



2008-09
REVIEW OF EXISTING PROGRAMS

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

September 2009

*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*

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INTRODUCTION

Pursuant to Board policy (*Title 4, Chapter 14, Section 4*), 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 requires 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.*

In addition to Board policy, accreditation standards and procedures require the adoption of assessment plans responsive to institutional mission and needs. The Northwest Commission on Colleges and Universities, the accreditation agency for NSHE institutions, urges institutions to adopt a process of academic planning, which includes carrying out those plans, assessing outcomes, and influencing the planning process through assessment activities. A primary example of such a review process is a periodic review of each academic program through an institutionally approved internal process of the kind that is required by Board policy.

The internal process for reviewing programs varies by institution, though they all contain similar components, including 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 to provide recommendations for improvement of the programs. In addition to changes to programs, the review may result in the elimination or deactivation of a program where demand for the program has significantly declined.

This annum, reviewed programs included a wide range of disciplines from Art History and Geology to School Counseling and Nursing, totaling 78 programs systemwide. Furthermore, 5 new programs were approved by the Board and 6 programs were eliminated or deactivated in the past year where the need was no longer present.

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University of Nevada, Las Vegas

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ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: University of Nevada, Las Vegas **Academic Year of Review:** 2008-09

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

Seven program review reports covering 12 degree programs were completed during academic year 2008-9. The reviewed degree programs are:

| Program Name | Degree level |
|---|--------------------------|
| Art History | B.A. |
| Communication Studies | B.A. and M.A. |
| Executive Educational Leadership | Ed.D. |
| Earth Science, Environmental Geology, Geology Geoscience | B.S., B.S., B.S. M.S. |
| History | B.A. and M.A. |
| Learning and Technology | Ph.D. |
| Teacher Education | Ph.D. |

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 |
|--|--------------|
| Bachelor of University Studies (replaced by Bachelor of Arts Interdisciplinary Studies degrees) B.U.S elimination takes effect Fall 2010 | B.U.S. |
| French | M.A. |

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 |
|---|--------------|------------------|
| Oral Biology (School of Dental Medicine) | M.S. | August 8, 2008 |
| Public Health (joint with UNR) | Ph.D. | December 5, 2008 |

Summary of Program Review Processes, Criteria, and Data Sources

I. Description of Program Reviewed

In each individual program summary report, brief program descriptions and degree requirements are taken from current catalog information, 2008-2010 catalog for undergraduate programs, and 2007-2009 catalog for graduate programs; see <http://www.unlv.edu/pubs/catalogs/> Numbers of program majors and faculty headcounts are obtained from the Department Profiles tab located at the Academic Profiles page at UNLV's Institutional Analysis and Planning website, <http://ir.unlv.edu>

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 Program Review process consists of:

- 1) An internal self-study and executive summary prepared by the department responsible for the program.
- 2) An internal report, prepared by the Faculty Senate Program Review committee that summarizes on-line surveys of program students and faculty.
- 3) An external peer review report prepared by faculty from other institutions. The reviewing faculty review the internal self-study, the internal survey reports, visit the campus for one to two days, interview program participants, and write and submit the external peer review report.
- 4) If prepared within the past 2-3 years, reports prepared for external accrediting organizations may be used to substitute for the internal self-study, executive summary and external review peer review report.
- 5) A response by the program to the external peer review.
- 6) A final internal report prepared by the Faculty Senate Program Review committee.

B. Review Criteria

Reports by external reviewers were prepared following UNLV Faculty Senate guidelines covering the following major areas:

- 1) For reviews initiated in 2005 and 2006, self-studies addressed the following criteria: Department Information, Program Description, Admission Requirements, Students, Program Curriculum, Degree Requirements, Faculty, Facilities and Support, Student Assessment and Outcomes.
- 2) For reviews initiated in 2007 and 2008, self-studies addressed the following criteria: Program Description and Yields, including Academic Assessment, Program Quality, Program Curriculum and Courses Offered including enrollment trends, Courses for Non-

Majors, Alumni follow-up, Program Resources, Department Policies, and Program Needs from Strategic Plan.

3) The final internal review report evaluates the department self-study, on-line surveys, the external review report, the department response to the external review, and makes commendations and recommendations for improvement.

III. Major Findings and Conclusions of the Program Review

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

IV. Descriptive Statistics

A. Number of students with Declared Major in the Program Area:

This information is obtained from the Programs tab under Department Profiles at the Academic Profiles page of UNLV's Institutional Analysis and Planning website, <http://ir.unlv.edu>

B. Number of graduates from the Program in the following years:

For 2006-7 and 2007-8, this information is obtained from the Degrees tab under Department Profiles at the Academic Profiles page of UNLV's Institutional Analysis and Planning web site, <http://ir.unlv.edu/AcademicProfiles/>. For 2008-9, this information is obtained from the Degrees Conferred tab at UNLV's DataNet Institutional Research website, <http://ir.unlv.edu/DataNet>

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

This information is obtained from the Recent Fall Terms (final) drop down menu at the Course Enrollment Trends tab at the DataNet page of UNLV's Institutional Analysis and Planning web site, <http://ir.unlv.edu/DataNet/>. Final data for Fall 2008 were used. Generally, enrollments in all relevant courses offered by the host departments are counted. For example, for an undergraduate baccalaureate program summary, enrollments in all 100, 200, 300 and 400 level courses are counted. For a master's or Ph.D. program review, enrollments in all 600 and 700 level courses are counted.

For a specialized program that specifically identifies a set of required courses offered by a department, for example, B.A. in Art History, only enrollments in those courses are counted. For a specialized program that identifies several possible course prefixes, such as the Ed.D. Executive Educational Leadership, identifying EDA and EDH course prefixes, then only 700-level enrollments in those two prefixes are counted. For the Learning and Technology Ph.D., 700-level enrollments in courses with EDP and EPY prefixes were counted.

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Las Vegas
B.A., Art History*

I. Description of Program reviewed

The B.A. in Art History offers the student a program of study of cultural heritage in the visual arts and prepares a student for a career or graduate studies in art history and related areas.

The B.A. Art History program has 18 semester credits of Art Core requirements, 30 credits of upper division Art History requirements, 36 credits of electives, and 35 credits of General Education, including the NSHE Core. Total credits required for the degree, as of Fall 2008, were 124. A complete program description can be found at: http://catalog.unlv.edu/preview_program.php?catoid=1&poid=74&bc=1

The Art History program is taught by faculty in the Department of Art. The department's permanent faculty numbered 14 in Fall 2008.

II. Review Process and Criteria

A. Review Process

The B.A. Art History review followed, Steps 4) and 6) in Section II.A on page 3 at the front of this report, headlined "Summary of Program Review Processes, Criteria and Data Sources." Reference documents for the B.A. Art History review include the external accreditation report and the Internal Peer Review Final Report.

B. Internal Review Criteria

Internal Review criteria were identical to those used in the B.A. Art History program's external accreditation report.

III. Major Findings and Conclusions of the Program Review

A. Commendations

1) The program is clearly focused on scholarship, critical thinking, and training a new generation of art historians and the faculty to quality mentorship, instruction, and scholarship.

2) There is a supportive and knowledgeable upper administration.

3) The gallery appears to be well-organized and operated.

B. Recommendations

- 1) The university should provide a framework by which the Art History faculty receive some relief from their large teaching loads in order to have more time to devote to scholarly activity.
- 2) Resources should be made available to conduct instruction in an environment conducive to the subject area, such as
 - a) providing an appropriate facility for the viewing of slides,
 - b) the procurement of a slide librarian, and
 - c) a place to hold their large classes so that they can increase majors.
- 3) External reviewers also commented that the program needs more staff to support, organize, maintain, and supervise the technical and mechanical equipment of the department.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>37</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>4</u> |
| 2007-08 | <u>6</u> |
| 2008-09 | <u>4</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>676</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Las Vegas
B.A. and M.A., Communication Studies*

I. Description of Program reviewed

The Communication Studies program promotes the growth of knowledge about communication and its uses to achieve individual, group, and societal goals. Students learn about the functions, processes, channels, and influences of communication and can specialize in interpersonal or rhetorical communication. Students in communication work to acquire proficiency in critical analysis, argumentation and presentation (oral and written), and research methods.

The B.A. Communications program requires 36 semester credits of Communications courses, 15 credits in an outside area of interest, 30-39 credits of electives, and 34-37 credits of General Education requirements that include the NSHE Core. Total credits required for the degree, as of Fall 2008, were 124. A complete program description can be found at: http://catalog.unlv.edu/preview_program.php?catoid=1&poid=216&bc=1

The Department of Communication Studies offers the Master of Arts degree, in Communication Studies, with emphases in interpersonal and rhetorical studies. Courses of study are designed both for students with a career orientation — in such diverse arenas as politics, education, law, public service, the ministry, and media relations — and for those who aspire to continue their education in doctoral programs. All M.A. students are required to take three introductory courses: survey of graduate studies, qualitative research methods, and quantitative analysis (COM 710, 711, and 712). Graduate teaching assistants are required to take an additional course in college teaching in communication in their first semester (COM 725). Yet because each student's goals are unique, the curriculum allows flexibility in developing individual degree programs.

The department's permanent faculty numbered 8 in Fall 2008, along with 4 temporary faculty.

In 2008-9, there were 310 B.A. Communication Studies majors and 20 M.A. Communication Studies majors enrolled in the department's degree programs, giving a total of 330. Degrees awarded consisted of 64 B.A. and 3 M.A. for a total of 67.

II. Review Process and Criteria

A. Review Process

The B.A. and M.A. in Communication Studies program review followed steps 1) through 3) and 5) and 6) in Section II.A - Review Processes on page 3 at the front of this report, headlined "Summary of Program Review Processes, Criteria and Data Sources."

B. Review Criteria

Review criteria followed step 2) in Section II.B - Review Criteria of the "Summary of Program Review Processes, Criteria and Data Sources" page.

III. Major Findings and Conclusions of the Program Review

A. Commendations

1) Faculty

- a) The faculty is exceptionally responsive to both graduate and undergraduate students.
- b) The faculty demonstrate that they are effective teachers and productive researchers,
- c) Faculty collegiality is high.

2) Leadership. Effective leadership is seen throughout the Department, especially in the chair position.

3) Overall, the external reviewers found "the Department to be forward thinking, reflective, and innovative. That can be seen in a variety of ways, such as the team teaching of COM 710; the Department's participation in building "learning communities" within the College to increase retention and graduation rates; customized and standardized GA training and orientation; the preparation of customized textbooks in basic courses to add relevance to the course and provide a revenue stream to support graduate student travel to conferences; reorganization of basic courses to minimize part-time instructors, systematize the course, and support an enhanced research profile for the Department; and several other nimble revisions of curriculum."

B. Recommendations

1) Make strategic faculty hires to strengthen the department's graduate program and expand its expertise in organizational health and environmental communication.

2) Engage and publicize community-based research and service by appointing an ad hoc committee on grants and research to write a major externally-funded grant for community-based research in collaboration with other units in the Greenspun College of Urban Affairs.

3) Update student support services by

- a) developing a formal system of communication of department activities to its student body.
- b) reinstating the colloquia series when funding levels rebound.
- c) forming an ad hoc committee on internships that will develop greater internship opportunities for students.
- d) improving ways of disseminating career and mentoring information.
- e) making available online recent syllabi to provide prospective students a greater understanding of specific course requirements.

4) Adopt an entrepreneurial funding model by developing a contact list of alumni and appointing an ad hoc departmental development committee to work with the College of Urban Affairs development officer to create a departmental fund raising program.

5) Reassess the goal to pursue a doctoral degree by tabling the pursuit of a doctoral program at this time.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>330</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>41</u> |
|---------|-----------|

| | |
|---------|-----------|
| 2007-08 | <u>63</u> |
|---------|-----------|

| | |
|---------|-----------|
| 2008-09 | <u>67</u> |
|---------|-----------|

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

| | |
|-----------|-------------|
| Fall 2008 | <u>2311</u> |
|-----------|-------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Las Vegas
Ed.D., Executive Educational Leadership*

I. Description of Program reviewed

Offered by the Department of Educational Leadership, the Executive Educational Leadership Ed.D. degree program focuses on current and future educational challenges to enhance the knowledge and skill development of mid-career public school leadership in their current and future leadership positions. This program utilizes a problem-based learning approach that consists of a series of compressed thematic seminars in which emphasis is placed on identifying and developing solutions to real life problems of practice. Additionally, this program provides for interaction between students and faculty to determine the precise content and problems of practice that will be pursued under each broadly defined theme.

The minimum program consists of 60 credit hours of study beyond the master's degree, which includes 12 credit hours for dissertation study. Executive doctoral students are required to participate in a one-week internship with a school district or education agency outside their own employment during the spring semester of their first year of course work.

Students also participate in a one-week federal education seminar in Washington, D.C. during the spring semester of their second year of course work. In addition to regular course fees, an additional fee of \$600 per semester is required in this program and covers textbook and supplementary materials, breakfast, lunch, and dinner for weekend classes, and travel and lodging for the Washington, D.C. seminar. The residency requirement is met by enrollment of 30 semester hours of course work throughout their program; the courses must be related to the student's program or dissertation. Students must complete all degree requirements within six calendar years of matriculation in the program. Additional information about the program is available at the Department of Educational Leadership's PK-12 Program Area Web site: http://education.unlv.edu/Educational_Leadership/pk12admin/pk12admin.htm.

The Ed.D. program in Executive Educational Leadership is taught by faculty in the Department of Educational Leadership. The department's permanent faculty numbered 19 in Fall 2008, along with 1 temporary faculty. Of these, 11 faculty share responsibility for teaching in the program. In addition to the Ed.D Executive Educational Leadership program, the Department operates six other undergraduate degree programs, with 33 majors in Fall 2008, three masters programs with 173 majors, and two other doctoral programs with 77 majors.

II. Review Process and Criteria

A. Review Process

The Ed.D. in Executive Educational Leadership program review followed steps 1) through 3) and 5) and 6) in Section II.A - Review Processes on page 3 at the front of this report, headlined "Summary of Program Review Processes, Criteria and Data Sources."

B. Review Criteria

Review criteria followed step 2) in Section II.B - Review Criteria of the "Summary of Program Review Processes, Criteria and Data Sources" page.

III. Major Findings and Conclusions of the Program Review

A. Commendations

- 1) The external reviewers found that program is innovative and responsive to the region's needs.
- 2) Students seem very satisfied and pleased with the program.
- 3) Faculty have been successful in securing grants and are active in publishing and providing publishing mentorship to their students.

B. Recommendations - Increase program budget to allow:

- 1) hire of one FTE professional or classified staff for database management related to assessment oversight and web-page management,
- 2) sufficient funds to sustain department operations relative to faculty/student growth,
- 3) hire of one FTE Associate/Full Professor for PK-12 Education leadership in order to keep up with student growth,
- 4) offering competitive faculty salaries to attract qualified applicants as the university moves towards research-intensive status.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>36</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>3</u> |
| 2008-09 | <u>2</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>668</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

University of Nevada, Las Vegas
B.S., Earth Science, Environmental Geology, Geology
M.S., Geoscience

I. Description of Program reviewed

The Department of Geoscience offers three undergraduate degree programs for majors interested in the geological sciences. These programs are designed to prepare students for specific career paths in geoscience including the pursuit of graduate degrees.

The goal of the B.S. Earth Science degree is to develop a level of geologic competency in graduates so they are equipped to enter the secondary education field equipped to qualify for state certification as a teacher of Earth Science in the public school systems of Nevada and other states requiring degree certification within a specialty field. The degree requires 46 semester credits of Geoscience, 27 credits of related required courses, 18-21 credits of electives, and 34-36 credits of General Education, including the NSHE Core. Minimum total credits required for the degree, as of Fall 2008, were 125. A complete program description can be found at:

http://catalog.unlv.edu/preview_program.php?catoid=1&poid=188&bc=1

The goal of the B.S. Environmental Geology degree is to develop a level of geologic competency in graduates so they are equipped to compete successfully for entry-level positions in a growing national and international job market focused on environmentally sensitive activities, issues, and social programs and/or for admission to graduate programs offered by accredited universities. The degree requires 58 semester credits of Geoscience courses, 32 credits of required related courses in the sciences and mathematics, 1-3 credits of electives, and 34-36 credits of General Education, including the NSHE Core. Minimum total credits required for the degree, as of Fall 2008, were 125. A complete program description can be found at:

http://catalog.unlv.edu/preview_program.php?catoid=1&poid=189&bc=1

The goal of the B.S. Geology degree is to develop a level of geologic competency in graduates so they are equipped to compete successfully for entry-level jobs in the geological job market and/or for admission to graduate programs offered by accredited universities. The degree requires 59 semester credits of Geoscience courses, 24-25 credits of required related courses in the sciences and mathematics, 7-10 credits of electives, and 34-36 credits of General Education, including the NSHE Core. Minimum total credits required for the degree, as of Fall 2008, were 124. A complete program description can be found at:

http://catalog.unlv.edu/preview_program.php?catoid=1&poid=190&bc=1

For the M.S. degree in Geoscience, a minimum of 30 credit hours beyond the undergraduate degree is required. Six credits of GEOL 797 (thesis) and 24 credits of course work will be counted toward the degree program, although more course and thesis

credits may be taken. Of the 24 required course credits, at least 12 credits must be in 700-level courses and include GEOL 701 and 795. GEOL 701 and 795 must be taken during the first year of enrollment.

The department also administers a Ph.D. program in Geosciences, that had 19 majors and awarded 3 degrees in Fall 2008.

The B.S. and M.S. Geoscience programs are taught by faculty in the Department of Geosciences. The department's permanent faculty numbered 16 in Fall 2008.

In 2008-9, there were 6 Earth Science B.S. majors, 5 Environmental Geology B.S. majors, 22 Geology B.S. majors, and 20 Geoscience M.S. majors, for a total of 53 majors, as summarized in Section IV.A below. Degrees awarded in 2008-9 consisted of 3 Earth Science B.S., 2 Environmental Geology B.S., 8 Geology B.S. and 2 Geoscience M.S., for a total of 15 degrees.

II. **Review Process and Criteria**

A. Review Process

The B.S. degrees in Earth Sciences, Environmental Geology and Geology were reviewed jointly, along with the M.S. in Geoscience program review followed steps 1) through 3) and 5) and 6) in Section II.A - Review Processes on page 3 of this report, headlined "Summary of Program Review Processes, Criteria and Data Sources."

B. Review Criteria

Review criteria followed step 2) in Section II.B - Review Criteria of the "Summary of Program Review Processes, Criteria and Data Sources" page.

III. **Major Findings and Conclusions of the Program Review**

A. Commendations - The external review team cited the following strengths of the Geoscience Department and of the programs under review:

- 1) The effective leadership of department chair Michael Wells
- 2) Teaching that is current to the field
- 3) The use of all forms of new technology in teaching by the Geoscience faculty
- 4) The placement of graduates in industry and graduate schools
- 5) The growth of external funding, mostly from competitive grants to Geoscience faculty
- 6) The strength of the graduate program despite minimal State-level support

B. Recommendations

- 1) Given the size of the department and its number of students, the external review team sees the need for an additional full-time administrative staff position.
- 2) State-funded support for scientific technicians is needed to maintain the high-tech laboratories available to the Geoscience Department, particularly those in the new Science and Engineering Building.
- 3) The lack of faculty positions in geophysics is of concern to the external reviewers. They recommend a cluster hire of at least three geophysicists in this highly funded growth area.
- 4) Raise graduate student stipends, as the low state-supported graduate student stipend rate impedes UNLV's ability to raise its standards and compete with peer institutions.
- 5) For course offerings and class availability
 - a) Increase offerings of 700-level classes,
 - b) Reduce the number of 100-level sections taught by Geoscience faculty, and
 - c) Secure large lecture halls for introductory courses taught by Geoscience faculty.
- 6) Increase exposure of undergraduate students to research and the operations of the department by
 - a) increasing the interactions between undergraduate and graduate students,
 - b) Providing undergraduates with a research experience, an out-of-classroom experience with faculty mentors and graduate students, and
 - c) Adding an undergraduate representative at department meetings.
- 7) In terms of curricular changes
 - a) Modify the Environmental Geology degree to Environmental Geology/Hydrogeology,
 - b) Drop GEOG 101/104 to allow the teaching of new gateway courses such as Environmental Geology or Climate Change,
 - c) Modify prerequisites for undergraduate courses and require a 2nd semester of calculus for the Geology major because at least two semesters of calculus are expected of incoming students to M.S. programs.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>53</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>9</u> |
| 2007-08 | <u>20</u> |
| 2008-09 | <u>15</u> |

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

| | |
|-----------|-------------|
| Fall 2008 | <u>1390</u> |
|-----------|-------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Las Vegas
B.A., M.A., History*

I. Description of Program reviewed

The History Department seeks first to provide students with a broad knowledge of the human past and experience and the appreciation of diverse cultures crucial in a smaller and smaller world. A degree in history also provides students with the skills necessary for success in a wide range of careers and professions ranging from business to law, social services, and education.

Students completing the B.A. History program will:

1. Demonstrate a broad knowledge of the human past.
2. Demonstrate training in the collection, analysis and evaluation of information; critical thinking and the ability to make independent judgments; and clarity of expression orally and in writing.
3. Be prepared for entry-level positions in a variety of fields, for graduate study in history or professional schools, or for public school teaching.

The B.A. History program has 42 semester credits of History requirements, 29 credits of electives, 18 additional credits of humanities, fine arts and foreign language/foreign culture, and 35 credits of General Education, including the NSHE Core. Total credits required for the degree, as of Fall 2008, were 124. A complete program description can be found at: http://catalog.unlv.edu/preview_program.php?catoid=1&poid=148&bc=1

The Department of History offers a Master of Arts degree with concentrations in the following areas: United States, Europe, Asia, Latin America, and Public History (minor). The program is designed to broaden and deepen the student's understanding of the heritage of human experience. It also sharpens scholarly skills and provides for some specialization in specific fields or periods of history. Students must complete 31 graduate semester credits (thesis plan) or 34 graduate credits (non-thesis). For either option, students must complete a set of common course requirements consisting of: three credits of historiography (HIST 740); six credits of colloquium (724, 726, 728, 730, 732, 734, 736, or 769); and four credits of seminar (725, 727, 729, 731, 733, 735, or 737).

The department's permanent faculty numbered 24 in Fall 2008. In 2008-9, there were 231 B.A. History majors and 49 M.A. History majors enrolled in the department's degree programs, giving a total of 280. Degrees awarded consisted of 52 B.A. and 12 M.A. for a total of 64. In addition to the B.A and M.A. programs, the department operates a Ph.D. program with 25 majors enrolled in Fall 2008.

II. Review Process and Criteria

A. Review Process

The B.A. and M.A. in History program review followed steps 1) through 3) and 5) in Section II.A - Review Processes on page 3 of this report, headlined "Summary of Program Review Processes, Criteria and Data Sources."

B. Review Criteria

Review criteria followed step 2) in Section II.B - Review Criteria of the "Summary of Program Review Processes, Criteria and Data Sources" page.

III. Major Findings and Conclusions of the Program Review

A. Commendations by the external reviewers:

- 1) Department programs effectively and efficiently further the University's mission and serve students well.
- 2) Active leadership and extensive faculty involvement has shaped a department characterized by clear direction, astute planning, and strong governance.
- 3) The History Department's B.A. and M.A. programs are rigorous, their curricula creative, and faculty responsive in their delivery.
- 4) Department members are performing in a manner that contributes significantly to UNLV's aim to join the ranks of the Carnegie Research I - (or "Very High Research Activity") designated academic institutions.
- 5) The external reviewers conclude that Departmental practices of faculty review; student evaluation of courses; and faculty evaluation of student research, writing, and testing not only achieve but exceed the purposes of assessment .
- 6) The Department's planning is self-aware, proactive and resourceful, as demonstrated in its Five Year Strategic Plan of 2008 and Program Review Self-Study of 2009, and as affirmed through our interviews with over half (sixteen) of the faculty during our campus visit. Department planning has demonstrated realistic assessment of program needs and resourceful responses.

B. Recommendations - proposed by the external reviewers with the purpose of helping the department support the University's intent to attain Carnegie Research I (now Research Extensive) classification:

- 1) Create the proposed Public History Institute and fund the Executive Director research faculty position for two years at one-half salary, with the expectation that the Executive Director position would be self-funded by its 3rd year.

- 2) Allocate more release time (instructional release or offset for two courses per year rather than the current one course per year) and create an offsetting research fund or account for the faculty member who holds the position.
- 3) The Department, in concert with the College and University should negotiate agreements with other research universities in the region or a consortium among a number of universities for reciprocal supporting instruction (for instance, in languages and specialized History fields) that may involve temporary faculty exchanges and distance instruction.
- 4) Support the department's request to fill the Japanese History position and the Department's request for three positions in Latin America and Iberian world history, South Asia, and early modern Europe to support the M.A. and Ph.D. programs.
- 5) Consider restructuring the Minor in History and advertising its availability to students in History's General Education courses and in the campus's largest majors (hotels, business, criminal justice, and others). As the College and University revise the General Education program, History could be incorporated in all applicable categories.
- 6) Create a development committee that will publicize faculty and student accomplishments and solicit donors. A "friends of History" group could facilitate fund raising that will add to departmental financial resources.
- 7) Improve the familiarity of the College of Liberal Arts academic advisors with the History program, so that they are fully aware of the benefits of the major and the opportunities available to nonmajors.
- 8) Increase funding for Graduate Assistantships and research travel to allow the History program to compete nationally.
- 9) Increase budget resources for staff and operations costs, as the department's two full-time and one half-time support staff are stretched thin and their materials budget of \$36,000 is increasingly inadequate. This budget has remained fixed during a time when the number of History faculty increased by 20%.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>280</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>46</u> |
| 2007-08 | <u>63</u> |
| 2008-09 | <u>64</u> |

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

| | |
|-----------|-------------|
| Fall 2008 | <u>2655</u> |
|-----------|-------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Las Vegas
Ph.D., Learning and Technology*

I. Description of Program reviewed

The Ph.D. in Learning and Technology is an academic program with an emphasis on the assessment and understanding of learning outcomes and processes in technology-rich learning environments and in modifying those environments in ways that promote more effective learning. Students take a common core of courses in three specialty areas: research methods and statistics, learning and cognition theory, and technology. The overarching goal of the program is to prepare students to become independent scholars who will contribute to the advancement of the discipline of educational psychology and the field of educational technology. Graduates of the program will be prepared for a variety of professional positions (e.g., university and community college faculty positions, educational psychologists, learning and technology specialists, employee training specialists, program evaluators, educational technology coordinators, and instructional technology specialists). The doctoral program is interdisciplinary in that it involves faculty from two distinct fields and departments: Educational Psychology and the Educational Computing and Technology Area in the Department of Curriculum and Instruction. This unique collaboration results in a doctoral program built on diverse areas of expertise. Students will graduate with a specialization in educational psychology with an emphasis on using research as a tool for promoting effective learning in electronic learning environments.

The Ph.D. program in Learning and Technology is operated by the Department of Educational Psychology and taught by faculty in both the Department of Educational Psychology and the Department of Curriculum and Instruction. The Educational Psychology department's permanent faculty numbered 18 in Fall 2008, along with 2 temporary faculty. In addition to the Ph.D. in Learning and Technology, the Department of Educational Psychology operates a masters program with 14 majors, an Educational Specialist degree program with 40 majors, and one other Ph.D. program with 40 majors.

II. Review Process and Criteria

A. Review Process

The Ph.D. in Learning and Technology program review followed steps 1) through 3) and 5) in Section II.A - Review Processes on page 3 at the front of this report, headlined "Summary of Program Review Processes, Criteria and Data Sources."

B. Review Criteria

Review criteria followed step 2) in Section II.B - Review Criteria of the "Summary of Program Review Processes, Criteria and Data Sources" page.

III. Major Findings and Conclusions of the Program Review

A. Commendations by external reviewers:

- 1) The Learning and Technology Program provides an excellent combination of the instructional technology and educational psychology academic fields.
- 2) The goals and mission of the program are clear.
- 3) The doctoral students in this program are able to develop substantial knowledge about the learning sciences and apply such knowledge to advance the understanding of the role of technology in learning and instruction.
- 4) The program is responsive to the increasing K-12 emphasis on integrating technology in the classroom and the need to prepare highly trained professionals who can teach and research issues of instructional technology.

B. Recommendations by external reviewers:

- 1) Make all Learning & Technology program information sources (website, Learning and Technology Faculty and Student program guide, university catalog) consistent and up to date.
- 2) Revisit the goals and timing of the Proseminar in Educational Psychology so that graduate students take it when they are ready for research-intensive discussions.
- 3) Review objectives of L&T graduate student publication requirement with all participating faculty to ensure that the same expectations are held for all students
- 4) Make preliminary examination requirement more clear to ensure that faculty expectations are uniform and that there are no significant differences in students' experiences that may lead to unfair testing conditions.
- 5) Program faculty are encouraged to discuss standards for dissertation research in light of the goals and mission of the L&T program
- 6) Seek student and faculty input to help find an efficient and sustainable system for faculty and student communication.
- 7) Build graduate student laboratory so that students have opportunities to develop an academic identity by working or studying together, meeting as a group.
- 8) Improve definition/scope of work for graduate student duty assignments. Make distinction between teaching and research assistantships

9) Recruit to increase program enrollments. One means for recruiting additional students would be through seeking external funding that would support graduate research and provide assistantships.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>25</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>3</u> |
| 2007-08 | <u>2</u> |
| 2008-09 | <u>6</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>589</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Las Vegas
Ph.D., Teacher Education*

I. Description of Program reviewed

Offered by the Department of Curriculum and Instruction in UNLV's College of Education, the Ph.D. in Teacher Education is designed for professional educators who have an interest in becoming practitioner-oriented scholars in teacher education and who are interested in teacher education as a content area for research. Completing this degree will enable individuals to answer the national call for teacher educators and researchers in this field. The program is one of only a few in the nation devoted to teacher education. The Ph.D. in Teacher Education consists of a minimum of 63 credits beyond the master's degree. Of the 63 credits, 21 credits are required courses: six credits are in specific research and inquiry courses and 15 credits are in the required education core. In addition, a teaching internship (6 credits) and a school-based internship (3-6 credits) are required. Of the remaining credits, six are electives in the inquiry and research area and nine credits are in teacher education and teaching/learning electives. In addition, three hours of required research seminar are taken concomitantly with the dissertation. Eighteen-24 hours of dissertation are required. Individual programs of study may exceed the minimum requirements; specific course work will vary depending on the particular teaching field or emphasis that is chosen in teacher education.

The Ph.D. program in Teacher Education is taught by faculty in the Department of Curriculum and Instruction. The department's permanent faculty numbered 32 in Fall 2008, along with 5 temporary faculty. In addition to the Ph.D. program, the Department operates about 30 other undergraduate degree programs, with 884 majors in Fall 2008, two masters programs with 520 majors, an Educational Specialist program with 1 major, and two other doctoral programs with 39 majors.

II. Review Process and Criteria

A. Review Process

The Ph.D. in Teacher Education program review followed steps 1) through 3) and 5) in Section II.A on page 3 at the front of this report, headlined "Summary of Program Review Processes, Criteria and Data Sources."

B. Review Criteria

Review criteria followed step 1) in Section II.B of the "Summary of Program Review Processes, Criteria and Data Sources" page.

III. Major Findings and Conclusions of the Program Review

A. Commendations extracted from Internal Peer Review report

- 1) Students feel the Department of Curriculum and Instruction is satisfactorily working to meet the objective set forth for the Ph.D. program in teacher education. Students have opportunities to be mentored by faculty, they gain teaching and research experiences through internships under the guidance of faculty members, and they are encouraged to publish their results in peer-reviewed journals. Students generally feel that the program is preparing them well for their chosen career.
- 2) Quality of admitted graduate students is perceived by faculty to be generally high.
- 3) A large majority (80%) of faculty report that the Ph.D. program in Teacher Education offers a curriculum that is either completely consistent or somewhat consistent with the mission of the College and University. A large majority (86%) of students were clear about the academic program's mission and goals.
- 4) Students report a generally positive experience regarding the curriculum. Students were clear on the order and time of taking program offered courses sequentially so that it will help them to complete their degree in a timely fashion.
- 5) All faculty view tenure and promotion processes as equitable or somewhat equitable. A large majority of faculty acknowledge departmental support to improve teaching through participation in national and international meetings and workshops.

B. Recommendations extracted from Internal Peer Review Report

- 1) More communications between the chair , program coordinator, and other faculty members (including students) may be helpful in clarifying the needs and direction of the program.
- 2) Reallocate existing classified staff or increase budget to hire an additional classified staff person to better support the doctoral program, as currently a large portion of the staff responsibility has been conducted by part-time graduate assistants, raising issues regarding to the continuity and consistency of departmental staff support. Other budgetary concerns surrounded issues of increasing funds to support students' dissertation work and the supporting level of graduate assistantship.
- 3) Consider possible faculty hires in quantitative methods and literacy when budget resources allow them.

IV. Descriptive Statistics

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

| | |
|---------|----------|
| 2008-09 | <u>9</u> |
|---------|----------|

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

| | |
|---------|----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>1</u> |
| 2008-09 | <u>1</u> |

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

| | |
|-----------|-------------|
| Fall 2008 | <u>1222</u> |
|-----------|-------------|

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University of Nevada, Reno

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ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: University of Nevada, Reno

Academic Year of Review: 2008-09

I. List the existing programs and corresponding degree level for all programs that were reviewed over the past year (e.g. Economics, Bachelor of Science).

Academic Programs:

Cell and Molecular Biology, Master of Science, Doctor of Philosophy
Cellular and Molecular Pharmacology and Physiology, Doctor of Philosophy
Community Counseling, Master of Arts
Counselor Education and Supervision, Doctor of Philosophy, Doctor of Education
Ecohydrology, Bachelor of Science
Educational Psychology, Master of Education
Environmental Science, Bachelor of Science
Environmental Sciences and Health, Master of Science, Doctor of Philosophy
Forest and Rangeland Management, Bachelor of Science
Human Development and Learning, Doctor of Philosophy, Doctor of Education
Information Technology in Education, Master of Science, Doctor of Philosophy, Doctor of Education
Marital, Couple and Family Counseling, Master of Arts
Natural Resource & Environmental Science, Master of Science
Psychology, Bachelor of Arts, Master of Arts, Doctor of Philosophy
Public Health, Master of Public Health
School Counseling, Master of Arts, Education Specialist
School Psychology, Doctor of Philosophy, Doctor of Education
Student Affairs and College Counseling, Master of Arts
Wildlife Ecology and Conservation, Bachelor of Science

II. List any programs and corresponding degree level for all programs that were eliminated or placed on inactive status this past year (e.g. Political Science, Master of Arts).

None.

III. List all new programs and corresponding degree level for all programs that received Board approval this past year (e.g. History, Bachelor of Arts).

General Business, Bachelor of Science
Public Health, Doctor of Philosophy (Joint w/ UNLV)

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
M.S., Cell and Molecular Biology*

I. Description of Program reviewed

Cell and molecular biology is an interdisciplinary program offered by the CABNR and the University of Nevada School of Medicine. Study programs lead to the master of science or doctor of philosophy degree. The highly interactive program offers a wide range of study options dealing with contemporary biophysics, cancer, cell biology, chemical biology, immunology, insect biochemistry, microbiology, pharmacology and plant biology.

II. Review Process and Criteria

The Interdisciplinary Graduate Program in Cell and Molecular Biology (CMB) was scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. A self-study document for the program was developed by the department faculty and completed in the Fall 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the 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 October 15-16, 2008.

III. Major Findings and Conclusions of the Program Review

The reviewers found many significant program strengths. In particular, they noted that the program was truly interdepartmental with a broad scientific base and training environment and that faculty were committed and motivated with high standards of scientific practice. In addition, the student body was well-satisfied with the program and community of faculty.

Reviewers felt that the current structure of the graduate programs in biosciences created needless competition. Since the review occurred, the programs have begun exploring how they could work together in the future, particularly in their efforts in recruitment/admissions. The faculty of the various programs have already begun to implement changes in this regard.

The reviewers noted that providing adequate funding for graduate students is a concern. While they understand the current budgetary limitations, they urged the administration of the university to plan to increase the support to the program in terms of funds for scholarships and stipends as soon as it is able.

IV. Descriptive Statistics

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

| | |
|---------|----------|
| 2008-09 | <u>0</u> |
|---------|----------|

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

| | |
|---------|----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>3</u> |
| 2008-09 | <u>0</u> |

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

| | |
|-----------|-----------|
| Fall 2008 | <u>91</u> |
|-----------|-----------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Ph.D., Cell and Molecular Biology*

I. Description of Program reviewed

Cell and molecular biology is an interdisciplinary program offered by the CABNR and the School of Medicine. Study programs lead to the master of science or doctor of philosophy degree. The highly interactive program offers a wide range of study options dealing with contemporary biophysics, cancer, cell biology, chemical biology, immunology, insect biochemistry, microbiology, pharmacology and plant biology.

II. Review Process and Criteria

The Interdisciplinary Graduate Program in Cell and Molecular Biology (CMB) was scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. A self-study document for the program was developed by the department faculty and completed in the Fall 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the 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 October 15-16, 2008.

III. Major Findings and Conclusions of the Program Review

The reviewers found many significant program strengths. In particular, they noted that the program was truly interdepartmental with a broad scientific base and training environment and that faculty were committed and motivated with high standards of scientific practice. In addition, the student body was well-satisfied with the program and community.

Reviewers felt that the current structure of the graduate programs in biosciences created needless competition. Since the review occurred, the programs have begun exploring how they could work together in the future, particularly in their efforts in recruitment/admissions. The faculty of the various programs have already begun to implement changes in this regard.

The reviewers noted that providing adequate funding for graduate students is a concern. While they understand the current budgetary limitations, they urged the administration of the university to plan to increase the support to the program in terms of funds for scholarships and stipends as soon as it is able.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>37</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>7</u> |
| 2008-09 | <u>10</u> |

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

| | |
|-----------|-----------|
| Fall 2008 | <u>91</u> |
|-----------|-----------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Ph.D., Cellular and Molecular Pharmacology and Physiology*

I. Description of Program reviewed

The Cellular and Molecular Pharmacology and Physiology (CMPP) program is an interdisciplinary graduate program leading to a doctor of philosophy degree only. The program is designed to prepare the student for a competitive research and teaching career in pharmacology or physiology. A flexible, multidisciplinary basic sciences curriculum, combined with advanced pharmacology and physiology courses, provides the foundation of knowledge needed for subsequent research activities

II. Review Process and Criteria

The Interdisciplinary Graduate Program in Cell and Molecular Pharmacology and Physiology (CMPP) was scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. A self-study document for the program was developed by the department faculty and completed in the Fall 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the 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 November 20-21, 2008.

III. Major Findings and Conclusions of the Program Review

The reviewers found many significant program strengths. In particular, they noted that the program had very good students, who were well-prepared and committed to pursuing a Ph.D. in biomedical sciences. In addition, the program has an excellent time to degree rate, and the graduate students have an exemplary record of publications and meeting presentations. These students go on to obtain positions in top labs at other institutions and also in the industry. Finally, the faculty is excellent, with strong research reputations, productivity in a good mix of areas, and a clear commitment to mentoring graduate students.

Reviewers felt that the curriculum was comprehensive and provides a broad exposure ranging from cellular and molecular biology to organism biology and therapeutics.

The reviewers noted that one area for improvement was in the make up of the study body in the program. They urged the program to work toward a higher proportion and diversity of American Ph.D. students as well as underrepresented minorities. Recommendations for improvements in the website were given, and as a result of this review and the CMB (Cell and Molecular Biology) program review, the biosciences programs are working together on a shared website portal for recruiting students.

A lack of inter-program interactions, particularly with Biochemistry and Cell and Molecular Biology, was noted. The reviewers suggested various steps that could be taken to increase these interactions.

Regarding the curriculum, the reviewers recommended customizing the existing medical school courses for graduate students and revising the qualifying exam. Exploring the possible advantages of common core courses with other programs for years 1 and 2 was also recommended.

***IV.* Descriptive Statistics**

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

| | |
|---------|-----------|
| 2008-09 | <u>28</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>4</u> |
| 2008-09 | <u>5</u> |

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

| | |
|-----------|-----------|
| Fall 2008 | <u>74</u> |
|-----------|-----------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
M.A., Community Counseling*

I. Description of Program reviewed

The Masters of Arts degree with a specialty in community counseling is a 64-67 hour degree program which includes required courses that prepare students to counsel individuals and families in the community. Students enrolled in the Community Counseling specialty are required to specialize in either marriage and family therapy or in addictions counseling. The philosophy of the community counseling specialty is to prepare professionals with the theoretical knowledge and practical skills to work effectively in community agency settings that service individuals and families. Toward that end, the curriculum is designed to include the mental health movement, professional identity issues, structures and operations of professional organizations, diversity issues, theories and techniques of community needs assessments as well as ways and means to design, implement, and evaluate interventions that occur in community agency settings. Graduate students matriculating in the Community Counseling specialty will be prepared to petition the Nevada State Board of Marriage and Family Therapist Examiners to sit for the examination and subsequent internship.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009.

III. Major Findings and Conclusions of the Program Review

The reviewers reported that CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

The reviewers felt that the master's curricula all reflect strong practitioner preparation programs. This program also has strong and appropriate core requirements, with heavy emphasis on counseling. Though the department has many outcomes assessment methods in

place, they recommended complementing these assessments with more systematic accumulation and documentation of learner and program outcomes.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life to offer more opportunities for international graduate students. The has indicated it will pursue both these ideas.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities.

The impending merger of the CEP programs with the Human Development and Family Studies programs into one department will require the faculty to consider the appropriate priorities for programs and faculty lines. Once the merger is complete, the faculty will determine its direction in terms of priority programs.

***IV.* Descriptive Statistics**

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

| | |
|---------|-----------|
| 2008-09 | <u>68</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>13</u> |
| 2007-08 | <u>31</u> |
| 2008-09 | <u>17</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Ph.D., Counselor Education and Supervision*

I. Description of Program reviewed

The Doctor of Philosophy degree with an emphasis in Counselor Education and Supervision includes a minimum of 96 graduate credits beyond the Baccalaureate, including 24 hours of dissertation. The primary focus of the Doctor of Philosophy program is on research skills. The dissertation must represent original and independent investigation that reflects a contribution to knowledge. The dissertation must also reflect mastery of research skills and an ability to select a significant problem for investigation.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009.

III. Major Findings and Conclusions of the Program Review

The program reviewers noted that CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

With respect to the doctoral programs, the review team suggested that the department consider adding a dissertation focus as a dominant criterion for the selection of counseling doctoral applicants, although noted that there were risks with this. The department faculty deliberated on this but has decided that moving in this direction was not called for at this time.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life, to offer more opportunities for international graduate students. The department will pursue both these ideas.

The department was encouraged to explore formalizing one or more online or hybrid doctoral degrees. The department has decided that it will continue to consider this, especially as legitimate data on the outcomes and efficiency of such programs becomes available.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities.

***IV.* Descriptive Statistics**

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

| | |
|---------|-----------|
| 2008-09 | <u>32</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>3</u> |
| 2008-09 | <u>3</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Ed.D., Counselor Education and Supervision*

I. Description of Program reviewed

The Doctor of Education degree with an emphasis in Counselor Education and Supervision includes a minimum of 90 semester credits beyond the baccalaureate degree, including 12 hours of dissertation. The primary focus of the Doctor of Education program is on practitioner skills needed for positions in counselor education and supervision in university settings, in leadership roles in schools, and in community counseling settings. The dissertation must involve scholarly and practical considerations of a professional problem.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009.

III. Major Findings and Conclusions of the Program Review

The reviewers noted that CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

With respect to the doctoral programs, the review team suggested that the department consider adding a dissertation focus as a dominant criterion for the selection of counseling doctoral applicants, although noted that there were risks with this. The department faculty deliberated on this but has decided that moving in this direction was not called for at this time.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life to offer more opportunities for international graduate students in housing and on-campus employment. The department will pursue both these ideas.

The department was encouraged to explore formalizing one or more online or hybrid doctoral degrees. The department faculty have decided that this will be considered, especially as legitimate data on the outcomes and efficiency of such programs becomes available.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities in their department.

The impending merger of the CEP programs with the Human Development and Family Studies programs into one department will require the faculty to consider the appropriate priorities for programs and faculty lines. Once the merger is complete, the faculty will determine its direction in terms of priority programs.

IV. Descriptive Statistics

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

| | |
|---------|----------|
| 2008-09 | <u>5</u> |
|---------|----------|

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

| | |
|---------|----------|
| 2006-07 | <u>1</u> |
| 2007-08 | _____ |
| 2008-09 | _____ |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
B.S., Ecohydrology*

I. Description of Program reviewed

Ecohydrology is a cross-disciplinary science that integrates ecology with the hydrologic sciences by focusing on the interactions between components of the hydrologic cycle and the distribution, structure, function, and dynamics of biological systems. The Ecohydrology undergraduate degree program prepares students for surface water oriented careers in hydrology, watershed science, geographic information system applications for hydrologic analysis, water quality assessment, ecology of aquatic systems, and management and restoration. Students learn about the relationships between hydrologic mechanisms and ecological patterns and processes in watersheds and aquatic systems. The curriculum provides students with the option of meeting the requirements for federal positions as a hydrologist (OPM 1315 Series) and is designed to provide physical scientists with a strong secondary emphasis in ecology.

II. Review Process and Criteria

The administration of the College of Agriculture, Biotechnology, and Natural Resources requested a comprehensive review of the Natural Resources and Environmental Science department and its offerings as part of the process offered by the Cooperative State Research, Education, and Extension Service (CSREES) of the U.S. Department of Agriculture. In addition to assessing the department and each program's strengths and weaknesses, the review team was given some specific areas to address. In collaboration with CSREES, a team of four external reviewers with knowledge of the field was assembled. A self-study document was prepared and provided to the review team members, and an on-campus visit with faculty, students, staff, and cooperators was conducted April 14-16, 2009.

III. Major Findings and Conclusions of the Program Review

The review team concluded that the department leadership was doing an excellent job working with its faculty, staff, students, peer departments and other agencies. Grantsmanship and publishing by the faculty in the department are exceptional. There is quality student advising for all the undergraduate majors, and the department has many excellent women role models on its faculty.

This major is the newest major and was added in 2008. This major has attracted a dozen students in its first year and looks to be very popular. The increased and improved recruitment efforts of the department have paid off for this and the other undergraduate majors.

The reviewers recommended that all the NRES undergraduate programs have more speaking and writing skills training. The department will be considering this recommendation in the coming year.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>12</u> |
|---------|-----------|

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

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

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

| | |
|---------|----------|
| 2008-09 | <u>0</u> |
|---------|----------|

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

| | |
|-----------|------------|
| Fall 2008 | <u>668</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
M.Ed., Educational Psychology*

I. Description of Program reviewed

The M.Ed. in Educational Psychology program is designed for teachers in elementary education, secondary education and special education who wish to improve and expand classroom skills to meet the needs of an increasingly diverse population of students. The degree is also appropriate for any student wishing to obtain a master's degree with an emphasis in educational psychology. The 37-39-credit degree includes courses in Educational Psychology, Counseling and Information Technology in Education. Nine credits of electives are also included.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009.

III. Major Findings and Conclusions of the Program Review

The CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling education in the state, region and nation, and some have engaged in international activities.

The reviewers felt that the master's curricula all reflect strong practitioner preparation programs. The School Psychology program is an important service to the community and it will be continued in its present form as long as possible. However, the department will be challenged regarding the program's accreditation with NASP if at least one additional faculty member is not hired.

Though the department has many outcomes and assessment methods in place for all its programs, the reviewers recommended complementing these assessments with more systematic accumulation and documentation of learner and program outcomes.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life to offer more opportunities for international graduate students, and the department will pursue both these ideas.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities.

The impending merger of the CEP programs with the Human Development and Family Studies programs into one department will require the faculty to consider the appropriate priorities for programs and faculty lines. Once the merger is complete, the faculty will determine its direction in terms of priority programs.

IV. Descriptive Statistics

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

| | |
|---------|----------|
| 2008-09 | <u>5</u> |
|---------|----------|

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

| | |
|---------|----------|
| 2006-07 | <u>1</u> |
| 2007-08 | <u>4</u> |
| 2008-09 | <u>5</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
B.S., Environmental Science*

I. Description of Program reviewed

The Environmental Science major is for students interested in the human impacts on the environment, and the preservation of the earth and its ecosystems through sustainable resource management and development. This major provides the course work and experiences necessary to prepare students for careers that address the complex and multi-faceted local, regional and global environmental issues facing society. Students acquire a strong background in the basic sciences (i.e. chemistry, biology, geology) and take Environmental Science courses that address such issues as air and water pollution, ecological and human health risk assessment, hazardous waste management, environmental systems management, and environmental policymaking.

II. Review Process and Criteria

The administration of the College of Agriculture, Biotechnology, and Natural Resources requested a comprehensive review of the Natural Resources and Environmental Science department and its offerings as part of the process offered by the Cooperative State Research, Education, and Extension Service (CSREES) of the U.S. Department of Agriculture. In addition to assessing the department and each program's strengths and weaknesses, the review team was given some specific areas to address. In collaboration with CSREES, a team of four external reviewers with knowledge of the field was assembled. A self-study document was prepared and provided to the review team members, and an on-campus visit with faculty, students, staff, and cooperators was conducted April 14-16, 2009.

III. Major Findings and Conclusions of the Program Review

The review team concluded that the department leadership was doing an excellent job working with its faculty, staff, students, peer departments and other agencies. Grantsmanship and publishing by the faculty in the department are exceptional. There is quality student advising for all the undergraduate majors, and the department has many excellent women role models on its faculty.

This major has 20-40 students, and these students, along with others in the department, are encouraged to take internships with an agency of interest. The increased and improved recruitment efforts of the department have paid off for this and the other undergraduate majors.

The reviewers recommended that all the NRES undergraduate programs have more speaking and writing skills training. The department will be considering this recommendation in the coming year.

The graduation rates were of concern to the reviewers, and the department has started to address this by considering the necessary scheduling of courses to get students out in 4 years. The department, college and university were encouraged to make the hiring of faculty in this area a priority.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>37</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>3</u> |
| 2007-08 | <u>2</u> |
| 2008-09 | <u>5</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>668</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
M.S., Environmental Sciences and Health*

I. Description of Program reviewed

The environmental sciences and health graduate program provides education and research training in the areas of environmental chemistry, ecological toxicology (environmental biology and ecology), and environmental toxicology as it relates to human health. The program is based on the tenet that graduate education in the environmental sciences requires training and research linking the disciplines of chemistry, biology, ecology, physics and human health. To foster interdisciplinary interactions, the program recognizes that students must have a strong core curriculum within the environmental sciences. Beyond that, flexible graduate-level education and research is promoted. The program administers solely a Plan A graduate course of study and research.

The environmental sciences and health program consists of three disciplinary tracks which serve as focal points for student recruitment, faculty participation and administration of academic and research activities. The tracks are: environmental chemistry, ecological toxicology, and environmental toxicology and health.

II. Review Process and Criteria

The administration of the College of Agriculture, Biotechnology, and Natural Resources requested a comprehensive review of the Natural Resources and Environmental Science department and its offerings as part of the process offered by the Cooperative State Research, Education, and Extension Service (CSREES) of the U.S. Department of Agriculture. In addition to assessing the department and individual program strengths and weaknesses, the review team was given some specific areas to assess. In collaboration with CSREES, a team of four external reviewers with knowledge of the field was assembled. A self-study document was prepared and provided to the review team members, and an on-campus visit with faculty, students, staff, and cooperators was conducted April 14-16, 2009.

III. Major Findings and Conclusions of the Program Review

The review team concluded that the department leadership was doing an excellent job working with its faculty, staff, student, peer department and other agencies. Grantsmanship and publishing by the faculty in the department are exceptional. There is quality student advising, and the department has many excellent women role models on its faculty. The diversity of the faculty is also reflected in a diverse graduate student body.

In particular, the graduate education program provides excellent training and builds upon the strengths of the faculty. Ph.D. students are completing their programs in a timely fashion (average of 3 years for students with an M.S. degree and 5-6 years for those without an M.S.

degree), and are quite satisfied with their program. The reviewers believe the program to be a highly functional core graduate training vehicle for the department.

The review team recommended that the M.S. & Ph.D. programs become primarily "committee-based" in its curriculum. They felt this move could be attractive to even more students if the program of study was based largely on the course recommendations of this committee. A program name change was also suggested, though the reviewers felt this was not essential.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>20</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>8</u> |
| 2007-08 | <u>9</u> |
| 2008-09 | <u>4</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>668</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Ph.D., Environmental Sciences and Health*

I. Description of Program reviewed

The environmental sciences and health graduate program provides education and research training in the areas of environmental chemistry, ecological toxicology (environmental biology and ecology), and environmental toxicology as it relates to human health. The program is based on the tenet that graduate education in the environmental sciences requires training and research linking the disciplines of chemistry, biology, ecology, physics and human health. To foster interdisciplinary interactions, the program recognizes that students must have a strong core curriculum within the environmental sciences. Beyond that, flexible graduate-level education and research is promoted. The program administers solely a Plan A graduate course of study and research.

The environmental sciences and health program consists of three disciplinary tracks which serve as focal points for student recruitment, faculty participation, and administration of academic and research activities. The tracks are: environmental chemistry, ecological toxicology and environmental toxicology and health.

II. Review Process and Criteria

The administration of the College of Agriculture, Biotechnology, and Natural Resources requested a comprehensive review of the Natural Resources and Environmental Science department and its offerings as part of the process offered by the Cooperative State Research, Education, and Extension Service (CSREES) of the U.S. Department of Agriculture. In addition to assessing the department and individual programs' strengths and weaknesses, the review team was given some specific areas to assess. In collaboration with CSREES, a team of four external reviewers with knowledge of the field was assembled. A self-study document was prepared and provided to the review team members, and an on-campus visit with faculty, students, staff, and cooperators was conducted April 14-16, 2009.

III. Major Findings and Conclusions of the Program Review

The review team concluded that the department leadership was doing an excellent job working with its faculty, staff, student, peer department and other agencies. Grantsmanship and publishing by the faculty in the department are exceptional. There is quality student advising, and the department has many excellent women role models on its faculty. The diversity of the faculty is also reflected in a diverse graduate student body.

In particular, the graduate education program provides excellent training and builds upon the strengths of the faculty. Ph.D. students are completing their programs in a timely fashion (average of 3 years for students with an M.S. degree and 5-6 years for those without an M.S.

degree), and are quite satisfied with their program. The reviewers believe the program to be a highly functional core graduate training vehicle for the department.

The review team recommended some minor modifications of the Ph.D. in Environmental Sciences that it believes could be attractive to even more students, and the department will consider these.

***IV.* Descriptive Statistics**

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

| | |
|---------|-----------|
| 2008-09 | <u>20</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>8</u> |
| 2007-08 | <u>9</u> |
| 2008-09 | <u>4</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>668</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
B.S., Forest and Rangeland Management*

I. Description of Program reviewed

The Forest and Rangeland Management curriculum provides a solid, multidisciplinary foundation for science-based decision making in natural resource management. Students receive a strong background in the basic sciences (e.g., biology, chemistry, and mathematics) as well as a strong background in courses addressing critical issues in vegetation ecology and management, sustainability and restoration of forest and rangeland resources, watershed integrity, wildlife habitat, forage and wood production, and conservation of natural ecosystems. This major is designed for those students interested in pursuing careers that are focused on the ecology and management of forest and rangeland resources.

II. Review Process and Criteria

The administration of the College of Agriculture, Biotechnology, and Natural Resources requested a comprehensive review of the Natural Resources and Environmental Science Department and its offerings as part of the process offered by the Cooperative State Research, Education, and Extension Service (CSREES) of the U.S. Department of Agriculture. In addition to assessing the department and each program's' strengths and weaknesses, the review team was given some specific areas to assess. In collaboration with CSREES, a team of four external reviewers with knowledge of the field was assembled. A self-study document was prepared and provided to the review team members, and an on-campus visit with faculty, students, staff and cooperators was conducted April 14-16, 2009.

III. Major Findings and Conclusions of the Program Review

The review team concluded that the department leadership was doing an excellent job working with its faculty, staff, students, peer departments and other agencies. Grantsmanship and publishing by the faculty in the department are exceptional. There is quality student advising for all the undergraduate majors, and the department has many excellent women role models on its faculty.

This major has 20-40 students, and these students, along with others in the department are encouraged to take internships with an agency of interest. The increased and improved recruitment efforts of the department have paid off for this and the other undergraduate majors.

The reviewers recommended that all the NRES undergraduate programs have more speaking and writing skills training. The department will be considering this recommendation in the coming year.

The graduation rates were of concern to the reviewers, and the department has started to address this by considering the necessary scheduling of courses to get students out in 4 years.

The department, college and university were encouraged to make the hiring of faculty in this area a priority.

Though there is some demand for education in Range Ecology and Management, there is only a small number of students each year with this interest. The department was advised to revisit this possible program in the future should there be increased interest in range science among students.

***IV.* Descriptive Statistics**

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

| | |
|---------|-----------|
| 2008-09 | <u>37</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>9</u> |
| 2007-08 | <u>8</u> |
| 2008-09 | <u>8</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>668</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Ph.D., Human Development and Learning*

I. Description of Program reviewed

The Doctor of Philosophy with an emphasis in Human Development and Learning degree includes a minimum of 96 semester credits beyond the baccalaureate degree, including 24 hours of dissertation. The primary focus of the Doctor of Philosophy program is on research skills. The dissertation must represent an original and independent investigation that reflects a contribution to knowledge. The dissertation must also reflect mastery of research skills and an ability to select a significant problem for investigation.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009.

III. Major Findings and Conclusions of the Program Review

The CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

With respect to the doctoral programs, the review team suggested that the department consider adding a dissertation focus as a dominant criterion for the selection of counseling doctoral applicants, although noted that there were risks with this. The department faculty deliberated on this but has decided that moving in this direction was not called for at this time.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life, to offer more opportunities for international graduate students, and the department will pursue both these ideas.

The department was encouraged to explore formalizing one or more online or hybrid doctoral degrees. The department has decided that it will continue to consider this, especially as legitimate data on the outcomes and efficiency of such programs becomes available.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. In addition, the proposed merger with Human Development and Family Studies will bring to the department an undergraduate program that has approximately 200 majors. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>32</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>3</u> |
| 2008-09 | <u>3</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Ed.D., Human Development and Learning*

I. Description of Program reviewed

The Doctor of Education degree in Human Development and Learning prepares individuals for professional positions and for leadership roles in schools and other institutions and settings. While both the Ph.D. and Ed.D. degrees emphasize the development of theoretical research and skills, the Ed.D. is more practitioner focused

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009

III. Major Findings and Conclusions of the Program Review

The CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

With respect to the doctoral programs, the review team suggested that the department consider adding a dissertation focus as a dominant criterion for the selection of counseling doctoral applicants, although noted that there were risks with this. The department faculty deliberated on this but has decided that moving in this direction was not called for at this time.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life, to offer more opportunities for international graduate students in housing and on-campus employment, and the department will pursue both these ideas.

The department was encouraged to explore formalizing one or more online or hybrid doctoral degrees. The department has decided that it will continue to consider this, especially as legitimate data on the outcomes and efficiency of such programs becomes available.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities.

The impending merger of the CEP programs with the Human Development and Family Studies programs into one department will require the faculty to consider the appropriate priorities for programs and faculty lines. Once the merger is complete, the faculty will determine its direction in terms of priority programs.

***IV.* Descriptive Statistics**

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

| | |
|---------|----------|
| 2008-09 | <u>5</u> |
|---------|----------|

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

| | |
|---------|----------|
| 2006-07 | <u>1</u> |
| 2007-08 | <u>0</u> |
| 2008-09 | <u>0</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
M.S., Information Technology in Education*

I. Description of Program reviewed

The Masters of Science degree (M.S.) in Educational Psychology is offered with an emphasis in Information Technology in Education. This emphasis (40-42 credits) provides graduate level training for educators and prospective educators. The use of information technology in teaching and learning is the focus of this emphasis. While a portion of the course work focuses on skill development, emphasis is on examining conceptual frameworks relating to the use of information technology in education. Though not a prerequisite for admission, it is assumed that the typical student will have a background in education with an interest in exploring educational uses of information technology in the classroom.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009.

III. Major Findings and Conclusions of the Program Review

The CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

The reviewers felt that the Information Technology programs might be admitting too many students for currently available human and other fiscal resources. However, the department feels that it wants to continue to take advantage of the faculty it has in this area with national and international reputations. The hire of another faculty member in this area is a priority for the department.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of

courses for maximum student participation. Another recommendation related to working with Residential Life, to offer more opportunities for international graduate students, and the department will pursue both these ideas.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities.

***IV.* Descriptive Statistics**

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

| | |
|---------|-----------|
| 2008-09 | <u>68</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>13</u> |
| 2007-08 | <u>31</u> |
| 2008-09 | <u>17</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Ph.D., Information Technology in Education*

I. Description of Program reviewed

The Doctor of Philosophy with an emphasis in Information Technology in Education degree includes a minimum of 96 semester credits beyond the baccalaureate degree, including 24 hours of dissertation. Doctoral students in the Department of Counseling and Educational Psychology are told to expect their programs to exceed the minimum number of hours required by the university. The primary focus of the Doctor of Philosophy program is on research skills. The dissertation must represent an original and independent investigation that reflects a contribution to knowledge. The dissertation must also reflect mastery of research skills and an ability to select a significant problem for investigation.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009.

III. Major Findings and Conclusions of the Program Review

The CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

With respect to the doctoral programs, the review team suggested that the department consider adding a dissertation focus as a dominant criterion for the selection of counseling doctoral applicants, although noted that there were risks with this. The department faculty deliberated on this but has decided that moving in this direction was not called for at this time.

The reviewers felt that the Information Technology programs might be admitting too many students for currently available human and other fiscal resources. However, the department feels that it wants to continue to take advantage of the faculty its has in this area with national

and international reputations. The hire of another faculty member in this area is a priority for the department.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life, to offer more opportunities for international graduate students, and the department will pursue both these ideas.

The department was encouraged to explore formalizing one or more online or hybrid doctoral degrees. The department has decided that it will continue to consider this, especially as legitimate data on the outcomes and efficiency of such programs becomes available.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities.

***IV.* Descriptive Statistics**

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

| | |
|---------|-----------|
| 2008-09 | <u>32</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>3</u> |
| 2008-09 | <u>3</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Ed.D., Information Technology in Education*

I. Description of Program reviewed

The Doctor of Education with an emphasis in Information Technology in Education includes a minimum of 96 semester credits beyond the baccalaureate degree, including 12 hours of dissertation. Doctoral students in the Department of Counseling and Educational Psychology should expect their programs to exceed the minimum number of hours required by the university. The primary focus of the Doctor of Education program is on practitioner skills. The dissertation must involve scholarly and practical considerations of a professional problem.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009.

III. Major Findings and Conclusions of the Program Review

The CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

With respect to the doctoral programs, the review team suggested that the department consider adding a dissertation focus as a dominant criterion for the selection of counseling doctoral applicants, although noted that there were risks with this. The department faculty deliberated on this but has decided that moving in this direction was not called for at this time.

The reviewers felt that the Information Technology programs might be admitting too many students for currently available human and other fiscal resources. However, the department feels that it wants to continue to take advantage of the faculty it has in this area with national and international reputations. The hire of another faculty member in this area is a priority for the department.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life, to offer more opportunities for international graduate students, and the department will pursue both these ideas.

The department was encouraged to explore formalizing one or more online or hybrid doctoral degrees. The department has decided that it will continue to consider this, especially as legitimate data on the outcomes and efficiency of such programs becomes available.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities.

The impending merger of the CEP programs with the Human Development and Family Studies programs into one department will require the faculty to consider the appropriate priorities for programs and faculty lines. Once the merger is complete, the faculty will determine its direction in terms of priority programs.

***IV.* Descriptive Statistics**

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

| | |
|---------|----------|
| 2008-09 | <u>5</u> |
|---------|----------|

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

| | |
|---------|----------|
| 2006-07 | <u>1</u> |
| 2007-08 | _____ |
| 2008-09 | _____ |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW
University of Nevada, Reno
M.A., Marital, Couple and Family Counseling

I. Description of Program reviewed

The Master of Arts degree with an emphasis in Marital, Couple, and Family Counseling/Therapy is a 67 credit hour nationally accredited (CACREP) program. The purpose of this extensive training is to prepare graduates to be able to deal effectively with the variety of issues and family constellations that will present them. Toward that end, students will receive in-depth training in conceptualization skills as well as in the theoretical and practical application of systems theory. Aside from formal clinical coursework, graduate students in the Marital, Couple, and Family Counseling/Therapy program will have the opportunity to intern in the Downing Counseling Clinic, located within the Department's office suite. This clinic serves numerous university students as well as individuals and families from the surrounding community. Interns are assigned a variety of clients and client systems and are responsible for setting up appointments and seeing clients in the emergency and walk-in services for individuals and families. There are also opportunities to provide consultations as well as group counseling to various agencies in the community.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009.

III. Major Findings and Conclusions of the Program Review

The CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

The reviewers felt that the master's curricula all reflect strong practitioner preparation programs. This program also has strong and appropriate core requirements, with heavy emphasis on counseling. Though the department has many outcomes assessment methods in

place, they recommended complementing these assessments with more systematic accumulation and documentation of learner and program outcomes.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life, to offer more opportunities for international graduate students, and the department will pursue both these ideas.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities.

The impending merger of the CEP programs with the Human Development and Family Studies programs into one department will require the faculty to consider the appropriate priorities for programs and faculty lines. Once the merger is complete, the faculty will determine its direction in terms of priority programs.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>68</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>13</u> |
| 2007-08 | <u>31</u> |
| 2008-09 | <u>17</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
M.S., Natural Resources and Environmental Science*

I. Description of Program reviewed

Students accepted to the M.S. in Natural Resources and Environmental Science develop specific programs of study through their collegial interactions with the Graduate Advisory Committee. The program emphasizes the functioning of range, forest and aquatic ecosystems, and includes the following areas of specialization: Wildlife and Conservation Biology, Environmental Science, Watershed Science, Forestry, and Range Management.

II. Review Process and Criteria

The administration of the College of Agriculture, Biotechnology, and Natural Resources requested a comprehensive review of the Natural Resources and Environmental Science department and its offerings as part of the process offered by the Cooperative State Research, Education, and Extension Service (CSREES) of the U.S. Department of Agriculture. In addition to assessing the department and individual programs' strengths and weaknesses, the review team was given some specific areas to assess. In collaboration with CSREES, a team of four external reviewers with knowledge of the field was assembled. A self-study document was prepared and provided to the review team members, and an on-campus visit with faculty, students, staff, and cooperators was conducted April 14-16, 2009.

III. Major Findings and Conclusions of the Program Review

The review team concluded that the department leadership was doing an excellent job working with its faculty, staff, student, peer department and other agencies. Grantsmanship and publishing by the faculty in the department are exceptional. There is quality student advising, and the department has many excellent women role models on its faculty. The diversity of the faculty is also reflected in a diverse graduate student body.

In particular, the graduate education program provides excellent training and builds upon the strengths of the faculty. M.S. students are completing their programs in a timely fashion (average of 2.5 years), and are quite satisfied with their program. The reviewers believe the program to be a highly functional core graduate training vehicle for the department.

The review team recommended some minor modifications of the M.S. in Environmental Sciences that it believes could be attractive to even more students, and the department will consider these.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>11</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>6</u> |
| 2007-08 | <u>2</u> |
| 2008-09 | <u>4</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>668</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
B.A., Psychology*

I. Description of Program reviewed

The Bachelor of Arts in Psychology program requires that students take a broad range of courses in the core areas of the psychology discipline. There are two tracks in the undergraduate curriculum to satisfy the differing educational goals of psychology majors: the liberal arts track and the graduate school preparation track.

II. Review Process and Criteria

The Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators prior to a campus visit. Three external reviewers familiar with the programs offered by the department visited campus October 5-6, 2008, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on February 28, 2009.

III. Major Findings and Conclusions of the Program Review

The reviewers' report was very positive. The reviewers noted the national recognition and quality and strength of the department's faculty. In particular, they noted the faculty's high scholarly productivity, extensive community outreach, and significant teaching productivity. The department's full-time faculty produce a high number of student credit hours; however, there is concern that while it is evident that faculty are committed to undergraduate education, they are also heavily invested in research and graduate education. Juggling these competing responsibilities is particularly troublesome for the department's faculty, and the chair and dean have committed to try to address this as resources become available.

The reviewers recommended improvements in the way the department handles advising and recommended that a professional advisor be hired. The chair is initiating conversations with faculty on whether the hiring of a full-time lecturer/professional advisor would make sense for the department should faculty positions become available, thereby addressing two of the department's critical needs.

The review committee made several recommendations regarding the undergraduate curriculum, including the need to examine the introductory course offerings as well as adding options for more capstone courses. They promoted the creation of an undergraduate curriculum committee in the department to consider these and other curriculum related recommendations and bring fully developed proposals to the chair and faculty. The dean supports the recommendation that

the duties of the Associate Chair of the department be redefined to include a role as Director of Undergraduate Studies. This individual would also chair the undergraduate curriculum committee. The dean and chair are working together on these and other conclusions resulting from the program review.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>573</u> |
|---------|------------|

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

| | |
|---------|------------|
| 2006-07 | <u>112</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2008-09 | <u>85</u> |
|---------|-----------|

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

| | |
|-----------|-------------|
| Fall 2008 | <u>2789</u> |
|-----------|-------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
M.A., Psychology*

I. Description of Program reviewed

The Department of Psychology offers the Master of Arts degree in general psychology, and there is a professional master's M.A. track in behavior analysis. The master of arts degree with a specialization in behavior analysis is a terminal degree that prepares students for work in human services.

II. Review Process and Criteria

The Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Three external reviewers familiar with the programs offered by the department visited campus October 5-6, 2008, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on February 28, 2009.

III. Major Findings and Conclusions of the Program Review

The reviewers' report was very positive. The reviewers noted the national recognition and quality and strength of the department's faculty. In particular, they noted the faculty's high scholarly productivity, extensive community outreach, and significant teaching productivity. The psychology graduate program has an excellent national reputation in terms of its faculty, graduates, and its innovations.

The department has excellent graduate mentoring as reported by the graduate students to the reviewers. In addition, graduate students have excellent placement rates, with graduates finding jobs in their areas of expertise.

Funding of the department was the biggest concern expressed by the reviewers, and this particularly affects graduate education in terms of space for graduate students and graduate student support, particularly TA and RA positions. The dean considers this department one of her highest priorities for resources when the budget improves.

The major weakness with the curriculum at the graduate level is with the teaching of statistics, as there were concerns expressed during the campus visit. Since this has been identified as a problem in several other university graduate programs, the provost's office is considering how to approach this problem from a university standpoint, as opposed to asking individual departments to come up with action plans.

IV. Descriptive Statistics

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

| | |
|---------|----------|
| 2008-09 | <u>2</u> |
|---------|----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>10</u> |
| 2007-08 | <u>15</u> |
| 2008-09 | <u>33</u> |

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

| | |
|-----------|-------------|
| Fall 2008 | <u>2789</u> |
|-----------|-------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Ph.D., Psychology*

I. Description of Program reviewed

The Psychology Department offers programs of study leading to a Ph.D. degrees in Clinical, Cognitive and Brain Sciences, and Behavior Analysis. Students are given a strong foundation in current theory and methods and have the opportunity to specialize within a number of substantive areas of research.

II. Review Process and Criteria

The Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Three external reviewers familiar with the programs offered by the department visited campus October 5-6, 2008, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on February 28, 2009.

III. Major Findings and Conclusions of the Program Review

The reviewers' report was very positive. The reviewers noted the national recognition and quality and strength of the department's faculty. In particular, they noted the faculty's high scholarly productivity, extensive community outreach, and significant teaching productivity. The psychology graduate program has an excellent national reputation in terms of its faculty, graduates, and its innovations.

The department has excellent graduate mentoring as reported by the graduate students to the reviewers. In addition, graduate students have excellent placement rates, with graduates finding jobs in their areas of expertise.

Funding of the department was the biggest concern expressed by the reviewers, and this particularly affects graduate education in terms of space for graduate students and graduate student support, particularly TA and RA positions. The dean considers this department one of her highest priorities for resources when the budget improves.

The major weakness with the curriculum at the graduate level is with the teaching of statistics, as there were concerns expressed during the campus visit. Since this has been identified as a problem in several other university graduate programs, the Provost's office is considering how to approach this problem from a university standpoint, as opposed to asking individual departments to come up with action plans.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>50</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>15</u> |
| 2007-08 | <u>12</u> |
| 2008-09 | <u>7</u> |

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

| | |
|-----------|-------------|
| Fall 2008 | <u>2789</u> |
|-----------|-------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Master of Public Health*

I. Description of Program reviewed

The Master of Public Health (MPH) degree program was developed in the Department of Health Ecology and approved by the Board of Regents in August 2000. The MPH programs began in the fall of that year as an interdisciplinary, generalist degree providing a broad background in public health. In 2004, the generalist degree was replaced with an MPH with concentrations planned in five areas: Epidemiology & Biostatistics, Social and Behavioral Health, Environmental and Occupational Health, and Health Ethics, Policy and Administration. MPH students complete the core MPH courses, then choose an area of specialization for their remaining course of study. By selecting an area of specialization, students are able to focus on and develop skills and knowledge in the core areas of public health.

II. Review Process and Criteria

A self-study document for the programs was developed by the department faculty and completed in the Fall 2008 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the 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 April 30 and May 28, 2008.

III. Major Findings and Conclusions of the Program Review

The major findings of the report and the program's responses are as follows:

The program has many strengths that will serve it well in its planned application for CEPH accreditation, including young and enthusiastic faculty, co-location with related academic units on campus, and connections with the regional community.

A major long-term weakness was identified as a lack of core senior faculty to provide direction and mentorship to the department faculty. Because of the shortfall in state revenues, the department will be exploring alternative approaches to faculty hires necessary to offer the MPH in Health Policy and Administration or Environmental and Occupational Health options. These approaches are reassignment faculty, partnering with other units or combining state and grant funds.

The reviewers noted that the most important near-term weakness was inadequate faculty and staff resources to support the upcoming accreditation. Following the visit, the department has taken steps to enhance the support by formally reassigning faculty and staff time to the accreditation effort.

The reviewers noted that there was inadequate faculty research support that impeded faculty members' ability to expand research productivity. The department is working with the Vice President of Health Sciences to engage a staff person in grant management at the division level.

The reviewers noted some curriculum weaknesses that the department feels were associated with the former MPH generalist degree. However, the department is developing a set of core competencies and a model curriculum for each specialty area. In addition, recommendations regarding the curriculum experience were made and are being considered by the department.

Finally, the reviewers made recommendations concerning engaging community stakeholders and alumni, networking with national community program directors, and creating forums for students and current faculty. The department is actively working on improvements to address these recommendations.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>34</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>5</u> |
| 2007-08 | <u>7</u> |
| 2008-09 | <u>11</u> |

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

| | |
|-----------|-------------|
| Fall 2008 | <u>1158</u> |
|-----------|-------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
M.A., School Counseling*

I. Description of Program reviewed

The Master of Arts with a School Counseling emphasis focuses on the developmental model of school counseling. School counselor students take the core counseling curriculum. In addition, students in school counseling have curricular specialty courses in the foundation of school counseling, counseling and guidance program development and consultation. The emphasis strives to provide the necessary self-awareness, knowledge, and skills to effectively deliver a comprehensive counseling emphasis. Completion of the emphasis qualifies students for licensure as a school counselor in Nevada. Requirements vary for licensure at the elementary and secondary level. Licensure is available for those without previous K-12 teaching experience. However, those without previous teaching experience are required to secure successful documented volunteer teaching and/or para-counseling experiences in an elementary or secondary school setting prior to admission to the program.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009.

III. Major Findings and Conclusions of the Program Review

The CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life, to offer more opportunities in housing and on-campus employment for international graduate students, and the department will pursue both these ideas.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>68</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>13</u> |
|---------|-----------|

| | |
|---------|-----------|
| 2007-08 | <u>31</u> |
|---------|-----------|

| | |
|---------|-----------|
| 2008-09 | <u>17</u> |
|---------|-----------|

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Ed.S., School Counseling*

I. Description of Program reviewed

The education specialist degree is a minimum 32 credits, sixth-year degree program beyond the master's degree. Majors are offered in counseling and educational psychology and educational leadership. This program emphasizes research and scholarly activities that contribute to the advancement and dissemination of knowledge.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009.

III. Major Findings and Conclusions of the Program Review

The CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

With respect to the doctoral programs, the review team suggested that the department consider adding a dissertation focus as a dominant criterion for the selection of counseling doctoral applicants, although noted that there were risks with this. The department faculty deliberated on this but has decided that moving in this direction was not called for at this time.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life, to offer more opportunities for international graduate students, and the department will pursue both these ideas.

The department was encouraged to explore formalizing one or more online or hybrid doctoral degrees. The department has decided that it will continue to consider this, especially as legitimate data on the outcomes and efficiency of such programs becomes available.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities in their department.

The impending merger of the CEP programs with the Human Development and Family Studies programs into one department will require the faculty to consider the appropriate priorities for programs and faculty lines. Once the merger is complete, the faculty will determine its direction in terms of priority programs.

IV. **Descriptive Statistics**

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

| | |
|---------|-----------|
| 2008-09 | <u>18</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>3</u> |
| 2007-08 | <u>4</u> |
| 2008-09 | <u>3</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Ph.D., School Psychology*

I. Description of Program reviewed

The primary focus of this program is to prepare graduates for professional positions in the field of School Psychology. The CEP department prepares doctoral graduates to assume leadership roles in schools and other institutions and settings. While both the Ph.D. and Ed.D. degrees emphasize the development of theoretical research and skills, the Ph.D. is a research degree and the Ed.D. is more practitioner focused.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 20

III. Major Findings and Conclusions of the Program Review

The CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

With respect to the doctoral programs, the review team suggested that the department consider adding a dissertation focus as a dominant criterion for the selection of counseling doctoral applicants, although noted that there were risks with this. The department faculty deliberated on this but has decided that moving in this direction was not called for at this time.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life, to offer more opportunities for international graduate students, and the department will pursue both these ideas.

The department was encouraged to explore formalizing one or more online or hybrid doctoral degrees. The department has decided that it will continue to consider this, especially as legitimate data on the outcomes and efficiency of such programs becomes available.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities in their department.

The impending merger of the CEP programs with the Human Development and Family Studies programs into one department will require the faculty to consider the appropriate priorities for programs and faculty lines. Once the merger is complete, the faculty will determine its direction in terms of priority programs.

IV. **Descriptive Statistics**

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

| | |
|---------|-----------|
| 2008-09 | <u>32</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>3</u> |
| 2008-09 | <u>3</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
Ed.D., School Psychology*

I. Description of Program reviewed

The primary focus of this program is to prepare graduates for professional positions in the field of School Psychology. The CEP department prepares doctoral graduates to assume leadership roles in schools and other institutions and settings. While both the Ph.D. and Ed.D. degrees emphasize the development of theoretical research and skills, the Ph.D. is a research degree and the Ed.D. is more practitioner focused.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009.

III. Major Findings and Conclusions of the Program Review

The CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

With respect to the doctoral programs, the review team suggested that the department consider adding a dissertation focus as a dominant criterion for the selection of counseling doctoral applicants, although noted that there were risks with this. The department faculty deliberated on this but has decided that moving in this direction was not called for at this time.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life, to offer more opportunities for housing and on-campus employment for international graduate students. The department will pursue both these ideas.

The department was encouraged to explore formalizing one or more online or hybrid doctoral degrees. The department has decided that it will continue to consider this, especially as legitimate data on the outcomes and efficiency of such programs becomes available.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities in their department.

The impending merger of the CEP programs with the Human Development and Family Studies programs into one department will require the faculty to consider the appropriate priorities for programs and faculty lines. Once the merger is complete, the faculty will determine its direction in terms of priority programs.

IV. Descriptive Statistics

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

| | |
|---------|----------|
| 2008-09 | <u>5</u> |
|---------|----------|

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

| | |
|---------|----------|
| 2006-07 | <u>1</u> |
| 2007-08 | _____ |
| 2008-09 | _____ |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
M.A., Student Affairs and College Counseling*

I. Description of Program reviewed

Student Affairs & College Counseling within the Department of Counseling and Educational Psychology is defined as the development and management of the human resources that exist within post-secondary education. The body of knowledge offered to graduate students is interdisciplinary, fusing information theories and approaches gained from fields such as higher education administration, psychology, business administration and speech communication. However, the foundation of both emphases is embedded in counseling. The philosophy guiding preparation in the field of Student Affairs & College Counseling is that an education in this profession represents the interaction between and among the individual masters or doctoral candidate, the literature in the field and the realities of actual practice.

II. Review Process and Criteria

The Counseling and Educational Psychology Department and all of its programs were scheduled for an external program review in accordance with the Board of Regents mandated program review schedule. The department saw this as an excellent time for review, both as a consequence of its conversations with the Department of Human Development and Family Studies regarding possible merger and as a follow-up to its CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit in 2007. A self-study document following guidelines utilized for program reviews at UNR was prepared and provided to the reviewers and relevant campus administrators. Two external reviewers familiar with the programs offered by the department visited campus April 20-23, 2009, and provided a report outlining their findings and recommendations shortly after the visit. The department and dean have responded to the report in writing, and a meeting to discuss the findings with representatives of the Provost's office took place on July 27, 2009.

III. Major Findings and Conclusions of the Program Review

The CEP programs at the University of Nevada, Reno have an excellent history and strong regional and national reputation for quality. The faculty has consistently made major professional contributions in counseling in the state, region, and nation, and some have engaged in international activities.

The team also advised the department to work toward greater diversity in its graduate program student body. One recommendation for achieving this was to assess the optimal scheduling of courses for maximum student participation. Another recommendation related to working with Residential Life, to offer more opportunities for international graduate students, and the department will pursue both these ideas.

The reviewers felt that undergraduate programs in the college could serve as feeders to the graduate programs in CEP. The department will approach other College of Education departments to see what activities or arrangements could be made to expose undergraduate students to graduate opportunities.

IV. ** Descriptive Statistics**

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

| | |
|---------|-----------|
| 2008-09 | <u>68</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>13</u> |
| 2007-08 | <u>31</u> |
| 2008-09 | <u>17</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>953</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*University of Nevada, Reno
B.S., Wildlife Ecology and Conservation*

I. Description of Program reviewed

The Wildlife Ecology and Conservation major provides a solid, multidisciplinary foundation for science-based decision making in wildlife ecology and conservation biology. Students acquire a strong background in basic science (e.g., biology, chemistry, and mathematics) as well as courses addressing critical issues in management, restoration and conservation of wildlife and other biological resources. This major is designed for students interested in pursuing careers focused on the ecology and management of wildlife and other biota.

II. Review Process and Criteria

The administration of the College of Agriculture, Biotechnology, and Natural Resources requested a comprehensive review of the Natural Resources and Environmental Science department and its offerings as part of the process offered by the Cooperative State Research, Education, and Extension Service (CSREES) of the U.S. Department of Agriculture. In addition to assessing the department and individual programs' strengths and weaknesses, the review team was given some specific areas to address. In collaboration with CSREES, a team of four external reviewers with knowledge of the field was assembled. A self-study document was prepared and provided to the review team members, and an on-campus visit with faculty, students, staff, and cooperators was conducted April 14-16, 2009.

III. Major Findings and Conclusions of the Program Review

The review team concluded that the department leadership was doing an excellent job working with its faculty, staff, students, peer departments and other agencies. Grantsmanship and publishing by the faculty in the department are exceptional. There is quality student advising for all the undergraduate majors, and the department has many excellent women role models on its faculty.

This major has the largest enrollment with 60-80 students. The reviewers recommended that the curriculum be enhanced with the addition of a scientific writing class that includes a section on grant and proposal preparation, a human dimensions class, and a population dynamics class. In addition, the reviewers recommended that all the NRES undergraduate programs have more speaking and writing skills training. The department will be considering these recommendations.

The graduation rates were of concern to the reviewers, and the department has started to address this by considering the necessary scheduling of courses to get students out in 4 years. The department, college and university were encouraged to make the hiring of faculty in this area a priority.

The requirements of the University's core curriculum was also seen as a contributing factor, and the administration committed to considering this during the program review of the Core in the next academic year.

IV. ** Descriptive Statistics**

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

| | |
|---------|-----------|
| 2008-09 | <u>78</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>5</u> |
| 2007-08 | <u>13</u> |
| 2008-09 | <u>12</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>668</u> |
|-----------|------------|

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Nevada State College

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ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: Nevada State College

Academic Year of Review: 2008-09

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 reached 2,100 in Fall 2008. 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.

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College of Southern Nevada

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ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: College of Southern Nevada

Academic Year of Review: 2008-09

I. List the existing programs and corresponding degree level for all programs that were reviewed over the past year (e.g. Economics, Bachelor of Science).

Certificate of Achievement - Dental Assisting
Associate of Science - Dental Hygiene
Bachelor of Science - Dental Hygiene
Certificate of Achievement - Massage Specialist
Associate of Applied Science - Medical Laboratory Technology
Certificate of Achievement - Medical Laboratory Assistant
Associate of Applied Science - Ophthalmic Dispensing
Associate of Applied Science - Occupational Therapy Assistant
Associate of Applied Science - Physical Therapist Assistant
Associate of Applied Science - Radiation Therapy Technology
Associate of Applied Science - Diagnostic Medical Sonography General Vascular Tract
Associate of Applied Science - Diagnostic Medical Sonography Cardiac/Vascular Tract
Associate of Applied Science - Cardiorespiratory Sciences
Associate of Applied Science - Paramedic Medicine
Certificate of Achievement - Paramedic Medicine
Associate of Applied Science - Health Information Technology
Certificate of Achievement - Medical Coding
Certificate of Achievement - Medical Transcription
Certificate of Achievement - Medical Office Assisting
Certificate of Achievement - Pharmacy Technician
Certificate of Achievement - Surgical Technology
Associate of Applied Science - Veterinary Technology
Certificate of Achievement - Veterinary Technology
Associate of Applied Science - Registered Nursing
Certificate of Achievement - Practical Nursing

II. List any programs and corresponding degree level for all programs that were eliminated or placed on inactive status this past year (e.g. Political Science, Master of Arts).

Associate of Applied Science - Graphic Technology, Animation Emphasis
Certificate of Achievement - Graphic Technology, Animation Emphasis

III. List all new programs and corresponding degree level for all programs that received Board approval this past year (e.g. History, Bachelor of Arts).

None

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Certificate of Achievement, Dental Assisting

I. Description of Program reviewed

This is an open entry Certificate of Achievement program, accredited by the American Dental Association. The Dental Assisting program is designed to educate participants as chairside and administrative dental assistants.

II. Review Process and Criteria

This academic program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. In addition, this program had a reaccreditation on-site visit in November 2008.

III. Major Findings and Conclusions of the Program Review

Recruitment of qualified faculty is the program's biggest challenge. The program also faces increased challenge from local proprietary programs in recruitment of students. Adequate laboratory and clinical space remains challenging, as this program shares with Dental Hygiene. However, academic retention has increased since ENG 101 became a prerequisite.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>77</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>21</u> |
| 2007-08 | <u>19</u> |
| 2008-09 | <u>16</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>189</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Associate of Science, Dental Hygiene

I. Description of Program reviewed

This Associate of Science program is designed to educate participants for registration as dental hygienists. Clinical experiences are designed to produce competence in the recognition of oral disease and disorder, to stress the essential role of prevention in the control of oral disease, to establish the concept of maintaining the oral structures in optimal health, and to develop expertise in clinical skills. This is a limited entry program.

II. Review Process and Criteria

This academic program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This program is accredited by the American Dental Association

III. Major Findings and Conclusions of the Program Review

There has been a decline in both the total applicants as well as the qualified applicant pool. This is due primarily to the increased number of programs that have opened in the Western states region. This program also changed from AAS to AS which has impacted the number of qualified applicants. However, approximately 90% of graduates obtain employment within the state of Nevada. 96% of the graduates passed the written National Board Exam with a 75% or better on the first attempt.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>429</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>21</u> |
| 2007-08 | <u>23</u> |
| 2008-09 | <u>16</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>312</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Bachelor of Science, Dental Hygiene

I. Description of Program reviewed

The Bachelor of Science prepares dental hygiene professionals for enhanced roles and responsibilities within the emerging profession. The curriculum is designed to introduce students to the expanding role in public health and education. The program is completely online. This is a limited entry program.

II. Review Process and Criteria

This academic program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated.

III. Major Findings and Conclusions of the Program Review

This program is 50% instate and 50% out of state students. Students have assessed the online format as above average. The program has produced faculty for the AS program. Graduate surveys indicate a preference for a more streamlined curriculum, allowing for program completion in 1 to 1 1/2 years. The program continues to look for effective recruitment strategies to attract students for enrollment.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>176</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>11</u> |
| 2007-08 | <u>8</u> |
| 2008-09 | <u>8</u> |

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

| | |
|-----------|-----------|
| Fall 2008 | <u>73</u> |
|-----------|-----------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Certificate of Achievement, Massage Specialist

I. Description of Program reviewed

The mission of the massage specialist program is to provide students with an in-depth educational experience in a safe and professional learning environment which promotes health, healing and public education regarding the massage profession. This is an open entry program

II. Review Process and Criteria

This academic program review was performed based on policy and procedure approved by CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. In addition, this program had an initial accreditation site visit in November 2008.

III. Major Findings and Conclusions of the Program Review

Recruitment of qualified faculty is a challenge. In preparation for the accreditation site visit, the curriculum was assessed, survey instruments were developed, implementation of full immunization requirements with TB 2-step test, drug screen, and background checks as well as CPR & AED training were completed. Facility upgrades such as privacy curtains in the clinic were also implemented. The exit accreditation review was positive with the only comment that the student completion rate needed attention. Graduation is not required prior to certification.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>66</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>5</u> |
| 2008-09 | <u>1</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>220</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada

Associate of Applied Science, Medical Laboratory Technology

I. Description of Program reviewed

The mission of the Medical Laboratory Technician (MLT) program is to provide learning experiences that allow students to acquire theory and develop laboratory techniques and critical thinking skills necessary to operate successfully in a clinical laboratory setting. This is a limited entry program with two track offerings: Occupational track to directly enter the workforce and the UNLV Transfer track.

II. Review Process and Criteria

This academic program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. In addition, this program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences.

III. Major Findings and Conclusions of the Program Review

This program continues to have challenges with resources. Although students pay a lab fee, the fees do not cover all materials needed for the laboratory sections. It is an unrealistic expectation that the student carry this financial burden, therefore lab supplies are acquired by the state operating budget. Visibility of this program to potential students is a challenge. the program is working with UNLV on a NIH Bridge to the Baccalaureate Degree which, if funded, will assist with recruitment of students. There remains a strong employment demand for these graduates and 100% of them are employed upon graduation.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>130</u> |
|---------|------------|

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

| | |
|---------|----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>5</u> |
| 2008-09 | <u>4</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>260</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Certificate of Achievement, Medical Laboratory Assistant

I. Description of Program reviewed

The Medical Laboratory Assistant program is a Certificate of Achievement which prepares students to work in support areas of the laboratory such as specimen processing and phlebotomy. It also prepares the student academically to pursue the AAS degree in MLT.

II. Review Process and Criteria

This academic program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated.

III. Major Findings and Conclusions of the Program Review

The findings of this program review are incorporated into the AAS, Medical Laboratory Technology. This C of A is new and has not yet produced graduates. It is providing a career pathway for phlebotomists to continue working while continuing with educational pursuits.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>16</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>0</u> |
| 2007-08 | <u>0</u> |
| 2008-09 | <u>0</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>682</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Associate of Applied Science, Ophthalmic Dispensing

I. Description of Program reviewed

The ophthalmic technology program prepares graduates to be professional manufacturing and dispensing opticians. The program includes instruction and laboratory training in contact lens, eyewear dispensing, lens finishing, lens surfacing, as well as sales techniques, basic business operations and communications.

II. Review Process and Criteria

This academic program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. In addition, this program is accredited by the Commission on Opticianary Accreditation.

III. Major Findings and Conclusions of the Program Review

The major challenge for the program has been room accommodation. The program is looking for ways to serve the students who enroll in remote areas. The program offers online as well as video conferencing, but would like to establish a site coordinator/tutor for the Reno/Carson City area and for Elko. Pass rate for program graduates over the last five years has ranged from 85 - 100% for first time writers. Curriculum revisions include removal of the IT course and adding an introduction to contact lens lab, low vision course, and increasing the credits for the licensure review courses. Former students have formed a 501C corporation to solicit funds to provide vision care to underprivileged K-12 students in the optical clinic.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>90</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>5</u> |
| 2008-09 | <u>3</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>172</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Associate of Applied Science, Occupational Therapy Assistant

I. Description of Program reviewed

This program prepares students for immediate employment following successful completion of the program and passage of the certification exam. Graduates are educated in communications, diversity appreciation, technological competence, life enhancement, critical thinking, and reasoning skills.

II. Review Process and Criteria

This academic program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This program is accredited by the Accreditation Council for Occupational Therapy Education.

III. Major Findings and Conclusions of the Program Review

Recruitment of students remains a challenge. The program plans to formulate new program documents on credit policies for prior coursework and consider policies for work experience credit in an effort to boost enrollment. Faculty have implemented more case study analysis and problem oriented teaching methods and revised the capstone research project to reflect OTA participation and initiation of clinical research review and studies.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>69</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>4</u> |
| 2007-08 | <u>4</u> |
| 2008-09 | <u>0</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>140</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Associate of Applied Science, Physical Therapist Assistant

I. Description of Program reviewed

The mission of the PTA program is to provide physical therapist assistant educational opportunities for students from all socioeconomic levels and ethnic backgrounds. The program strives to develop graduate physical therapist assistants who are capable of providing safe, competent, effective, ethical and professional physical therapy treatment.

II. Review Process and Criteria

This academic program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This limited entry program is accredited by the Commission on Accreditation for Physical Therapy Education.

III. Major Findings and Conclusions of the Program Review

Recruitment of full time faculty is challenging. Strengths of the program were identified as 90% pass rate compared to 76% nationally. Students study anatomy with cadavers. Students also participate in three full time clinical affiliations. Assessing and providing faculty development programs for the clinical education faculty is a weakness.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>183</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>11</u> |
| 2007-08 | <u>11</u> |
| 2008-09 | <u>7</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>222</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Associate of Applied Science, Radiation Therapy Technology

I. Description of Program reviewed

The radiation therapy program is dedicated to the provision of quality healthcare to the residents of Nevada through the education of radiation therapists who are competent to meet the needs of patients and employers. Additionally, the program will promote values and skills that provide the basis for continuing professional development.

II. Review Process and Criteria

This academic program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This limited entry program is accredited by the Joint Review Commission on Education in Radiologic Technology.

III. Major Findings and Conclusions of the Program Review

Recruitment of faculty remains a challenge. To date, six new classes have been added to the program with only one additional program credit hour. The program has been afforded access to nine linear accelerators for clinical training in the Las Vegas area. The program will only be able to increase enrollment if new cancer treatment centers are established in the Las Vegas market.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>126</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>8</u> |
| 2007-08 | <u>10</u> |
| 2008-09 | <u>16</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>127</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada

Associate of Applied Science, Diagnostic Medical Sonography General Vascular Tract

I. Description of Program reviewed

The mission of the general vascular sonography program is to provide learners with a standards based method of specialized training and preparation for a career in the field of diagnostic medical ultrasound.

II. Review Process and Criteria

This academic program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This limited entry program is accredited by Joint Review Committee - Diagnostic Medical Sonography.

III. Major Findings and Conclusions of the Program Review

Attrition in this program is only 10%. Curriculum revisions have resulted in increased access to obstetrical and vascular ultrasound techniques. Credentials are not mandatory in the state of Nevada and many students do not sit for examination. Program faculty are also pursuing advanced degrees. Articulation for CSN students has been obtained with Touro University through a degree completion program.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>220</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>12</u> |
| 2007-08 | <u>10</u> |
| 2008-09 | <u>9</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>209</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada

Associate of Applied Science, Diagnostic Medical Sonography Cardiac/Vascular Tract

I. Description of Program reviewed

The mission of the cardiac/vascular sonography program is to provide learners with a standards based method of specialized training and preparation for a career in the field of diagnostic medical sonography.

II. Review Process and Criteria

This program review was performed based on policy and procedures established by the CSN faculty senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This limited entry program is accredited by the Joint Review Commission - Diagnostic Medical Sonography.

III. Major Findings and Conclusions of the Program Review

One of the pediatric echocardiography courses was increased by one credit based on student demand on course evaluations for additional class time to understand complex congenital pathology. Credentials are not mandatory for sonography in the state of Nevada so many students do not sit for their credentials.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>68</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>11</u> |
| 2007-08 | <u>6</u> |
| 2008-09 | <u>10</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>209</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Associate of Applied Science, Cardiorespiratory Sciences

I. Description of Program reviewed

This limited entry program prepares graduates for careers in cardio-respiratory therapy. Through immersion in field specific experiences, the CRS program emphasizes preparation for nationally recognized examinations offered through the National Board for Respiratory Care.

II. Review Process and Criteria

this program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This program is accredited by Committee for Accreditation of Respiratory Care.

III. Major Findings and Conclusions of the Program Review

The program continues to experience above the national average rate outcomes of graduates on national certification exams. The program meets or exceeds the minimal thresholds set by the external accreditation organization. While space allocation and equipment needs have presented the CRS program with many challenges over the years, the recent generous donation by the Engelstad Family Foundation promises to curb resource needs. Competition for students remains a challenge with the proprietary programs in the local area.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>101</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>19</u> |
| 2007-08 | <u>17</u> |
| 2008-09 | <u>15</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>199</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Associate of Applied Science, Paramedic Medicine

I. Description of Program reviewed

The EMS program is dedicated to preparing students with the necessary skills, through theory and practice, to meet the needs required of an EMS professional, both locally and nationally.

II. Review Process and Criteria

This program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This limited entry program is accredited by the Commission on Accreditation of Emergency Medical Services Personnel.

III. Major Findings and Conclusions of the Program Review

The paramedic program underwent a major structural revision in spring 2006 due to increased demand from community providers in need of paramedics who were trained in a shorter time period. Since that time, hire rates are at 100% and first time national certification exam pass rate is 88% (national average of 64%). Laboratory space is constantly at a premium, which limits availability to be more flexible. There has been an increase in requests for satellite programs in surrounding areas. Degree completion remains problematic since it is not required before licensure

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>170</u> |
|---------|------------|

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

| | |
|---------|----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>6</u> |
| 2008-09 | <u>3</u> |

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

| | |
|-----------|-------------|
| Fall 2008 | <u>1038</u> |
|-----------|-------------|

| |
|--|
| <p style="text-align: center;">SUMMARY OF PROGRAM REVIEW College of Southern Nevada <i>Certificate of Achievement, Paramedic Medicine</i></p> |
|--|

I. Description of Program reviewed

The EMS program is dedicated to preparing students with the necessary skills, through theory and practice, to meet the needs required of an EMS professional, both locally and nationally.

II. Review Process and Criteria

This program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This limited entry program is accredited by the Commission on Accreditation of Emergency Medical Services Personnel.

III. Major Findings and Conclusions of the Program Review

The paramedic program underwent a major structural revision in spring 2006 due to increased demand from community providers in need of paramedics who were trained in a shorter time period. Since that time, hire rates are at 100% and first time national certification exam pass rate is 88% (national average of 64%). Laboratory space is constantly at a premium, which limits availability to be more flexible. There has been an increase in requests for satellite programs in surrounding areas. Degree completion remains problematic since it is not required before licensure

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>51</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>0</u> |
| 2007-08 | <u>0</u> |
| 2008-09 | <u>1</u> |

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

| | |
|-----------|-------------|
| Fall 2008 | <u>1038</u> |
|-----------|-------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Associate of Applied Science, Health Information Technology

I. Description of Program reviewed

It is the mission of the Health Information Technology Program to empower competent, creative, educated students to enter the "Information Superhighway" of the 21st century as positive leaders in a changing healthcare environment. We accomplish this by providing a quality education integrated with practical, professional teaching and supervised practice experiences to produce future professionals to the HIM community.

II. Review Process and Criteria

This program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education.

III. Major Findings and Conclusions of the Program Review

Major curriculum revisions have occurred since the last program review. The program is optimistic about future enrollment. Currently, the program has adequate resources. The cost of software applications has resulted in increased student lab fees. Software programs are annual expenditures so the program will need to budget accordingly.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>78</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>5</u> |
| 2007-08 | <u>4</u> |
| 2008-09 | <u>4</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>635</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Certificate of Achievement, Medical Coding

I. Description of Program reviewed

It is the mission of the Health Information Technology Program to empower competent, creative, educated students to enter the "Information Superhighway" of the 21st century as positive leaders in a changing healthcare environment. We accomplish this by providing a quality education integrated with practical, professional teaching and supervised practice experiences to produce future professionals to the HIM community.

II. Review Process and Criteria

This program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This program is approved by the American Health Information Management Association.

III. Major Findings and Conclusions of the Program Review

Major curriculum revisions have occurred since the last program review. The program is optimistic about future enrollment. Currently, the program has adequate resources. The cost of software applications has resulted in increased student lab fees. Software programs are annual expenditures so the program will need to budget accordingly.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>60</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>1</u> |
| 2007-08 | <u>2</u> |
| 2008-09 | <u>3</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>246</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Certificate of Achievement, Medical Transcription

I. Description of Program reviewed

It is the mission of the Health Information Technology Program to empower competent, creative, educated students to enter the "Information Superhighway" of the 21st century as positive leaders in a changing healthcare environment. We accomplish this by providing a quality education integrated with practical, professional teaching and supervised practice experiences to produce future professionals to the HIM community.

II. Review Process and Criteria

This program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated.

III. Major Findings and Conclusions of the Program Review

Major curriculum revisions have occurred since the last program review. The program is optimistic about future enrollment. Currently, the program has adequate resources. The cost of software applications has resulted in increased student lab fees. Software programs are annual expenditures so the program will need to budget accordingly.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>56</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>2</u> |
| 2007-08 | <u>1</u> |
| 2008-09 | <u>8</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>457</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Certificate of Achievement, Medical Office Assisting

I. Description of Program reviewed

The CSN Medical Office Assisting program is committed to preparing high quality entry level medical assistants to meet the constant and growing needs of the local health care community while promoting the Certified Medical Assistant (CMA) as the expected standard of medical assisting credentials.

II. Review Process and Criteria

This program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This program is accredited by the Commission on Accreditation of Allied Health Education Programs.

III. Major Findings and Conclusions of the Program Review

Over the past five years, the MOA program has seen a fluctuation in enrollment. This is primarily due to a change in fulltime faculty. There had been a considerable turnover of faculty in the second fulltime position. The Director during this time did not do much of the recruiting required to fill classes. Little attention was also paid to student retention. Last year, we had an overall student retention rate of 73.04% above the national threshold of 70%. Recruitment of students from the proprietary schools in the community remains problematic. Lack of marketing of the CSN accredited program is evident.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>96</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>8</u> |
| 2007-08 | <u>8</u> |
| 2008-09 | <u>7</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>138</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Certificate of Achievement, Pharmacy Technician

I. Description of Program reviewed

The mission of the CSH Pharmacy Technician program is to successfully and continually provide enhanced student learning and comprehension by providing accessible, high value, quality didactic, laboratory, and clinical training which will allow our students to apply their knowledge, skill, and training in accordance with state protocols and community needs.

II. Review Process and Criteria

This program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This program underwent an initial accreditation site visit from the American Society of Health-System Pharmacists in 2008.

III. Major Findings and Conclusions of the Program Review

Dedicated classroom and laboratory space for this program has been lacking. In the fall of 2008, the program finally acquired its own dedicate laboratory training space. The program also needs to acquire an automated Total Parenteral Nutrition Compounder and respective software application to train students in the capability and functionality of TPN production. In preparation for the accreditation site visit, major curriculum revisions were made which will be fully implemented in fall 2009. Encouraging students to apply for graduation remains a challenge.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>190</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>11</u> |
|---------|-----------|

| | |
|---------|----------|
| 2007-08 | <u>3</u> |
|---------|----------|

| | |
|---------|-----------|
| 2008-09 | <u>11</u> |
|---------|-----------|

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

| | |
|-----------|-----------|
| Fall 2008 | <u>78</u> |
|-----------|-----------|

SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Certificate of Achievement, Surgical Technology

I. Description of Program reviewed

The goals of the Surgical Technology program are to provide surgical technologists who possess knowledge and skills to meet entry level competencies in the field of surgical technology and to provide surgical technologists with skills necessary to meet community needs.

II. Review Process and Criteria

This program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This limited entry program is accredited by the Accreditation Review Committee on Education in Surgical Technology.

III. Major Findings and Conclusions of the Program Review

In 2004-2005, the Surgical Technology program was the highest scoring institution in the nation on the Program Assessment Exam. However, there was a steady decline in program completers with the change in full time program faculty. It was apparent that students did not understand the profession and an introductory course was designed and offered to any interested student in the profession. With the change in program directors, a major curriculum revision resulted and retention of students has been much improved. Resources to support the program are adequate. Community partners are requesting CSN students for clinical rotation.

IV. Descriptive Statistics

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

2008-09 51

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

2006-07 6

2007-08 4

2008-09 5

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

Fall 2008 115

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Associate of Applied Science, Veterinary Technology

I. Description of Program reviewed

The Veterinary Technology program prepared entry level competent technicians for the community. The program is accredited by the American Veterinary Medical Association.

II. Review Process and Criteria

This program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated.

III. Major Findings and Conclusions of the Program Review

The veterinary technology program is undergoing major changes due to alterations in the cooperative agreement between the Western Veterinary Conference and CSN. The laboratory and lecture facilities at the Topaz site have been lost and CSN is working to move the entire program back onto the Charleston Campus.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>111</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>16</u> |
| 2007-08 | <u>10</u> |
| 2008-09 | <u>14</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>202</u> |
|-----------|------------|

| |
|---|
| <p style="text-align: center;">SUMMARY OF PROGRAM REVIEW College of Southern Nevada <i>Certificate of Achievement, Veterinary Technology</i></p> |
|---|

I. Description of Program reviewed

The Veterinary Technology program prepared entry level competent technicians for the community. This program is not accredited.

II. Review Process and Criteria

This program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated.

III. Major Findings and Conclusions of the Program Review

The veterinary technology program is undergoing major changes due to alterations in the cooperative agreement between the Western Veterinary Conference and CSN. The laboratory and lecture facilities at the Topaz site have been lost and CSN is working to move the entire program back onto the Charleston Campus. The Certificate of Achievement program is undergoing major modification in response to the AVMA recommendations to meet accreditation criteria. Currently the program is suspended.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>16</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>8</u> |
| 2007-08 | <u>5</u> |
| 2008-09 | <u>2</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>202</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Associate of Applied Science, Registered Nursing

I. Description of Program reviewed

The mission of the Nursing Department of CSN is to graduate competent, compassionate, caring nurses and nursing assistants who strive for excellence in their delivery of care to meet the healthcare needs of the community and contribute to the profession of nursing.

II. Review Process and Criteria

This program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This program is accredited by the National League for Nursing Accrediting Commission and approved by the Nevada State Board of Nursing.

III. Major Findings and Conclusions of the Program Review

Significant changes have been made in the program within the past three years. These include institution of an attendance policy complete with the integration of an Admissions/Progression/Graduation committee to address absences beyond the 10% maximum, change in the admission criteria, inclusion of a TOEFL minimum for ESL and international students based on the large attrition rate of this population. Issues that need to be addressed in the future include the attrition rate of first semester students, establishing a substitute faculty pool, maintenance of quality in the face of budget cuts, review of curriculum, and increased effective communication with the advisory board.

IV. Descriptive Statistics

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

| | |
|---------|-------------|
| 2008-09 | <u>3393</u> |
|---------|-------------|

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

| | |
|---------|------------|
| 2006-07 | <u>188</u> |
| 2007-08 | <u>170</u> |
| 2008-09 | <u>201</u> |

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

| | |
|-----------|-------------|
| Fall 2008 | <u>3017</u> |
|-----------|-------------|

SUMMARY OF PROGRAM REVIEW

College of Southern Nevada
Certificate of Achievement, Practical Nursing

I. Description of Program reviewed

The mission of the Nursing Department of CSN is to graduate competent, compassionate, caring nurses and nursing assistants who strive for excellence in their delivery of care to meet the healthcare needs of the community and contribute to the profession of nursing.

II. Review Process and Criteria

This program review was performed based on policy and procedures adopted by the CSN Faculty Senate effective January 2007. CSN faculty, department chair, dean, and members of the advisory committee participated. This program is accredited by the National League for Nursing Accrediting Commission and approved by the Nevada State Board of Nursing.

III. Major Findings and Conclusions of the Program Review

Significant changes have been made in the program within the past three years. These include institution of an attendance policy complete with the integration of an Admissions/Progression/Graduation committee to address absences beyond the 10% maximum, change in the admission criteria, inclusion of a TOEFL minimum for ESL and international students based on the large attrition rate of this population. Issues that need to be addressed in the future include the attrition rate of first semester students, establishing a substitute faculty pool, maintenance of quality in the face of budget cuts, review of curriculum, and increased effective communication with the advisory board.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>154</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>20</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2008-09 | <u>26</u> |
|---------|-----------|

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

| | |
|-----------|------------|
| Fall 2008 | <u>252</u> |
|-----------|------------|

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Great Basin College

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ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: Great Basin College

Academic Year of Review: 2008-09

- I. List the existing programs and corresponding degree level for all programs that were reviewed over the past year (e.g. Economics, Bachelor of Science).***

Computing and Office Technology (AAS)
Early Childhood Education (AA & AAS)
Nursing (AAS)

- II. List any programs and corresponding degree level for all programs that were eliminated or placed on inactive status this past year (e.g. Political Science, Master of Arts).***

None

- III. List all new programs and corresponding degree level for all programs that received Board approval this past year (e.g. History, Bachelor of Arts).***

None

SUMMARY OF PROGRAM REVIEW

GREAT BASIN COLLEGE

Associate of Applied Science, Computer Office Technology

I. Description of Program reviewed

The Computer Office Technology (COT) program offers one AAS degree with six emphases. The emphases are in GIS, Graphic Communications, Information Specialist, Network Specialist, Office Technology, and Web Specialist. Currently five full-time faculty members oversee these programs, with a sixth former position vacant. Courses are delivered through live instruction and distance education. Distance education classes include both online instruction and delivery through interactive video, in some cases aided by station-to-station connectivity. "Virtual" computers within servers accessible online have also been an innovative approach to teaching subjects where "crashing" computers may be a concern in programming and networking. The department utilizes several adjunct faculty at the main campus and at other delivery sites.

In addition to the AAS degree, the COT department/program includes a Digital Information emphasis in the BAS degree, a Certificate of Achievement in Medical Transcription, and significant delivery of workforce development courses - often in cooperation with the Continuing Education Department. The department serves to teach many courses used by many other programs, including general education.

II. Review Process and Criteria

In the fall of 2008 a Program Review Committee (PRC) was established. The PRC was composed of four department faculty members, the department support assistant, the GBC director of Continuing Education, the Dean for Applied Science, GBC's program review consultant, and an external member from the Larry Seland College of Applied Science, Boise State University. Prior to review by the full committee, a program review self study was completed by the department, providing program descriptions and enrollment and graduation data for the past several years. Following a final PRC meeting (April 24, 2009), the external reviewer's comments were submitted and incorporated into the final report created by the program review consultant.

III. Major Findings and Conclusions of the Program Review

The program review identified several strengths within the COT program, but also identified areas for improvement and to which attention should be given in the near future. Strengths include a qualified, collaborative faculty actively engaged in achieving students success. Faculty members have displayed a willingness to provide innovative distance outreach for students throughout the service area. The curriculum is well-rounded and up-to-date, reflecting the state of the discipline. An excellent summary of the program was created in the self study.

An area that must presently have action taken is in the creation of a program advisory committee. There is currently none. The regular active participation of an advisory committee

representing business and industry would assure the curriculum is addressing their needs, and could also be a recruiting tool to bolster static to flagging enrollments in programs in this department. There is a clear need for exploring means of better recruitment for COT programs. To some degree enrollment has suffered from a high proportion of departmental participation in Faculty Senate chairmanships and sabbaticals. This trend is anticipated to not occur in the coming years, and should alleviate some workload and enrollment number concerns. However, the data clearly show a long term trend of low enrollment and graduation in certain emphases in the AAS program. The sustainability of emphases with low numbers should be carefully evaluated to determine future directions.

Another recommendation is to upgrade in some areas of technology, particularly in the classroom with such tools as "Smartboards." Overall GBC budgets will need to be examined for opportunities to keep technology for this departments as current as possible.

Other minor considerations were brought up by the external reviewer, and these will be taken into account by the COT Department in future planning.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>98</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2006-07 | <u>13</u> |
| 2007-08 | <u>11</u> |
| 2008-09 | <u>12</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>726</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW **GREAT BASIN COLLEGE**

Associate of Arts and Associate of Applied Science, Early Childhood Education

I. Description of Program reviewed

The degree programs reviewed were Associate of Arts with an Early Childhood Endorsement, Associate of Applied Science in Early Childhood Education, Associate of Applied Science with an Infant/Toddler Emphasis and a Certificate in Early Childhood Education. The AA in Early Childhood endorsement, added in 2008, has a curriculum that aligns with GBC's Elementary Education program. The Associate of Applied Science Degrees prepare students for entry-level employment. For those who are presently employed, the AAS degree also provides skill enrichment to support new trends and research in Early Childhood Education. The course work includes practical application through practicum and/or internship placements in seven different communities. All Elko students carry out their internship at the nationally accredited GBC Child and Family Center.

The GBC Early Childhood Education degree programs offer a broad spectrum of early childhood courses to meet the needs of students and/or practicing teachers who are specializing in infant/toddler, preschool, or early elementary education. Students gain knowledge in educating the whole child with a focused emphasis on curriculum, developmentally appropriate practice, diversity, health services and guidance.

II. Review Process and Criteria

In the fall of 2008, a Program Review Committee (PRC) was created. Members of the committee are the coordinator/professor of the program, the director of the early childhood program at Western Nevada College, the GBC vice-president for academic affairs, a GBC professor from the social sciences department and one from on-line technology, a community representative, the GBC program review consultant, and ten ECE students: five in Elko, two in Pahrump, and three in Round Mountain, the last two sites by interactive video. The coordinator of the program wrote the preliminary report that was reviewed by key committee members, the program was discussed at a PRC meeting on May 21 in Elko, The external reviewer submitted a written report in July. The program review was conducted according to GBC Policy and Procedure 3.40.

III. Major Findings and Conclusions of the Program Review

Strengths:

1. The degrees and certificates available effectively meet the needs of individuals interested in early childhood education. The alignment of early childhood and the early elementary field and the infant/toddler emphasis are recognized nationally as significant areas. 2. Further, distance education offerings make it possible for students from sites other than Elko to earn degrees as evidenced by students from Elko, Pahrump and Round Mountain who participated in the May PRC meeting. Distance education, also, is a major reason for a significant increase in

enrollment. 3. The collaboration between the campus child development center and the ECE program is no less than excellent. When ECE students are utilizing the child development program as a practicum site, for observation purposes or any other educational activity, it is critical that the philosophy and curriculum of the center match the theory that is presented in the ECE classroom. At Great Basin College, this is clearly the case. The quality of both programs are dependent upon this relationship. 4. The current ECE program professor/coordinator is passionate about the program. She goes well beyond the allotted time for this position to complete the many demands presented to her in order to maintain the quality program that currently exists at Great Basin College. 5. Ninety-seven percent of ECE graduates in the past five years are now employed in the early childhood field.

Suggestions

1. Due to her workload, the coordinator/professor needs professional assistance, perhaps a part-time person to handle the practicums and a portion of the advising responsibilities. 2. Provide a way for students to become more familiar with community services and agencies that serve children and families. 3. The PRC meeting demonstrated students' respect for the coordinator/professor, but everyone agreed it would be healthy for the program to have another person teach some of the core courses. 4. A number of students in the GBC service area have expressed interest in a baccalaureate program in early childhood education, that is not tied to elementary education. A major reason for this interest is the upcoming requirement for at least 50% of Head Start employees to have a 4-year degree.

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>66</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>6</u> |
| 2007-08 | <u>3</u> |
| 2008-09 | <u>9</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>140</u> |
|-----------|------------|

| |
|---|
| <p style="text-align: center;">SUMMARY OF PROGRAM REVIEW GREAT BASIN COLLEGE <i>Associate of Applied Science, Nursing</i></p> |
|---|

I. Description of Program reviewed

The Associate Degree Nursing program (ADN) is one of GBC's longest standing degree programs. The RN program is fully accredited and in good standing with the Nevada State Board of Nursing and the National League for Nursing Accrediting Commission. Students are admitted to the program through an application process, with limited seats in the program and established minimum standards for admission. Graduates must stand for the NCLEX-RN proficiency test. The program currently draws from six fully qualified faculty members for instruction. The program admitted 15 students in 2001, but increased admissions to 24 by the fall of 2008. (Since many students enroll for prerequisite courses for entry to the program, the number of "declared majors" is much greater than the number admitted to the program.)

II. Review Process and Criteria

A Program Review Committee (PRC) was established in the fall of 2008. The committee contained two faculty members from the GBC Health Sciences and Human Services Department, and the Dean of the Department who also serves as program Director. As outside reviewers, the PRC also had the Chief Nursing Officer of Northeastern Nevada Regional Medical Center in Elko, Nevada, and the Director of Nursing from Truckee Meadows Community College. GBC's program review consultant also participated in organizing the review and compiling the report. A self study by the Nursing staff was created and reviewed by the PRC. In addition, the outside reviewers interviewed faculty and students, inspected the facilities, and made classroom observations. Summary responses were written by the outside reviewers and incorporated into the final report and conclusions.

The primary measurable criteria were NCLEX-RN pass rates, retention rates, and employer and student satisfaction. Other criteria used by external reviewers were their working knowledge of program design, activities, practices, and criteria of other similar programs, and the needs of employers.

III. Major Findings and Conclusions of the Program Review

The best summary comes from the report of one of the outside reviewers:

"The conceptual framework of the AAS-RN degree at Great Basin College delineates the roles, essential skills, critical behaviors, and focus of nursing. The nursing process is based on industry standards, and incorporates expected student learning outcomes. NCLEX-RN pass rates, retention rates, and employer and student satisfaction are measured and meet or exceed thresholds for concern. The curriculum is in the process of being modernized. Course syllabi include the curriculum threads and conceptual framework components. Competent faculty, with enthusiasm and energy, facilitate learning. Classroom observations show students who are

engaged, supported in their learning, and comfortable with the environment. Class sizes are small, allowing for individual, personal attention from faculty. There is a culture and atmosphere of support extending from the Program Director to the faculty and follows through to students."

Minor suggestions for improvement to the program were made by the reviewers and have been noted for future consideration and action by the program.

The program's primary strengths are program leadership and the enthusiasm and energy of the faculty. These factors all lead to the success of students in the program. While historically achieving or exceeding acceptable NCLEX-RN pass rates, the class of 2009 had an exceptional 100% pass rate. A primary and continuing challenge for the program is adequate funding for a program that is required to maintain an 8:1 student-teacher clinical ration while being funded at more than 12:1. Another challenge is to provide nursing programs to a widely distributed rural population with limited clinical sites.

Overall, the GBC AAS degree program in Nursing (ADN RN) is growing both in quality and in numbers of students being served.

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>186</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>17</u> |
| 2007-08 | <u>15</u> |
| 2008-09 | <u>14</u> |

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

| | |
|-----------|------------|
| Fall 2008 | <u>204</u> |
|-----------|------------|

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Truckee Meadows Community College

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ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: Truckee Meadows Community College

Academic Year of Review: 2008-09

I. List the existing programs and corresponding degree level for all programs that were reviewed over the past year, (e.g. Economics, Bachelor of Science).

Architecture, Associate of Arts
Business, Associate of Applied Science
Business Emphasis, Associate of Arts
Chemistry, Associate of Science
Cosmetology, General Studies Certificate
Criminal Justice, Associate of Arts
Graphic Communications, Associate of Applied Science
Geoscience, Associate of Science
Nursing, Associate of Applied Science

II. List any programs and corresponding degree level for all programs that were eliminated or placed on inactive status this past year (Political Science, Master of Arts).

Cosmetology, General Studies Certificate

III. List all new programs and corresponding degree level for all programs that received Board approval this past year (e.g. History, Bachelor of Arts).

Logistics Management, Associate of Applied Science

SUMMARY OF PROGRAM REVIEW

*Truckee Meadows Community College
Associate of Arts - Architecture*

I. Description of Program Reviewed

The primary goal of the Architecture programs is to prepare a diverse group of students with the necessary skills to begin or enhance their careers in the design and construction industries. The programs integrate academic and technical training and adapt to current industry trends. TMCC must also balance traditional and modern technologies and incorporate realistic community-based projects to achieve the programs' goals. The programs also prepare Architecture students for transfer to baccalaureate and professional degrees. This review includes Architecture, Landscape, and Design programs.

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 describes the program and addresses 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 the Academic Standards Committee. The report is sent to the dean of the area for input and then to the Vice President for Academic Affairs who prepares a report for the President. Upon approval of the President, the Vice President charges the department and dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

In keeping with the mission of the college, the Architecture unit has viable and growing programs that comply with national accreditation standards and fill a critical need in the community. The programs must make revisions to degrees and certificates to ensure that all required courses are listed and appropriate. Faculty members should also pursue additional articulation agreements with other accredited baccalaureate and professional programs in the western United States.

The following recommendations were made to strengthen the programs:

- Faculty have a very good relationship with advisory committee members and must actively work together to evaluate and implement acceptable recommendations into the programs
- Continue recruitment efforts that target underrepresented populations
- Improve student graduation rates

- Faculty must continually monitor the market and regulatory environments to adapt the curriculum to emerging trends
- Degree revisions should eliminate hidden prerequisites, either by listing all prerequisites in the requirements or making the necessary course modifications to drop the prerequisite
- Faculty should continue to improve the programs through assessment of student learning outcomes

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>190</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>5</u> |
| 2007-08 | <u>13</u> |
| 2008-09 | <u>3</u> |

*Note: Years are defined as summer, fall, spring. For example, degree year 2006-07 would include degrees granted in August 2006, December 2006 and May 2007.

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

| | |
|-----------|------------|
| Fall 2008 | <u>357</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

Truckee Meadows Community College

Associate of Applied Science - Business

I. Description of Program Reviewed

The Associate of Applied Science, Business emphasis program at TMCC is a 60-semester-credit curriculum with its primary goal being to prepare the student for entrance and/or advancement into the job market with skills sufficient to complete appropriate tasks in a variety of business settings. The program has high demand from a number of our stakeholder groups including students and the business community. The program also provides a useful two-year degree that employers see as verification of a student's capabilities in the business field.

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 describes the program and addresses 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 the Academic Standards Committee. The report is sent to the dean of the area for input and then to the Vice President for Academic Affairs who prepares a report for the President. Upon approval of the President, the Vice President charges the department and dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

The AAS-Business program serves the business majors but also provides a platform for other disciplines whose students desire to develop their skills and knowledge of the world where they will earn a living. However, there are a number of concerns that are placing new challenges on the discipline, such as demographic shifts, the changing local business composition and the economic environment. A coordinated and systematic planning effort by faculty and management will focus efforts and resources that will create the framework and set the tone for a program that will have a direct impact on economic and workforce development within our region and the state well into the future.

The following recommendations were made for strengthening the program:

- Complete the department's strategic plan, and implement assessment plan

- Continue to connect with the business and general community, as well as to secure grant awards, in order to support program growth, student related activities and a continued image development as to the impact graduates of that program have had and will continue to have on the economic vitality of this region
- Expand web-class offerings
- Review prerequisites to include an analysis of the impact of the prerequisites and Accuplacer scores on student retention and success
- Collect data to determine strengths and weaknesses of the program from local employers as to their satisfaction level with TMCC graduates

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>360</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>10</u> |
| 2007-08 | <u>16</u> |
| 2008-09 | <u>6</u> |

*Note: Years are defined as summer, fall, spring. For example, degree year 2006-07 would include degrees granted in August 2006, December 2006 and May 2007.

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

| | |
|-----------|------------|
| Fall 2008 | <u>933</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

Truckee Meadows Community College

Associate of Science - Chemistry

I. Description of Program Reviewed

The primary goal of Chemistry at TMCC is to introduce students to the basic principles and concepts of modern chemistry, which provides a critical general education component, in order to provide a foundation for those pursuing careers in the natural sciences, engineering, public safety, technology and allied health fields, as well as to contribute to a student's general education.

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 describes the program and addresses 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 the Academic Standards Committee. The report is sent to the dean of the area for input and then to the Vice President for Academic Affairs who prepares a report for the President. Upon approval of the President, the Vice President charges the department and dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

The TMCC chemistry courses are essential for students meeting their certificate and degree requirements, as well as in a wide variety of career paths at other institutions, and are a critical component of the overall comprehensive nature of TMCC. The courses offered are of high quality, with an excellent full-time, nationally recognized faculty and particularly outstanding laboratory instruction.

The following recommendations were made to strengthen the program:

- Further design and expand the offering of CHEM 121R (recitation course)
- Consider developing a mandatory assessment, advisement and placement program for chemistry students
- Consider development and offering of CHEM 103 preparatory course to satisfy the needs of underprepared students

IV. Descriptive Statistics

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

2008-09 25

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

2006-07 0

2007-08 0

2008-09 0

*Note: Years are defined as summer, fall, spring. For example, degree year 2006-07 would include degrees granted in August 2006, December 2006 and May 2007.

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

Fall 2008 494

SUMMARY OF PROGRAM REVIEW

Truckee Meadows Community College General Studies Certificate - Cosmetology

I. Description of Program Reviewed

The Cosmetology program was reinstated and recreated in 2000. The first time TMCC offered cosmetology was in the 1970's for a very short period of time. There is no documentation as to why the program was discontinued at that time. The three private schools in the area asked TMCC about its interest to work in creating a new program and the response was positive. The goal was to provide occupational cosmetology classes in collaboration with existing schools. The cost of having a TMCC cosmetology school was investigated but found too prohibitive.

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 describes the program and addresses 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 the Academic Standards Committee. The report is sent to the dean of the area for input and then to the Vice President for Academic Affairs who prepares a report for the President. Upon approval of the President, the Vice President charges the department and dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

The Cosmetology program has been very successful at TMCC. The student completion rate has been very high in relation to the overall TMCC graduation rate. Scholarships, pre-paid tuition, financial aid and loans are all ways that have been used by the students to finance this expensive program. The program came to an end when the beauty schools received their accreditation, doubled their tuition fees and were able to issue their own financial aid. They were also unwilling to discount their tuition fees for TMCC students. At the same time, TMCC's financial aid office informed WDCE that based on federal regulations and the structure of the program, financial aid would no longer be possible for students enrolled in the cosmetology classes.

No recommendations were made as the program may be eliminated.

IV. Descriptive Statistics

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

2008-09 0

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

2006-07 0

2007-08 0

2008-09 0

*Note: Years are defined as summer, fall, spring. For example, degree year 2006-07 would include degrees granted in August 2006, December 2006 and May 2007.

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

Fall 2008 40

SUMMARY OF PROGRAM REVIEW

*Truckee Meadows Community College
Associate of Arts - Criminal Justice*

I. Description of Program Reviewed

TMCC's criminal justice program offers seven degrees and one certificate as options for students wishing to explore or enter a highly rewarding career in the criminal justice system. The program provides students with a strong foundation for careers in law enforcement, probation, investigations, law, corrections and corporate security. There are currently three (3) Associate of Arts and four (4) Associate of Applied Science degrees that allow students to customize their educational experience and meet their personal goals. The three Associate of Arts degrees articulate and transfer directly to the University of Nevada, Reno's criminal justice baccalaureate degree options, and the four Associate of Applied Science degrees are practitioner-oriented to serve as either terminal or transfer degrees.

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 describes the program and addresses 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 the Academic Standards Committee. The report is sent to the dean of the area for input and then to the Vice President for Academic Affairs who prepares a report for the President. Upon approval of the President, the Vice President charges the department and dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

The program's degrees have recently been updated and fully articulated with UNR. The criminal justice advisory board reviewed and approved the improvements to the program, which are an important component of community related issues and needs. The changes in the program are now starting to produce increased enrollment, declared majors and graduates. While still needing to be more inclusive to the Asian and Hispanic community, the program has obtained a good balance of community diversity within its student base. This program has very good Distance Education completion rates.

The following recommendations were made to strengthen the program:

- Outcomes assessment has been initiated and will continue to be implemented over the long term to help evaluate program effectiveness
- The goal of combining the current Associate of Applied Science degrees into a single degree to increase efficiency is being explored
- Focus more effort to improve communication and working relationships with Regional Academy representatives

IV. Descriptive Statistics

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

| | |
|---------|------------|
| 2008-09 | <u>626</u> |
|---------|------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>20</u> |
|---------|-----------|

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

| | |
|---------|-----------|
| 2008-09 | <u>12</u> |
|---------|-----------|

*Note: Years are defined as summer, fall, spring. For example, degree year 2006-07 would include degrees granted in August 2006, December 2006 and May 2007.

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

| | |
|-----------|-------------|
| Fall 2008 | <u>1320</u> |
|-----------|-------------|

SUMMARY OF PROGRAM REVIEW

*Truckee Meadows Community College
Associate of Applied Science - Graphic Communications*

I. Description of Program Reviewed

The primary goals of the Graphic Communications degree are threefold: 1) To educate and train students with the skills and knowledge necessary to be hired in entry-level positions in the graphic communications industry by offering an Associate's degree; 2) To further educate and train students who already have a degree and are looking for additional skills in graphic communications by offering a Certificate of Achievement; and, 3) To offer training for individuals who are already in the graphic communications industry looking to improve and upgrade their skills and knowledge for advancement in the industry or as new or updated software is released.

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 describes the program and addresses 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 the Academic Standards Committee. The report is sent to the dean of the area for input and then to the Vice President for Academic Affairs who prepares a report for the President. Upon approval of the President, the Vice President charges the department and dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

The graphic communications industry is constantly evolving and continues to see a shifting of focus from print media towards digital media. Many jobs now require designers to have broad-based, diverse skill-sets in static, interactive and time-based design. The GRC program teaches many areas of graphic communications, including graphic design, advertising design, imaging and print technologies, web design, web animation, video and 3D modeling and animation. The GRC program has also evolved to keep up with new trends and technologies for visual media applications. The program has above average retention, strong enrollment growth and is well coordinated with four-year schools and the Washoe County School District.

The following recommendations were made to strengthen the program:

- Revise assessment plan to gauge effectiveness of GRC program

- Needs a defined resource development approach anchored by a set of parameters to ensure effective use of faculty time and effort
- Continue to work closely with Graphic Communications Advisory Committee and local businesses to stay abreast of industry trends
- Develop a specific marketing strategy to actively market the GRC program as northern Nevada's premiere graphics education and training program

IV. Descriptive Statistics

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

2008-09 200

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

2006-07 10

2007-08 14

2008-09 4

*Note: Years are defined as summer, fall, spring. For example, degree year 2006-07 would include degrees granted in August 2006, December 2006 and May 2007.

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

Fall 2008 388

SUMMARY OF PROGRAM REVIEW

Truckee Meadows Community College

Associate of Science - Geoscience

I. Description of Program Reviewed

The goal of geoscience courses at TMCC is to provide a solid foundation for students interested in geology, geography, environmental sciences and planning, and the teaching of science. An Associate of Science degree with a Geoscience emphasis provides a directed sequencing of necessary prerequisite classes, emphasis requirements, and electives so as to well prepare the student to either work as a technician or to continue studies at a four-year, baccalaureate-degree offering institution.

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 describes the program and addresses 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 the Academic Standards Committee. The report is sent to the dean of the area for input and then to the Vice President for Academic Affairs who prepares a report for the President. Upon approval of the President, the Vice President charges the department and dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

A geoscience emphasis was established in 2007 to provide improved course sequencing and structure, and offer transfer opportunities for students to either join the workforce as well-trained technicians or to continue their education at institutions offering a baccalaureate degree in the geosciences. More courses will need to be offered to establish a collaborative pipeline between TMCC and UNR's geological sciences departments. The pipeline would help the geoscience program play a significant role in Nevada's unique industry-leading fields of minerals/mining and the growing field of renewable energy, in particular geothermal energy. Geothermal energy production in Nevada is expected to increase by about ten fold in the next ten to twenty years and with it will come the need for an educated workforce. As the need for trained geoscientists grows, courses in geology and geography are expected to become more popular.

The following recommendations were made to strengthen the program:

- Continue to develop pre- and post-assessments for other courses in the discipline to effectively track student learning gains
- Develop a more focused student outreach and recruitment plan
- Assess the need for any new programs and how the program can grow in a systematic fashion
- Use current labor market data to drive the growth and expansion of the program as well as the development and refinement of all courses
- Develop its own lab manual for GEOG 103 and GEOL 101 making more use of field-based inquiry and environmental measurement equipment
- Increase the number of gateway courses into geosciences, GEOL 100 and GEOL 101
- Continue the electronic response system in GEOL 100 and GEOL 101 which allows the instructor to question students and they respond immediately using an electronic transmitter or “clicker”
- Pursue getting tutors available for geoscience courses at the Tutoring and Learning Center

IV. Descriptive Statistics

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

| | |
|---------|-----------|
| 2008-09 | <u>14</u> |
|---------|-----------|

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

| | |
|---------|----------|
| 2006-07 | <u>0</u> |
| 2007-08 | <u>0</u> |
| 2008-09 | <u>0</u> |

*Note: Years are defined as summer, fall, spring. For example, degree year 2006-07 would include degrees granted in August 2006, December 2006 and May 2007.

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

| | |
|-----------|------------|
| Fall 2008 | <u>315</u> |
|-----------|------------|

SUMMARY OF PROGRAM REVIEW

*Truckee Meadows Community College
Associate of Applied Science - Nursing*

I. Description of Program Reviewed

As part of the Nevada System of Higher Education, the nursing program at TMCC is accountable to the citizens of Nevada for the production of high quality graduates who are prepared to enter the workforce as registered nurses. TMCC's nursing program offers an associate of applied science degree and its primary goal is to graduate prepared nurses who successfully pass the licensing exam and practice as professional registered nurses. The philosophy of the nursing program at TMCC embraces the nursing paradigm of person, health, environment and nursing. It also incorporates the eight core components and competencies for graduates of associate degree programs as identified by the National League for Nursing (NLN).

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 describes the program and addresses 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 the Academic Standards Committee. The report is sent to the dean of the area for input and then to the Vice President for Academic Affairs who prepares a report for the President. Upon approval of the President, the Vice President charges the department and dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

The program review process provides the nursing program with an opportunity to take a critical look at how it manages three primary goals of the program - providing student access, participation and retention. The formal process of study, review and validate, recommend and act will allow the nursing program the opportunity to critically review all areas using a structured approach and process in order to examine its strengths and find opportunities for improvement. Recently the program has been modernized with a complete curriculum revision including online, hybrid and assist-instruction methodology and support. Recruitment of the underserved is not reflective of the community, although improving. Efforts also need to be developed that target successful students and inform them about the pre-requisites and requirements of both the profession and the program.

The following recommendations were made to strengthen the program:

- Decrease the student-faculty ratio. The ratio mirrors problems with the state and nationally - large class sizes create multiple problems for the program
- Continue implementation of pre-admission testing to ensure the applicants who are admitted are the most capable of success
- Target the Hispanic population for recruitment to focus on the underserved population in our community
- Negotiations are currently underway with UNR to include the AS-Nursing, AS Transfer, and the AAS-RN to BSN degree
- A Department of Labor grant was received to target retention
- A formal orientation program for both full and part time faculty is needed
- A formal mentoring program is needed

IV. Descriptive Statistics

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

| | |
|---------|-------------|
| 2008-09 | <u>1408</u> |
|---------|-------------|

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

| | |
|---------|-----------|
| 2006-07 | <u>60</u> |
| 2007-08 | <u>64</u> |
| 2008-09 | <u>60</u> |

*Note: Years are defined as summer, fall, spring. For example, degree year 2006-07 would include degrees granted in August 2006, December 2006 and May 2007.

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

| | |
|-----------|------------|
| Fall 2008 | <u>691</u> |
|-----------|------------|

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Western Nevada College

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ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: WNC

Academic Year of Review: 2008-09

I. List the existing programs and corresponding degree level for all programs that were reviewed over the past year (e.g. Economics, Bachelor of Science).

A. Early Childhood Education, Associate of Applied Science

B. Early Childhood Education, Certificate of Achievement

C. Automotive Mechanics, Associate of Applied Science

D. Nursing, Associate of Applied Science

II. List any programs and corresponding degree level for all programs that were eliminated or placed on inactive status this past year (e.g. Political Science, Master of Arts).

Surgical Technology Certificate - Students were not admitted to this program in 2008-2009. The college is currently recruiting a credentialed instructor for the program. Pending the outcome of the search, students may be admitted January 2010.

III. List all new programs and corresponding degree level for all programs that received Board approval this past year (e.g. History, Bachelor of Arts).

None

SUMMARY OF PROGRAM REVIEW

*Western Nevada College
Associate of Applied Science, Early Childhood Education*

I. Description of Program Reviewed

The Early Childhood Education Associate of Applied Science program prepares its graduates for employment in child care or pre-kindergarten programs and related child and family service fields. The degree meets educational criteria for employment as directors or teachers in private or publicly funded child care programs. The program also prepares graduates for possible transfer to other colleges and universities to meet higher educational and professional goals. Students must complete a six-credit preschool practicum at the Child Development Center (CDC), WNC's lab school. In addition, the program offers one-credit classes that fulfill the annual training requirement for maintaining licensing with the Nevada Bureau of Childcare.

II. Review Process and Criteria

The review team conducted a self-study from 2008-2009 in order to identify program strengths and challenges in terms of recruitment, enrollment, curriculum, scheduling, advisement, student satisfaction, community partnerships, and the lab school partnership. The Early Childhood Certificate of Achievement program was reviewed at the same time, and one self-study report addressed both programs. Appropriate distinctions were made between the two within the report. Institutional Research staff provided data used to inform conclusions about the programs.

Advanced ECE students were involved throughout the review process as was external reviewer Lisa Roberts, surveyor for Nevada's Bureau of Services for Child Care. Both the external reviewer and the internal reviewer, WNC Nursing Instructor Jamie-Sue Coleman, provided feedback on the self-study during a site visit and exit interview that included members of the program review team, members of the Program Assessment and Review Committee, the Dean of Instruction, the Vice President of Academic and Student Affairs, and the President. Both reviewers also met with a focus group of students to gain additional insight into the program's strengths and challenges.

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 (most are strengths shared with the certificate of achievement and are included in that program review summary):

- All courses required for the AAS degree transfer to UNR as lower-division requirements except Administration of the Preschool (ECE 240) and Curriculum in Early Childhood Education (ECE 251), and those two courses transfer as electives.
- Students serve in community agencies and participate in community related events through their required Community Service Projects, thereby increasing their awareness of opportunities available to ECE graduates.
- Guest speakers representing local, state, and federal children and family support agencies visit ECE classrooms every semester.
- ECE faculty and students host an annual Early Care and Education Forum that provides an opportunity for students to learn about area ECE initiatives and programs.
- Classes are offered late afternoons, early evenings, nights, and Saturdays, and students in the program review focus group indicated that they were satisfied with scheduling.

- Practicum and curriculum students work closely with Devoria Sanger, the practicum mentor from the CDC and the only CDC teacher who currently practices developmentally appropriate teaching methods that are consistent with ECE program teachings.
- The program participates in the Peer Mentoring Program, which ensures a more supportive environment for students.
- Students are encouraged to take advantage of Teacher Education Assistance for College and Higher Education (TEACH) grants available to students working in child care programs.
- The program coordinator actively recruits students by participating each year in the College Day and Tech Prep events for high school students, attending National Association for the Education of Young Children (NAEYC) conferences and workshops, and working with the Nevada Registry, Bureau of Childcare Licensing, TEACH, and the Apprenticeship Project.
- Students in advanced ECE classes are asked to make suggestions for improving the program during in-class discussions.
- Students found the ECE faculty to be very supportive. They were comfortable with Lori Magnante, the program coordinator, and said she motivated them to succeed.

Several opportunities to improve the program were also identified (many of the same challenges were described in the program review summary for the certificate of achievement).

Recommendations from the Program Review Team [P], internal reviewer [I], and external reviewer [E] are in italics:

- The CDC lacks central philosophies and practices that align with theories taught in the ECE classroom.
Form a stronger connection between the ECE program and the CDC so that practicum students can see the theories they are learning put to use in the classroom. [P,E]
- None of the licensed child care facilities in the service areas are accredited, including WNC's lab school center.
The CDC is pursuing NAEYC accreditation so that it can be a true lab school with a program that reflects best practices in all classrooms. [P,E]
- Teacher requirements for publicly funded programs are changing. By 2013, Head Start teachers nationwide will be required to have a four-year degree in ECE or a related field, and all state preschool teachers are now required to have an Early Childhood Endorsement (minimum BA or BS degree).
Assess the feasibility of creating a dual-endorsement (Early Childhood and Elementary Education) program that would possibly attract more students to all education programs and classes. [P,E]
- The preschool practicum requires many contact hours between the practicum mentor and the students, creating a significant and uncompensated increase in the CDC teacher's workload.
Provide academic support through a teaching assistant contract for the practicum mentor. [P,E]
- Total student credit hours in the program dropped 21 percent from 2005-06 to 2007-08, likely due to the fact that Carson and Douglas high schools have discontinued teaching child development classes that sparked an interest in students who would continue their ECE studies at WNC.
Research the possibility of either helping the high schools to resume their child development classes or of forming a dual-credit program with the high schools. [P,E]
- Although satisfaction data is collected informally from students at the end of the program and from employers, no formal methods exist for gathering such data.

Develop graduate and employer surveys for gathering information that could be used to improve the program. [P,I]

- Currently, ECE students observe teaching at the CDC only, a practice that limits their perspective on child guidance, curriculum, and programming.
Provide students with opportunities to observe at other child care and preschool programs. [E]

- Although infant and toddler training hours are embedded in courses, they are not listed on the syllabi, an omission that makes it difficult for licensing agencies to track the qualifications of applicants.

Update syllabi to reflect infant and toddler training hours required for licensing. [P,E]

IV. Descriptive Statistics

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

| | |
|----------|-----|
| 2008-09* | 100 |
|----------|-----|

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

| | |
|----------|---|
| 2006-07 | 9 |
| 2007-08 | 6 |
| 2008-09* | 5 |

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

| | |
|-----------|-----|
| Fall 2008 | 276 |
|-----------|-----|

* Does not include summer 2009.

SUMMARY OF PROGRAM REVIEW

Western Nevada College Certificate of Achievement, Early Childhood Education

V. Description of Program Reviewed

The Early Childhood Education Certificate of Achievement program provides its graduates with the academic knowledge and skill training necessary for employment as directors or teachers in private child care programs or as assistant teachers in publicly funded child care programs. Students must complete a three-credit preschool practicum at the Child Development Center (CDC), WNC's lab school.

I. Review Process and Criteria

The review team conducted a self-study from 2008-2009 in order to identify program strengths and challenges in terms of recruitment, enrollment, curriculum, scheduling, advisement, student satisfaction, community partnerships, and the lab school partnership. The Early Childhood Associate of Applied Science program was reviewed at the same time, and one self-study report addressed both programs. Appropriate distinctions were made between the two within the report. Institutional Research staff provided data used to inform conclusions about the programs.

Advanced ECE students were involved throughout the review process as was external reviewer Lisa Roberts, surveyor for Nevada's Bureau of Services for Child Care. Both the external reviewer and the internal reviewer, WNC Nursing Instructor Jamie-Sue Coleman, provided feedback on the self-study during a site visit and exit interview that included members of the program review team, members of the Program Assessment and Review Committee, the Dean of Instruction, the Vice President of Academic and Student Affairs, and the President. Both reviewers also met with a focus group of students to gain additional insight into the program's strengths and challenges.

II. Major Findings and Conclusions of the Program Review

The following are the major strengths of the program that were identified during the review process (most are strengths shared with the AAS degree and are included in that program review summary):

- Students serve in community agencies and participate in community related events through their required Community Service Projects, thereby increasing their awareness of opportunities available to ECE graduates.
- Guest speakers representing local, state, and federal children and family support agencies visit ECE classrooms every semester.
- ECE faculty and students host an annual Early Care and Education Forum that provides an opportunity for students to learn about area ECE initiatives and programs.
- Classes are offered late afternoons, early evenings, nights, and Saturdays, and students in the program review focus group indicated that they were satisfied with scheduling.
- Practicum and curriculum students work closely with Devoria Sanger, the practicum mentor from the CDC and the only CDC teacher who currently practices developmentally appropriate teaching methods that are consistent with ECE program teachings.
- The program participates in the Peer Mentoring Program, which ensures a more supportive environment for students.
- Students are encouraged to take advantage of Teacher Education Assistance for College and Higher Education (TEACH) grants available to students working in child care programs.

- The program coordinator actively recruits students by participating each year in the College Day and Tech Prep events for high school students, attending National Association for the Education of Young Children (NAEYC) conferences and workshops, and working with the Nevada Registry, Bureau of Childcare Licensing, TEACH, and the Apprenticeship Project.
- Students in advanced ECE classes are asked to make suggestions for improving the program during in-class discussions.
- Students found the ECE faculty to be very supportive. They were comfortable with Lori Magnante, the program coordinator, and said she motivated them to succeed.

Several opportunities to improve the program were also identified (many of the same challenges were described in the program review summary for the AAS degree). Recommendations from the program review team [P], the internal reviewer [I], and the external [E] reviewer are in italics:

- The CDC lacks central philosophies and practices that align with theories taught in the ECE classroom.
Form a stronger connection between the ECE program and the CDC so that practicum students can see the theories they are learning put to use in the classroom. [P,E]
- None of the licensed child care facilities in the service areas are accredited, including WNC's lab school center.
The CDC is pursuing NAEYC accreditation so that it can be a true lab school with a program that reflects best practices in all classrooms. [P,E]
- The preschool practicum requires many contact hours between the practicum mentor and the students, creating a significant and uncompensated increase in the CDC teacher's workload.
Provide academic support through a teaching assistant contract for the practicum mentor. [P,E]
- Total student credit hours in the program dropped 14 percent from 2005-06 to 2007-08, likely due to the fact that Carson and Douglas high schools have discontinued teaching child development classes that sparked an interest in students who would continue their ECE studies at WNC.
Research the possibility of either helping the high schools to resume their child development classes or of forming a dual-credit program with the high schools. [P,E]
- Although satisfaction data is collected informally from students at the end of the program and from employers, no formal methods exist for gathering such data.
Develop graduate and employer surveys for gathering information that could be used to improve the program. [P,I]
- Currently, ECE students observe teaching at the CDC only, a practice that limits their perspective on child guidance, curriculum, and programming.
Provide students with opportunities to observe at other child care and preschool programs. [E]
- Although infant and toddler training hours are embedded in courses, they are not listed on the syllabi, an omission that makes it difficult for licensing agencies to track the qualifications of applicants.
Update syllabi to reflect infant and toddler training hours required for licensing. [P,E]

III. Descriptive Statistics

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

2008-09* 16

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

2006-07 0
2007-08 1
2008-09* 1

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

Fall 2008 23

* Does not include summer 2009.

SUMMARY OF PROGRAM REVIEW

*Western Nevada College
Associate of Applied Science, Automotive Mechanics*

IV. Description of Program Reviewed

The Automotive Mechanics Associate of Applied Science program offers students an opportunity to acquire the necessary skills and technical theory for successful careers as automotive mechanics. Students obtaining this degree will have completed courses of a very technical nature, chosen to complement each other and provide breadth and depth of diagnostic and repair skill abilities necessary to work in a service facility. Individuals who are already employed in the automotive mechanics field are able to upgrade their knowledge through this program.

V. Review Process and Criteria

A consultant was hired with Perkins State Basic Grant funds to assist program faculty, administrators, and advisory committee members through the rigorous process of gaining initial program certification from the National Institute for Automotive Service Excellence (ASE) through the National Automotive Technicians Education Foundation (NATEF). This fall, WNC will again use basic grant funds to hire a consultant to help develop I-CAR collision training and hybrid technologies instruction.

This process involved:

- Submission of an application packet that included a self-evaluation summary demonstrating how the program met each of the ten ASE standards related to purpose, administration, learning resources, finances, student services, instruction, equipment, facilities, instructional staff, and cooperative agreements.
- NATEF review of the application to determine whether the program was qualified for an on-site evaluation.
- Formation of an evaluation team consisting of an Evaluation Team Leader selected by NATEF and four team members from industry who were not associated with the program as advisory committee members, former instructors, or program graduates in the last ten years.
- Submission of an application for the on-site evaluation that included course syllabi, task lists and sequences of instruction for each service area, a list of training materials, and a sample evaluation form used to track student progress.
- An on-site evaluation of all ten standards that took place over two consecutive days while students were in class.
- Receipt of certification May 2009 through 2014 in four service areas: Brakes; Electrical/Electronic Systems; Engine Performance; and Suspension and Steering.

VI. Major Findings and Conclusions of the Program Review

The following are major strengths of the program that were identified during the review process:

- Although the full-time faculty coordinator for the program retired in the midst of the certification process, program faculty (full-time and part-time), administrators, and advisory committee members remained dedicated to the successful completion of the certification process.
- WNC is committed to hiring a full-time program coordinator in spite of the current budget problems.

- The Automotive Mechanics program is the first occupational program at WNC to receive certification or accreditation.
- The College is committed to hiring ASE certified full- and part-time instructors, consistent with NATEF standards.

The following are program areas that were in need of improvement and the actions taken (shown in italics):

- Some courses did not meet certification standards in terms of mandated instructional hours and lab time.
Core courses in the four service areas were changed from three to four credits, and additional lab hours were added in order to meet standards.
- Not all tools and equipment were of the type and quality found in the repair industry.
More than \$80,000 in state and grant funding was allocated to the purchase of tools and equipment that met industry quality standards.
- Very few students are graduating with this degree.
To improve student retention and program completion, changes have been initiated, including curriculum changes, improved scheduling efficiency, and the practice of hiring only ASE certified instructors.

VII. Descriptive Statistics

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

| | |
|----------|----|
| 2008-09* | 33 |
|----------|----|

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

| | |
|----------|---|
| 2006-07 | 1 |
| 2007-08 | 2 |
| 2008-09* | 3 |

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

| | |
|-----------|----|
| Fall 2008 | 64 |
|-----------|----|

* Does not include summer 2009.

SUMMARY OF PROGRAM REVIEW

*Western Nevada College
Associate of Applied Science, Nursing*

VIII. Description of Program Reviewed

The program prepares qualified students to function as entry-level registered nurses and transfer to higher degree programs. The curriculum incorporates the National League for Nursing core components of nursing practice that are essential to the work of registered nurses. Graduates are prepared to function in a variety of health care settings, providing culturally sensitive, holistic nursing care to individuals and families across the lifespan. The nursing faculty supports graduate competency in an evolving and complex health care environment by facilitating the students' development of clinical judgment, promoting professional behaviors, and fostering lifelong learning.

IX. Review Process and Criteria

At the halfway point through the program's eight-year accreditation cycle (WNC's nursing program is accredited by the National League for Nursing Accrediting Commission), nursing faculty examined enrollment data, course content, curriculum, and program costs. All nursing faculty were involved in setting goals, assessing outcomes, and identifying program strengths and weaknesses.

X. Major Findings and Conclusions of the Program Review

The following are the major strengths of the program that were identified during the review process:

- The program continues to have a high retention and graduation rate.
- The pass rate on the NCLEX-RN examination remains at 90% or better.
- The program has state-of-the-art equipment and supplies for medical, surgical, pediatrics and maternal/child health courses.
- Program faculty generate and analyze data in order to make informed decisions and changes.
- Two faculty members are enrolled in PhD programs, and one already holds a doctorate degree.
- Faculty approved increasing Mental Health and Illness Theory course credits from one to two in order to better address the mental health needs of patients.
- Pharmacology content that was previously taught entirely in the first semester will now be taught over two semesters so that pharmacology instruction coincides with medical surgical nursing courses in the second semester.
- Faculty are undertaking a curriculum-mapping project to ensure that recently implemented curriculum changes remain in compliance with the Nevada State Board of Nursing curriculum requirements and that content outlined in the National Council State Board of Nursing Test Plan is embedded in the curriculum. The faculty on the College's Curriculum Committee are well-qualified to assist in this effort.

The following are challenges facing the nursing program and recommendations (in italics) related to the challenges:

- The increased use of part-time faculty over the last three years has created a need for a more formal orientation and mentoring process for new faculty.
The Nursing Program Faculty Committee will develop a formal orientation and mentoring program and a Nursing Program Faculty Handbook to go into effect in fall 2009.

- The operations budget for the Nursing & Allied Health Division was reduced by 5% and then an additional 5% in the fall of 2008 due to decreased funding from the state.
Continue to pursue private funding for the nursing program.
- The program lacks adequate laboratory space to house its state-of-the art supplies and equipment for pediatric and maternal/child health learning experiences.
Nursing faculty will make the case for additional laboratory space to the WNC Facilities Committee.
- Return rates for graduate and employer surveys need to be improved.
Nursing faculty will phone survey participants to encourage better response rates.

XI. Descriptive Statistics

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

| | |
|----------|----|
| 2008-09* | 58 |
|----------|----|

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

| | |
|----------|----|
| 2006-07 | 45 |
| 2007-08 | 50 |
| 2008-09* | 45 |

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

| | |
|-----------|-----|
| Fall 2008 | 288 |
|-----------|-----|

* Does not include summer 2009.