------

B. Number of graduates from the program for the following years:

2005-06	<u>1</u>
2006-07	<u>7</u>
2007-08	<u>8</u>

*Note: Years are defined as summer, fall, spring. For example, degree year 2005-06 would include degrees granted in August 2005, December 2005 and May 2006.

C. Headcount of students in any course related to the program (duplicated):

Fall 2007	<u>99</u>
-----------	-----------

This page intentionally left blank

Western Nevada College

This page intentionally left blank



ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: Western Nevada College

Academic Year of Review: 2007-08

I. List the existing programs that were reviewed over the past year.

A.S., Chemistry
A.S., Mathematics
A.A., Musical Theatre

II. List any programs that were eliminated or placed on inactive status this past year.

The following programs were eliminated:

A.A.S., Building Inspection and Compliance
A.A.S., Computer Engineering Technology
A.A.S., Electrical Engineering Technology
A.A.S., Electronics Engineering Technology
A.A.S., Electronics Technology
A.A.S., Golf Facilities Management
A.A.S., Industrial Technology
A.A.S., Medical Laboratory Technician

III. List all new programs that received Board approval this past year.

None

SUMMARY OF PROGRAM REVIEW

*Western Nevada College
Associate of Science, Chemistry*

I. Description of Program Reviewed

The mission of the Associate of Science in Chemistry degree program is to prepare students for baccalaureate programs in the science, health, teaching, and engineering fields or for the workforce in chemistry-related industries. The program also provides courses that fulfill pre-professional requirements in other programs such as dentistry, medicine, pharmacy, and other health-related professions that require two full years of laboratory chemistry. The program shares the mission of the division, which is to prepare students to succeed in college-level science, math and engineering courses; to prepare students to transfer to four-year colleges; to provide students with the knowledge they need in their careers; and to provide students with opportunities for personal enrichment.

II. Review Process and Criteria

The program review team conducted a self-study over the course of the 2007-2008 academic year in order to identify strengths, weaknesses, and ideas for improvement of the program in terms of: enrollment, curriculum, scheduling, advisement of students, student satisfaction, laboratory facilities, course completion rates, and program retention. The Office of Institutional Research provided the review team with data that were used to inform conclusions about the program.

Two external reviewers—Carolyn Collins, Professor of Chemistry at CSN and Stephanie Arrigotti, Professor of Music and Director of Performing Arts at WNC—reviewed the self-study document, toured the Carson chemistry facilities, met with a group of chemistry students, and reported their findings to the program review team, members of the Program Assessment and Review Committee, the Director of Institutional Research, the Dean of Instruction, and the Vice President of Academic and Student Affairs.

III. Major Findings and Conclusions of the Program Review

An important strength of the program was found to be the three full-time faculty members who generate a large amount of FTE in CHEM 121 (General Chemistry I) on the three main campuses in their service obligation to a large population of pre-nursing and pre-professional students. Another indication of the program's strength is the high success rate (70 percent or better receiving A, B, C or P) in CHEM 121 although the extraordinarily high success rate could indicate a need to compare performance standards to other schools nationally through standardized testing. Finally, through course evaluations, students indicate a high level of satisfaction with their chemistry courses. The focus group that met with the external reviewers also expressed appreciation of the personalized attention and support given by individual faculty and staff.

The following are areas identified as needing improvement. Recommendations for improvement from internal [I] and external [E] reviewers follow each item (*in italics*):

Program Retention: There have been no chemistry graduates since the program's inception in 2002, and a needs assessment has never been conducted. Low enrollment in required and elective courses (except CHEM 121) resulting in class cancellations makes it difficult to sustain a degree program. The Fallon campus does not always offer a complete sequence of required courses to allow a student to complete an associate of chemistry degree in a timely fashion or without travel to the Carson campus or to another institution.

- *Survey students coming into CHEM 121 on their career goals and course needs, and allow them to make recommendations on course offerings and scheduling on the three main campuses. [I,E]*
- *Conduct a follow-up survey after students complete CHEM 121 in order to learn why they do or do not pursue a chemistry degree. [I]*
- *Establish a goal of graduating students with an Associate of Science in Chemistry by 2011 or consider deactivating the program to make room for a more viable program. [I]*

Curriculum: The core chemistry curriculum is inadequate by national and NSHE standards in that organic chemistry courses with labs are offered as emphasis electives instead of as requirements.

- *Require students to complete at least one semester of organic chemistry (either CHEM 220 or 241/241L and possibly 242/242L) in order to meet state and national standards as well as the program learning outcome related to organic chemistry. [I,E]*

Advisement: There are no formal protocols or procedures to provide students with advisement from the chemistry faculty that could supplement advisement provided by Counseling Services. Students are left to informal conversations with chemistry faculty members.

- *Begin a mentoring and advising program for students committed to a specific chemistry or science field. [I,E]*

Facilities: Though laboratory facilities are generally adequate, they are overcrowded in CHEM 121 classes on all campuses, and students would benefit from the purchase of needed organic chemistry instrumentation. Capabilities across campuses are not consistent.

- *Equip the three main campuses adequately for a core set of experiments in CHEM 121 and 122 and focus on improving organic chemistry instrumentation for one campus only until the program builds substantially. [E]*

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08* 22

B. Number of graduates from the program for the following years:

2005-06	<u>0</u>
2006-07	<u>0</u>
2007-08*	<u>0</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>6</u>
-----------	----------

* Does not include summer 2008.

SUMMARY OF PROGRAM REVIEW

*Western Nevada College
Associate of Science, Mathematics*

I. Description of Program Reviewed

This program offers the Associate of Science in Mathematics degree. It can be used as a transfer degree to UNR or UNLV for a mathematics, physics, or engineering baccalaureate degree. The goal of this program is to place students on a career track toward mathematics, science, or engineering, either as a university major or as preparation for a teaching career.

II. Review Process and Criteria

The program review team conducted a self-study over the course of the 2007-2008 academic year in order to identify program strengths, weaknesses and ideas for improvement in terms of: enrollment, curriculum, scheduling, student satisfaction, and program retention. The Office of Institutional Research provided the review team with data that were used to inform conclusions about the program.

Two external reviewers—UNR Math Professor Ed Keppelmann and WNC English Professor Jim Kolsky—reviewed the self-study document, toured the Carson campus facilities, met with a group of mathematics students, and reported their findings to the program review team, members of the Program Assessment and Review Committee, the Director of Institutional Research, the Dean of Instruction, and the Vice President of Academic and Student Affairs.

III. Major Findings and Conclusions of the Program Review

The following are the major strengths of the program that were identified during the review process:

- All courses required for the degree are taught by full-time faculty.
- Students participating in the focus group discussion highly praised the quality of the faculty.
- Because of the small class sizes in courses following Calculus I, faculty are able to spend a lot of time working individually with students.
- A peer-mentoring program has proven to be successful in helping students succeed in mathematics courses.
- The mathematics department strives for flexibility in course scheduling to accommodate students' needs, including those of high school students enrolled at a reduced tuition rate in the Fast Track program.
- The curriculum is well-designed for transferability to four-year institutions.

Several opportunities to improve the program were also identified. Recommendations from internal [I] and external [E] reviewers are in italics:

Program Retention: Few students who declare that they are in the AS Mathematics degree program graduate with the degree. Potential mathematics graduates may not understand the value and benefits of completing an Associate of Science in Mathematics degree before transferring to a four-year institution because the department does not communicate that information as well as it could.

- *Conduct an exit interview with students who do not complete the mathematics degree to find out why they do not. [E]*
- *Devote a lecture in Calculus II to the topic of the value and benefits of completing an Associate of Science in Mathematics. 'Consider inviting UNR mathematics faculty to speak about how the degree prepares students for many four-year degrees and math-related professions. [I,E]*
- *Work with UNR on an agreement whereby a very limited number of 300- and 400-level courses would be developed and taught at WNC and accepted in transfer at UNR, starting with MATH 330 (Linear Algebra). [I,E]*
- *Forge contacts between WNC students and faculty at transfer institutions in order to encourage students to persevere in their math studies. [I,E]*
- *Pursue transfer agreements with four-year institutions outside of NSHE to increase the value and marketability of the Associate of Science in Mathematics degree. [I]*
- *Strengthen the informal learning community that already exists among math students by forming a math club and giving students a meeting place where they can help each other with math, socialize, and work together on puzzles and interesting problems. [I,E]*

Identification of AS Mathematics Majors: The mathematics department does not identify those students who are potentially interested in pursuing a mathematics degree but have not declared the major on the application for admission or degree declaration form.

- *Conduct focus group discussions with students in Calculus I classes to find out if they plan to enter or stay in the program, and if not, learn the reasons. [I,E]*
- *Encourage students to complete the paperwork necessary to declare the mathematics major if they are interested in math or a math-related field. [I]*

Recruitment: Local businesses employ people who could benefit from an Associate of Science in Mathematics degree or from industry-specific mathematics courses, but that audience is not being actively recruited.

- *Research employers in the area in order to market the degree, and find out what classes the college could offer that would give their employees skills and knowledge needed to advance in the workplace and do their jobs better. [E]*
- *Follow up with employers to find out to what extent the completion of the degree or the courses is helping the employees to succeed on the job. [E]*

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08*	<u>48</u>
----------	-----------

B. Number of graduates from the program for the following years:

2005-06	<u>8</u>
2006-07	<u>8</u>
2007-08*	<u>12</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>12</u>
-----------	-----------

* Does not include summer 2008.

SUMMARY OF PROGRAM REVIEW

*Western Nevada College
Associate of Arts, Musical Theatre*

I. Description of Program Reviewed

The Associate of Arts in Musical Theatre degree program is designed to provide training in the breadth of skills required for musical theatre performance as well as satisfy many of the lower-division requirements for the Bachelor of Arts Degree in Musical Theatre at most four-year institutions. Students are expected to cultivate a creative imagination, artistic standards and judgment, and a respect for the art form. A unique characteristic of the program is its connection to a successful theatre company that draws enthusiastic and appreciative audiences from multiple cities in Nevada and California. Students who complete this degree are better prepared to audition for upper-division coursework at a four-year institution and for professional theatre companies, and they are more qualified to teach musical theatre students in youth organizations.

II. Review Process and Criteria

The program review team conducted a self-study over the course of the 2007-2008 academic year in order to identify program strengths, weaknesses, and ideas for improvement in terms of: enrollment, curriculum, scheduling, student satisfaction, instructional quality, and program retention. The Office of Institutional Research provided the review team with data that were used to inform conclusions about the program. Two external reviewers—TMCC Theater Professor Paul Aberasteri and WNC Mathematics Instructor Scott Morrison—reviewed the self-study document, toured the Carson campus facilities, met with a group of musical theatre students, and reported their findings to the program review team, members of the Program Assessment and Review Committee, the Director of Institutional Research, the Dean of Instruction, and the Vice President of Academic and Student Affairs.

III. Major Findings and Conclusions of the Program Review

The following are the major strengths of the program that were identified during the review process:

- Courses are scheduled so that students can complete the degree within two years.
- Through course evaluations, a high percentage of students expressed satisfaction with core musical theatre courses.
- Students participating in the focus group discussion expressed their appreciation of Professor Stephanie Arrigotti's professional, passionate, respectful, and honest interactions with the students; of the relaxed environment in which students feel safe to take risks; and of the program in general.

Several opportunities to improve the program were also identified. Recommendations from internal [I] and external [E] reviewers are in italics:

Program Recruitment and Retention: Students who are active in the program are inclined to seek degrees in other disciplines that offer stronger employment opportunities, and many people who audition for the shows are not part of the musical theatre degree program. At the time this review was conducted, no students had graduated with this degree.

- *Make part-time instructors aware of how the courses they teach contribute to the degree program so that they can communicate the importance to their students of obtaining the degree. [I]*
- *Pursue transfer agreements with four-year institutions in order to increase the marketability of the degree. [I]*
- *Forge contacts between WNC musical theatre students and faculty at transfer institutions to encourage students to persevere with their musical theatre studies. [I]*
- *Encourage students who are active and interested in the program to declare an Associate of Arts in Musical Theatre degree. An online degree-declaration form will be available soon on the college Web site so that it will be easier for students to do this. [I]*
- *Communicate to students the results of studies that show that people with performing arts backgrounds are able to think critically, perform better in math and reading, and are confident in front of groups of people—all qualities that make them desirable on the job market. [I,E]*

Distance Education: It is important to serve students in rural areas by continuing to offer classes in Music Appreciation—a core requirement for the musical theatre degree and a course applicable to a general education requirement for all associate degrees—while exploring ways to best utilize the instructional media.

- *Strive to increase the availability of Music Appreciation classes and to improve instructional methods for teaching courses online and via interactive video. [I,E]*

Scheduling: Classes taught by part-time instructors are often scheduled at the same time as rehearsals, so students are forced to make deals with instructors and hope that their grades don't suffer when they have to leave for rehearsals.

- *Continue to try to schedule classes and rehearsals to avoid conflicts. [I]*

Program Information: Most courses for the program are available only on the Carson campus, so students must attend classes on the Carson campus in order to complete the degree, but that limitation is not made clear in publications, such as the college Web site and the Academic Program Guide.

- *Make sure that information is made available in all publications so that Fallon students are aware of the limitation. [I]*

IV. Descriptive Statistics

A. Number of students with declared major in the program area:

2007-08* 26

B. Number of graduates from the program for the following years:

2005-06	<u>0</u>
2006-07	<u>0</u>
2007-08*	<u>1</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2007	<u>10</u>
-----------	-----------

* Does not include summer 2008.

SUMMARY OF EXISTING PROGRAM CHARACTERISTICS

Institution	Award Level	Program	# of Students with Declared Major 2007-08	# of Graduates from Program			Service Headcount Fall 2007*	Notes
UNLV	Ph.D.	History	28	1	0	1	143	
UNLV	B.S.	Human Services Counseling	109	27	40	35	596	
UNR	B.S.	Agriculture and Applied Economics	12	3	1	3	87	
UNR	B.A.	Economics	16	12	8	3	2193	
UNR	B.S.	Economics	55	20	10	28	2193	
UNR	M.A.	Economics	11	4	4	5	61	
UNR	M.S.	Economics	13	4	9	5	61	
UNR	B.A.	English	283	66	67	76	3969	
UNR	M.A.	English	36	7	13	11	181	
UNR	M.A.T.E.	English	1	2	1	1	181	
UNR	Ph.D.	English	38	7	1	3	181	
UNR	B.S.	Environmental and Resource Economics	18	2	3	1	87	
UNR	M.S.	Environmental Sciences	9	1	6	2	0	Interdisciplinary program. All courses are offered by other departments.
UNR	Ph.D.	Environmental Sciences	12	0	2	2	0	Interdisciplinary program. All courses are offered by other departments.
UNR	B.S.	Geological Engineering	52	4	6	6	814	
UNR	M.S.	Geological Engineering	5	7	2	1	198	
UNR	B.S.	Geology	46	3	4	5	814	
UNR	M.S.	Geology	25	5	8	3	198	
UNR	Ph.D.	Geology	15	1	1	0	198	
UNR	B.S.	Geophysics	46	3	4	5	814	
UNR	M.S.	Geophysics	6	0	1	1	198	
UNR	Ph.D.	Geophysics	1	1	2	1	198	
UNR	B.A.	History	136	22	27	25	1039	
UNR	M.A.	History	21	2	1	4	62	
UNR	M.A.T.	History	2	2	4	1	62	
UNR	Ph.D.	History	6	0	2	1	62	
UNR	B.S.	Hydrogeology	10	3	0	2	814	
UNR	B.A.	Journalism	236	107	86	97	1013	
UNR	M.A.	Journalism	10	5	3	15	39	
UNR	M.S.	Resource and Applied Economics	4	9	2	1	46	
UNR	Ph.D.	Resource Economics	16	0	0	0	0	Program began in 2006. Department as a whole was evaluated.
UNR	B.A.	Speech Communication	126	26	29	37	1467	
UNR	M.A.	Speech Communication	11	7	4	4	30	
UNR	B.A.	Theatre	58	7	5	5	1467	
UNR	B.F.A.	Theatre	8	1	1	8	1467	
UNR	B.A.	Women's Studies	11	7	3	1	337	
NSC			No programs reviewed					
CSN	A.S.	Biological Sciences	246	0	0	0	5429	
CSN	A.S.	Mathematics	0	0	0	0	7900	Program will begin in Fall 2008. Mathematics courses as a whole were evaluated.
CSN	A.S.	Chemistry Emphasis	41	0	1	2	1564	
CSN	A.S.	Earth Science Emphasis	9	0	0	0	3513	
CSN	A.S.	Environmental Science Emphasis	25	0	0	0	2359	
CSN	A.S.	Geological Science Emphasis	10	0	1	0	1502	
CSN	A.S.	Pre-Engineering Emphasis	95	0	2	2	949	
GBC			No programs reviewed					
TMCC	A.A.	Applied Anthropology	36	1	1	0	453	
TMCC	Discipline	Economics	0	0	0	0	549	
TMCC	A.A.S.	Transportation Technologies	99	1	3	5	338	
TMCC	A.A.S.	Veterinary Technology	117	1	7	8	99	
WNC	A.S.	Chemistry	22	0	0	0	6	For all programs: does not include Summer 2008.
WNC	A.S.	Mathematics	48	8	8	12	12	
WNC	A.A.	Musical Theatre	26	0	0	1	10	

* Headcount of students enrolled in any course related to program during the period.