

2010-11 Existing Program Reviews

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

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Executive Summary

The *Review of Existing Programs* report is prepared for the Academic and Student Affairs (ASA) Committee in accordance with Board policy (*Title 4, Chapter 14, Section 4*):

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 Academic, Research and Student Affairs Committee annually.

In conducting their program reviews, the universities utilized external and internal peer reviewers and program accreditation processes already underway. Community colleges similarly conducted their reviews with committees composed of internal faculty, external reviewers, and program accreditation processes. Program challenges cited in many of these reviews resulted from a general lack of funding and numbers of faculty, often in the face of escalating student demand. Additionally, an increased emphasis on program assessment and evaluation was present in these reviews, and information on student learning outcomes was often cited as a weakness when inadequate assessment structure was in place. If assessments and evaluations were not used to make improvements in the program, reviewers cited this also as a weakness. Strengths of programs often included excellent teaching and dedicated faculty. In these reviews, the many changes that have been made in departmental and college structure due to budget reductions are evident. There continued to be recommendations on increasing faculty diversity within programs. In some of these reviews, poor student retention in courses and programs and poor graduation rates appeared as areas for comment and recommendations for improvement, as well as success in transfer rates for the community colleges. The need to seek more external grants and gifts to support programs also emerged as a new theme.

The attached summary table includes the headcounts and recent number of graduates for each program reviewed. In addition to review of existing programs, the report includes programs that are eliminated or inactivated and new programs approved by the Board of Regents. Nevada State College has no academic programs that are at least 10 years old and thus has no program reviews in this report. The first ten-year review of academic programs at NSC will occur in 2012.

The full report is available online at:

<http://system.nevada.edu/Nshe/index.cfm/newsroom/reports/existing-program-reviews/>

Summary of New and Eliminated Programs

Program	Elimination or Deactivation	New Program
University of Nevada, Las Vegas		
Workforce Education, B.S. Ed.	X	
Physical Education, B.S. Ed., M.S.	X	
Physical Education, M.Ed., Ed.S.	X	
Special Education, M.S., Ed.D.	X	
Workforce Development & Organizational Leadership, Ph.D.		X
University of Nevada, Reno		
Teaching English, M.A.	X	
Geochemistry, M.S., Ph.D.	X	
Educational Leadership, Ed.S.	X	
Executive M.B.A.		X
Rangeland Ecology and Management, B.S.		X
Agricultural Science, B.S.		X
Metallurgical Engineering, B.S., M.S.		X
Education (consolidation), Ed.D., Ph.D.		X
Integrated Elementary Teaching (consolidation), B.S. Ed.		X
College of Southern Nevada		
Addiction Studies, A.A.S.	X	
Biotechnology, A.A.A.	X	
Medical Laboratory Technician UNLV Transfer Track, A.A.S. <i>(Note that the Medical Laboratory Technician program had both an Occupational Track and the UNLV Transfer Track. Only the UNLV Transfer Track was deactivated).</i>	X	
Cardiorespiratory Science, B.A.S.		X
Clinical Laboratory Sciences, B.A.S.		X
Great Basin College		
Agricultural Management, B.A.S.	X	
Broadcast Technology, A.A.S., Certificate of Achievement	X	
Fire Science, A.A.S.	X	
Sonography, Certificate of Achievement	X	
Truckee Meadows Community College		
Mental Health Services, A.A.S.	X	
Military Occupation, A.A.S.	X	
Applied Anthropology, Certificate of Achievement	X	
Banking, Certificate of Achievement	X	
Criminal Justice, Certificate of Achievement	X	
Volunteer Firefighter, Certificate of Achievement	X	
Medical Imaging for Foreign-Educated Radiographers, Certificate of Achievement	X	
Teacher, Certificate of Achievement	X	
Veterinary Technology, Certificate of Achievement	X	
Western Nevada College		
Drafting Technology, A.A.S.	X	

Review of Existing Programs 2010-11

Summary of Characteristics

Program	# of Students with Declared Major, 2010-2011	Number of Graduates from Program			Service Headcount Fall 2009
		2008-09	2009-10	2010-11	
University of Nevada, Las Vegas					
Accounting, B.A., B.S.; Accountancy, M.S.	661	212	219	231	1,960
Beverage Management, B.S.	40	2	2	9	2,274
Civil Engineering, B.S., M.S., Ph.D.	356	68	57	65	1,122
Electrical and Computer Engineering, B.S., M.S. Electrical Engineering, Ph.D.	432	49	57	47	905
French, German, Romance Languages, Spanish, Spanish Translation, B.A. Foreign Languages - Spanish, M.A.	126	35	38	22	3,266
Kinesiology, B.S., M.S. and Exercise Physiology, M.S.	779	107	126	115	1,065
Mechanical Engineering, B.S., M.S., Ph.D.	386	61	53	52	942
Public Administration, M.P.A.	52	37	44	44	1,197
University of Nevada, Reno					
Master of Public Health	33	11	14	9	106
Social Psychology, Interdisciplinary Ph.D.	36	6	2	5	89
Chemical Physics, Interdisciplinary Ph.D.	3	1	1	0	14
Behavior Analysis, M.A.	1	6	10	0	10
Behavior Analysis (Satellite Program), M.A.	4	4	2	0	10
Behavior Analysis, Ph.D.	35	7	5	5	74
College of Southern Nevada					
Communication , A.A.	245	6	13	23	4,286
Journalism, Media Studies, A.A.	185	1	7	16	152
English, A.A.	354	9	5	14	11,000
Creative Writing, A.A.	91	NA	2	1	11,000
Fine Arts - Art & Art History Emphasis, A.A.	270	5	7	8	1,825
Fine Arts - Music Emphasis, A.A.	225	3	5	5	2,945
Fine Arts - Theater Studies Emphasis, A.A.	124	5	5	4	571
Music Business and Technology, Certificate of Achievement	97	9	11	20	2,945
International Languages, A.A.	190	12	9	16	2,407
Deaf Studies - Interpreter Preparation Emphasis, A.A.S.	73	5	1	1	379
Deaf Studies, A.A.S.	81	6	6	4	379
Deaf Studies, A.A.	15	2	0	1	379
Latin American and Latina/o Studies, A.A.	4	0	0	0	33
English as a Second Language, No Degree	4,594	NA	NA	NA	1,730

Review of Existing Programs 2010-11

Summary of Characteristics

Program	# of Students with Declared Major, 2010-2011	Number of Graduates from Program			Service Headcount Fall 2009
		2008-09	2009-10	2010-11	
Great Basin College					
Accounting Technician, A.A.S., Certificate of Achievement	68	5	4	8	134
Management in Technology, B.A.S.	92	11	12	24	189
Business Administration, A.A.S., Certificate of Achievement	138	8	20	15	251
Diesel Technology, A.A.S., Certificate of Achievement	52	26	20	33	259
Electrical Technology, A.A.S., Certificate of Achievement,	42	23	28	38	212
Elementary Education, B.A.	158	14	14	7	268
Industrial Millwright Technology, A.A.S., Certificate of Achievement	13	9	9	15	172
Instrumentation Technology, B.A.S., Certificate of Achievement	17	7	10	7	66
Secondary Education, B.A.	99	7	6	8	268
Welding Technology, A.A.S., Certificate of Achievement	39	14	16	12	189
Truckee Meadows Community College					
Computer Information Technologies, A.A.S.	282	7	12	9	738
Construction Technologies, A.A.S.	224	2	1	8	609
Culinary Arts, A.A.S.	221	6	9	13	298
Dental Hygiene, A.S.	226	11	10	14	175

University of Nevada, Las Vegas

Annual Review of Programs

- I. List the existing programs and corresponding degree level for all programs that were reviewed over the past year.
 1. Accounting, B.A., B.S.; Accountancy, M.S.
 2. Beverage Management, B.S.
 3. Civil & Environmental Engineering, B.S., M.S., Ph.D.
 4. Electrical & Computer Engineering, B.S., M.S.; Electrical Engineering, Ph.D.
 5. Foreign Languages, B.A., M.A.
 6. Kinesiology, B.S., M.S.; Exercise Physiology, M.S.
 7. Mechanical Engineering, B.S., M.S., Ph.D.
 8. Public Administration, M.P.A.

- II. List any programs and corresponding degree level for all programs that were eliminated or placed on inactive status this past year.
 - Workforce Education, B.S. Ed.
 - Physical Education, B.S. Ed.
 - Physical Education, M.S.
 - Physical Education, M.Ed.
 - Special Education, Ed.S.
 - Special Education, M.S.
 - Special Education, Ed.D.

- III. List all new programs and corresponding degree level for all programs that received Board approval this past year.
 - Workforce Development and Organizational Leadership, Ph.D.

PROGRAM REVIEW

University of Nevada, Las Vegas
B.A., B.S. Accounting, M.S. Accountancy

I. Description of Program reviewed

The Department of Accounting offers two undergraduate degrees (B.S., B.A.) and a minor in accounting. At the Masters level, the Department offers a Master of Science (M.S.) in Accountancy degree with tracks in professional accounting and taxation.

II. Review Process and Criteria

The UNLV program review committee prepared its report based on the Accounting program's accreditation self-study and external reviewers' report, which resulted in a January 2010 reaffirmation of accreditation by the Accounting Accreditation Committee of the Association to Advance Collegiate Schools of Business (AACSB) instead of the internal Program Review self-study.

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Program

1. Demand:

In recent years, the Department of Accounting has experienced increases in enrollment, primarily due to growth in the M.S. in Accountancy program, which has grown from 61 to 113 over the past 6 years. The number of baccalaureate majors has held steady at about 550 over the same time period. The combined number of degrees awarded has increased from 149 to 219 over this same time period.

2. Need:

UNLV is an urban campus, located in one of the fastest-growing metropolitan areas in the U.S., with significant corresponding increases in employment for graduates with accounting skills. The Department has an impressive placement rate of both their graduates from their BSBA and MS degrees. Over 60% of the undergraduates have reported full-time employment prior to graduation.

B. Quality of Program and Student Outcomes

1. Quality: UNLV Accounting programs retained their accreditation by the Accounting Accreditation Committee of the Association to Advance Collegiate Schools of Business (AACSB) in January of 2010. The UNLV MS Accountancy program was ranked in the Top 25 Graduate Programs for medium-sized graduate programs by the Public Accounting Report (PAR).

2. Student Outcomes: The Department has established an assessment program that includes graduating student surveys which are summarized and compared with prior years to determine how the Department is achieving its objectives and identifying areas for improvement. They monitor the performance of their graduates on Certified Public Accountant exams and also they administer a 60-question exit exam to graduating seniors as part of their capstone course.

Results of undergraduate study exit surveys with regard to students aspiring to graduate programs have been mixed in recent years. However, more students have been sitting for the CPA exam. One of lowest student responses indicated that they were inadequately prepared for international business. Another weak area indicated by the students was in accounting related technology. The Department recognizes these shortcomings and has plans to address these concerns when there is adequate funding for resources.

Another mixed student outcome has been the performance on CPA exams. The Department has taken steps to increase the preparation of students by preparing a review course and emphasizing that students take the CPA promptly upon graduation. Also, the Department formed a faculty committee to review the curriculum with regard to the CPA exam and made several recommendations for curricular changes. Finally, the Department received feedback from the UNLV Career Services Center graduating student survey.

C. Relationship to Other Programs in System

Introductory-level accounting classes are required for several other majors, such as Finance and Business, and students in those majors also complete accounting courses as electives, leading to high headcounts in lower-division accounting courses. The University of Nevada, Reno offers BS and MS degrees in Accounting. UNLV offers the only 4-year accounting degree programs in southern Nevada. Nevada State and CSN offer several courses in accounting.

The UNLV College of Business is the only AACSB accredited institution in southern Nevada. Almost 70% of

Nevada's population, more than 2,000,000 people, lives in the Las Vegas metropolitan. The University of Nevada, Reno, the other AACSB accredited program in the state, is 450 miles away and has little presence in the Las Vegas community. The College of Southern Nevada, with multiple locations in the Las Vegas area, offers lower-division accounting courses and an Associate's degree in accounting but does not offer a BSBA. Nevada State College, located in Henderson (a suburb of Las Vegas), also offers lower-division accounting courses.

D. Quality and Adequacy of Resources

1. Facilities: Student surveys indicated that accounting-related technology needs to be improved.

2. Budget: According the graduate student survey, approximately 34% of the respondents indicated that there were not enough courses offered to graduate in a timely manner.

Similarly, fully 62% of undergraduates indicated that there were not enough courses being offered for students to graduate in a timely manner.

Twenty-five percent of undergraduate students indicated they did not have access to academic advisors as often as they needed. The state's budget has been insufficient to meet the programs instructional needs. Specifically, there is an inadequate number of faculty lines to meet student demand. There is also a need for a dedicated professional staff member for the MS in Accounting program, and generally more operating funds for the department.

With regard to other funding resources such as special course fees, differential tuition, grants, contracts, endowments, etc., it was indicated that funding was wholly inadequate. One recommendation from the self study was that the MS Accounting program implement a differential tuition rate to meet additional expenses of the program.

3. Faculty: Accounting faculty members are known for their excellence in teaching, consistently earning high student evaluations and embracing innovation in teaching methods.

E. Commendations

1. The Accounting Department and its programs are one of the College of Business's success stories. They have achieved AACSB accreditation since 1991 and were re-accredited in 2010. Their student enrollment has been increasing, particularly in their MS in accounting program.

2. The UNLV MS in accounting program was ranked in the Top 25 Graduate Programs for medium-sized graduate programs by the Public Accounting Report (PAR).

3. The Program has an impressive placement rate of both their graduates from their BSBA and MS degrees. Over 60% of the undergraduates have reported full time employment prior to graduation.

4. The department has established an extensive outcomes assessment process which has identified areas of needed improvement that has been undertaken by the faculty and administration.

5. The department has an excellent faculty, capable administration, active student organizations, and an extensive service and outreach program to the Las Vegas government and business community.

F. Recommendations

1. The Department did not meet the AACSB's 90% threshold for academic and professional quality. It is currently engaged in remedial action to bring the faculty in line with this AACSB standard.

2. Challenges for the department include a general lack of funding and faculty to meet the growing student demand.

IV. Descriptive Statistics

A. Number of Students with declared major in the program area 2010-2011:

2010-2011	<u>661</u>
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B. Number of graduates from the program for the following years: 2008-09, 2009-10, and 2010-2011

2008-2009	<u>212</u>
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2009-2010	<u>219</u>
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2010-2011	<u>231</u>
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2010	<u>1,960</u>
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PROGRAM REVIEW

University of Nevada, Las Vegas
B.S., Beverage Management

I. Description of Program reviewed

The objectives of the program are to provide beverage management education to persons planning to pursue a wide range of careers in the beverage industry. The program is housed in the Department of Food and Beverage Management. It offers a major of beverage management to students graduating with a B.S. in Culinary Arts Management.

II. Review Process and Criteria

The Beverage Management program completed a self-study in Spring 2007 and the Faculty Senate Program Review Committee had two faculty complete an internal peer review of the program.

The on-line surveys of program students and faculty did not take place because contact information was not received from the department.

The review stalled when the department nominated non-academic industry representatives to perform the external review instead of academic faculty; the Office of the Vice Provost for Academic Affairs did not approve those choices and recommended academic reviewers from similar national programs. After repeated reminders, no response was ever received from the Department regarding the recommended external reviewers, so an external review was not completed.

The internal reviewers did have access to basic data about UNLV and the specific program they are reviewing on the Institutional Analysis and Planning website. A final internal report was prepared by the Office of the Vice Provost for Academic Affairs based on the program's self-study.

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Program

1. Demand: The Culinary Arts BS degree was established in 1999, and the Beverage Management major was established in 2002. The Beverage Management Program awarded its first degrees in 2003. Enrollment steadily increased to a peak in fall 2008, with 91 majors. In subsequent years, enrollment dropped each academic year. The program has strong course enrollments because its courses are required for all hotel majors, and several are popular elective courses.

2. Need: According to the National Restaurant Association, the food and beverage industry will need upwards of 1,000,000 more employees by the year 2010. Approximately one-fourth of this demand will be supervisors/managers. Currently the demand for graduates nationwide exceeds the supply. No systematically collected data are available about demand for the UNLV program graduates.

B. Quality of Program and Student Outcomes

1. Quality: The credit requirements to receive a degree are comparable with the other programs across the university and appear reasonable. Comprehension of prior courses is required to progress in the curriculum, culminating in a final capstone course that tests their understanding of work produced in several lower division courses. No student assessment of the rigor of the program was available.

2. Student Outcomes: Program faculty were asked to develop outcomes assessment plans for their courses in order to determine the value added to each student's learning. Most faculty prepared pre- and post-tests. Others use certification exams, evaluations by internship coordinators, and/or results of food and beverage events (such as profit performance, customer comment cards, etc.) When there is more than one faculty member teaching the same course, they collaborate on the development of the instructional objectives for that course as well as on the outcomes assessment procedures.

Outcomes assessment data are reported to the department chairs at the end of the calendar year. This is part of faculty members' teaching portfolios and annual work reports. These data are also presented to the Dean of the college. The Food and Beverage department has consistently submitted assessment reports and made use of the data. The data are used formatively to assist faculty in their efforts to improve instruction. Food and beverage company recruiters are surveyed periodically to determine whether the graduates meet the requirements of the job market and to find areas where improvements can be made. The department has one faculty member who continuously solicits from recruiters and employers regarding the capabilities of

the graduates.

C. Relationship to Other Programs in System

In Spring 2011, the William F. Harrah College of Hotel Administration began a review of all of its departments and made substantial changes in structure and administration. The changes were approved by the Board of Regents in its June 2011 meeting. The Department of Food and Beverage was eliminated, as were several others. Beverage will be a concentration for future Hotel majors.

D. Quality and Adequacy of Resources

1. Facilities: Adequate clerical and administrative support is available for the program with three clerical staff for thirteen full time faculty members. In addition sufficient office space is available for faculty, administration and clerical staff. The self-study indicated an unspecified need for renovation and remodeling of some of its space and also unspecified needs for equipment replacement. Library holdings were deemed sufficient.

2. Budget: The program budget does not appear to be separated from the department budget. The self-study cited inadequate funding for remodeling, renovation and replacement of equipment and furniture. A sufficient number of sections are offered in core courses each year, enabling students to fulfill their core requirements in a timely manner.

The self-study indicated that, at that time (2007), the budget was sufficient for current faculty and staff salaries and benefits. Areas where the budget was inadequate also included needs for research and scholarship. The self-study reported that Hotel College has soft money support through endowed funds with the UNLV Foundation. The Dean of the College allocates some of these dollars to faculty travel and development and other similar activities. The department receives some "in-kind" support from industry, for example, donations of food and beverages. The department also earns summer dollars that are used to support faculty travel and development.

3. Faculty: In 2007, the Culinary Arts department had 13 faculty, consisting of 9 tenured or tenure track faculty and 4 non-tenure track faculty in 2007. Of these 11 had the appropriate terminal degree. The remainder of the teaching effort is comprised of part-time instructors. Approximately 66% of faculty time and resources are spent on service (non-major) course. Evaluation of teaching is based on student evaluations and the results of outcome assessments data. This is part of the faculty members teaching portfolio and annual work reports. The data are used formatively to assist faculty members in their efforts to improve instruction.

E. Internal Reviewers' Commendation

The UNLV internal peer reviewer noted that the program seemed viable and contributed positively to the mission of the college and the university.

F. Internal Reviewers' Recommendation

Much of the material reviewed was based on data, policies, and procedures pertaining to the Department that houses this major. In view of this, the internal reviewers recommended that future reviews of the program be conducted as part of the larger departmental programs that offer the Beverage Management major or concentration. They believed that this would reduce duplication in material preparation and streamline the review process.

IV. Descriptive Statistics

A. Number of Students with declared major in the program area 2010-2011:

2010-2011	<u>40</u>
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B. Number of graduates from the program for the following years: 2008-09, 2009-10, and 2010-2011

2008-2009	<u>2</u>
2009-2010	<u>2</u>
2010-2011	<u>9</u>

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

Fall 2010	<u>2,274</u>
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PROGRAM REVIEW

University of Nevada, Las Vegas
B.S., M.S., Ph.D., Civil Engineering

I. Description of Programs reviewed

The Civil Engineering degree programs are managed by the Department of Civil and Environmental Engineering in the Howard R. Hughes College of Engineering. The mission of the program is to produce quality civil engineering graduates with technical and management skills that meet or exceed the expectations of industry, government and graduate programs through achievement of these goals:

- to prepare graduates for the life-long practice of civil engineering;
- to meet educational requirements for professional licensure in civil engineering; and
- to provide graduates with solid academic preparation for graduate study.

II. Review Processes and Criteria

The UNLV program review committee prepared its report based on both a 2007-8 program review self study and also a Oct 31-Nov 2, 2010 external review by the Accreditation Board for Engineering and Technology (ABET). ABET reviews programs for concerns, weaknesses, and deficiencies in the following areas: Students, Program Educational Objectives, Program Outcomes, Continuous Improvement, Curriculum, Faculty, Facilities, Support, Program criteria, Master's Level or Accreditation Policies and Procedures

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Programs

1. Demand: Overall enrollment has increased from 268 to 342 from Fall 2004 through Spring 2010. The number of undergraduate majors in Civil Engineering has grown from 209 to 280. The number of graduate students has slightly increased from 59 to 62 over the same period. The average enrollment for Fall 2010-Spring 2011 was 356 majors.

2. Need: Several national studies have repeatedly indicated that the nation's output of scientists and engineers at all levels is insufficient to meet national needs. Although southern Nevada's employment of civil engineers has recently declined with the economy, national and international demand remain strong.

B. Quality of Program and Student Outcomes

1. Quality: The BS Civil program retained its ABET accreditation after the 2010 visit. A survey of four responding engineering employers indicated strong levels of satisfaction with students capabilities as identified by ABET program level objectives. All three responding employers indicated that they would hire the program's graduates.

2. Student Outcomes: For the BS program, the ABET evaluators indicated that, while some progress had been made with initiation of assessment activities, there existed a strong need to improve data collection and assessment of program objectives and outcomes. Please see the summary of the ABET reviewers concerns on pages 3 and 4.

C. Relationship to Other Programs in System

The program offers one General Education science elective course for all UNLV students. Civil engineering majors are required to complete general education and prerequisite courses in UNLV humanities, social sciences, sciences and fine arts departments.

The University of Nevada, Reno (UNR) also offers an ABET-accredited B.S. degree and M.S. and Ph.D. degrees. Students who satisfactorily complete their freshman level math and science prerequisites at NSHE community colleges may transfer them to either 4-year degree program.

D. Quality and Adequacy of Resources

1. Facilities: The 2007 program review self study, written before the Science and Engineering building was completed or occupied, indicated that space allocated for instructional laboratory space and for administrative offices is inadequate. Additionally, a need was identified for a structural laboratory for both research and instruction.

The 2007 self-study indicated that administrative staff, at 4.25 FTE, could serve the department well, but more administrative assistants were needed considering recent growth in faculty and students and increased research and scholarly activities.

2. Budget: Budget is sufficient for salaries and general operations. However, the budget lacks a line item for equipment and for computer hardware and software, and there is no funding for faculty professional travel or publication expenses. An additional \$50,000 would be needed annually to replace or upgrade equipment and \$20,000 to replace or upgrade computer hardware and software. Some of the equipment and computer needs are met through course special fees for students. Indirect cost recovery allocated to the department is used for faculty professional travel.

3. Faculty: The program had, as of 2007, 13 full-time tenured or tenure-track faculty and 6 part time instructors. There are gaps in expertise because replacement faculty were not found after internal reassignment of two faculty, one each in environmental engineering and water resources, outside of the department.

E. Reviewers' Finding of Strengths

For the BS program, a major strength cited in the initial ABET Accreditation Report and student surveys are the laboratory facilities and the access to them by students. The program integrates many diverse laboratory experiences in five core courses at the sophomore and junior levels. Student lab fees are used to support the undergraduate laboratories and have resulted in recent acquisitions of new equipment for several of these undergraduate teaching laboratories.

F. Reviewers' Findings of Weaknesses and Concerns

For the BS program, ABET listed one weakness and three concerns. A weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next evaluation.. A concern indicates that a program currently satisfies a criterion, policy or procedure; however, the potential exists for the situation to change such that the criterion, policy or procedure may not be satisfied.

1. Weakness: The lack of program assessment and evaluation processes. The current process is based on assessing only program outcomes and mapping the results to achieving the program educational objectives. A new assessment process supported by faculty was initiated in the fall of 2009. Data on some program outcomes were gathered and analyzed in 2009-10, but the entire assessment program is to be conducted over a recurring three-year cycle, the first of which will be completed in the spring of 2012. Without continued collection and evaluation of data pertaining to all program outcomes, the program will potentially be unable to determine the extent to which students are achieving all of the outcomes. Potentially, compliance with this criterion is jeopardized unless data gathering and analysis are continued in accordance with the full three-year cycle.

2. The ABET reviewers' concerns were

A) **Program Educational Objectives:** Although a process has been initiated to periodically evaluate the degree to which educational objectives are met and some data have been gathered, the program needs to ensure that data gathering and analysis are continued to remain in compliance with the ABET criterion.

B) **Program Outcomes:** Although a process has been initiated to periodically evaluate the degree to which program outcomes are met, the program needs to ensure that data gathering and analysis are continued to remain in compliance with the ABET criterion.

C) **Support:** The reviewers' found several areas where additional support was needed:

Staffing: Because two faculty members are currently assigned full-time or nearly full-time administrative duties outside the department, only one faculty member each is available for teaching duties in water resources and environmental engineering, core areas of the curriculum. Teaching and advising responsibilities of these two faculty members, because of an increase in the number of undergraduate and graduate students with interests in these areas, combined with regional attention focused on water supply and environmental issues, may increase at the expense of their scholarly and professional development.

Leadership. From January 2009 through August 2011, an interim chair has served the department. One search for a permanent chair was suspended due to a hiring freeze. While faculty are very focused on meeting students' needs, there is a polarization of interests within the department, and there existed a potential for leadership issues to affect faculty morale and their willingness to continue to accommodate the needs of the department in the future. Lack of a permanent chair may potentially jeopardize quality, program continuity and faculty retention. However, since this report was completed, a full time chair was hired effective August 2011.

IV. Descriptive Statistics

A. Number of Students with declared major in the programs area 2010-2011:

2010-2011 356

B. Number of graduates from the programs for the following years: 2008-09, 2009-10, and 2010-2011

2008-2009 68

2009-2010 57

2010-2011 65

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

Fall 2010 1,122

PROGRAM REVIEW

University of Nevada, Las Vegas

B.S., M.S., Electrical and Computer Engineering, PhD, Electrical Engineering

I. Description of Programs reviewed

The Electrical and Computer Engineering degree programs are managed by the Department of Electrical and Computer Engineering in the Howard R. Hughes College of Engineering. The mission of the programs is to serve society as a center of higher learning by providing an electrical and computer engineering education to society's future leaders, innovators and engineers through achievement of these goals:

- Providing undergraduate, graduate and professional education.
- Creating knowledge through research.
- Disseminating knowledge through publication.
- Providing private and public service, in as much as said service educates, creates and disseminates knowledge, or functions as a repository of knowledge.

II. Review Process and Criteria

The UNLV program review committee prepared its report based on two 2004 ABET self-studies, one for the BS electrical engineering and another for the BS computer engineering, and also a Oct 31-Nov 2, 2010 external review by the Accreditation Board for Engineering and Technology (ABET). ABET reviews programs for concerns, weaknesses, and deficiencies in the following criteria areas: Students, Program Educational Objectives, Program Outcomes, Continuous Improvement, Curriculum, Faculty, Facilities, Support, Program criteria, Master's Level or Accreditation Policies and Procedures

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Program

1. Demand: Overall enrollment has increased from 367 to 393 from Fall 2004 through Spring 2010. The number of undergraduate majors in Electrical and Computer Engineering has grown from 317 to 346. The number of graduate students has slightly decreased from 50 to 47 over the same period. The average enrollment for Fall 2010-Spring 2011 was 432 majors.

2. Need: Several national studies have repeatedly indicated that the nation's output of scientists and engineers at all levels is insufficient to meet national needs. Although southern Nevada's employment of electrical engineers is limited, national and international demand remain strong.

B. Quality of Program and Student Outcomes

1. Quality: Both BS programs retained their ABET accreditations after the 2010 visit. A 2004 survey of engineering employers indicated that employers were very satisfied with the performance of program graduates in five major areas. A 2004 alumni survey produced similar results; alumni were very satisfied with their preparation for the workplace.

2. Student Outcomes: Both BS programs have developed sets of Program Educational Objectives and student outcomes. ABET reviewers found that the programs need to complete a systematic assessment and evaluation process for the revised PEOs, including the collection and evaluation of data. Please see page 3 for additional details.

C. Relationship to Other Programs in System

Electrical and Computer Engineering majors are required to complete general education and prerequisite courses in UNLV humanities, social sciences, sciences, math and fine arts departments. The other accredited 4-year Electrical Engineering program in the state is located at the University of Nevada, Reno. Students who satisfactorily complete their freshman level math and science prerequisites at NSHE community colleges may transfer them to either 4-year degree program.

D. Quality and Adequacy of Resources

1. Facilities: The 2004-5 ABET self study prepared by the department indicates the following for the BS programs:

Most of the lab facilities are shared between the EE and CE programs. Facilities are adequate, sufficiently maintained, sufficiently available, and periodically reviewed and updated to offer a strong and broad hands-on curriculum culminating a capstone senior design experience. Students' comments on their lab experience through mid-semester lab surveys and senior exit interviews are periodically reviewed and used for improving the lab equipment.

2. Budget:

The 2004-5 self-study prepared for ABET indicated that, at that time, the current financial and other

resources available to the department had been adequate for running the department to meet program outcomes. Continued enrollment growth in computer engineering would lead to a need for additional financial resources. If this is not possible, the department might need to make enrollment more selective to limit the number of majors. A course-by-course fee to be collected beginning fall 2004 will provide adequate source of funds for upgrading the lab facilities.

3. Faculty:

The size of the faculty is adequate to cover the curricula for all programs. Faculty expertise is diverse and covers the broad areas of Electrical and computer engineering. The faculty have the ability, expertise, authority and interest to assess the program and make the necessary curricular changes.

E. Reviewers' Finding of Strengths

The Faculty Senate Program Review Committee members who reviewed the ABET accreditation self reports and the results of the site visit believe that the Electrical and Computer Engineering's mission and goals support those of UNLV's as they both focus on student learning, research and scholarship, economic sustainability, and reciprocal relationships between the Engineering program and the community/region surrounding UNLV.

F. Reviewers' Finding of Weakness and Recommendations

ABET found one weakness, in Program Educational Objectives, in both the Electrical and Computer Engineering BS programs. A weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next evaluation.

The weakness was described as follows: "Criterion 2 requires that the program must have in place an assessment and evaluation process that periodically documents and demonstrates the degree to which the Program Educational Objectives (PEOs) are attained. The current PEO assessment process is based on assessing only program outcomes and mapping the results to achieving the PEOs. At the time of the visit, the program had recently revised their PEOs. They had not yet completed a revision of their assessment and evaluation process that addresses these new PEOs. While the program has begun this revision work, it lacks strength of compliance with the criterion. Completion of a systematic assessment and evaluation process for the revised PEOs, including the collection and evaluation of data, would strengthen the compliance with this criterion."

Faculty Senate internal reviewers suggested instituting differential tuition for those entering the College of Engineering to ensure that it remains competitive to other universities across the country. Additional revenue from differential tuition could support the higher costs associated with engineering laboratories and professional salaries. Differential tuition is currently being instituted by many universities nationwide, especially in areas with good job outlook and high average starting salaries.

IV. Descriptive Statistics

A. Number of Students with declared majors in the program area 2010-2011:

2010-2011	<u>432</u>
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B. Number of graduates from the programs for the following years: 2008-09, 2009-10, and 2010-2011

2008-2009	<u>49</u>
2009-2010	<u>57</u>
2010-2011	<u>47</u>

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

Fall 2010	<u>905</u>
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PROGRAM REVIEW

University of Nevada, Las Vegas
B.A - French, German, Romance Languages, Spanish, Spanish Translation,
M.A - Foreign Languages - Spanish

I. Description of Program reviewed

The Department of Foreign Languages (FOL) offers programs that emphasize the development of linguistic, literary, cultural, and professional skills. In general, student demands reflect a nation-wide trend toward a professional, translation, linguistic, and technology-based curriculum; however, the relative emphasis of these components varies among the different language programs.

FOL offers undergraduate majors and minors in French, Spanish, German, and Romance languages, in addition to minors in Japanese, Chinese, and Italian. A master's-level graduate program in Spanish is also available. Classes are offered in language, culture, literature, and, for French and Spanish, linguistics.

II. Review Process and Criteria

The Foreign Language review process and criteria followed the description given in Section II, Review Process and Criteria, in the document Program Review, University of Nevada, Las Vegas, General Description of UNLV Review Process, at the front of the UNLV report. The review was completed in Spring 2011. Most of what follows in Section III below is excerpted or condensed from the external reviewers' evaluation of FOL.

III. Major Findings and Conclusions of the Program Review

Need/Demand for Program

Demand: There is large demand for foreign language classes. The department supports very large class enrollments, ranging from 2,700 to 3,050 per semester, overall, with about 2,100 to 2,500 in lower division language classes, and about 450-550 per term in upper division and graduate classes. Based on UNLV Institutional data, the program is generating 35-38 graduates per year in all categories from a base of 100-110 majors.

Need: Based on national trends, local population, and economic configurations, there is great demand for Spanish, Spanish as a heritage language, and Portuguese classes at UNLV. To better serve students' needs, courses in French and Spanish have been added, along with classes that have practical applications, such as translation and professional Spanish. The external reviewers stated that the Spanish Heritage Program seems to be too small given that 26.5% of Nevada's population is Hispanic and further stated that Spanish heritage programs are rapidly growing across the country. Only two semesters of Spanish heritage courses are available at UNLV.

Quality of Program and Student Outcomes

1. Quality: FOL curricula include language, culture, and literature for each of the majors. FOL courses are taught mostly by part-time instructors, but the quality of teaching is closely overseen by language coordinators who supervise all part-time instructors. The language coordinators write the syllabi, observe classes, and choose textbooks, allowing for quality control and program cohesiveness. The instructors, who usually teach first- and second-year classes, feel well supported and guided by the coordinators. Two of the language coordinators are assistant professors in a tenure-track career, but they apparently manage to balance the coordination duties with teaching and research, given that they are granted a teaching load reduction.

There is at least one tenured or tenure-track faculty member for each language taught. The faculty remains productive, with several publications in peer-reviewed venues and multiple presentations at national conferences. Criteria for promotion and tenure seem to be on par with those in other institutions, with the exception that faculty in linguistics are expected to publish a book as well as articles, whereas other peer institutions recognize the fact that books in linguistics are rarer than articles.

The FOL faculty are well regarded for their teaching excellence. External reviewers consistently heard praise from students and administrators for the high quality and dedication of the faculty. A culture of good teaching in the FOL became obvious during the reviewers' visit to UNLV and examination of the student surveys.

2. Student Outcomes: A very clear and complete assessment plan is provided for each undergraduate major (French, German, Spanish, and Romance Languages) and for the MA program in Spanish. This plan includes expected student learning outcomes for each course, as well as instruments to be used in evaluation. The instructors are currently collecting data on outcomes to generate a report that FOL faculty will discuss.

Relationship to Other Programs in System

UNLV works with the NSHE Common Course Numbering and System Articulation Board processes to facilitate transfer of lower-division course credits from other System campuses to UNLV. In these times of significant cuts in education funding, UNLV and UNR administrators are communicating to avoid proposing elimination of the same programs.

Portuguese is taught in several postsecondary institutions in the Southwest, and according to a 2010 MLA survey, enrollment in this language has increased substantially over the last 10 years. Because the University of Nevada-Reno (UNR) does not teach Portuguese, the reviewers' thought it would be important for UNLV to offer two semesters of Portuguese so that instruction in this increasingly important language is available in at least one postsecondary institution in the state of Nevada.

Quality and Adequacy of Resources

A. Facilities: The external reviewers stated that FOL seems to have adequate and sufficient resources to obtain the desired outcomes: the quality of teaching is excellent, classrooms are smart, the interlibrary loan service is efficient and fast, and the Language Resource Center provides a plethora of high-tech equipment.

B. Budget: Resources for research are available: travel money is not a problem, and research grants are obtainable. However, there is no pre-tenure research leave, which would be conducive of research productivity for junior faculty.

C. Faculty: The external reviewers found that UNLV's current faculty shortage causes a series of problems in the department. In Spanish, a combination of lack of faculty and the multiple obligations on existing faculty have meant that course demand has significantly outstripped offerings. The graduate-level Spanish Certificate in Translation, for example, has been placed on hold due to the lack of instructors. Nobody is teaching South American literature and culture, because the few faculty members in Spanish cover both Mexican and Spanish studies. MA students have complained that because of limited course offerings they have a hard time finding the classes they need to graduate, and cannot complete their degrees in a timely manner. A recurrent complaint among MA students was the lack of courses in linguistics and translation. Some courses listed in the catalog are not taught regularly, causing immense frustration among the students. The inadequacy of course offerings was repeatedly voiced as a major problem in the surveys and meetings with students, faculty, and administrators. It is the opinion of the external and internal reviewers that opening new faculty lines is the only way to solve this problem.

Reviewers' Commendations

The climate among the faculty, students, and administrators in the Department of Foreign Languages is one of collegiality, a strong work ethic, and high intellectual standards. Language coordinators report communicating with each other and sharing pedagogies and initiatives. Students report loving their teachers and their classes. Staff members feel well respected and appreciated, and faculty members have a good rapport with the department chair. The chair of the department seems to be open to suggestions and to embrace potentially beneficial innovations, given that the department is constantly revising its curriculum and adapting to students' needs.

Despite current budgetary difficulties and uncertainties and the distressing shortage of faculty, the reviewer commended the faculty for their continued excellence in their teaching, research, and service obligations.

Reviewers' Recommendations

It is the opinion of the reviewers that there are two current university-wide policies and practices that are adverse to foreign language education. First, the current university-wide arrangement by which most classes are taught only twice a week is very detrimental to foreign language education, because more frequent feedback and group practice are necessary for adequate skill acquisition to take place. Second, the lack of a specific foreign language requirement in the general education curriculum contradicts the UNLV's mission statement that aims at preparing students for a global world.

Hiring replacement faculty is the most crucial issue impeding the department's ability to meet students' needs and continue to contribute to the university's and college's mission statements. The areas that have urgent requirements for additional faculty are Spanish translation studies, Latin American studies (non-Mexican specialist), and German (to replace the line lost due to denial of tenure). However, the department faculty should meet to identify other specific areas where the program needs more faculty, and aggressively lobby the UNLV Administration to recover these faculty lines.

IV. Descriptive Statistics

A. Number of Students with declared major in the program area 2010-2011:

2010-2011 126

B. Number of graduates from the program for the following years: 2008-09, 2009-10, and 2010-2011

2008-2009 35

2009-2010 38

2010-2011 22

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

Fall 2010 3,266

PROGRAM REVIEW

University of Nevada, Las Vegas
B.S., M.S., Kinesiology and M.S. Exercise Physiology

I. Description of Program reviewed

The mission of the Department of Kinesiology and Nutrition Sciences (KNS) is to advance, apply and discover knowledge of physical activity and nutrition as related to physical fitness, health, and performance. The department does this with the conviction of developing and supporting research and academic programs that focus on a) injury prevention and rehabilitation, b) maintenance and improvement of physical fitness, wellness and performance, and c) understanding factors that govern human movement and d) utilization of nutrition and dietetics for disease prevention, and therapy. It is the intention of the program that the research and academic programs will prepare professionals to be successful in future educational pursuits as well as careers in the Allied Health area.

The Kinesiology and Exercise Physiology degrees are commented on together in this document. The Department has other programs (Athletic Training, Nutrition) and they share a degree of integration with the three reviewed programs.

II. Review Process and Criteria

The general review processes described on pages 2 and 3 of this report were followed. External reviewers conducted a site visit and wrote a report in the Spring of 2011. Portions of their report are included in this program review summary.

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Programs

1. Demand: The number of program majors has more than doubled in the past 6 years, from 274 Kinesiology undergraduates in Fall 2004 to 562 in Spring 2010. Graduate majors in Kinesiology rose from 35 to 40 over the same period, and graduate majors in Exercise Physiology increased from 4 to 18 over the same period. The total number of majors hosted by the department is larger than these values because of its support for the BS in Nutrition, and Athletic Training programs.

2. Need: As reported in ACSM's Health and Fitness Journal, the results of a survey of fitness professionals indicate that there will be a growing need for educated and experienced fitness professionals. Interest in medical fitness, worker incentive programs, and worksite wellness programs may be a direct result of health care reform measures and the Exercise is Medicine initiative cosponsored by the American Medical Association and the American College of Sports Medicine. The need for fitness professionals is increasing at both ends of the age spectrum - the impending retirement of the baby boom generation and the problem of childhood obesity. The recent jump in Kinesiology and Exercise Physiology program majors is attributed to increased demand for graduates of these programs based on the aging population and higher obesity rates.

B. Quality of Program and Student Outcomes

1. Quality: The external reviewers found that the programs were of similar quality to comparable programs at peer institutions. UNLV's programs provide a satisfactory academic preparation for graduates to advance in their professional careers.

2. Student Outcomes: The program has an assessment plan and student learning outcomes. The external reviewers recommended improvements in the programs' assessment plans and benchmarks.

C. Relationship to Other Programs in System

The department also hosts BS programs in Nutrition and in Athletic Training. Its graduates are admitted to the UNR Medical School (M.D.) and UNLV Physical Therapy (Ph.D.) programs. The Department has submitted a proposal to the Program & Planning Committee to absorb the Sports Education Leadership (SEL) B.S. & M.S. in Physical Education degree programs into the existing B.S. & M.S. in Kinesiology degree programs.

D. Quality and Adequacy of Resources

1. Facilities: The external reviewers thought that the exercise physiology laboratory space and equipment was inadequate and limited the combined teaching and research of its students and faculty. Laboratory experiences are essential for students who, through well-constructed laboratory courses and independent research, can better develop higher orders of learning such as evaluations of old ideas and synthesis of new ideas. Moreover, if exercise physiology is to contribute to the university's goal of increasing its research profile, more resources must be devoted to improving the exercise physiology laboratories. Equipment is adequate, but is often in need of repair and software upgrades. Some equipment is outdated and should be replaced. Library holdings include almost all the relevant journals in the field.

Required courses are offered on a rotation basis so students will have the opportunity to complete their graduation requirements in a timely manner.

2. Budget: The self study reports that state budget is sufficient to meet the program's instructional needs. State budget is supplemented by student lab course fees, indirect cost recovery, fee for service and summer term surplus. Staffing is adequate for current program needs. An increase of several GA's would help the department to absorb and adequately serve the Sports Education Leadership programs, because with the addition of the SEL degree programs, it will be necessary for the graduate assistants allocated to that department to accompany the program move in order to adequately service the added program responsibilities.

3. Faculty: The number and qualifications of faculty are adequate to meet the current program size. An increase of faculty line would help the department to absorb and adequately serve the Sports Education Leadership programs.

E. Reviewers' Commendations

1. The programs can be considered solid programs. They are of similar quality to comparable programs at peer institutions. These programs provide a satisfactory academic preparation for graduates to advance in their professional careers.

2. Although not part of their review responsibilities, the external reviewers were impressed by the quality of the undergraduate athletic training and nutrition programs. A primary reason for their high quality is the large number of courses required for the major, which makes them expensive programs, but they are strong also because of the dedicated faculty in those programs.

F. Reviewers' Recommendations

The external reviewers thought that there were deficiencies in the student learning outcomes of the department's program assessment plan. A primary concern was the absence of expectations of students to demonstrate higher orders of learning, such as being prepared to synthesize new ideas, to evaluate existing beliefs, expectations of critical thinking skills, and written or oral communication abilities. In addition, the reviewers found the expected benchmarks or thresholds to be lenient. The recommended that new student learning outcomes should be developed that also address higher orders of student learning. Expectations of improving critical thinking and communication skills (written and oral) should be developed.

IV. Descriptive Statistics

A. Number of Students with declared major in the program area 2010-2011

2010-2011 779

B. Number of graduates from the program for the following years: 2008-09, 2009-10, and 2010-2011

2008-2009 107

2009-2010 126

2010-2011 115

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

Fall 2010 1,065

PROGRAM REVIEW

University of Nevada, Las Vegas
B.S., M.S., Ph.D., Mechanical Engineering

I. Description of Program reviewed

The Mechanical Engineering degree programs are managed by the Department of Mechanical Engineering in the Howard R. Hughes College of Engineering. The Department's mission is educate future leaders, innovators, and entrepreneurs while discovering, integrating, and applying new engineering and computer science knowledge in the service of society. It also includes preparing students for the lifelong practice of mechanical engineering and related disciplines or for immediate entry into positions in industry or for further study in graduate school. The mission also includes motivation of faculty to attain excellence in research by acquiring external funding and by incorporating students into their research programs. The program has several primary goals:

- Provide undergraduate, graduate, and professional education.
- Create knowledge through research.
- Disseminate knowledge through publication.
- Provide private and public service, as service educates, creates, and disseminates knowledge.

The Faculty Senate Program Review Committee members who reviewed the program's ABET accreditation self report and results of the ABET site visit believe that the Department's of mission and goals support those of UNLV, as they both focus on student learning, research and scholarship, economic sustainability, and reciprocal relationships between the Engineering program and the community/region surrounding UNLV.

II. Review Process and Criteria

The UNLV program review committee prepared its report based on a Oct 31-Nov 2, 2010 external review by the Accreditation Board for Engineering and Technology (ABET). ABET reviews programs for concerns, weaknesses, and deficiencies in the following areas: Students, Program Educational Objectives, Program Outcomes, Continuous Improvement, Curriculum, Faculty, Facilities, Support, Program criteria, Master's Level or Accreditation Policies and Procedures.

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Program

1. Demand: Overall enrollment has increased from 270 to 367 from Fall 2004 through Spring 2010. The number of undergraduate majors in Mechanical Engineering has grown from 182 to 313. The number of graduate students has declined from 88 to 54 over the same period, primarily due to a decline in the number of MS students. The average enrollment for Fall 2010-Spring 2011 was 386 majors.

2. Need: Increasing employment of engineers in engineering, research and development, and consulting services industries is expected to generate employment growth. The employment outlook is expected to increase 6 percent, which is somewhat slower than the other branches of engineering, for 2009-2018. New opportunities and emerging technologies are biotechnology, material science, and nanotechnology. Overall, job opportunities in engineering are expected to be good or favorable.

B. Quality of Program and Student Outcomes

1. Quality: The BS Mechanical program retained its ABET accreditation after the 2010 visit. ABET did not find any concerns, weaknesses, or deficiencies in UNLV's Mechanical Engineering Program. There are not follow-up items for the program and the program's accreditation has been reaffirmed.

2. Student Outcomes: The program needs to compile its program educational objectives assessment. Review of the results should inform and determine changes, modifications, and deletions in the program.

C. Relationship to Other Programs in System

Mechanical engineering majors are required to complete general education and prerequisite courses in UNLV humanities, social sciences, sciences and fine arts departments.

The other accredited 4-year Mechanical Engineering program in the state is located at the University of Nevada, Reno. Students who satisfactorily complete their freshman level math and science prerequisites at NSHE community colleges may transfer them to either 4-year degree program.

D. Quality and Adequacy of Resources

1. Facilities: Information about facilities was not provided in the internal review report.

2. Budget: While faculty indicates that the department budget, deficits, or other issues pertaining to finance are not discussed nor disclosed to the faculty, a majority of faculty feel there is sufficient funding from

outside sources to assist the program in achieving its outcomes. The reviewers' suggested that, to ensure that the College remains competitive to other universities across the country, would be to institute differential tuition for those entering programs in the College of Engineering. The additional revenue could support the academic excellence of UNLV's engineering programs. Differential tuition is currently being instituted by many universities nationwide, especially in areas with a good job outlook and high average starting salaries.

3. Faculty: Student-faculty ratios are adequate to meet the graduation needs of the students enrolled in this program. However, faculty feel there should be an instructor for their lab course with an industry background, along with faculty that has background in renewable energy because this will be the wave of the future. In addition, faculty have indicated that there is insufficient support from the advising center, as well as insufficient administrative assistant support. This may be indicative of recent budget cuts and is consistent with other departments.

E. Reviewers' Commendations

The faculty appears to be top quality, and in spite of budget constraints, appear to be very flexible and adapt to trends in both higher education and in the industry. Students receive a well-rounded, state-of-the-art education. The programs are well structured.

F. Reviewers' Recommendations

It is critical to ensure that the program educational evaluation results be obtained to determine if program changes are efficient and effective. The department should complete the program educational objectives assessment, review the information and determine changes, modifications, and deletions based on the information. The department should provide this information to the Office of Academic Assessment, and disseminate this information with faculty and staff in the College. Consider differential tuition to help offset costs to remain competitive with other institutions.

IV. Descriptive Statistics

A. Number of Students with declared major in the program area 2010-2011:

2010-2011	<u>386</u>
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B. Number of graduates from the program for the following years: 2008-09, 2009-10, and 2010-2011

2008-2009	<u>61</u>
2009-2010	<u>53</u>
2010-2011	<u>52</u>

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

Fall 2010	<u>942</u>
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PROGRAM REVIEW

University of Nevada, Las Vegas
M.P.A., Public Administration

I. Description of Program reviewed

Organizationally situated within the School of Environmental and Urban Affairs (SEPA) in the Greenspun College of Urban Affairs, UNLV's Public Administration program embraces the principal goal of preparing students for successful careers within government agencies and non-profit organizations. The MPA (Masters of Public Administration) degree is focused on providing our society's current and future public administrators with a strong core understanding of the governmental and economic landscapes where public administration takes place (such as government agencies, the military, a variety of nonprofit organizations, and the private sector). Graduates are expected to acquire a theoretical foundation in public management principles and gain experience with public administration research methods to help support successful careers making and implementing decisions that affect public policy.

II. Review Process and Criteria

The program completed both an accreditation self-study and a UNLV program review self study in June 2010. The faculty senate program final report was completed in June 2011.

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Program

Demand: Student enrollments in the MPA program have fluctuated between 72 and 106 between Fall 2004 and Spring 2010. The number of majors in 2010-2011 was 52. Although graduate (MPA) enrollments have declined, the number of undergraduate majors, also supported by this program's faculty, has increased from 5 to 85 over the same time period. Additionally, the department offers several related graduate degrees in Crisis and Emergency Management, which has shown growth to 19 majors, and Public Management which has had stable enrollment of about 30 majors.

Student demand for the MPA, at least in the short-term, may have declined because of budget cuts at government agencies due to the weak economy. Many agencies that used to reimburse and otherwise offer financial support to employees for their MPA degree program, no longer do so. The expectation is that some, if not all, of this funding will return once the economy recovers.

Need: The need for qualified Public Administration graduates is expected to continue growing into the future; 100% of the faculty survey responses indicated that the need for graduates of the program is increasing. Two stakeholder groups were highlighted as primary employers of MPA graduates:

Federal, regional, state, and local government agencies, and

Non-profits, businesses, academic, and community bodies who seek graduates with skills provided by the program.

Within the field there is a report of substantial retirements on the horizon. Additionally, enrollment is anticipated to rise as non-profit agencies are growing in number and in some cases adopting oversight of public administration tasks once managed exclusively by governmental agencies. The program has added a Non-Profit Management certificate, targeted at "growing demand for strictly non-profit educational needs.

B. Quality of Program and Student Outcomes

Quality: There are several indicators of quality present in the program review material. These include faculty research, evaluations, awards, and leadership in the field, student outcomes (please see below) and continuing accreditation by National Association of Schools of Public Affairs and Administration (NASPAA).

Student Outcomes: A majority, 7 of the 12 students surveyed, felt they were satisfied with the quality of the learning experiences in the program; similarly a majority felt that the program was preparing them well for their chosen career. Graduation rates for MPA graduates remain very high: fully 70.2% of MPA students over the 5-year period (2002 - 2007) examined in the self study graduated within the planned 2.5 year program length, while almost 82% of students graduated within 5 years.

C. Relationship to Other Programs in System

The UNLV M.P.A program is one of two available in NSHE. The University of Nevada, Reno Political Science Department also offers a MPA.

UNLV Public Administration faculty work with colleagues in the Environmental Studies program when it comes

to faculty governance decisions in the School. PUA faculty are also part of the new (as of December 2010) interdisciplinary graduate certificate in Solar and Renewable Energy, offering electives as part of the Governance and Policy emphases.

D. Quality and Adequacy of Resources

1. Facilities: Classrooms and computing needs were reported as adequate, but could be improved.

2. Budget: The quantity of classes offered is adequate to graduate in a timely manner. Library resources in this area were adequate. Additional support staff and additional funding (state or other funding) were both deemed areas where increased resources would be beneficial to the program.

3. Faculty: Survey responses were split on whether the quantity of full time faculty necessary to support in the program was present; 50% responding “yes” and 50% responding “no;” attrition was noted as a factor. The majority of students indicated that they were satisfied with the advising they were receiving. Two survey respondents agreed that the number and quality of part-time instructors in the program was appropriate.

E. Reviewers’ Commendations

The Public Administration MPA is currently well defined in terms of college and university mission and goals. From multiple points of view (administration, faculty, and student perspectives) the program is providing consistent student learning outcomes and demonstrates high quality faculty research and leadership in the field of public administration. Comments from both the student and faculty surveys reflect strengths of the program in: the quality of students, the quality of faculty, the flexibility of the course schedule (specifically the option of evening classes), the practical nature of the topic area, and the strong market capacity for graduates.

F. Reviewers’ Recommendations

The most important challenge facing the MPA program at this time is the integration of several new Workforce Development faculty, along with a new Workforce Development emphasis within the MPA. The new faculty are scheduled to join School of Environmental and Public Affairs full-time in Fall 2011.

IV. Descriptive Statistics

A. Number of Students with declared major in the program area 2010-2011:

2010-2011	<u>52</u>
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B. Number of graduates from the program for the following years: 2008-09, 2009-10, and 2010-2011

2008-2009	<u>37</u>
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2009-2010	<u>44</u>
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2010-2011	<u>44</u>
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2010	<u>1,197</u>
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University of Nevada, Reno

Annual Review of Programs

I. List the existing programs and corresponding degree level for all programs that were reviewed over the past year.

1. Master of Public Health
2. Interdisciplinary Ph.D. in Social Psychology
3. Interdisciplinary Ph.D. in Chemical Physics
4. Behavior Analysis, M.A.
5. Behavior Analysis, M.A. (Satellite Program)
6. Behavior Analysis, Ph.D.

II. List any programs and corresponding degree level for all programs that were eliminated or placed on inactive status this past year.

- Teaching English, M.A.
- Geochemistry, M.S., Ph.D.
- Educational Leadership, Ed.S.

III. List all new programs and corresponding degree level for all programs that received Board approval this past year.

- Executive M.B.A.
- Rangeland Ecology and Management, B.S.
- Agricultural Science, B.S.
- Metallurgical Engineering, B.S.
- Metallurgical Engineering, M.S.
- Education, Ed.D., Ph.D. (consolidation of education doctoral degree programs)
- Integrated Elementary Teaching, B.S. Ed. (consolidation of the following 4 degree programs into one degree program):
 - B.S.Ed. in Integrated Special Education/Elementary Education
 - B.S.Ed. in Elementary Education
 - B.S.Ed. in Early Childhood Education
 - B.S.Ed. in Special Education

PROGRAM REVIEW

University of Nevada, Reno
Master of Public Health

I. Description of Program Reviewed

The Master of Public Health program at the University of Nevada, Reno was created in 2000. The MPH program is housed in the Division of Health Sciences in the School of Community Health Sciences. The mission of the program is to develop, disseminate, and apply knowledge with an ecological approach to protect and promote the health of populations statewide and worldwide. The program of study for the MPH degree requires 43 credit hours, consisting of 16 credits of public health core courses, 12 credits of concentration-specific courses, 6 credits of practicum experience, 3 credits of capstone experience, and 6 credits of electives.

II. Review Process and Criteria

In 2008, the faculty of the School of Community Health Sciences decided to pursue accreditation of the Master of Public Health program by the Council of Education for Public Health. The Board of Councilors of CEPH approved the application for accreditation review on October 4, 2008, and notified the school that it should proceed with its application. A self-study document for the program was developed by the department faculty and completed in the fall 2010 semester and provided to the reviewers before they conducted an on-campus visit from November 15-16, 2010. The site visitors assessed the program in terms of its compliance with the Accreditation Criteria for Public Health Programs. Following the evaluation visit, the site team issued its report. Notification of the program's achievement of accreditation was received in August 2011.

III. Major Findings and Conclusions of the Program Review

The accreditation review team examined various aspects of the program in relation to the criteria of the Council of Education for Public Health. Areas examined were:

- The public health program
- Instructional program
- Creation, application, and advancement of knowledge
- Faculty, staff, and students

Regarding all the criteria, the accreditation reviewers found that the university's MPH program met the standards expected for accreditation. Commentary of note provided by the reviewers is included below.

The reviewers found that the criteria related to ensuring adequate resources for the program to fulfill the stated mission and goals had been met. The program was advised to explore acquisition of additional resources through gifts. Regarding the calculation of faculty FTE, the reviewers advised that the program establish a more explicit set of procedures for calculating these numbers on a consistent basis. Additionally, the program was advised to define targets for its program objectives in order to effectively assess whether progress is being achieved.

Criteria requiring that students in the degree programs demonstrate skills and integration of knowledge through a culminating experience, in the program's case a capstone course, were determined to have been met. However, the lack of student and faculty experience or feedback because the capstone course was only recently added in 2010 was noted. The program reports that evaluation is planned by having graduating students complete an anonymous evaluation. Likewise, the reviewers found that the criteria for procedures assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance was met but noted that tracked graduation rates appear low due to the low number of students, students leaving the program to attend medical school, the number of part-time students, and the expectation of the program to graduate students in three years after matriculation versus the university's six-year goal. A lack of specificity to assess the competencies associated with the MPH program on both alumni and employer surveys currently in use was also noted.

The reviewers found that though the criteria requiring the program to engage in activities that support the professional development of the public health workforce was met, the activities were not supported systematically with planning or with collaboration from other entities in the School. The reviewers also felt that the program has room to expand its workforce development activity.

While the reviewers found that the criteria for the program to recruit, retain and promote a diverse faculty and staff had been met, they encouraged the program to continue broadening the diversity of its faculty, especially of underrepresented minorities, in order that varying cultural perspectives are incorporated in the teaching-learning situations.

IV. Descriptive Statistics

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

2010-11	33
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B. Number of graduates from the program for the following years:

2008-09	11
2009-10	14
2010-11	9

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

Fall 2010	106
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PROGRAM REVIEW

University of Nevada, Reno
Social Psychology, Interdisciplinary Ph.D.

I. Description of Program Reviewed

The interdisciplinary Ph.D. program in Social Psychology has existed at the University of Nevada, Reno for almost forty years. It is founded on the vision of social psychology as the core discipline of human affairs and represents an integration of psychological and sociological scholarship in the understanding of human personal and social life. The program emphasizes training in theoretical foundations, as well as qualitative and quantitative methodologies in basic or applied research. Several areas of emphasis are available, including psychology and law, personal and social relationships, social psychology and health, and organizational behavior. Similar to all interdisciplinary graduate programs at the university, the Social Psychology Program is an autonomous unit located independent of its participating departments and is administered by an interdisciplinary committee with representatives from several departments, schools, colleges, and other units on campus. The program reports to the Dean of the Graduate School.

II. Review Process and Criteria

The interdisciplinary Ph.D. program in Social Psychology was scheduled for an external program review in accordance with the Board of Regents mandated program review schedule maintained by the university. A self-study document for the program was developed by the program faculty and completed in the spring 2010 semester. The self-study followed university guidelines for academic program review and provided information and analysis of the curriculum, faculty, staff, and students. The reviewers were provided with the self-study, conducted an on-campus visit from October 25-26, 2010, and provided the university with their evaluation report following the visit.

III. Major Findings and Conclusions of the Program Review

The review team found the program was successful at producing versatile, well-trained students. The students the program attracts also help strengthen the research programs of professors associated with the program by providing valuable support to faculty members who rely very heavily on the students' methodological skills and integrative capacities when they develop research proposals for external funding. Because of this experience, the graduates of the program find subsequent employment in university teaching or research institutes at a time when Ph.D. students from other universities are finding employment opportunities scarce.

The reviewers concluded that the program is coherent and the students are properly supervised and educated. Because admission is competitive, almost all students come to the program from out of state, but some of these students take post-graduation jobs in Nevada. The program does not suffer from an inward, overly local focus.

Other departments across campus (e.g., sociology) who do not have their own Ph.D. programs rely heavily on the Ph.D. students for their scholarly work. The interaction and collaboration adds an intellectual dynamic that allows faculty members to become invested in the students, and students in turn provide a sounding board for ideas and engage in research with the faculty.

The reviewers felt that although the program lacks the structural support of a traditional disciplinary department, it achieves these outcomes through a dynamic culture shared among faculty and graduate students. They did share concerns that this model is fragile and is dependent on the continued activities and energies of the people that enact it.

The recommendations of the reviewers were to (1) increase the number of faculty who have formal role requirements that commit them to the program; (2) increase the teaching assistantships available to graduate students in the program; (3) address critical office space problems between the Department of Sociology and the program director; and (4) solve problems of administrative support for the program.

IV. Descriptive Statistics

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

2010-11	36
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B. Number of graduates from the program for the following years:

2008-09	6
2009-10	2
2010-11	5

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

Fall 2010	89
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PROGRAM REVIEW

University of Nevada, Reno
Chemical Physics, Interdisciplinary Ph.D.

I. Description of Program Reviewed

The doctoral program in Chemical Physics is an interdisciplinary course of study offered by the Physics or Chemistry departments and reporting to the Dean of the Graduate School. The program is for those students with primary research interests in atomic and molecular physics and physical chemistry. While requiring the student to complete a rigorous selection of courses that outline the foundations of modern chemical physics, the program also offers great flexibility in the choice of dissertation topics, and the student may choose any of the affiliated faculty in either the Department of Physics or the Department of Chemistry to serve as a research adviser. The mission, guided strongly by the missions and objectives of the two departments, is to provide quality graduate training and subsequent employment opportunities for students in the area of chemical physics.

II. Review Process and Criteria

The interdisciplinary Ph.D. program in Chemical Physics was scheduled for an external program review in accordance with the Board of Regents mandated program review schedule maintained by the university. A self-study document for the program was developed by the department faculty and completed in the fall 2010 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the curriculum, faculty, staff, and students. The reviewers were provided with the self-study, conducted an on-campus visit from October 21-22, 2010, and provided the university with their evaluation report following the visit.

III. Major Findings and Conclusions of the Program Review

The reviewers noted that the significant strength of this program is the truly interdisciplinary nature of this course of study. Faculty from both departments were found to be strongly supportive of the program, and this has led to the establishment of curriculum which has a significant degree of sharing of course instruction. The amount of cooperation between the departments was seen as rare for universities offering such a program, and the reviewers felt this fact could potentially attract students who might otherwise go elsewhere. In addition, the program with adjustment could be a draw for attracting new faculty.

The reviewers stated that the main issue to be addressed is whether the program should continue to be a degree option or become instead an interdisciplinary education and research program with its own educational requirements and special opportunities. They recommended improving the current degree option by making it a formal interdisciplinary program. This would require modernizing the curriculum and making other improvements including moving the decision time for election of the degree option, improving recruitment, developing formalized research interactions with large facilities, and creating a separate seminar series for the program.

Finally, the reviewers also noted that changing the undergraduate curriculum at the university would help to attract more students to the program who are not planning to major in the sciences.

IV. Descriptive Statistics

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

2010-11	3
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B. Number of graduates from the program for the following years:

2008-09	1
2009-10	1
2010-11	0

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

Fall 2010	14
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PROGRAM REVIEW

University of Nevada, Reno
Behavior Analysis, Master of Arts, On-Site

I. Description of Program Reviewed

Behavior analysis is an approach to psychology emphasizing the study of behavior in its historical and situational contexts. The aim of the master's degree program in behavior analysis is to train graduates for employment as senior service providers in such fields as developmental disabilities, education, mental health, or business and industry. The program requires 37 credits including coursework, practica, and completion of a thesis. All credits involve direct training in behavior analytic methods, principles, research, and application. A major objective of the curriculum is to prepare the student for attainment of Board Certification through the national BCBA program for which the master's program currently holds an approved course sequence. The program seeks students who are explicitly committed to a behavioral orientation, and its curriculum is designed to establish competence in behavior analysis, methods, practical training, and research.

II. Review Process and Criteria

The Department of Psychology's three graduate programs in behavior analysis were scheduled for reaccreditation by the Association of Behavior Analysis, International. A self-study document for the programs was developed by the department faculty and completed in the spring 2010 semester and provided to the reviewers before they conducted an on-campus visit from April 1-2, 2010. The site visitors assessed the program in terms of its consistency with the standards of the ABA Accrediting Board and with the stated mission and objectives of the program. A final report was issued by the site visitors in fall 2010.

III. Major Findings and Conclusions of the Program Review

The review team found that the program is of high quality and meets or exceeds the minimum standards for accreditation as stipulated by the Association of Behavior Analysis. The major objective of the program is to prepare students for attainment of Board Certification through the BCBA program mentioned above.

Students are selected for the program because of their commitment to a behavioral orientation in psychology. The average time to completion by master's students is 3.2 years, and the reviewers noted that this was a meaningful decrease since the last review. The reviewers reviewed student theses over the last five years and noted they all were behavior analytic in nature.

Concerns about the sustainability of this currently excellent program the focus of the observations of the reviewers. The reviewers noted that the program works as well as it does because of the noteworthy dedication of its faculty, many of whom are closing in on retirement. The development of a strategic plan that can work to ensure the program's long-term goal of survival was recommended. In addition, the department was advised to develop a clear plan for bringing in new, young faculty while the current faculty are still in place to serve as models and mentors. In the nearer term, the program was advised to look for opportunities to enhance the program's effectiveness with appropriate resources if and when these should come available.

Regarding the curriculum, the program was advised to consider revising the curriculum to be sequential and hierarchical to provide students with an appropriate sequence of courses. The program was also advised to develop an evaluation process that was more meaningful, manageable, and sustainable than the current performance management method in place.

Finally, the department was advised to explore standardizing the incoming class size to a healthy level by obtaining more student funding and perhaps admitting students without funding.

IV. Descriptive Statistics

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

2010-11	1
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B. Number of graduates from the program for the following years:

2008-09	6
2009-10	10
2010-11	0

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

Fall 2010	10
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PROGRAM REVIEW

University of Nevada, Reno Behavior Analysis, Master of Arts, Satellite Program

I. Description of Program Reviewed

Behavior analysis is an approach to psychology emphasizing the study of behavior in its historical and situational contexts. The Department of Psychology delivers the Satellite Master's degree program through a combination of online and on-site courses at agencies that contract with department administrators and the university's extended studies division. The aim of the program is to provide opportunities for training and educational advancement in behavior analysis in regions where it is unavailable or inaccessible to fully employed persons seeking career advancement.

The program requires 37 credits including coursework, practica, and completion of a thesis. All credits involve direct training in behavior analytic methods, principles, research, and application. A major objective of the curriculum is to prepare the student for attainment of Board Certification through the national BCBA program for which the masters program currently holds an approved course sequence. The program seeks students who are explicitly committed to a behavioral orientation, and its curriculum is designed to establish competence in behavior analysis, methods, practical training, and research.

The satellite program receives no funding from the university, and the program is entirely supported by the sponsoring agency. The cost depends on the type of instructional delivery required by a particular sponsor. Contracts are developed individually for each sponsoring agency and include all costs of the program. Based on the contract terms, each sponsoring agency determines the amount to charge students. Students apply to and are accepted by the graduate school of the university and are subject to admission requirements. Both regular program and adjunct faculty teach the satellite program courses, and scheduling is done in a manner to offer the same number of contact hours of instruction as the on-campus program but in a more concentrated manner.

II. Review Process and Criteria

The Department of Psychology's three graduate programs in behavior analysis, including the Satellite Master of Arts program, were scheduled for reaccreditation by the Association of Behavior Analysis, International. A self-study document for the programs was developed by the department faculty and completed in the spring 2010 semester and provided to the reviewers before they conducted an on-campus visit from April 1-2, 2010. The site visitors assessed the program in terms of its consistency with the standards of the ABA Accrediting Board and with the stated mission and objectives of the program. A final report was issued by the site visitors in fall 2010.

III. Major Findings and Conclusions of the Program Review

The review team found that the program is of high quality and meets or exceeds the minimum standards for accreditation as a master's degree-level program as stipulated by the Association of Behavior Analysis. The satellite curriculum duplicates the on-campus program in key areas, with adjustments based on the needs of the students in the sponsoring agency being served. In the period of review, 71 students graduated from the program. Both regular and adjunct faculty teach in the program, and the reviewers found the quality of instruction in the satellite program to be very high and consistent with the level of instruction found in the on-campus program.

Though there are adjustments to the curricula for the satellite program, these adjustments were determined to be appropriate in the judgment of the reviewers. However, given the distinctiveness of the two programs because of those adjustments, the reviewers suggested that consideration be given to differentiating between the two master's degrees.

Regarding the curriculum, the reviewers recommended the program examine the capstone experience in the satellite program to require some work beyond a critical literature review. One possibility suggested was to require a data-based evaluation of a clinical intervention, since students in the satellite program are already working in clinical settings. In addition, the program was advised to consider revising the master's degree curriculum to be sequential and hierarchical in order to provide students with an appropriate sequence of courses.

The reviewers also noted that the amount of funding retained by the department for offering this program was a significant barrier to continued development of new sponsor sites. It advised that this division be reviewed to see if additional monies from the program fees could go to the department to assist with budget management and free up director time to recruiting new program sponsors.

IV. Descriptive Statistics

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

2010-11	4
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B. Number of graduates from the program for the following years:

2008-09	4
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2009-10	2
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2010-11	0
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2010	10
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PROGRAM REVIEW

University of Nevada, Reno
Behavior Analysis, Ph.D.

I. Description of Program Reviewed

Behavior analysis is an approach to psychology emphasizing the study of behavior in its historical and situational contexts. The aim of the doctoral program in behavior analysis is to provide comprehensive, graduate-level training in behavior analysis, out of which more advanced and specialized basic, applied, and theoretical and philosophical interests may be developed. Its method is experimental, with aims of description, prediction, and control of its subject matter.

Behavior analysis training at the University of Nevada, Reno is conducted via a junior-colleague model and includes supervised experience and instruction. The doctoral program requires 94 credits of coursework, including practicum, three comprehensive exams, a thesis, and a dissertation. Students ordinarily earn a master's degree over the course of their training for the doctoral degree. The practicum consists of four semesters (12 credits hours) of training under supervision of faculty in one or more of the clinical services provided to the community.

II. Review Process and Criteria

The Department of Psychology's three graduate programs in behavior analysis were scheduled for reaccreditation by the Association of Behavior Analysis, International. A self-study document for the programs was developed by the department faculty and completed in the spring 2010 semester and provided to the reviewers before they conducted an on-campus visit from April 1-2, 2010. The site visitors assessed the program in terms of its consistency with the standards of the ABA Accrediting Board and with the stated mission and objectives of the program. A final report was issued by the site visitors in fall 2010.

III. Major Findings and Conclusions of the Program Review

The review team found that the program is of high quality and meets or exceeds the minimum standards for accreditation as stipulated by the Association of Behavior Analysis. The program delivers comprehensive training in behavior analysis and prepares its graduates for successful careers as practitioners, researchers, and academicians.

Student recruitment is done on a national and international stage, and the program works on attracting students who are committed to a behavioral orientation in psychology. The average time to completion by doctoral students is 6.5 years, which is slightly less than the national average. Student dissertations over the last five years were reviewed, and the evaluators noted that these dissertations presented an impressive range of research areas that were informed by behavior analysis concepts as well as applied and experimental research.

Concerns about the sustainability of this currently excellent program were the focus of the observations of the reviewers. The reviewers stated that the program works as well as it does because of the noteworthy dedication of its faculty, many who are closing in on retirement. The development of a strategic plan that can work to ensure the program's long-term goal of survival was recommended. In addition, the department was advised to develop a clear plan for bringing in new, young faculty while the current faculty are still in place to serve as models and mentors. In the nearer term, the program was advised to look for opportunities to enhance the program's effectiveness with appropriate resources if and when these should come available.

Regarding the curriculum, the program was advised to consider revising the curriculum to be sequential and hierarchical to provide students with an appropriate sequence of courses. The program was also advised to develop an evaluation process that is more meaningful, manageable, and sustainable than the current performance management method in place.

Finally, the department was advised to explore standardizing the incoming class size to a healthy level by obtaining more student funding and perhaps admitting students without funding.

IV. Descriptive Statistics

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

2010-11: 35

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

2008-09 7

2009-10 5

2010-11 5

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

Fall 2010 74

Nevada State College

Annual Review of Programs

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 3,000 in Spring 2011. As enrollment increases, the number of academic programs offered continues to grow. NSC now offers twenty-two 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 occur in 2012.

College of Southern Nevada

Annual Review of Programs

I. List the existing programs and corresponding degree level for all programs that were reviewed over the past year.

1. Communication, A.A.
2. Journalism, Media Studies, A.A.
3. English, A.A.
4. Creative Writing, A.A.
5. Fine Arts, Art & Art History Emphasis, A.A.
6. Fine Arts - Music Emphasis, A.A.
7. Fine Arts - Theater Studies Emphasis, A.A.
8. Music Business and Technology, Certificate of Achievement
9. International Languages, A.A.
10. Deaf Studies - Interpreter Preparation Emphasis, A.A.S.
11. Deaf Studies, A.A.S.
12. Deaf Studies, A.A.
13. Latin American and Latina/o Studies, A.A.
14. English as a Second Language, No Degree

II. List any programs and corresponding degree level for all programs that were eliminated or placed on inactive status this past year.

- Medical Laboratory Technician UNLV Transfer Track, A.A.S. (Note that the Medical Laboratory Technician program had both an Occupational Track and the UNLV Transfer Track. Only the UNLV Transfer Track was deactivated).
- Addiction Studies, A.A.S.
- Biotechnology, A.A.S.

III. List all new programs and corresponding degree level for all programs that received Board approval this past year.

- Cardiorespiratory Science - B.A.S.
- Clinical Laboratory Sciences - B.A.S.

PROGRAM REVIEW

College of Southern Nevada
Associate of Arts - Communication

I. Description of Program Reviewed

Communication functions as the central component in all forms of social interaction. The mission of the Department of Communication is to provide students with a foundation in communication theory and practice that prepares them with effective communication skills to enhance their academic, personal and professional lives. In addition to the Associate of Arts Degree in Communication, the CSN Department of Communication is a service department supporting many programs at CSN and providing students access to General Education credits in our discipline. The courses offered by our department are critical to many AA degrees offered by CSN and we offer a variety of courses within our degree area to support our majors who plan to transfer into a four-year institution within the NSHE system. Our courses range from basic communication skill-building courses (COM 101, 102, 115, 215) to more theory-based courses for the Communication major (whether earning an A.A. or transferring to another institution of higher learning).

The Department of Communication seeks to strengthen student understanding and competence across five areas:

Oral Communication: Students learn to speak, listen and analyze effectively the role of communication in their academic and professional lives.

Critical Thinking: Through research, organization and analytical/argumentative development, students sharpen their critical thinking skills.

Diversity: Utilizing audience analysis, classroom interactions and contemporary curriculum, students develop the skills to communicate effectively in a diverse world.

Life Enhancement: Communicating theoretical concepts into practical application. Examples include interpersonal skill, conflict management, leadership styles and public speaking.

Technology: Students become familiar with electronically mediated communication that is essential in today's society.

II. Review Process and Criteria

PROCESS: The department chair appointed a program review committee made up of program faculty members and a committee chair. The committee make up was approved by the Dean of the School of Arts and Letters. The department chair gathered all materials needed for the program review and shared these materials with the committee. The program review committee reviewed all of the materials, analyzed the data and information and then prepared a Program Review Report. This report was forwarded to the department chair. The department chair reviewed the report, wrote up an extensive department chair response to the report and submitted it to the Dean of the School of Arts and Letters for review. The Dean reviewed the committee's report and the chairs response to the report. The Dean then wrote up a response and sent it along with the committee's report and the department chair's report to the VPAA. The VPAA forwarded the complete package (program review report, department chair's report and the dean's report) to an "external reviewer." The external reviewer analyzed the entire program review package, wrote up a response report and sent it along with the rest of the program review package back to the VPAA. The VPAA then sent the external reviewer's report to the dean, the department chair and the program review committee for comments. Their comments were sent back to the VPAA. The entire program review package was then sent to the CSN Academic Standards Committee (ASC) for review and comments. The ASC sent the entire program review package back to the VPAA along with their comments. The VPAA summarized all findings and recommendations and forwarded them to the CSN President.

PROGRAM REVIEW CRITERIA: The following criteria were used in conducting this program review:

Department of Communication Mission Statement as it fits into the CSN Mission Statement, Current Communication Course Offerings, Full Time Faculty Information, Full Time Faculty Teaching Analysis, Faculty Advising Analysis, Faculty Scholarship and Development, Faculty Service to the College, Faculty Service to the Department, Faculty Service to the Community, Analysis of Part Time Faculty, Full Time to Part Time Faculty Ratios, Student Learning Outcomes for the Program, Assessment of the Communication Program, Assessment of the Communication General Education Course, Curriculum Information and Analysis, Information, Technology, Space & Equipment Resources, Adequacy and Currency of Facilities & Instructional Equipment, Enrollment Trends & Faculty to Student Ratios, Student GPA in Program Courses, Student Success Rate in Program, Unique Elements to the Communication Program,

III. Major Findings and Conclusions of the Program Review

Strengths:

Overall, the Communication Program within the Department of Communication celebrates many strengths. The strengths of the program are articulated throughout the program review. The following is a brief summary of the strengths that were uncovered as a result of completing this program review:

First and foremost, the caliber of our full and part time faculty that delivers our communication courses to our students is second to none. By in large, CSN students respond quite well to our faculty finding them to be authentic and knowledgeable.

Our faculty members are incredibly well represented on college and department committees.

Our faculty members are also well recognized within the communication discipline on a national level.

Overall student success in our Communication Program is defined as passing a course with a grade of “C” or higher. As is noted in the program review, the majority of students are passing our courses with an average college grade of “C.”

The Communication Program affords extracurricular opportunities to our students as well. These extracurricular activities are “communication centered” while at the same time provide students with very unique opportunities for service to the community, additional scholarship, internships, field trips, leadership development and networking.

The bi-annual Public Speaking Festival is a product of the Communication Program at CSN.

The Communication Labs continue to grow and are becoming nicely integrated into the culture of CSN.

In an effort to accommodate those students who cannot make it to the traditional classroom, all courses within the Communication Program are also offered in a 100% online (DE) environment. The entire Associate of Arts Degree in Communication can be earned through our online campus.

As a result of ongoing course and program assessments, we have found the communication program to be highly effective for students seeking foundational theoretical knowledge as well as highly applied knowledge in the field of communication.

In response to the growing demand for strong communication skills in the workplace, we have designed a Certificate of Achievement in Applied Communication that will be marketed to various groups of people including members of the community who are already substantiated in their careers.

Weaknesses:

The following is a brief summary of the areas of improvement that were found as a result of conducting this program review:

Currently a small handful of students graduate from the Communication Program with an Associate of Arts degree (Communication Emphasis). Although the number of graduates in our program increases every year, we still need to improve our overall graduation rates. We recognize that graduation is not necessarily the intention of every student who comes through our doors. However, based upon the number of Communication Program declared majors, we really ought to see more graduates with an AA from the Communication Program. To accomplish this goal, the Department of Communication has recently created an “in house student advising committee.” The charge of this committee is to create a streamlined student advising system that will help communication students navigate the course of their education here at CSN. Our program faculty advisors contact declared communication majors and set up one-on-one advising appointments with them. Over the course of these advising appointments, students work with the faculty member to determine the student’s timeline for AA completion. The faculty advisor then creates a personalized course of action for the student by outlining the courses that they need to graduate. The faculty advisor creates a lineup of courses that the student should plan to take and even helps the students plan their semester course loads each semester. Our faculty advisors assist students with graduation and transfer applications as well. Hopefully this new initiative will increase our communication student graduation rates which in turn will take this area out of the “improvement” section and place it in the “strengths” section.

As was mentioned in the remarks a little earlier, the full time to part time faculty ratios in the Communication Program are in need of dramatic improvements. Steps to improve in these areas have been taken.

Another weakness of the Communication Program is that we currently do not have a way of tracking what our graduates are doing with their degrees after graduation. It would be nice to have some sort of alumni relations component to our program. Perhaps some system of keeping up with our students after they leave our program. This would be a good measure of program success for years to come.

Although maintaining high student retention rates in courses is an ongoing challenge in most programs at CSN, the Communication Program (particularly the COM 101 course) could use some improvements in this area. The course content itself is most likely the cause for students to withdrawal from the course. Since the COM 101 course is a public speaking course, communication apprehension (speech anxiety) has proved to be too much to handle for some students. We need to implore more strategies to retain the students taking the COM 101 course.

IV. Descriptive Statistics

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

2010-11	245
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B. Number of graduates from the program for the following years:

2008-09	6
2009-10	13
2010-11	23

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

Fall 2010	4286
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PROGRAM REVIEW

College of Southern Nevada
Associate of Arts - Journalism & Media Studies

I. Description of Program Reviewed

The Associate of Arts in Journalism and Media Studies offers students two tracks: Convergent Journalism and Integrated Marketing Communication.

The practice of convergence, multimedia production and cross-ownership has shaped the reality of modern journalism. As costs rise and audiences diversify where they get their news from, a trend has taken place toward cooperation and collaboration between what were once separate media entities has taken place. Students entering the journalism field now need to know the basics of all forms of media as well as how to combine them into multimedia presentations. The convergent journalism track will give students the base of knowledge they need to be successful in this era of convergence.

Integrated Marketing Communication (IMC) is the modern practice of combining public relations, advertising, database/direct marketing, sales/event promotion and multimedia communication. The IMC track will give students the base of knowledge to be successful in this field and/or specialize in advertising or public relations positions.

The A.A. in Journalism/Media Studies is set up to give students an opportunity to learn about all aspects of their specific area of interest. The program not only prepares students for successfully entering the media industry but also offers a variety of courses to support majors who plan to transfer into a four-year institution within the NSHE system. Courses range from basic theory and foundational courses (for example JOUR 100) to skill-building courses (for example JOUR 102) to actual application in the real world (for example COM 196).

The Convergent Journalism track gives majors an opportunity to learn about print, broadcast and multimedia production and industry. The Integrated Marketing Communication track gives majors an opportunity to learn about all aspects of the advertising and public relations field.

II. Review Process and Criteria

PROCESS: The department chair appointed a program review committee made up of program faculty members and a committee chair. The committee make up was approved by the Dean of the School of Arts and Letters. The department chair gathered all materials needed for the program review and shared these materials with the committee. The program review committee reviewed all of the materials, analyzed the data and information and then prepared a Program Review Report. This report was forwarded to the department chair. The department chair reviewed the report, wrote up an extensive department chair response to the report and submitted it to the Dean of the School of Arts and Letters for review. The Dean reviewed the committee's report and the chairs response to the report. The Dean then wrote up a response and sent it along with the committee's report and the department chair's report to the VPAA. The VPAA forwarded the complete package (program review report, department chair's report and the dean's report) to an "external reviewer." The external reviewer analyzed the entire program review package, wrote up a response report and sent it along with the rest of the program review package back to the VPAA. The VPAA then sent the external reviewer's report to the dean, the department chair and the program review committee for comments. Their comments were sent back to the VPAA. The entire program review package was then sent to the CSN Academic Standards Committee (ASC) for review and comments. The ASC sent the entire program review package back to the VPAA along with their comments. The VPAA summarized all findings and recommendations and forwarded them to the CSN President.

PROGRAM REVIEW CRITERIA: The following criteria were used in conducting this program review:

Department of Communication Mission Statement as it fits into the CSN Mission Statement

Current Journalism/Media Studies Course Offerings, Full Time Faculty Information, Full Time Faculty Teaching Analysis, Faculty Advising Analysis, Faculty Scholarship and Development, Faculty Service to the College, Faculty Service to the Department, Faculty Service to the Community, Analysis of Part Time Faculty, Full Time to Part Time Faculty Ratios, Student Learning Outcomes for the Program, Assessment of the Journalism/Media Studies Program, Curriculum Information and Analysis, Information, Technology, Space & Equipment Resources, Adequacy and Currency of Facilities & Instructional Equipment, Enrollment Trends & Faculty to Student Ratios, Student GPA in Program Courses, Student Success Rate in Program, Unique Elements to the Journalism Program, Challenges, Community Impact, and Student and Faculty Involvement

III. Major Findings and Conclusions of the Program Review

Strengths:

The following is a brief summary of the strengths that were found as a result of conducting this program review:

First and foremost, the caliber of our full and part time faculty that delivers our journalism courses to our students is second to none. Our faculty members are journalism practitioners both inside and outside of the classroom.

Our faculty members are incredibly well represented on college and department committees.

Since the Department of Communication acquired the Journalism and Media Studies Program in 2006, we have doubled the program size in terms of student headcount and FTE (see program review for data). Although the program is still considered to be in its infancy stages, all projections point to continued growth and demand. More and more students are learning about the new Journalism and Media Studies Program at CSN and are declaring their major in this area. As a result, we will continue to see increases in graduation rates within this program.

The Journalism and Media Studies Program affords extracurricular opportunities to our students as well. These extracurricular activities are "journalism and communication centered" while at the same time provide students with very unique opportunities for service to the community, additional scholarship, internships, field trips, leadership development and networking.

As was stated in the program review, transfer rates to UNLV by our journalism students have been really successful. Our students are acquiring the appropriate knowledge within our AA program to be competitive for entry into UNLV's limited entry journalism program.

Faculty members within the Journalism and Media Studies program have worked diligently to foster positive relationships with members of the journalistic community here in the Las Vegas area. These relationships have afforded an opportunity for internships for our students.

In an effort to accommodate those students who cannot make it to the traditional classroom for all of their classes, a handful of our theoretical (non hands on) courses within the Journalism and Media Studies Program are also offered in a 100% online (DE) environment.

As a result of ongoing course and program assessments, we have found the Journalism and Media Studies program to be highly effective for students seeking foundational and theoretical knowledge of journalism as well as highly applied application in the field of journalism.

The Communication Department was honored to nominate one of our outstanding journalism students to receive the annual Regent's Award in 2006. Our student nominee was selected to receive the ONE CSN Regent's Award in 2006. This was a huge honor for the student and for the Department of Communication.

Weaknesses:

The following is a brief summary of the areas of improvement that were found as a result of conducting this program review:

In 2008-2009 we only had one graduate from the Journalism and Media Studies Program with an Associate of Arts degree (Journalism/Media Studies Emphasis). Of course, this is due to the infancy stage of the program. Although the number of graduates in our program is slated to increase this year, we still need to improve our overall graduation rates. We recognize that graduation is not necessarily the intension of every student who comes through our doors. However, based upon the number of Journalism/Media Studies Program declared majors, we really ought to see more graduate with an AA from the Journalism/Media Studies Program. To accomplish this goal, the Department of Communication has recently created an "in house student advising committee." The charge of this committee is to create a streamlined student advising system that will help journalism students navigate the course of their education here at CSN.

There is a need for additional faculty in the Journalism and Media Studies Program. Steps to improve in these areas have been taken.

Another weakness of the Journalism Program is that we currently do not have a way of tracking what our graduates are doing with their degrees after graduation. It would be nice to have some sort of alumni relations component to our program. Perhaps some system of keeping up with our students after they leave our program. This would be a good measure of program success for years to come.

Currently, there is no “exit survey” or “exit exam” given to program completers. Such an instrument would go a long way in gathering program data for assessment purposes.

As was discussed in the program review, it is clear that there needs to be a stronger emphasis placed on “student success” in our Journalism Distance Education courses.

A major weakness of the program is the lack of an on campus radio studio (ultimately an on campus internet radio station) and an on campus television studio space. Having each of these two facilities would serve as a terrific student recruitment tool and would certainly better provide our program graduates with contemporary knowledge of these two fields of journalism.

Aside from the lack of on campus studio space, there is a need for updated production equipment for both television and radio production courses.

Despite the current status of the Nevada State budget and consequently CSN’s budget, more emphasis needs to be placed on obtaining external revenue sources. Grants and donations could go a long way in helping to pave the way for the needs of this program.

IV. Descriptive Statistics

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

2010-11	185
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B. Number of graduates from the program for the following years:

2008-09	1
2009-10	7
2010-11	16

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

Fall 2010	152
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PROGRAM REVIEW

College of Southern Nevada
Associate of Arts - English

I. Description of Program Reviewed

Program: AA with English Emphasis

The A.A. degree with English emphasis supports the CSN mission by preparing its students to meet general education requirements needed to earn a degree, to transfer in English (or a related field) to a four-year college or university, to write for the workplace, and to participate in life-long learning.

II. Review Process and Criteria

Implementation

1. At the end of the Fall semester, research papers written by students in ENG 100/101/113 will be submitted anonymously to the English Department and assessed holistically by a committee comprised primarily of ENG 101 faculty.
2. In the middle of the Fall semester, data from surveys completed by students in ENG 100/101/113 will be examined by a committee comprised of English faculty to look at students' perceptions of their learning, e.g., clarity of assignments, what they learned in class, and how it was applied in non-English courses.
3. At the end of the Spring Semester, research papers written by students in ENG 102/114 will be assessed holistically by a committee comprised of ENG 102/114 faculty.
4. Upon completion of a student's work for the AA Degree with English Emphasis, a Portfolio or Project will be submitted and scored holistically by a committee comprised of English faculty who teach 200-level Literature courses.
5. Upon completion of an English major's work for an AA Degree with English Emphasis, students will submit final Portfolios, including Reflective Journals and Literacy Essays to the English Dept. for holistic scoring by a committee comprised of English faculty.
6. Upon completion of an English major's work for an AA Degree with English Emphasis, data from student Exit Surveys will be examined by a committee comprised of 200-level English faculty to look at specific information (to be developed by the English Department).

III. Major Findings and Conclusions of the Program Review

Unfortunately, it still appears that our students still see the Department offerings as an opportunity to build a transferrable transcript rather than acquire a two-year degree. While the number of our graduates might seem low for a two-year school with CSN's population, they are certainly not out of line with those of the college as a whole. While our graduation numbers could be improved, the overall performance of students who pass through the Department certainly reflects positive rather than negative trends:

- First, the total numbers of our students continue to rise, which is beneficial provided that the growth is financially viable and does not overwhelm our resources. Of late, we assume our rapid growth stems in part from the reduction of core English courses offered at UNLV and by CSN's lower tuition and fees. Potential areas of concern are budgetary constraints, space availability, and the depth of our adjunct teaching pool.
- Second, our e-Learning component has not only grown radically in size, but also shows consistent improvement in terms of student success. While there is still a gap between the levels of traditional and online success, this is true college-wide, and the current numbers do show noticeable improvement over previous years.
- Third, our total numbers show a significant increase in student success over the past several semesters. While increases in e-Learning success could be explained in part by our efforts to create a more stable community for online learning, our success rates for traditional students have increased as well.

IV. Descriptive Statistics

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

2010-11	354
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B. Number of graduates from the program for the following years:

2008-09	9
2009-10	5
2010-11	14

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

Fall 2010	11,000
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PROGRAM REVIEW

College of Southern Nevada Associate of Arts - Creative Writing

I. Description of Program Reviewed

AA with Creative Writing Emphasis

The A.A. degree with Creative Writing emphasis supports the CSN mission by preparing its students to meet general education requirements needed to earn a degree, to transfer in English (or a related field) to a four-year college or university, to write for the workplace, and to participate in life-long learning.

II. Review Process and Criteria

Implementation

The AA degree with Creative Writing emphasis focuses on the writing of fiction or poetry. As knowledge of the genres and traditions of literature is central to the development of a writer or poet, courses that include the study of the elements of fiction and poetry are integrated into the program. In most cases, the Creative Writing program uses the same learning outcomes and assessment methodology as the English emphasis. However, some additional requirements and assessment are required due to the nature of the program.

In addition to the standard program assessment, students in the AA with Creative Writing emphasis are evaluated on a final portfolio, which is generated while registered for the program capstone course, a one-credit independent study project. Student portfolios are evaluated individually by three creative writing faculty members. As outlined, the objectives of the independent study set goals and specific measurements for both the fiction writer and poet.

Student work must demonstrate an understanding of the processes of self-criticism, reflection, revision and self-editing.

Students must produce a portfolio that reflects knowledge of the fundamentals and forms specific to their chosen genres.

- Fiction writers must produce a thirty-page work in the form of short fiction or sections from a larger work.
- Poets must produce ten pages of poetry.
- Both fiction writers and poets must write a reflective analysis of what they have learned in terms of technique, aesthetics, etc. that they will take forward from their classroom, workshop and independent-study experiences.

Students' work must exhibit the use of the elements of fiction or poetry.

- Fiction writers' work must include the use of setting, character, plot, theme, point of view and style.
- Poets may utilize a variety of poetic forms and techniques, but the work must demonstrate a controlled voice and a creative use of poetic elements, including metaphor, tone, meter, and theme.

Creative work must follow contemporary conventions of English (American) grammar and demonstrate a control of language.

Work must be the students' own creative effort.

III. Major Findings and Conclusions of the Program Review

As stated in our public documents, the goal of the English Department is to teach students to read and think critically, to acquire skills in writing and analysis that will complement other academic studies, to communicate effectively, to explore the world of ideas using the tools of technology, and to appreciate the diversity of literature and its value in their lives.

The new AA with Creative Writing emphasis offers students the only undergraduate Creative Writing degree in the State of Nevada. In its first year, student response to this program has proven more successful than we hoped. The Creative Writing AA does require participation in a portfolio project and the submission of a formal reflective essay to complete the degree program, so does include a capstone element, but at present, the department has no system in place to track our majors or survey graduates or exiting transfer students in any way. While we assume most of our graduates transfer to a four-year institution, the only data available at this time is wholly anecdotal. This concern was raised in the process of redesigning our assessment models and methods, and the Department Assessment Coordinator has in fact contacted the Office of Institutional Effectiveness with regard to creating some type of

satisfaction survey to solicit comments and insights from our graduates.

IV. Descriptive Statistics

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

2010-11	91
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B. Number of graduates from the program for the following years:

2008-09	NA
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2009-10	2
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2010-11	1
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2010	11,000
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PROGRAM REVIEW

College of Southern Nevada
Associate of Arts - Fine Arts, Art & Art History Emphasis

I. Description of Program Reviewed

The Art and Art History Program is comprised of eight full-time teaching faculty members who are assisted by approximately twenty adjunct instructors, one Visual Resources Specialist, one Director of Exhibitions and one Administrative Assistant. Within the area the following disciplines are represented: Art History/Art Appreciation, Ceramics, Digital Imaging, Drawing, Metals/Jewelry, Painting, Printmaking and Sculpture. The Art and Art History Program is dedicated to providing students with a wide variety of art courses, both studio and lecture. It fulfills liberal arts requirements and offers a two-year associates degree (Associate of Arts: Art Emphasis).

II. Review Process and Criteria

The Associate of Arts in Fine Arts, Art Emphasis review process looked into the following areas: (1) Faculty Analysis, (2) Enrollment Trends, (3) Success Rate, (4) Program Completers.

III. Major Findings and Conclusions of the Program Review

Faculty Analysis: In S2010, 32% full-time, 68% part-time.

Enrollment Trends: Moderate growth over the last 5 years after a period of tremendous growth during the preceding five years. Enrollment F2010, 1825 students (unduplicated).

Success Rates: In courses assessed, success rates ranged between 63% and 76% over 5-years.

Program Completers: Over past five years, ART graduates between 4 and 8 students annually.

IV. Descriptive Statistics

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

2010-11	270
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B. Number of graduates from the program for the following years:

2008-09	5
2009-10	7
2010-11	8

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

Fall 2010	1,825
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PROGRAM REVIEW

College of Southern Nevada
Associate of Arts - Fine Arts, Music Emphasis

I. Description of Program Reviewed

The CSN Music Program is dedicated to providing the best possible educational opportunities in music. The Music Program offers a full range of courses in applied music, music theory, recording technology, music business, and general survey courses in rock, jazz, and classical music. The Music Program offers an AA in Fine Arts, Music Emphasis.

II. Review Process and Criteria

The review of the Associate of Arts Degree, Music Emphasis looked at several statistical measures: (1) Enrollment Trends, (2) Average 5-Year Success Rate, and (3) Program Completers analysis.

III. Major Findings and Conclusions of the Program Review

Enrollment Trends: The Music Program's average semester enrollment for the past five years is 1,485 students which is 41.5% of the Department of Fine Arts. Music enrollment has increased 38% between F2006 with 1,116 students and F2008 with 1,799 students.

Average Five-Year Success Rate: The average five-year annual success rate of the Department of Fine Arts is 73.8% of total enrolled students. The average five-year annual success rate of the Music Program is 65.6% of total enrolled students.

Program Completers: The Music Program graduated an average of 2.6 students per year. The largest number of program completers occurred in 2007 with a total of 5 students completing.

IV. Descriptive Statistics

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

2010-11	255
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B. Number of graduates from the program for the following years:

2008-09	3
2009-10	5
2010-11	5

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

Fall 2010	2,945
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PROGRAM REVIEW

College of Southern Nevada
Associate of Arts - Fine Arts, Theatre Studies Emphasis

I. Description of Program Reviewed

The CSN Theatre Arts Program is dedicated to providing the best possible educational opportunities in Theatre to our students. Courses range from introductory courses in acting and theatre technology to advanced acting and theatre technology, as well as other related courses.

II. Review Process and Criteria

The AA, Theatre Studies Emphasis review process analyzed: (1) Enrollment Trends, (2) Student Success Rate, (3) Grade Distribution, and (4) Analysis of Program Outcomes.

III. Major Findings and Conclusions of the Program Review

Student Enrollment Trends: The Enrollment in Theatre Arts courses from fall 2004 through spring 2009 has grown by nearly 61%. The majority of growth has come from increased enrollment in online courses which has experienced a growth of 18% in the last year.

Student Success Rate: The department measures student success rate through the percentage of students who complete the course with a passing grade.

Grade Distribution: The number of students who successfully completed the THTR 105 (Acting I) course in the spring 2009 semester was 69%, with a grade of "C" or above. THTR 100 (Appreciation of Theatre) also had a success rate of 69%.

Analysis of Student Outcomes: Student Outcomes are measure by written examination as well as research papers and participation within the program and productions. Acting students must show proficiency prior to graduation. Upon completion of the degree program students complete an exit survey to access student satisfaction and identify areas of concern.

IV. Descriptive Statistics

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

2010-11	124
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B. Number of graduates from the program for the following years:

2008-09	5
2009-10	5
2010-11	4

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

Fall 2010	571
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PROGRAM REVIEW

College of Southern Nevada
Associate of Arts - Music Business and Technology

I. Description of Program Reviewed

The CSN Certificate of Achievement in Music Business and Technology is a 30-credit program for students who wish to pursue careers in music recording, production, and management.

II. Review Process and Criteria

The review process looked into enrollment averages and program completers. It also reviews upgrades to recording studio equipment and facilities.

III. Major Findings and Conclusions of the Program Review

Enrollment: The program averages approximately 100 students per year, declared.

Success Rates: The program graduates an average of 10 students per year, with the largest class being 20 students in 2007-2008.

The Recording Studio received a \$200,000 upgrade in 2008, including an SSL AWS900 console, the latest ProTools recording/editing system, and significantly improved microphone inventory and other associated hardware.

IV. Descriptive Statistics

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

2010-11	97
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B. Number of graduates from the program for the following years:

2008-09	9
2009-10	11
2010-11	20

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

Fall 2010	2,945
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PROGRAM REVIEW

College of Southern Nevada
Associate of Arts - International Languages

I. Description of Program Reviewed

CSN's Department of International Languages offers foreign language programs in which students can earn fourteen credits toward the AA degree in their language of concentration. These languages include: Arabic, French, German, Italian, Japanese, Spanish and Portuguese.

Graduates of this program will be able to:

1. Converse at an intermediate level of fluency
2. Read at a level necessary for success in 300-level courses
3. Demonstrate knowledge of the culture and context of their language of concentration

II. Review Process and Criteria

Policies and procedures of the CSN Faculty Senate that were adopted in Jan. 2007 define the process behind this Academic Program Review. The following aspects were researched and documented:

1. Profiles of Full-time Faculty
2. Profiles of Part-time Faculty
3. Descriptions of indicators of teaching and advising quality
4. Summary of student profile for capstone courses
5. Information regarding student completers that gives evidence program graduates achieve success appropriate to the discipline
6. Course offerings
7. Student learning outcomes for each course
8. Descriptions of the assessment tools to measure student outcomes for capstone courses
9. Summary of the most recent Assessment Report
10. Self-evaluation of curricular strengths and weaknesses
11. Summary of student evaluations of teaching

Documentation includes: Assessment Reports, Instructor Resumes and Syllabi, surveys and reports from graduates.

The Lead Faculty Member was the project coordinator for the discipline, and the Department Chair verified, organized and gave voice to the information.

III. Major Findings and Conclusions of the Program Review

Strengths of Foreign Language Programs as Perceived by Foreign Language Faculty include:

- the high quality instructional materials available
- High level of collaboration between colleagues
- Dedicated part-time faculty members
- Fairly stable pool of part-timers in most disciplines
- Opportunities for innovation - both in curriculum development and in instructional methodologies
- Courses offered in varying modalities (Face-to-Face, Hybrid or completely online)
- A wide variety of courses that are offered to meet unique curricular needs in the Southern Nevada community (i.e. Spanish for Medical Personnel, etc.)
- The willingness of the faculty to meet the needs of students such as the assignments for students that are customized toward our CSN student population
- High percentage of native speakers for foreign languages
- Our up-to-date language labs and good library facilities
- The Foreign Language Faculty, the Lead Faculty Members and the Chairman engage in ongoing dialogue regarding challenges faced.

Among the challenges facing Foreign Language Programs as Perceived by Foreign Language Faculty are:

- Shortage of daytime classes
- Lack of more advanced level course offerings
- Lack of courses focusing on particular dialects (although this may not be able to be addressed due to the small number of students who would elect a course in Moroccan or Iraqi Arabic, for example, even if a qualified teacher could be found.)

- A high attrition rate between the first and second year, which results in low enrollment for 211- and 212-level courses
- The lack of a two-year foreign-language requirement in the State of Nevada that results in low enrollment for 211- and 212- level courses
- Low enrollments in levels above 111 leading to course cancellations and consequently to inconsistencies in scheduling offerings
- Shortage of full-time faculty members
- The need for more emphasis incorporating oral proficiency in all classes by all instructors
- Non-transferability of 198B classes along with the length of time required by the curriculum committee to change this designation
- Restricted offerings

IV. Descriptive Statistics

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

2010-11	190
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B. Number of graduates from the program for the following years:

2008-09	12
2009-10	9
2010-11	16

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

Fall 2010	2407
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PROGRAM REVIEW

College of Southern Nevada

AAS - Deaf Studies - Interpreter Preparation Emphasis

I. Description of Program Reviewed

Students obtain skills as interpreters, both expressively and receptively, as well as knowledge of deaf culture, history of deafness, and the linguistic structure of American Sign Language. Upon successful completion of this program, students will be able to work as sign language interpreters in a variety of settings.

In order to demonstrate that instructional goals have been met, student would demonstrate the following:

1. a successful interpretation of a communication transaction between a Deaf and a hearing individual using the methodology of consecutive interpretation
2. a successful interpretation of a communication transaction between a Deaf and a hearing individual using the methodology of simultaneous interpretation
3. the ability to demonstrate conversational skills at a competency level equivalent to that of an interpreter
4. knowledge of ethical practices of professional interpreters
5. an awareness of the cultural differences which affect Deaf clients using interpreting services.
6. the ability to take and successfully pass the EIPA (Educational Interpreter Performance Assessment) knowledge test
7. passage of the EIPA performance test at a score of 3.0 or better
8. passage of the knowledge portion of the RID National Interpreter Certification written evaluation

II. Review Process and Criteria

Policies and procedures of the CSN Faculty Senate that were adopted in Jan. 2007 define the process behind this Academic Program Review. The following aspects were researched and documented:

1. Profiles of Full-time Faculty
2. Profiles of Part-time Faculty
3. Descriptions of indicators of teaching and advising quality
4. Summary of student profile for capstone courses
5. Information regarding student completers that gives evidence program graduates achieve success appropriate to the discipline
6. Course offerings
7. Student learning outcomes for each course
8. Descriptions of the assessment tools to measure student outcomes for capstone courses
9. Summary of the most recent Assessment Report
10. Self-evaluation of curricular strengths and weaknesses
11. Summary of student evaluations of teaching

Documentation includes: Assessment Reports, Instructor Resumes and Syllabi, surveys and reports from graduates.

The Lead Faculty Member was the project coordinator for the discipline, and the Department Chair verified and organized the information.

III. Major Findings and Conclusions of the Program Review

The principal strength of the Deaf Studies - Interpreter Emphasis Program is its eminently qualified and thoroughly professional Lead Faculty Member; and, it's difficult to imagine the program being in more capable hands. She is responsible for the development of the curriculum for the IPP, and she routinely insists on the highest standard of performance from our part-time faculty.

Challenges articulated by the Lead Faculty Member for this program include:

- The fact that American Sign Language is not recognized as a source of foreign-language credit outside of CSN, that is, in other NSHE institutions.
- The fact that, given the highly specialized nature of ASL and Interpreting, lower enrollments are typical
- A need to complete the conversion to higher-quality video recording in the labs so that the instructional environment is the same at all sites
- The fact that there is no outlet for interpretation-degree completers in the State of Nevada - curricula for a proposed B.A. degree has been designed by the Lead Faculty Member, but the status of the proposal

- remains pending
- A lack of opportunities of for student observations of qualified interpreters

IV. Descriptive Statistics

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

2010-11	73
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B. Number of graduates from the program for the following years:

2008-09	5
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2009-10	1
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2010-11	1
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2010	379
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PROGRAM REVIEW

College of Southern Nevada
AAS - Deaf Studies

I. Description of Program Reviewed

The College of Southern Nevada's Deaf Studies program is a two-year course of study that prepares students to work in a variety of situations with the deaf community. Students obtain a strong understanding, receptively and expressively, of American Sign Language, as well as deaf culture, history of deafness, and structure of American Sign Language. Also, upon completion, the student will be able to be evaluated to enter the Interpreter Preparation Program.

In order to demonstrate that instructional goals have been met, student would demonstrate the following:

1. the ability to conduct dialogues and monologues in American Sign Language, both prepared and spontaneous
2. the ability to demonstrate expressive mastery of targeted, context specific commands, questions, and statements in ASL
3. the ability to demonstrate receptive mastery of targeted, context specific commands, questions, and statements in ASL
4. the ability to initiate, conduct, and terminate context-specific conversations with Deaf users of ASL
5. the ability to incorporate appropriate ASL grammatical structures and conversation regulators
6. the ability to use appropriate addressee discourse behaviors when engaged in two-way conversations.

II. Review Process and Criteria

Policies and procedures of the CSN Faculty Senate that were adopted in Jan. 2007 define the process behind this Academic Program Review. The following aspects were researched and documented:

1. Profiles of Full-time Faculty
2. Profiles of Part-time Faculty
3. Descriptions of indicators of teaching and advising quality
4. Summary of student profile for capstone courses
5. Information regarding student completers that gives evidence program graduates achieve success appropriate to the discipline
6. Course offerings
7. Student learning outcomes for each course
8. Descriptions of the assessment tools to measure student outcomes for capstone courses
9. Summary of the most recent Assessment Report
10. Self-evaluation of curricular strengths and weaknesses
11. Summary of student evaluations of teaching

Documentation includes: Assessment Reports, Instructor Resumes and Syllabi, surveys and reports from graduates. The Lead Faculty Member was the project coordinator for the discipline, and the Department Chair verified, organized and gave voice to the information.

III. Major Findings and Conclusions of the Program Review

The principal strength of the Deaf Studies Program is its eminently qualified and thoroughly professional Lead Faculty Member; and, it's difficult to imagine the program being in more capable hands. She is responsible for the development and revision of the program's curriculum, and she routinely insists on the highest standard of performance from our part-time faculty.

Challenges articulated by the Lead Faculty Member for this program include:

- The fact that American Sign Language is not recognized as a source of foreign-language credit outside of CSN, that is, in other NSHE institutions.
- The fact that, given the highly specialized nature of ASL and Interpreting, lower enrollments are typical
- A need to complete the conversion to higher-quality video recording in the labs so that the instructional environment is the same at all sites
- The fact that there is no outlet for interpretation-degree completers in the State of Nevada - curricula for a proposed B.A. degree has been designed by the Lead Faculty Member, but the status of the proposal remains pending
- A lack of opportunities of for student observations of qualified interpreters

IV. Descriptive Statistics

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

2010-11	81
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B. Number of graduates from the program for the following years:

2008-09	6
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2009-10	6
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2010-11	4
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2010	379
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PROGRAM REVIEW

College of Southern Nevada
Associate of Arts - Deaf Studies

I. Description of Program Reviewed

Successful completion of this program will enable students who are interested in becoming Interpreters to work in a variety of situations with the deaf community. Students will obtain a strong understanding, receptively and expressively, of American Sign Language, as well as deaf culture and history of deafness. Students will be able to communicate with deaf family members, friends, or coworkers. Students also have the option to enter the AAS Program In Deaf Studies to further their skills and understanding.

Instructional goals include the following:

1. the ability to demonstrate receptive mastery of all grammatical features of ASL.
2. the ability to demonstrate expressive mastery of all grammatical features of ASL
3. the ability to demonstrate expressive mastery of targeted, context specific commands, questions, and statements in ASL.
4. the ability to demonstrate expressive mastery of targeted, context specific commands, questions, and statements in ASL.

II. Review Process and Criteria

Policies and procedures of the CSN Faculty Senate that were adopted in Jan. 2007 define the process behind this Academic Program Review. The following aspects were researched and documented:

1. Profiles of Full-time Faculty
2. Profiles of Part-time Faculty
3. Descriptions of indicators of teaching and advising quality
4. Summary of student profile for capstone courses
5. Information regarding student completers that gives evidence program graduates achieve success appropriate to the discipline
6. Course offerings
7. Student learning outcomes for each course
8. Descriptions of the assessment tools to measure student outcomes for capstone courses
9. Summary of the most recent Assessment Report
10. Self-evaluation of curricular strengths and weaknesses
11. Summary of student evaluations of teaching

Documentation includes: Assessment Reports, Instructor Resumes and Syllabi, surveys and reports from graduates.

The Lead Faculty Member was the project coordinator for the discipline, and the Department Chair verified and organized the information.

III. Major Findings and Conclusions of the Program Review

The Deaf Studies Program at CSN is on a par with that of any deaf studies program in the country. The principal strength is its eminently qualified and nationally and regionally recognized Lead Faculty Member; it's difficult to imagine the program being in more capable hands. She is responsible for the curricular development and revision, and she routinely insists on the highest standards of performance from our part-time faculty.

Challenges articulated by the Lead Faculty Member for this certificate program are the same as those facing the AAS in Deaf Studies and the AAS in Deaf Studies - Interpreter Emphasis:

- The fact that American Sign Language is not recognized as a source of foreign-language credit outside of CSN, that is, in other NSHE institutions.
- The fact that, given the highly specialized nature of ASL and Interpreting, lower enrollments are typical
- A need to complete the conversion to higher-quality video recording in the labs so that the instructional environment is the same at all sites
- The fact that there is no outlet for interpretation-degree completers in the State of Nevada - curricula for a proposed B.A. degree has been designed by the Lead Faculty Member, but the status of the proposal remains pending
- A lack of opportunities for student observations of qualified interpreters

IV. Descriptive Statistics

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

2010-11 15

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

2008-09 2

2009-10 0

2010-11 1

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

Fall 2010 379

PROGRAM REVIEW

College of Southern Nevada
Associate of Arts - Latin American and Latina/o Studies

I. Description of Program Reviewed

This interdisciplinary degree offers courses on Latin America and Latinas/Latinos in the United States. It aims at providing an overview of the historical, political, cultural, financial, psychological, and artistic factors that have contributed to create the current conditions, identity, and diversity of these groups. The program prepares students for further education and careers in areas such as education, humanities, social sciences, business, counseling, and the media.

Students completing this program will be able to:

- Demonstrate understanding of a variety of historical, political, economic, geographic, and social issues that define Latin America and its peoples and/or U.S. Latinos.
- Demonstrate understanding of the diversity and complexity of cultures, traditions, and artistic expressions found throughout Latin America and/or the U.S. Latino population.
- Demonstrate appropriate oral and written communication skills.
- Demonstrate abilities to do research and find information on topics related to Latin America and or U.S. Latinos.
- Demonstrate a language proficiency equal to a one year or a one-year sequence in Spanish at the college level.

II. Review Process and Criteria

Policies and procedures of the CSN Faculty Senate that were adopted in Jan. 2007 define the process behind this Academic Program Review. The following aspects were researched and documented:

1. Profiles of Full-time Faculty
2. Profiles of Part-time Faculty
3. Descriptions of indicators of teaching and advising quality
4. Summary of student profile for capstone courses
5. Information regarding student completers that gives evidence program graduates achieve success appropriate to the discipline
6. Course offerings
7. Student learning outcomes for each course
8. Descriptions of the assessment tools to measure student outcomes for capstone courses
9. Summary of the most recent Assessment Report
10. Self-evaluation of curricular strengths and weaknesses
11. Summary of student evaluations of teaching

Documentation includes: Assessment Reports, Instructor Resumes and Syllabi.

III. Major Findings and Conclusions of the Program Review

All courses offered are transferrable. Furthermore, these classes are also in the process of been accepted as fulfilling other requirements at our transfer school, University of Nevada Las Vegas (UNLV), such as multicultural, international, humanities, and fine arts. The program has been articulated to transfer to UNLV.

Setting up this program seemed like an appropriate step given our mission and the local demographics. The program thus far, however, has not lived up to expectations in terms of enrollment.

IV. Descriptive Statistics

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

2010-11	4
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B. Number of graduates from the program for the following years:

2008-09	0
2009-10	0
2010-11	0

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

Fall 2010	33
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PROGRAM REVIEW

College of Southern Nevada
No Degree - English as a Second Language

I. Description of Program Reviewed

The ESL Program currently serves two more or less distinct groups of students: international students on F1 visas who follow the rules and regulations which their DHS status requires, and a local immigrant population, including a sizable number of 1.5 generation students. Both groups come to CSN's academically-oriented ESL Program as a first step either toward future academic success or, more generally, toward a high-level of English language competency in all skill areas for personal and vocational/professional reasons. Students complete the ESL course sequence with capstone courses emphasizing college-level writing. The program's mission addresses the needs of these two groups:

The Department of International Languages offers courses in English as a Second Language (ESL) in order to support students pursuing academic goals particularly at institutions within the Nevada System of Higher Education. The department offers both an intensive English program as well as a part-time program in order to accommodate the differing needs of both traditional and working students.

II. Review Process and Criteria

CSN's ESL program is accredited nationally by the Commission on English Language Program Accreditation (CEA). In order to be granted accreditation, the program underwent a self-study to demonstrate that it met the CEA's standards covering the areas of: mission, curriculum, faculty, facilities/equipment/supplies, administrative and fiscal capacity, student services, recruiting, length and structure of program, student achievement and student complaints. A site visit was conducted by the commission.

III. Major Findings and Conclusions of the Program Review

In May, 2010 the Commission granted one-year accreditation with reporting requirements finding that the program exhibited "an array of strengths."

After the one-year report was submitted, the Commission granted the program a 4-year continued accreditation.

IV. Descriptive Statistics

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

2010-11	4,594
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B. Number of graduates from the program for the following years:

2008-09	NA
2009-10	NA
2010-11	NA

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

Fall 2010	1,730
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Great Basin College

Annual Review of Programs

I. List the existing programs and corresponding degree level for all programs that were reviewed over the past year.

1. Accounting Technician, A.A.S., Certificate of Achievement
2. Management in Technology Emphasis, B.A.S.
3. Business Administration, A.A.S., Certificate of Achievement
4. Diesel Technology, A.A.S., Certificate of Achievement
5. Electrical Technology, A.A.S., Certificate of Achievement
6. Elementary Education, B.A.
7. Industrial Millwright Technology, A.A.S., Certificate of Achievement
8. Instrumentation Technology, B.A.S., Certificate of Achievement
9. Secondary Education, B.A.
10. Welding Technology, A.A.S., Certificate of Achievement

II. List any programs and corresponding degree level for all programs that were eliminated or placed on inactive status this past year.

- Agricultural Management; B.A.S. (deactivated)
- Broadcast Technology; A.A.S., Certificate of Achievement (eliminated)
- Fire Science; A.A.S. (deactivated)
- Sonography, Certificate of Achievement (deactivated)

III. List all new programs and corresponding degree level for all programs that received Board approval this past year.

- None

PROGRAM REVIEW

Great Basin College

AAS, Certificate of Achievement, Accounting Technician

I. Description of Program Reviewed

The Accounting program of Great Basin College is primarily operated for Certificates of Achievement, addressing basic bookkeeping and accounting needs of businesses and local industry at the technician level. There is also an accounting emphasis in the Business Administration AAS degree that is included in the statistics of the Accounting program. Many students enroll in accounting classes individually rather than complete a program, acquiring only those skills and knowledge that they see as relevant to their needs.

II. Review Process and Criteria

During 2010-2011, all programs of the GBC Business Department were reviewed concurrently. These included three AAS/Certificate of Achievement programs (Accounting, Business Administration, Entrepreneurship) and the Bachelor of Applied Science emphasis in Management in Technology. The process and criteria conform to NSHE Code, Title 4, Chapter 14, Section 2. GBC policy 3.40 provides additional institutional guidelines followed for program reviews. Collection and analysis of student data; program content, outcomes, and alignment with needs; future planning; instructor qualifications; facilities and equipment; budgets; student comment; and comments from an independent external reviewer were all reviewed and considered for each program. All information was compiled and written up by Dr. Cliff Ferry, acting as consultant for GBC.

III. Major Findings and Conclusions of the Program Review

In recent years the Business Department was challenged as faculty members retired at a time when positions could not be replaced due to budget cuts. This was true for the Accounting instructor position, and there was high reliance on adjunct instruction during the last two years. However, some key positions have now been replaced within the Department, and stability for accounting should return. The program has maintained its quality and meets the needs of local businesses and industry (there are many accounting functions carried out within the mining industry). The Accounting program and associated classes have been receiving generally increasing interest over the last few years.

IV. Descriptive Statistics

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

2010-11	68
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B. Number of graduates from the program for the following years:

2008-09	5
2009-10	4
2010-11	8

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

Fall 2010	134
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PROGRAM REVIEW

Great Basin College

Bachelor of Applied Science, Management in Technology Emphasis

I. Description of Program Reviewed

The GBC Bachelor of Applied Science degree program was the first program of its type developed in Nevada. It is founded on the idea that students in technical programs complete their emphasis courses by obtaining an AAS or equivalent degree, and then add to this foundation in the upper division through courses of general education, management, and further technical skills. Completion of an AAS degree or equivalent is required for admission to the program. The primary function of the degree is to provide the tools for advancement into supervisory and management positions for people already experienced in technical areas. The specific program evaluated here is the Management in Technology emphasis of the degree. It is designed to add supervisory and management skills to the technical skills originally obtained in any AAS degree.

II. Review Process and Criteria

During 2010-2011, all programs of the GBC Business Department were reviewed concurrently. These included AAS/Certificate of Achievement programs of the Business Department and the Bachelor of Applied Science emphasis in Management in Technology. The process and criteria conform to NSHE Code, Title 4, Chapter 14, Section 2. GBC policy 3.40 provides additional institutional guidelines followed for program reviews. Collection and analysis of student data; program content, outcomes, and alignment with needs; future planning; instructor qualifications; facilities and equipment; budgets; student comment; and comments from an independent external reviewer were all reviewed and considered for each program. All information was compiled and written up by Dr. Cliff Ferry, acting as consultant for GBC.

III. Major Findings and Conclusions of the Program Review

The BAS degree program with a Management in Technology emphasis continues to have strong enrollments. This emphasis has the highest enrollments of any of the BAS emphases. Minor problems occurred similar to those of the Business Department problem of the retirement of faculty. Replacing faculty was delayed due to budget cuts, but progress is being made and the program continues to function well. Recently adjustments were made to the curriculum regarding the level of mathematics required, increasing the rigor. Applications for admission to the program continue to be strong. Students rarely finish the program in two years since most are employed full time and can take only one or two classes each semester, and sometimes must skip a semester. Conversion of all courses into a rotation of online delivery is increasing participation in the program. Student advancement in the workplace has resulted from participating in and completing this program.

IV. Descriptive Statistics

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

2010-11	92
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B. Number of graduates from the program for the following years:

2008-09	11
2009-10	12
2010-11	24

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

Fall 2010	189
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PROGRAM REVIEW

Great Basin College

AAS, Certificate of Achievement, Business Administration

I. Description of Program Reviewed

The Business Administration program of Great Basin College has been in existence for many years. It is typical of most associate level programs in that it addresses the fundamentals needed to work in a variety of business roles or to operate a small business. Included in this review are the General Business and Entrepreneurship emphases. Many students enroll in business, management, and marketing classes individually rather than complete a program, acquiring only those skills and knowledge that they see as relevant to their needs. The program has been available through distance education such that it is available throughout the entire GBC service area. Both a Certificate of Achievement and an Associate of Applied Science are available.

II. Review Process and Criteria

During 2010-2011, all programs of the GBC Business Department were reviewed concurrently. These included three AAS/Certificate of Achievement programs (Accounting, Business Administration, Entrepreneurship) and the Bachelor of Applied Science emphasis in Management in Technology. The process and criteria conform to NSHE Code, Title 4, Chapter 14, Section 2. GBC policy 3.40 provides additional institutional guidelines followed for program reviews. Collection and analysis of student data; program content, outcomes, and alignment with needs; future planning; instructor qualifications; facilities and equipment; budgets; student comment; and comments from an independent external reviewer were all reviewed and considered for each program. All information was compiled and written up by Dr. Cliff Ferry, acting as consultant for GBC.

III. Major Findings and Conclusions of the Program Review

In recent years the Business Department was challenged as faculty members retired at a time when positions could not be replaced due to budget cuts. However, some key positions have now been replaced and the Associate degree Business program is rebounding. The program has maintained its quality and meets the needs of local businesses and industry (there are many general business functions carried out within the mining industry). The Entrepreneur emphasis has not received significant interest from students, and since it has many similarities to the General Business curriculum, it is strongly being considered for elimination as an emphasis and being rolled back into the General Business program.

IV. Descriptive Statistics

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

2010-11	138
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B. Number of graduates from the program for the following years:

2008-09	8
2009-10	20
2010-11	15

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

Fall 2010	251
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PROGRAM REVIEW

Great Basin College
AAS, Certificate of Achievement, Diesel Technology

I. Description of Program Reviewed

The GBC Diesel Technology program has been a long-standing program within the Career and Technical Education Department. The program of study includes both a Certificate of Achievement and an Associate of Applied Science degree. The technical course requirements of the certificate and the degree are the same; the major difference between the two is the completion of the general education requirements for the AAS degree. The program is strongly supported by the mining industry of the GBC service area through scholarships and internships (the MTC program). The program is offered through a 48-week accelerated schedule, putting graduates on the job within a year. The skills learned in this program may be widely applied throughout the job market, not just within the mining industry. The mining industry also participates in a program of ongoing workforce development. In the program, employees are assessed for their existing skills, then trained to their next higher levels.

II. Review Process and Criteria

The five principle programs of the CTE Department were reviewed concurrently during the year. These programs included Diesel Technology, Electrical Technology, Industrial Millwright Technology, Instrumentation Technology, and Welding Technology. The process and criteria conform to NSHE Code, Title 4, Chapter 14, Section 2. GBC policy 3.40 provides additional institutional guidelines followed for program reviews. Collection and analysis of student data; program content, outcomes, and alignment with needs; future planning; instructor qualifications; facilities and equipment; budgets; student comment; responses of three individuals from private industry; a reviewer from Idaho State University, and comments from an independent outside reviewer (Mike Raponi, Nevada Department of Education) were all reviewed and considered for each program. All information was compiled and written up by Dr. Cliff Ferry, acting as consultant for GBC.

III. Major Findings and Conclusions of the Program Review

The GBC Diesel Technology program continues to be a strong, high demand program with an excellent placement rate in good paying jobs, particularly in the mining industry and related support services. Industry support has been strong, and demand within the service area due to mine expansions is projected to grow in the next few years. Former graduates of the program are now in supervisory positions in industry and serving as GBC instructors. Major concerns of the program are the lack of facilities, faculty, and budget to expand the program to meet projected need. In particular, the significant need for the expansion of facilities for this program is noted. Beyond the need for expansion of the program, a recommendation is to slightly shift the emphasis of the program to more reflect heavy equipment repair in general, not just diesel engines. To some degree, this has already occurred. There are persistent concerns with the English and math skills required and the readiness of students in these areas when coming from high school. Note: the "Descriptive Statistics" sections of this program combine the numbers of certificate and degree students.

IV. Descriptive Statistics

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

2010-11	52
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B. Number of graduates from the program for the following years:

2008-09	26
2009-10	20
2010-11	33

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

Fall 2010	259
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PROGRAM REVIEW

Great Basin College

AAS, Certificate of Achievement, Electrical Technology

I. Description of Program Reviewed

The GBC Electrical Technology program has been a long-standing program within the Career and Technical Education Department. The program of study includes both a Certificate of Achievement and an Associate of Applied Science degree. The technical course requirements of the certificate and the degree are the same; the major difference between the two is the completion of the general education requirements for the AAS degree. The program is strongly supported by the mining industry of the GBC service area through scholarships and internships (the MTC program). The program is offered through a 48-week accelerated schedule, putting graduates on the job within a year. The skills learned in this program may be widely applied throughout the job market, not just within the mining industry. Recently, the program has ventured into distance learning, using a combination of online modules with scheduled live labs, delivering as far as Round Mountain.

II. Review Process and Criteria

The five principle programs of the CTE Department were reviewed concurrently during the year. These programs included Diesel Technology, Electrical Technology, Industrial Millwright Technology, Instrumentation Technology, and Welding Technology. The process and criteria conform to NSHE Code, Title 4, Chapter 14, Section 2. GBC policy 3.40 provides additional institutional guidelines followed for program reviews. Collection and analysis of student data; program content, outcomes, and alignment with needs; future planning; instructor qualifications; facilities and equipment; budgets; student comment; responses of three individuals from private industry; a reviewer from Idaho State University, and comments from an independent outside reviewer (Mike Raponi, Nevada Department of Education) are all reviewed and considered for each program. All information was compiled and written up by Dr. Cliff Ferry, acting as consultant for GBC.

III. Major Findings and Conclusions of the Program Review

The GBC Electrical Technology program continues to be a strong, high demand program with an excellent placement rate in good paying jobs, particularly in the mining industry and related support services. Industry support has been strong, and demand within the service area due to mine expansions is projected to grow in the next few years. Former graduates of the program are now in supervisory positions in industry. The program has excellent facilities, being housed in the most recent building to be constructed on the GBC campus. The accomplishments of the program were commended by an external reviewer from Idaho State University. Even with this, there is concern that the facilities, faculty, and budget may need to expand to meet projected need for technicians in this discipline. Of the GBC CTE programs, the electrical program is the most rigorous in certain regards, requiring greater mathematical knowledge in advance and in the amount of information to be learned. There are persistent concerns with the English and math skills required and the readiness of students when coming from high school. Note: the "Descriptive Statistics" sections of this program combine the numbers of certificate and degree students.

IV. Descriptive Statistics

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

2010-11	42
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B. Number of graduates from the program for the following years:

2008-09	23
2009-10	28
2010-11	38

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

Fall 2010	212
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PROGRAM REVIEW

Great Basin College Bachelor of Arts, Elementary Education

I. Description of Program Reviewed

Great Basin College's Elementary Education Program was developed in 1999 by superintendents, community members, educators, and college faculty to respond to the demands and needs of teachers in rural Nevada. Since inception the program has continued the partnerships with the school districts and evolved to keep up with the changes in the education profession. The program is delivered to the entire GBC service area, providing the training and education needed by place-bound students to work in hard-to-fill professional teaching positions in the schools of rural communities of Nevada. The program emphasizes early and frequent exposure of students to live elementary school classroom settings. The education program also provides training for post-baccalaureate students and specialized endorsements in Special Education and Teaching English as a Second Language.

II. Review Process and Criteria

GBC's two education programs (Elementary and Secondary Education) were reviewed concurrently during the year. The process and criteria conform to NSHE Code, Title 4, Chapter 14, Section 2. GBC policy 3.40 provides additional institutional guidelines followed for program reviews. Collection and analysis of student data; program content, outcomes, and alignment with needs; future planning; instructor qualifications; comments from school district administrators; and budgets were all reviewed and considered for each program. The program was reviewed more briefly than typical for a five-year program review because the GBC education programs will be closely reviewed in 2011-2012 during accreditation review for the Nevada Department of Education. The period of review for NDOE is six years, so is slightly out of phase with the GBC five-year program review cycle.

III. Major Findings and Conclusions of the Program Review

The Elementary Education program continues to graduate highly qualified teachers eagerly employed by rural school districts, if there are openings. Students are well prepared to teach with rigor and regard for standards. The program has seen declining enrollments and graduations in the last two years. These are directly attributed to the decline in educational funding for K-12, and the resulting reduction in teaching staffing that has occurred in districts. In 2011-2012 the program will undergo a more rigorous accreditation review by the Nevada Department of Education.

IV. Descriptive Statistics

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

2010-11	158
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B. Number of graduates from the program for the following years:

2008-09	14
2009-10	14
2010-11	7

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

Fall 2010	268
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PROGRAM REVIEW

Great Basin College

AAS, Certificate of Achievement, Industrial Millwright Technology

I. Description of Program Reviewed

The GBC Industrial Millwright Technology program has been a long-standing program within the Career and Technical Education Department, and is unique to Nevada. The program of study includes both a Certificate of Achievement and an Associate of Applied Science degree. The technical course requirements of the certificate and the degree are the same; the major difference between the two is the completion of the general education requirements for the AAS degree. The program is strongly supported by the mining industry of the GBC service area through scholarships and internships (the MTC program). The program is offered through a 48-week accelerated schedule, putting graduates on the job within a year. The skills learned in this program may be widely applied throughout the job market, not just within the mining industry. The mining industry also participates in a program of ongoing workforce development. In the program, employees are assessed for their existing skills, then trained to their next higher levels.

II. Review Process and Criteria

The five principle programs of the CTE Department were reviewed concurrently during the year. These programs included Diesel Technology, Electrical Technology, Industrial Millwright Technology, Instrumentation Technology, and Welding Technology. The process and criteria conform to NSHE Code, Title 4, Chapter 14, Section 2. GBC policy 3.40 provides additional institutional guidelines followed for program reviews. Collection and analysis of student data; program content, outcomes, and alignment with needs; future planning; instructor qualifications; facilities and equipment; budgets; student comment; responses of three individuals from private industry; a reviewer from Idaho State University, and comments from an independent outside reviewer (Mike Raponi, Nevada Department of Education) are all reviewed and considered for each program. All information was compiled and written up by Dr. Cliff Ferry, acting as consultant for GBC.

III. Major Findings and Conclusions of the Program Review

The GBC Industrial Millwright Technology program is a strong, high demand program with an excellent placement rate in good paying jobs, particularly in the mining industry and related support services. Four years ago the program was declining and considered for elimination, however, with a new instructor and support from industry, the program has seen a major turn around and is growing. Industry support has been strong, and demand within the service area due to mine expansions is projected to grow in the next few years. Former graduates of the program are now in supervisory positions in industry and have served as GBC instructors. The program has excellent facilities, being housed in the most recent building to be constructed on the GBC campus. Even with this, there is concern that the facilities, faculty, and budget may need to expand to meet projected need for technicians in this discipline. There has been an increase in demand for completers of this program, and the program is also involved in ongoing workforce development of current mine employees. There are persistent concerns with the English and math skills required and the readiness of students in these areas when coming from high school. Note: the "Descriptive Statistics" sections of this program combine the numbers of certificate and degree students.

IV. Descriptive Statistics

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

2010-11	13
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B. Number of graduates from the program for the following years:

2008-09	9
2009-10	9
2010-11	15

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

Fall 2010	172
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PROGRAM REVIEW

Great Basin College

Certificate of Achievement, Bachelor of Applied Sciences, Instrumentation Technology

I. Description of Program Reviewed

The GBC Instrumentation Technology program is a relatively new program within the Career and Technical Education Department, and is unique to Nevada. The program is also different than many in that it is designed as a post-AAS Certificate of Achievement, not as a certificate preliminary to the AAS. After completion of the skills and knowledge of an AAS degree in Electrical Technology, students may be admitted to the Instrumentation program. Students may also choose to use the requirements of this certificate as the technical requirements of the Bachelor of Applied Science degree (Instrumentation emphasis). The Instrumentation program is technically an upper division Certificate of Achievement. The technical course requirements of the both the Certificate and the BAS degree emphasis are the same. The program is strongly supported by the mining industry of the GBC service area through scholarships and internships (the MTC program). The program is offered through a 48-week accelerated schedule, putting graduates on the job within a year. Students may complete the requirements of the BAS on their own schedule, if desired. The skills learned in this program may be widely applied throughout the job market, not just within the mining industry. Recently, the program has ventured into distance learning, using a combination of online modules with scheduled live labs; there is a national level of interest in this program.

II. Review Process and Criteria

The five principle programs of the CTE Department were reviewed concurrently during the year. These programs included Diesel Technology, Electrical Technology, Industrial Millwright Technology, Instrumentation Technology, and Welding Technology. The process and criteria conform to NSHE Code, Title 4, Chapter 14, Section 2. GBC policy 3.40 provides additional institutional guidelines followed for program reviews. Collection and analysis of student data; program content, outcomes, and alignment with needs; future planning; instructor qualifications; facilities and equipment; budgets; student comment; responses of three individuals from private industry; a reviewer from Idaho State University, and comments from an independent outside reviewer (Mike Raponi, Nevada Department of Education) are all reviewed and considered for each program. All information was compiled and written up by Dr. Cliff Ferry, acting as consultant for GBC.

III. Major Findings and Conclusions of the Program Review

The GBC Instrumentation Technology program is a growing, high demand program with an excellent placement rate in good paying jobs, particularly in the mining industry and related support services. Industry support has been strong, and demand within the service area due to mine expansions is projected to grow in the next few years. Former graduates of the program are now in supervisory positions in industry. The program has excellent facilities, being housed in the most recent building to be constructed on the GBC campus. The program is rigorous, and not all who enter complete. The accomplishments of the program were commended by an external reviewer from Idaho State University. Even with this, there is concern that the facilities, equipment, faculty, and budget may need to expand to meet projected need for technicians in this discipline. The need for skilled process instrumentation technicians across the nation is increasing, while available programs are decreasing. Note: the "Descriptive Statistics" sections of this program combine the numbers of certificate and BAS degree students.

IV. Descriptive Statistics

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

2010-11	17
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B. Number of graduates from the program for the following years:

2008-09	7
2009-10	10
2010-11	7

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

Fall 2010	66
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PROGRAM REVIEW

Great Basin College Bachelor of Arts, Secondary Education

I. Description of Program Reviewed

Great Basin College's Secondary Education program was first delivered in 2006 as a parallel program to the previously developed Elementary Education program (developed in 1999). The Secondary Education program is the result of requests from and collaboration between superintendents, community members, educators, and college faculty to respond to the demands and needs of education in rural Nevada. Since inception the program has continued the partnerships with the school districts and evolved to keep up with the changes in the education profession. The program is delivered to the entire GBC service area, providing the training and education needed by place-bound students to work in hard-to-fill professional teaching positions in the schools of rural communities of Nevada. The program emphasizes early and frequent exposure of students to live elementary school classroom settings. The education program also provides training for post-baccalaureate students and specialized endorsements in Special Education and Teaching English as a Second Language.

II. Review Process and Criteria

GBC's two education programs (Elementary and Secondary Education) were reviewed concurrently during the year. The process and criteria conform to NSHE Code, Title 4, Chapter 14, Section 2. GBC policy 3.40 provides additional institutional guidelines followed for program reviews. Collection and analysis of student data; program content, outcomes, and alignment with needs; future planning; instructor qualifications; and budgets were all reviewed and considered for each program. The program was reviewed more briefly than typical for a five-year program review because the GBC education programs will be closely reviewed in 2011-2012 during accreditation review for the Nevada Department of Education. The period of review for NDOE is six years, so is slightly out of phase with the GBC five-year program review cycle.

III. Major Findings and Conclusions of the Program Review

The Secondary Education program continues to graduate highly qualified teachers eagerly employed by rural school districts, if there are openings. Students are well prepared to teach with rigor and regard for standards. The program has seen declining enrollments and graduations in the last two years. These are directly attributed to the decline in educational funding for K-12, and the resulting reduction in teaching staffing that has occurred in districts. In 2011-2012 the program will undergo a more rigorous accreditation review by the Nevada Department of Education.

IV. Descriptive Statistics

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

2010-11	99
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B. Number of graduates from the program for the following years:

2008-09	7
2009-10	6
2010-11	8

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

Fall 2010	268
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PROGRAM REVIEW

Great Basin College AAS, Certificate of Achievement, Welding Technology

I. Description of Program Reviewed

The GBC Welding Technology program has been a long-standing program within the Career and Technical Education Department. The program of study includes both a Certificate of Achievement and an Associate of Applied Science degree. The technical course requirements of the certificate and the degree are the same; the major difference between the two is the completion of the general education requirements for the AAS degree. The program is supported by the mining industry of the GBC service area through scholarships and internships (the MTC program). The program is offered through a 48-week accelerated schedule, putting graduates on the job within a year. The skills learned in this program may be widely applied throughout the job market, not just within the mining industry. The program also enjoys significant interest and enrollment from the general community for home, recreational, or focused job interest. Welding is also required by other CTE programs.

II. Review Process and Criteria

The five principle programs of the CTE Department were reviewed concurrently during the year. These programs included Diesel Technology, Electrical Technology, Industrial Millwright Technology, Instrumentation Technology, and Welding Technology. The process and criteria conform to NSHE Code, Title 4, Chapter 14, Section 2. GBC policy 3.40 provides additional institutional guidelines followed for program reviews. Collection and analysis of student data; program content, outcomes, and alignment with needs; future planning; instructor qualifications; facilities and equipment; budgets; student comment; responses of three individuals from private industry; a reviewer from Idaho State University, and comments from an independent outside reviewer (Mike Raponi, Nevada Department of Education) are all reviewed and considered for each program. All information was compiled and written up by Dr. Cliff Ferry, acting as consultant for GBC.

III. Major Findings and Conclusions of the Program Review

The GBC Welding Technology program continues to be a strong, high demand program with an excellent placement rate in good paying jobs, particularly in the mining industry and related support services. Industry support has been strong, and demand within the service area due to mine expansions is projected to grow in the next few years. There is also significant need for welders outside of the mining industry. Former graduates of the program are now in supervisory positions in industry. The major concern of the program is the lack of adequate facilities for the high demand for this skill training. On many days the facility is scheduled continuously from 7:00 a.m. to 10:00 p.m. There is not adequate space for design and fabrication, or for instructor preparation. This need, and request, for space has been ongoing for several years. Sufficient faculty and budget to expand the program to meet projected need are also concerns. There are persistent concerns with the English and math skills required and the readiness of students in these areas when coming from high school. Note: the "Descriptive Statistics" sections of this program combine the numbers of certificate and degree students.

IV. Descriptive Statistics

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

2010-11	39
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B. Number of graduates from the program for the following years:

2008-09	14
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2009-10	16
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2010-11	12
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2010	189
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Truckee Meadows Community College

Annual Review of Programs

I. List the existing programs and corresponding degree level for all programs that were reviewed over the past year.

1. Computer Information Technologies, A.A.S.
2. Construction Technologies, A.A.S.
3. Culinary Arts, A.A.S.
4. Dental Hygiene, A.S.

II. List any programs and corresponding degree level for all programs that were eliminated or placed on inactive status this past year.

- Mental Health Services, A.A.S.
- Military Occupations, A.A.S.
- Applied Anthropology/Diversity, Certificate of Achievement
- Banking, Certificate of Achievement
- Criminal Justice, Certificate of Achievement
- Volunteer Firefighter, Certificate of Achievement
- Medial Imaging for Foreign Educated Radiographers, Certificate of Achievement
- Teacher, Certificate of Achievement
- Veterinary Technology, Certificate of Achievement

III. List all new programs and corresponding degree level for all programs that received Board approval this past year.

- None

PROGRAM REVIEW

Truckee Meadows Community College AAS, Computer Information Technologies

I. Description of Program Reviewed

The mission of the TMCC Computer Technologies department is to provide a comprehensive program of computer technology courses which meets the needs of three distinct audiences: emerging employees, transitional employees and incumbent professionals. This is accomplished by continually evaluating regional market conditions, identifying emergent trends, and adapting the curriculum to meet the changes inherent in this dynamic field.

II. Review Process and Criteria

The program/unit review process begins with the preparation of a self study by a committee of faculty and staff, with input from the supervising dean. The self study describes the program and addresses issues in curriculum and student success, demographics and enrollment, and resources. IT forms the basis for the program/unit's educational master plan and also consolidates the results of course, discipline, and program assessment for a five-year period in a single document. The report is reviewed by the Program/Unit Review (PUR) committee, which validates the work of the self study and provides a broad institutional overview. Following a meeting with the self study chair and dean, the PUR committee reports the results to the Vice President of Academic Affairs and Student Services 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

Computer Technologies programs has continuously reviewed and updated its curriculum because of the rapid changes that always take place in the industry. The computer science transfer option appears to be growing. A revised transfer agreement was completed this past fall. Transition from traditional to scenario based delivery platforms to scenario-based learning has generated a significant amount of energy within the department. The department has been focused on applying for and obtaining additional grants to expand its role within the college and state IT community.

The program continues to struggle with role of the core set of classes within the emphases, particularly with the Introduction to Programming and the Networking Fundamentals classes. The program supports 1.5 full-time temporary faculty positions. Throughout the review period it has been difficult to attract a pool of candidates large enough to generate competition in the selection process. Despite that, the temporary faculty members are highly qualified and have performed admirably. The need for faculty access to the hardware requirements needed for the delivery of certain classes off of the college network has created some conflicts with the IT department.

The Computer Technologies department has continued to improve how they develop and deliver instruction. While commendable, they need to continue to address the weak areas and the dean needs to ensure the department has a specific plan as to how to implement the recommended strategies in a timely manner. The program/unit should be continued.

IV. Descriptive Statistics

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

2010-11	282
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B. Number of graduates from the program for the following years:

2008-09	7
2009-10	12
2010-11	9

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

Fall 2010	738
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PROGRAM REVIEW

Truckee Meadows Community College AAS, Construction Technologies

I. Description of Program Reviewed

The Construction Technologies is a unit within the Applied Industrial Technologies (AIT) department. Construction Technologies programs prepare students for successful careers in multiple construction-related industries. Through industry-relevant curriculum and effective, student-centered scheduling, the programs provide training for entry level employment and career advancement in fields related to Construction Management; Heating, Ventilation, Air Conditioning and Refrigeration (*HVAC/R*); and Renewable Energy. These programs are closely tied to the regional economy. Enrollment trends are counter-cyclical to industry employment. The recent economic downturn has had a dramatic impact on Construction Management and HVACIR as displaced workers have returned for additional training. Sparked by rising costs, renewed interest in alternative power sources has also affected the Renewable Energy program.

The primary goal of the Construction Technologies unit is to prepare students with the skills necessary to start or advance their careers in construction and related professions. The programs utilize various methods of instruction that emphasize realistic, hands-on training in modern classrooms and labs. With regular review and input from advisory committees, the programs integrate technical and academic training that is relevant for each industry and responsive to changing technologies and an evolving workplace.

The AIT department is headquartered at the Edison campus. The vast majority of students in the Construction Technologies unit attend their lectures and utilize the computer, HV AC, solar and mechanical laboratory facilities there as well.

II. Review Process and Criteria

The program/unit review process begins with the preparation of a self study by a committee of faculty and staff, with input from the supervising dean. The self study describes the program and addresses issues in curriculum and student success, demographics and enrollment, and resources. It forms the basis for the program/unit's educational master plan and also consolidates the results of course, discipline, and program assessment for a five-year period in a single document. The report is reviewed by the Program Unit Review (PUR) Committee, which validates the work of the self study and provides a broad institutional overview. Following a meeting with the self study chair and dean, the PUR Committee reports the results to the Vice President of Academic Affairs and Student Services 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 Construction Technologies programs provide a valuable resource to the local community via the Construction Management; Heating, Ventilation, Air Conditioning, and Refrigeration (*HV ACIR*) and Renewable Energy emphases. The construction portion of the unit was struggling for an identify just a few years ago. Under the leadership of Mike Holmes and Associate Dean Jim New, the program found a niche by moving away from the building construction focus to the construction management focus. This created an avenue for construction students to improve their skills and to move into supervisory positions. The connection with the architecture program is also positive, particularly with residential design. The program has a very strong connection with the Builders Association of Northern Nevada, which often meets jointly with TMCC's Construction Management Advisory board. The addition of the Renewable Energy emphasis has provided an influx of new FTE and has created new opportunities for the *HV ACIR* program. The implementation of flexible scheduling through the open entry option has stabilized the HVAC/R enrollment. Four-year degree options are available for students wishing to continue on to a BAS or BT through WNC and NSC. Working relationships with the secondary ACE construction program is strong.

Both construction and *HV ACIR* are very cyclical in nature and subject to wide swings in employment opportunities for students. The realignment of welding into manufacturing has removed a substantial amount of FTE. The two options for four-year degrees have not been taken advantage of or promoted.

The transition from an emphasis in renewable energy to a full degree will impact departmental scheduling and faculty teaching assignments. Location of the renewable energy program may impact the organization and structure of the Construction Technologies unit. The dean, associate dean, and faculty should develop a specific plan to address the areas of weakness and how to implement the recommended strategies. The program/unit should be continued.

IV. Descriptive Statistics

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

2010-11	224
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B. Number of graduates from the program for the following years:

2008-09	2
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2009-10	1
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2010-11	8
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2010	609
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PROGRAM REVIEW

Truckee Meadows Community College AAS, Culinary Arts

I. Description of Program Reviewed

The TMCC Culinary Arts program is a learning community for the teaching of food-related subjects that will lead to career advancement of students and growth in their chosen profession. The program, along with its faculty and staff, are committed to providing high-quality instruction based on contemporary curricula that will meet the needs of students, the food service industry and the northern Nevada community.

The Culinary Arts program was created to provide quality education to those seeking to begin or further their career in the food service industry. The program, consisting of general education courses, kitchen production, operations, management and related basic skill development provides the student with the knowledge and skills needed to be successful in the work environment.

The vocational objectives of the Culinary Arts program are met through a variety of culinary-centered courses. The educational objectives in this area are applied through the use of lecture and practical kitchen experiences that meet the student's need to be well versed in not only food and techniques knowledge, but in business-oriented training as well. These courses are intended for recent high school graduates and for persons who are entering college at a later period in their lives.

Graduates of TMCC's Culinary Arts program have received education and experience enabling them to take on significant responsibilities in these areas of food service operations: kitchen or restaurant operations, catering, room service, banquet or central commissary departments, food purchasing, baking and/or pastry production, and general management.

II. Review Process and Criteria

The program/unit review process begins with the preparation of a self study by a committee of faculty and staff, with input from the supervising dean. The self study describes the program and addresses issues in curriculum and student success, demographics and enrollment, and resources. It forms the basis for the program/unit's educational master plan and also consolidates the results of course, discipline, and program assessment for a five-year period in a single document. The report is reviewed by the Program Unit Review (PUR) Committee, which validates the work of the self study and provides a broad institutional overview. Following a meeting with the self study chair and dean, the PUR Committee reports the results to the Vice President of Academic Affairs and Student Services 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

TMCC's Culinary Arts program effectively fulfills its mission to prepare students for entry into the food service industry. The structure of the program is well organized. The curriculum is well designed and appropriate for meeting the unique needs of the local community. The program is accredited by the American Culinary Federation and has a strong connection with the Skills USA competitions. TMCC students regularly win top honors at the state level and have a number of top ten finishes at the national competition, including several top two placements. The kitchen is well designed and provides an excellent learning environment for students. Access to the Golden Frog dining facility provides opportunities for the program to generate revenue in a teaching/learning environment. The program has a very strong advisory board and is closely connected to the food service industry in the community. The program has not been an active participant in the assessment process. This past fall, all of the outcomes and measures for the culinary courses had to be rewritten. Program outcomes have not been measured on a regular basis. Until this year, the program had not taken the review process seriously, primarily due to changes in the college academic structure and the program has only one permanent faculty position and one temporary position. The dean should meet with the faculty to determine how areas requiring improvement will be addressed and to develop a specific implementation plan and timeline for the recommended strategies. The program/unit should be continued.

IV. Descriptive Statistics

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

2010-11	221
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B. Number of graduates from the program for the following years:

2008-09	6
2009-10	9
2010-11	13

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

Fall 2010	298
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PROGRAM REVIEW

Truckee Meadows Community College AS, Dental Hygiene

I. Description of Program Reviewed

The Dental Hygiene program is a two-year associate degree program, which began in 2000 and celebrated its 10th year in May 2010. The program accepts twelve students each fall semester. Currently, there are three full-time faculty and eight part-time faculty. The program is accredited by the American Dental Association Commission on Dental Accreditation every seven years. In March 2008, the program received its current fully accredited status. Program curriculum is rigorous and focuses on evidence-based content related to the practice of dental hygiene.

The purpose of the Dental Hygiene program is to educate students who will influence the total health of the community by positively impacting their oral health status.

National examination scores are keeping the program in the top five percent among U.S. dental hygiene schools, now totaling approximately 314.

II. Review Process and Criteria

The program/unit review process begins with the preparation of a self study by a committee of faculty and staff, with input from the supervising dean. The self study describes the program and addresses issues in curriculum and student success, demographics and enrollment, and resources. It forms the basis for the program/unit's educational master plan and also consolidates the results of course, discipline, and program assessment for a five-year period in a single document. The report is reviewed by the Program/Unit Review (PUR) Committee, which validates the work of the self study and provides a broad institutional overview. Following a meeting with the self study chair and dean, the PUR Committee reports the results to the Vice President of Academic Affairs and Student Services 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 consistent ranking in the top three national programs has drawn positive exposure to the program and to the college. The program has averaged a 98% retention rate since 2004. The program is very active within the local community doing a significant amount of volunteer work for the economically disadvantaged. The availability of the onsite dental clinic provides an excellent opportunity for students to practice with actual clients. Recent remodeling in the clinic area and the addition of two chairs equipped with digital X-Ray capability enhance the program's offerings. The program has extensive local support from the dental community, which has resulted in significant equipment donations.

The number of credits required to complete the full AS degree is relatively high at 113, which contributes to lower graduation rates. The working relationship with the Dental Assisting program is at times strained. This appears to be more rooted in historical rather than practical matters. The program is at risk for large equipment failures, suffers from a lack of dental office software and is a very high cost program for the college to deliver. The program should develop an exit process to assess student attrition from the program. Continued effort to seek alternative funding to offset equipment/maintenance/facility costs is imperative. While these costs are necessary for the program to succeed, TMCC budgets will likely not accommodate increased costs. Consider incorporating more continuing education or a non-credit course, such as Alternative Practice. Utilize articulation agreements with baccalaureate programs for marketing and to track student progress. Establish a schedule to achieve comprehensive course and program assessment.

IV. Descriptive Statistics

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

2010-11	226
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B. Number of graduates from the program for the following years:

2008-09	11
2009-10	10
2010-11	14

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

Fall 2010	175
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Western Nevada College

Annual Review of Programs

I. List the existing programs and corresponding degree level for all programs that were reviewed over the past year.

2010-11 program review was still in progress at the time of this publication.

II. List any programs and corresponding degree level for all programs that were eliminated or placed on inactive status this past year.

- Drafting Technology, A.A.S.

III. List all new programs and corresponding degree level for all programs that received Board approval this past year.

- None