2011-2012 Existing Program Review

November 2012

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

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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.

- 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.

- 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.

- 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 and Academic 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. In these reviews, program strengths include energized and engaged students, quality programs, and experienced faculty. In addition, commendations for programming at community colleges include responding to and aligning curriculum with industry needs. Program success in many cases is demonstrated by high employment rates for graduates and placement in strong graduate programs. Program challenges continue in certain reviews with inadequate funding resources for faculty, staff and resources, with some reviews citing insufficient laboratory space and wireless infrastructure. Lack of adequate faculty and an ongoing need for more structured curriculum in certain programs were noted as barriers to degree completion. Many reviews emphasized the need for additional faculty and graduate assistants, particularly exacerbated by a high number of faculty retirements and lack of support and resources for graduate assistants. Stronger student advising and recruitment also emerged as challenges in certain programs.

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. Because Nevada State College opened its doors in 2002, its first ten-year review will be conducted in 2013-14.

The full report is available online at:
http://system.nevada.edu/Nshe/index.cfm/data-reports/reports/existing-program-reviews/

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2011-12 Summary of Eliminated and New Programs by Institution

Program	Elimination or Deactivation	New Program
University of Nevada, Las Vegas		
B.S., Applied Physics	X	
B.S., Clinical Laboratory Sciences, effective July 2011	X	
B.S., Computational Physics	X	
B.S., Culinary Arts Management	X	
Ed.D., Ed.S., Educational Leadership	X	
M.A., Ethics & Policy Studies	X	
B.S.G.M., Gaming Management	X	
B.S., M.S., Ph.D., Informatics	X	
B.S., Recreation	X	
B.A., Senior Adult Theatre	X	
M.S., Sport & Leisure Services Management	X	
B.A. Ed., Workforce Education, effective end of Fall 2012	X	
University of Nevada, Reno		
B.F.A., Theatre	X	
M.Ed., Equity and Diversity in Educational Settings	X	
Nevada State College		
B.S., Occupational Science	X	
College of Southern Nevada		
A.A.S., Business Management - Public Sector Relations	X	
A.A.S., Business Management - Telecommunications/Networking	X	
A.A.S., Criminal Justice - Law Enforcement	X	
A.A.S., Criminal Justice - Juvenile Justice	X	
A.A.S., Early Childhood Education - Infant/Toddler Education	X	
A.A.S., Fire Science Technology - Wildland & Fire Fighting	X	
A.A.S., Fire Science Technology - Urban Fighting	X	
C.A., Sociology - Applied Skills	X	
C.A., Criminal Justice - Public Safety Communication	X	
C.A., Fire Science Technology - Fire Investigation	X	
C.A., Massage Specialist	X	
C.A. Architectural Design Technology	X	
B.A.S., Cariorespiratory Sciences		X
B.A.S., Medical Laaboratory Scientist		X
Great Basin College		
A.A.S., Industrial Energy Efficiency	X	
Truckee Meadows Community College		
None		
Western Nevada College		
None		

Executive Summary

2011-2012 Existing Program Review Summary of Characteristics

Program	Number of Students with Declared Major,	Number of Graduates from Program			Service Headcount Fall 2011
		2009-10	2010-11	2011-12	
University of Nevada, Las Vegas					
B.A., Anthropology	145	32	37	34	1,262
M.A., Anthropology	24	9	7	4	236
Ph.D., Anthropology	18	3	0	1	236
B.A., Film Studies	325	60	64	60	1,008
B.A., B.S., Secondary Education	356	62	39	56	1,142
B.A., Sociology	211	30	50	57	1,762
Ph.D., Sociology	49	1	1	2	46
University of Nevada, Reno					
B.A., French	79	10	8	8	408
B.A., Spanish	142	30	30	36	1,872
M.A., Foreign Languages & Literatures, Spanish Emphasis	29	6	9	7	47
B.A., International Affairs	219	18	27	57	3
B.A., Political Science	327	42	44	67	1,226
M.A., Political Science	18	2	4	5	93
Ph.D., Political Science	25	0	0	1	93
M.P.A, Public Administration	10	4	5	3	93
College of Southern Nevada					
A.A.S., Culinary Arts	344	7	6	15	677
C.A., Culinary Arts	116	2	7	6	677
A.A.S., Pastry Arts	134	2	6	6	677
C.A., Pastry Arts	24	1	6	2	677
A.A.S., Food and Beverage Management	70	1	2	4	776
C.A., Food and Beverage Management	15	2	1	2	776
A.A.S., Casino Management	116	7	9	8	283
C.A., Casino Management	31	6	4	5	283
A.A. Hospitality Management	576	54	57	44	769
A.A.S., Hotel Management	262	2	5	7	769
C.A., Hotel Management	61	1	3	3	769
A.A.S., Travel and Tourism	82	3	5	6	363
C.A., Travel and Tourism	21	7	4	4	363
C.A., Concierge Management	8	0	1	1	363
A.A., Emergency Management Administration	54	0	0	2	78
A.A., Criminal Justice	1233	44	58	72	2,552
C.A., Criminal Justice	140	2	5	1	2,552
A.A.S., Criminal Justice - Correctional	83	2	0	2	2,552
A.A.S., Criminal Justice - Juvenile Justice	162	2	5	3	2,552
A.A.S., Criminal Justice - Law Enforcement/ Forensics	311	10	4	6	2,552
C.A., Public Safety Communication	7	0	0	0	2,552
A.A.S., Accounting	750	18	26	27	2,102
A.A.S., Finance	123	5	3	4	192
A.A.S., C.A., Computer Office Technology	219	2	3	2	562

Executive Summary

2011-2012 Existing Program Review Summary of Characteristics

Program	Number of Students with Declared Major, 2011-2012	Number of Graduates from Program			Service Headcount Fall 2011
		2009-10	2010-11	2011-12	
Great Basin College					
B.A., Integrative Studies (Social Science & Natural Resources emphasis)	101	6	11	15	131
B.S., Nursing	133	4	3	13	69
A.A.S., Nursing	263	22	19	20	222
A.A.S., Criminal Justice	89	5	6	5	146
Truckee Meadows Community College					
A.S., Biology	205	0	0	2	1,338
A.S., Education	158	0	0	1	318
A.A.S., Fire Science Technology	216	24	38	21	154
A.A.S., Manufacturing Technologies	77	6	5	6	297
A.A., Performing Arts	303	11	5	6	1,858
A.A., Psychology	441	0	0	2	1,628
A.A.S., Radiologic Technology	376	16	15	13	179
A.A.S., Veterinary Technology	170	10	7	12	167
Western Nevada College					
A.A.S., Computer Networking Technology	102	1	8	9	289
C.A., Computer Technology: Network Support Technician	0	0	1	0	101
C.A., Computer Technology: System Administration Technician	11	0	1	1	102
A.A., Deaf Studies	112	12	9	16	252
A.A., Fine Arts	84	4	2	9	674
A.A.S., Nursing	771	58	37	41	556

University of Nevada, Las Vegas

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

- Anthropology, Bachelor of Arts
- Anthropology, Master of Arts
- Anthropology, Doctor of Philosophy
- Film Studies, Bachelor of Arts
- Secondary Education, Bachelor of Arts in Education
- Secondary Education, Bachelor of Science in Education
- Sociology, Bachelor of Arts
- Sociology, Doctor of Philosophy

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

- Clinical Laboratory Sciences, Bachelor of Science, effective July 2011
- Workforce Education, Bachelor of Arts in Education, effective end of Fall 2012

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

- None

BA, MA, PhD, Anthropology

I. Description of Program Reviewed

The Department of Anthropology offers programs leading to the B.A., M.A., and Ph.D. degrees. The department has identified three themes that represent departmental strengths: biocultural evolution, arid lands, and ethnicity and identity. These themes take advantage of the holistic philosophy and four field structure of anthropology itself. As a research oriented department students become acquainted with solutions to practical issues in current anthropology. Interdisciplinary approaches to complex problems form the basis of research that benefit the student, the departments involved, and the field of anthropology. Department strengths are evident in several geographic and culture areas, including Native North America, Asia, and the Eastern Mediterranean.

The Anthropology Department prepares students for employment and post-graduate study by emphasizing a four-field approach. To meet the needs of undergraduate majors, the department offers introductory and upper division courses in all four of anthropology's traditional sub disciplines: archaeology, biological anthropology, cultural anthropology, and linguistic anthropology. Majors take introductory courses in at least three of these. Majors also take fieldwork or laboratory courses, upper division area and topic courses, and a course in the history of anthropology.

II. Review Process and Criteria

The Anthropology 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 2012. Most of what follows in Section III below is excerpted or condensed from the external reviewers' evaluation of Anthropology.

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Program
1. <u>Need</u> — Program graduates obtain employment with contracting archaeological or environmental research firms, state and federal agencies, including National Park Service and Bureau of Land Management, and with both K-12 schools and higher education, in the latter as graduate assistants (BA).
2. <u>Demand</u> — The number of majors has increased over the past 5 years from 156 in 2007 to 189 in 2011. Undergraduate enrollment has increased from 116 majors in Fall 2007 tor 145 majors in Fall 2011. MA enrollment has declined from 33 to 24; PhD enrollment has increased from 7 to 18.

B. Quality of Program and Student Outcomes
1. <u>Quality</u> — External reviewers were impressed with the quality and enthusiasm of the faculty and the quality of the laboratories.
2. <u>Student outcomes</u> — For cohorts entering between 1998 and 2003, 54% of full-time, first-time freshmen graduated within six (6) years, compared to 40% for UNLV overall.

   Placement of graduates in their discipline is strong, with 71% obtaining employment in their field of study.

C. Relationship to Other Programs in the System
The University of Nevada, Reno also offers B.A. M.A. and PhD. degrees in Anthropology.

The UNLV Anthropology department works with the UNLV College of Liberal Arts' Wilson Advising Center to support undergraduate transfer students degree planning so that they can graduate in a timely manner

D. Quality and Adequacy of Resources

1. <u>Facilities</u> — Office space is adequate. Research lab space is insufficient, with two faculty sharing a lab that also serves as a teaching space. Expanded and improved space is needed to store human remains collections.

2. <u>Budget</u> — The state operating, and student fee budgets have been stable over the past 3 years. Indirect cost recovery has increased slightly. Self supporting budget has declined from $34,100 to $25,430. Overall operating funding has dropped, even as the number of majors has gone up. Department classified staffing is adequate.

   Resources for graduate student assistantships, in the form of state-funded or research-funded assistantships or out-of-state tuition waivers are inadequate and result in turning away highly qualified graduate students.

3. <u>Faculty</u> — The external reviewers found that the 4:1 graduate student:faculty ratio is good. The cultural wing of the program was devastated by retirements; the Department lost 4 cultural anthropologists in the last 4 years. Replacement hires are needed; two are planned for when positions become available, one in biocultural anthropology and one in cultural anthropology

E. External Reviewers' Commendations and Recommendations

1. <u>Commendations</u> — excerpts from External Reviewers' report
   a. **Outstanding faculty.** Administrators were impressed with faculty productivity, many undergraduates said they became anthropology majors because of the passionate lectures and extensive and exciting field research conducted by Anthropology faculty, and graduate students felt faculty were amazing--always available to them and generated enthusiasm about the field.
   b. **Strong communication, respect teamwork and congeniality among faculty.** Most faculty and graduate students were impressed with the level of interaction ("cross-talk") between faculty and the overall "good chemistry" of the department.
   c. **Excellent labs for all sub-disciplines.** Archaeology, biological anthropology, and ethnographic (e.g., cognitive science, field equipment) labs were excellent and few anthropology programs anywhere in the US have labs for all sub-disciplines and for this many faculty.
2. <u>Recommendations</u> — summarized from External Reviewers report
   a. **Mission definition and identification of themes and subdisciplines.** Undertake faculty-wide planning session to clarify the mission statement, consider new cross-disciplinary themes, and identify two or three areas of emphasis in each sub-discipline.
   b. **Replacement hire.** Hire another cultural anthropologist to replace faculty who retired and shore up this area.
   c. **Resources.** Provide seed money for junior faculty research, stabilize funding for anthropology field schools, increase number of graduate assistantships, and increase undergraduate enrollment in anthropology general education courses
   d. **Degree requirements.** Streamline and clarify requirements for the BA degree.

BA, MA, PhD, Anthropology

IV. Descriptive Statistics

    A. Number of students with a declared major in the program area:
        2011-12   BA: 145; MA: 24; PhD: 18

    B. Number of graduates from the program for the following years:
        2009-10   BA: 32; MA: 9; PhD: 3
        2010-11   BA: 37; MA: 7; PhD: 0
        2011-12   BA: 34; MA: 4; PhD: 1

    C. Headcount of students enrolled in any course related to the program (duplicated):
        Fall 2011   Undergraduate: 1,262; Graduate: 236

BA, Film Studies

I. Description of Program Reviewed

The UNLV Department of Film Studies offers a Bachelor of Arts in Film Studies and a MFA in Screenwriting. It manages two comprehensive collections of historical films: 1) the UNLV Short Film Archive and 2) the Howard Hughes Film Collection. The program offers training in film directing and screenwriting. The BA degree combines the latest industry practices with traditional storytelling and scholarly film history context to help students build a strong foundation for graduate study and careers in film, television, and digital media.

II. Review Process and Criteria

The Film Studies 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 2012. Most of what follows in Section III below is excerpted or condensed from the external reviewers' evaluation of Film Studies.

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Program
1. <u>Need for program</u> — Emerging areas of digital media are offering additional points of entry into film and media careers. About 10% of each year's graduating class enrolls in terminal post-graduate degree programs in branded film schools. UNLV graduates are the largest presence among each year's class of American Film Institute fellows.
2. <u>Student Demand for program</u> — Overall, demand for the program has increased in terms of number of majors and number of students enrolled. The number of film majors has increased slightly over the past five years from 310 to 325 in Fall 2011. The number of degrees conferred has remained stable, ranging from 63 to 62. The number of students enrolled in Film courses has increased from 901 in Fall 2007 to 1,061 in Fall 2011.

B. Quality of Program and Student Outcomes
1. <u>Quality of Program</u> — External reviewers praised the program's dual emphasis on production and film studies and the availability of a wide range of student electives, citing these as strengths of the program. Additional faculty and budget resources are needed to incorporate pre-production and post-production into the degree program
2. <u>Student Outcomes</u> — For student cohorts entering the program between 1998 and 2003, the 6-year graduation rate for first-time, full-time freshmen has been 46%, ahead of the UNLV average of 40%. Student placements in graduate programs and at the American Film Institute indicate that student quality is competitive with national norms.

C. Relationship to Other Programs in the System
The UNLV Film Studies BA and MFA programs are unique within the Nevada System of Higher Education.

D. Quality and Adequacy of Resources
1. <u>Facilities</u> — Instructional Lab and studio space is seriously insufficient and inadequate in quality. Needs to be improved in both quality and quantity. There is insufficient power, and insufficient noise isolation for film production. Film studies lab space was flooded and damaged in Sept 11, 2012 thunderstorm at UNLV.

BA, Film Studies

2. Budget
   a. **One time equipment funding** in the amount of $220,000 was received in 2011 that allowed the program to update its technology and provide students with digital camera technology for production classes. However, additional lighting and camera (such as high definition digital video) equipment are needed to be able to provide students with experience with industry standard equipment
   b. **State annual operating budgets** have fallen by 15% in the past three years from $20,000 to $17,000 and need to be restored to pre-cut levels. Supply budgets are inadequate, and supplies are often not on hand when needed. Two graduate assistantships were recently cut with the budget reductions. Student fees have been increased to offset declines in state budgets resulting in an annual budgeted increase from $35,000 a year to $44,000 a year. Overall the department budget is $61,000 a year to serve over 300 undergraduate majors.
   c. **Student scholarship funds and GA funds** need to be increased to adequately deliver the program

E. External Reviewers' Commendations and Recommendations
1. Commendation
   Student satisfaction with program. Students like that program has both a film studies aspect as well as a film production aspect. Students like that a variety of electives are available so that they can find themselves.
2. Recommendations
   a. **Mission statement** — The mission of program needs to be better communicated to students. There's currently a disconnect between program mission and program results.
   b. **Resources** — Program funding needs to be improved to better support students in areas of both faculty advisement and mentoring, and in the areas of film pre-production and post-production.
   c. Additional funding is needed to hire faculty to cover pre- and post-production, and also to increase total number of faculty so that better faculty advising and mentoring is available to all students.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   325

B. Number of graduates from the program for the following years:
2009-10   60
2010-11   64
2011-12   60

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   1,008

BA, BS, Secondary Education

I. Description of Program Reviewed

The Department of Teaching & Learning holds as its central mission educational research and the preparation of educators at all levels. The department ensures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice.

II. Review Process and Criteria

The Secondary Education 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 2012. Most of what follows in Section III below is excerpted or condensed from the external reviewers' evaluation of Secondary Education.

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Program

1. Need for Program — The program's external reviewers state: "The rapid growth that has characterized the city of Las Vegas and the state of Nevada has created a need for qualified teaching professionals, and the Secondary Education Program reports an immediate high employment rate for its graduates." The primary employer hiring UNLV Secondary Education program graduates is the Clark County School District, the 5th largest school district in the United States. Graduates are prepared with specific skills needed to teach in urban settings typical of CCSD, a majority-minority school district. CCSD needs teachers who know how to work with a diverse multicultural population; the first or home language of many students is not English. There has been and continues to be shortage of secondary teachers in the fields of mathematics and science, and in some cases English and Language Arts. These are the primary secondary content areas for UNLV secondary education students.

2. Student Demand — The number of majors in the program has varied between 367 and 356 between Fall 2007 and Fall 2011, with a peak of 418 in Fall 2010. Course headcount enrollments have declined over this same period from 1,443 in Fall 2007 to 1,142 in Fall 2011. The number of degrees conferred has varied between 39 and 62 over that time period, with an average value of 57. The number of degrees conferred in 2007-8 was 56 and the number conferred in 2011-12 was also 56.

B. Quality of Program and Student Outcomes

1. Quality —— Secondary education student quality is maintained through
    a. **Upon application**, faculty review of an entrance essay, completion of EDU 202, maintaining a minimum 2.75 GPA and attaining a minimum satisfactory Pre-Professional Skills Test score.
    b. **During the program and throughout student field experience placements**, by faculty assessment of student performance in their coursework. Secondary education operating principles are aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, National Council for Accreditation of Teacher Education (NCATE) Special Professional Associations (SPA) standards and accreditation unit standards.

2. Student outcomes
    a. **Qualitative** — Field Experience evaluation results indicated that students' attainment of learning outcomes meet or exceed expected performance levels. Transition point assessments were conducted in seven different senior-level classes in 2010. Results suggest that students are performing adequately in the subject area assessments.

b. **Quantitative** For First-Time, Full-Time Freshmen, the average 6 year Bachelor's degree graduation rate for Secondary Education cohorts entering between 1999 and 2003 is 36%, below the UNLV average of 40% for that same time period.

C. Relationship to Other Programs in the System

UNLV's College of Education has 2+2 agreements with the College of Southern Nevada (secondary education) and Great Basin College. CSN students take their first two years at CSN and complete their final two years at UNLV.

Secondary Education programs are also offered at the University of Nevada, Reno and Nevada State College. Common course numbering is maintained to facilitate transfer of substantially similar courses among all NSHE institutions.

D. Quality and Adequacy of Resources

The external reviewers report: "At present, resources are adequate; however, the limitation of resources and the budget constraints imposed the by the state have stretched those resources very thin." The host department for Secondary Education experienced a 17% state budget reduction from FY 10 to FY 11. External grant funding, and associated indirect cost recovery increased, but was insufficient to offset state operating budget declines.

The number of faculty and GA lines is insufficient to meet instructional needs. Faculty are needed in the areas of mathematics, science and literacy education to replace departures and retirements. Professional staff reductions have adversely impacted post-graduate licensure programs

Building wired and wireless network infrastructure is insufficient to meet program needs and needs significant up grading

E. External Reviewers Commendations and Recommendations. The following are selected from an extensive list provided by the External Reviewers in their report.

1. Commendations.
    a. Significant improvement in technology connectivity over the past three years.
    b. Long-standing partnership with Clark County schools.
    c. Commitment of the program to ensure that all K-12 teachers who mentor Secondary Education students are well prepared; the school site-based programs reflect that commitment.
    d. Clear commitment to student advising through staffing and records management of College of Education Advising Office.
    e. Clear commitment to consistent, coherent, and authentic assessment of teacher candidate performance, especially during their practical experiences.
    f. Impressive adeptness and its timeliness in responding to the changing education climate.
    g. The relationship between the SEP and the teacher candidates is worthy of recognition. Despite some "housekeeping" concerns, the majority of students had high praise for the faculty and the Programs.

2. Recommendations.
    a. The College of Education should look to create the same kind of partnership it has established between Math and Engineering with other content areas.
    b. Need to improve and make consistent advising communications between the parties responsible for the teacher candidates' successful progress through the program.

BA, BS, Secondary Education

c. Increase use of full time faculty in delivery of undergraduate education courses, and also continually evaluate the results of having doctoral teaching assistants and adjuncts cover the courses required for the Secondary Education Program. The same program of authentic, consistent assessment as applied to the teacher practical experiences, must be applied to the work of doctoral students in teaching undergraduate courses.

d. The Secondary Education program should secure a science lab space for secondary majors as soon as possible.

IV. Descriptive Statistics

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

2011-12	356

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

2009-10	62
2010-11	39
2011-12	56

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

Fall 2011	1,142

BA, PhD, Sociology

I. Description of Program Reviewed

The UNLV Department of Sociology's mission is to:

- Study urban life
- Help the region tackle its social problems
- Integrate students' learning experience with civic engagement, and
- Promote sustainability, cultural diversity, and social justice in Nevada and the United States.

The Sociology department is guided in its work by the UNLV strategic goals to build "rigorous educational programs and the highest standards of a liberal education" and "confront the challenges of economic and cultural diversification, urban growth, social justice, and sustainability.

The external reviewers state: "The Department of Sociology appropriately locates its research, teaching, and service in relation to Las Vegas as a region and community in which the practice of sociology can make a difference, both regionally and in relation to sociology as a discipline. It affirms a mission of providing students with knowledge of sociological theories, concepts, and trends, and the skills to undertake sociological research. The department aims to instruct students such that they demonstrate confidence in writing and oral presentations."

The Department offers Bachelor of Arts, Master of Arts and Doctor of Philosophy degrees. Graduate degrees provide opportunity to study in ten areas of substantive specialization for research and teaching. The areas of specialization (AOS) are:

1. Race and Ethnic Studies
2. Health
3. Culture
4. Environment
5. Gender and Sexuality
6. Family, Aging, and the Life Course
7. Social Psychology and Theory
8. Criminology and Deviance
9. Social Movements
10. Urban Demography and Population Studies

II. Review Process and Criteria

The Sociology 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 2012. Most of what follows in Section III below is excerpted or condensed from the external reviewers' evaluation of Sociology.

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Program

1. <u>Need for Program</u> — The program external reviewers state: "Sociology is an important undergraduate liberal arts major at colleges and universities across the United States. It offers strong preparation for a wide variety of vocations – in business, government, travel and leisure venues, social services, law enforcement, health care, and a variety of other fields. In addition, the Sociology major is an important gateway for pursuit of a wide Range of graduate and professional degrees – certainly in the social sciences and humanities, but also, for example, in law, medicine, and nursing. . . Offering sociology courses is a useful basis for preparing undergraduate students across a wide spectrum of majors to take part in increas-ingly complex social arenas, in communities, work, citizenship, and wider social interchange."

2. <u>Student demand for Program</u> — The program external reviewers state: "For undergraduates, the UNLV data show increasing demand for instruction in sociology, with a 143 mean headcount in 2007-2009, and a 188 headcount in 2010. Similar trends appear in course enrollments and degrees conferred."

B. Quality of Program and Student Outcomes

1. <u>Quality of Program</u> — The external reviewers state: 'Faculty are doing a fine job of publishing both basic and applied sociological research, especially considering how thin they are stretched, and they have clearly demonstrated their ability to publish in strong disciplinary venues." The reviewers recommend that "the quality of research suggests that the faculty could aim somewhat higher in their publication venues."

2. <u>Student Outcomes</u>

   a. **Student employment placement**. The external reviewers state: "Undergraduate placement outcomes, on the basis of available data, seem appropriate to the mission and goals of the department. Especially notable is the significant (30%) proportion of recently surveyed students who reported plans to attend graduate or professional school."

   b. **Student persistence**. Sociology six year graduation rates for the entering 1998 through 2003 first-time, full-time freshmen cohorts are currently 37%, slightly below the UNLV average of 39%. The external reviewers state: "with current faculty resources overcommitted, students are experiencing difficulty getting courses they wish to take, and that is likely part of the explanation. From our interviews, it is also evident that UNLV Sociology undergraduates include significant numbers of part-time and non-traditional students, students whose parents did not attend college, and students who are working longer than appropriate hours in order to pay for their educations."

   c. **Academic Assessment**. The external reviewers state: "The Department has put in place an impressively strong basis for assessing outcomes for undergraduate majors, using data from its gateway Sociology 101 course, an exit survey, and a survey for students taking the Sociological Experience courses. Department self-study analysis of the results of these surveys generally shows strikingly positive results of the undergraduate program in achieving good to excellent student outcomes. Equally important, the Department's approach to surveying outcomes has a built-in basis for further refinement of assessment procedures in order to provide greater detail about program aspects that can be improved, and the Department is appropriately self-critical in seeking and implementing strategies to improve student outcomes."

C. Relationship to Other Programs in the System

1. The University of Nevada Reno offers a BA and MA in sociology and a PhD in Social Psychology. Nevada State College currently offers a Sociology minor, but not a baccalaureate degree. The UNLV Sociology PhD degree is unique within NSHE.

2. A majority of the Sociology faculty have active collaborations with faculty in other departments and colleges. These relationships foster productive and creative research, offer opportunities for multidisciplinary projects, and provide possibilities for graduate student employment. From all accounts of the students and faculty, these are important, useful, and highly functional connections.

D. Quality and Adequacy of Resources

1. Quality of Resources

   Faculty quality: The program external reviewers state: "[UNLV sociology] is a strong but significantly understaffed program with considerable potential to increase its national standing on the basis of its striking and visionary programmatic focus on regionality and globalization. Within the Department's ranks are senior faculty with strengths in theory and in qualitative approaches to empirical research; its more junior ranks have complementary strengths in quantitative approaches with empirical foci including the study of race and class inequalities, aging, and urban and environmental problems. Virtually all current faculty are actively engaged in research and publication; many are involved in productive research collaborations with colleagues across the campus."

2. Adequacy of Resources

   a. **Faculty size**. The Department currently has 11 full time faculty to serve undergraduate general education needs, 200 undergraduate majors and 50 doctoral students. This number is down from 18 faculty seven years ago; the loss is almost entirely due to retirement, administrative reassignment or untimely death. During this time, the number of undergraduate majors and undergraduate degrees awarded has increased, and the number of graduate students and graduate degrees conferred has remained constant. The faculty size is too small to accomplish meet the demands for its programs at both the undergraduate and graduate levels. Five or six additional full-time positions are needed to restore department faculty to their original numbers and adequately serve general education program needs, and the bachelors and doctoral degree programs.

   At both undergraduate and graduate levels, students report that the lack of faculty is creating bottlenecks because present faculty cannot staff and offer all the courses needed for degree completion in a timely way. Similarly, at both levels, excessive demands on faculty members result in mentoring shortages.

   b. **Department budget**. The program has experienced a 33% decline in state operating and self supporting budget funding over the past three years, from $59,737 in FY08-09 to $40,687 in FY10-11.

E. External Reviewers' Commendations and Recommendations

1. Commendations

   a. **Student relationships**. Both undergraduate and graduate students are impressed with the energy, enthusiasm, mentoring, and intellect of the faculty, and both groups strongly appreciate the quality of instruction and appropriateness of instructional materials in the courses offered.

   b. **Research productivity**. Overall, faculty are productive in research, publishing in top specialty journals in the field; their level of productivity is comparable to similarly ranked departments.

   c. **Assessment**. The department has done exceptional work in developing an academic assessment tool that more than adequately measures students' knowledge and skills gains. Their approach could well serve as an exemplar for other programs at UNLV.

   d. **Advising**. Efforts to serve the undergraduates deserve special praise. Undergraduate Coordinator Dr. Jennifer Keene seems to have single handedly provided advising and programming typically handled at other Research-1 universities by staff assistants to the undergraduate program.

BA, PhD, Sociology

2. Recommendations
   a. **Faculty size**. The department is seriously understaffed, which creates bottlenecks for degree completion at both the undergraduate and graduate levels. The department should be given the resources to increase the size of the faculty. The Department of Sociology has provided a recruitment plan, and the reviewers recommend that it be augmented to show a planned recruitment of five to six positions over a three to four year time period.

   b. **Diversity**. The Department should seek to broaden the ethnic diversity of the faculty. Scholars who work in immigration or racial/ethnic relations would be significant additions.

   c. **Undergraduate program recruiting**. The program should continue to bolster recruitment efforts for undergraduate majors by outreach to high schools and community colleges, and by developing some outreach initiative to attract 1st and 2nd year students at UNLV who have not yet declared a major.

   d. **Graduate admissions**. Move up deadlines for notifying admitted applicants to March so that it can be competitive with other more highly ranked departments. Competitive funding packages for more than one year must be offered with a mix of funds from the department fund, research grants, and the university. In addition, the Department should consider mounting more aggressive outreach efforts to increase the size of the applicant pool.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
   2011-12   BA: 211; PhD: 49

B. Number of graduates from the program for the following years:
   2009-10   BA: 30; PhD: 1
   2010-11   BA: 50; PhD: 1
   2011-12   BA: 57; PhD: 2

C. Headcount of students enrolled in any course related to the program (duplicated):
   Fall 2011   Undergraduate: 1,762; Graduate: 46

University of Nevada, Reno

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

- French, Bachelor of Arts
- Spanish, Bachelor of Arts
- Foreign Languages & Literatures, Spanish Emphasis, Master of Arts
- International Affairs, Bachelor of Arts
- Political Science, Bachelor of Arts
- Political Science, Master of Arts
- Political Science, Doctor of Philosophy
- Master of Public Administration

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

- Theatre, Bachelor of Fine Arts (deactivation)
- Equity and Diversity in Educational Settings, M.Ed.

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

- None

BA, French

I. Description of Program Reviewed

The Department of Foreign Languages and Literatures promotes the idea that the study of foreign languages and cultures, an essential part of a liberal education, is a worthy pursuit both for its own sake and as a means of enhancing the study of other disciplines. The department also participates in interdisciplinary programs by contributing to the curriculum in Asian Studies, Basques Studies, Ethnic Studies, International Affairs, Latin American Studies and Women's Studies. It also works with the College of Education in the training of future foreign languages teachers, the College of Business in an International Business Program, the University Core Curriculum in the teaching of Core Humanities and diversity courses, as well as several other academic units in teaching a variety of courses.

The Bachelor of Arts in French program has grown consistently in the last nine years and constitutes a substantial proportion of all majors in the Department of Foreign Languages and Literatures. In 2010 and 2011 the department participated in the curricular review process in conjunction with the university-wide budget crisis. The 2011 curricular review process targeted the degree programs in French to be eliminated. Though the undergraduate major and minor programs in French were proposed for elimination, the program was saved through sacrifices made on the part of the department, and in particular the faculty in French.

Students in this program are required to complete the university's core requirements and take 30 credits, all, with the exception of a required course in French culture, at the 300 level or above. Prior to graduation, students are required to take an oral exam and provide a written sample of their French work to the department.

II. Review Process and Criteria

The Department of Foreign Languages and Literatures' degree programs in French and Spanish were scheduled for regular program review as mandated by the Board of Regents. A self-study document for the programs was developed by the department faculty and completed in the fall 2011 semester and provided to the reviewers before they conducted an on-campus visit from April 12-13, 2012. A team of three outside reviewers visited with program leaders, faculty, staff, and students for the purpose of discussing, evaluating, and making recommendations. A final report was issued by the site visitors in late spring 2012.

III. Major Findings and Conclusions of the Program Review

The reviewers noted that the impressive growth in declared French majors, likely due to the cancellation of the major in German and a strong recruiting campaign, comes at the right time and gives the department two strong languages to start the rebuilding process. The concerted recruitment and retention efforts among all faculty members in French are also largely responsible for the dramatic increase in majors in French. The reviewers found that students in the program clearly understand French, including grammatical explanations, and were able to produce intelligible French themselves. They found the students to be well prepared academically and well guided in their past French studies as well as aware of cultural differences, thus able to succeed academically and to acclimate themselves to the new culture. In recent years the French section has developed innovative, cross-disciplinary courses that could refresh and enliven the teaching portfolio of high school teachers.

The reviewers stated that both French and Spanish faculty need to engage in constructive dialogue to explore their common goals and share information on how they structure their majors. With the loss of some graduate emphases in the department, the two languages with majors need to be on the same page to lead the rest of the programs and their possible growth in the future. Both programs should have the same Student Learning Outcomes and the same assessments as well as follow the guidelines of the American Council on the Teaching of Foreign Languages.

BA, French

IV. Descriptive Statistics

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

2011-12   79

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

2009-10   10
2010-11   8
2011-12   8

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

Fall 2011   408

BA, Spanish

I. Description of Program Reviewed

The Department of Foreign Languages and Literatures promotes the idea that the study of foreign languages and cultures, an essential part of a liberal education, is a worthy pursuit both for its own sake and as a means of enhancing the study of other disciplines. The department also participates in interdisciplinary programs by contributing to the curriculum in Asian Studies, Basques Studies, Ethnic Studies, International Affairs, Latin American Studies and Women's Studies. It also works with the College of Education in the training of future foreign languages teachers, the College of Business in an International Business Program, the University Core Curriculum the teaching of Core Humanities and diversity courses, as well as several other academic units in teaching a variety of courses.

The Spanish undergraduate program seeks to train students to develop advanced language proficiency as well as to allow them to experience and appreciate Spanish, Latin American and Chicano/U.S. Latino cultural and literary heritage. Students who complete the program will be capable of successfully continuing on to graduate work, obtaining a secondary teaching license, or using their skills in careers where knowledge of another language and culture is a requirement or an asset. In addition to the University's general education requirements, students are required to complete 30 credits in Spanish courses numbered 300 or above, with twelve of those credits being completed at the University. In 2006, an effort to strengthen the literature component of the major was made to require Spanish majors to complete three credits in culture, six credits in language, 15 credits in literature, and six credits in elective courses numbered 300 or above.

II. Review Process and Criteria

The Department of Foreign Languages and Literatures' degree programs in French and Spanish were scheduled for regular program review as mandated by the Board of Regents. A self-study document for the programs was developed by the department faculty and completed in the fall 2011 semester and provided to the reviewers before they conducted an on-campus visit from April 12-13, 2012. A team of three outside reviewers visited with program leaders, faculty, staff, and students for the purpose of discussing, evaluating, and making recommendations. A final report was issued by the site visitors in late spring 2012.

III. Major Findings and Conclusions of the Program Review

The reviewers noted that the Spanish major had been restructured to make it more organic, to strengthen the literary component, and to make other necessary adjustments, such as reinforcing the speaking component by adding one hour in conversation, creating classes on the Latino/Chicano experience and culture, and developing classes to fulfill the needs of heritage students. The major and minor were noted for being very well structured and for following the standards of the profession. The reviewers further noted that the six obligatory hours in composition represent a good example of a well-layered program.

The reviewers stated that the French and Spanish faculty need to engage in constructive dialogue to explore their common goals and share information on how they structure their majors. With the loss of some graduate emphases in the department, the two languages with majors need to be on the same page to lead the rest of the programs and their possible growth in the future. Both programs should have the same Student Learning Outcomes and the same assessments as well as follow the guidelines of the American Council on the Teaching of Foreign Languages.

BA, Spanish

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   142

B. Number of graduates from the program for the following years:
2009-10   30
2010-11   30
2011-12   36

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   1872

MA, Foreign Languages & Literature, Spanish Emphasis

I. Description of Program Reviewed

The Department of Foreign Languages and Literatures promotes the idea that the study of foreign languages and cultures, an essential part of a liberal education, is a worthy pursuit both for its own sake and as a means of enhancing the study of other disciplines. The department continues its tradition of participating in interdisciplinary programs. It contributes to the curriculum in Asian Studies, Basques Studies, Ethnic Studies, International Affairs, Latin American Studies and Women's Studies. It also works with the College of Education in the training of future foreign languages teachers, the College of Business in an International Business Program, the University Core Curriculum in the teaching of Core Humanities and diversity courses, as well as several other academic units in teaching a variety of courses.

The department offers a Master of Arts degree in Foreign Languages and Literatures, with a specialization in Spanish. The objective of the program is to educate students in the language, cultures, and literatures of the Spanish-speaking world at the highest level possible, and to provide students with both a broad knowledge base from which to pursue more specialized studies and a depth of experience in scholarship and pedagogy that will advance their future research and teaching activities.

The program offers two plans (thesis and non-thesis) for completing the MA degree. Although a minor is not required, students may elect to include a minor field of specialization, which must be approved by the student's A-E committee. The minor may be in a different department, or it may be in another language section of this department.

If no minor is included, the thesis program of study requires the satisfactory completion of 24 credits of acceptable graduate courses and a 6-credit thesis, for a total of 30 credits, as well as satisfactorily completing the language requirement and the comprehensive written and final oral examinations. At least 21 of the 30 credits must be earned in on-campus courses at the University. At least 18 (including thesis credits) of the 30 credits must be at the 700 level. If a minor is included, at least 12 of the 24 graduate credits (as well as the 6 thesis credits) must be in the major field of study, with at least 6 credits in the minor field.

If no minor is included, the non-thesis program of study requires the satisfactory completion of 32 credits of acceptable graduate courses, as well as satisfactorily completing the language requirement and the comprehensive written and final oral examinations. At least 23 of the 32 credits must be earned in on-campus courses at this university. At least 15 of the 32 credits must be taken at the 700 level. If a minor is included, at least 15 of the 32 graduate credits must be in the major field of study, with at least 8 credits in the minor field.

II. Review Process and Criteria

The Department of Foreign Languages & Literature's degree programs in French and Spanish were scheduled for regular program review as mandated by the Board of Regents. A self-study document for the programs was developed by the department faculty and completed in the fall 2011 semester and provided to the reviewers before they conducted an on-campus visit from April 12-13, 2012. A team of three outside reviewers reviewed the programs to meet with constituents, evaluate and make recommendations about the dynamic relationship between the curriculum and the structure of the department, the interrelationship between research and teaching, the management of resources, the integration and collaboration of the department with other academic units of the University, and the recent past, present, and future of the department. A final report was issued by the site visitors in spring 2012.

MA, Foreign Languages & Literature, Spanish Emphasis

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

The M.A. in Spanish is solid, graduates a healthy number of students, places them in good Ph.D. programs or serves as a terminal degree. The program has the opportunity to create a unique curriculum by working with the Latino Research Center and the Center for Basque Studies. The 2009-10 and 2010-11 numbers below also include the specialization in French Master's degree students.

IV. Descriptive Statistics

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

2011-12   29

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

2009-10   6
2010-11   9
2011-12   7

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

Fall 2011   47

BA, International Affairs

I. Description of Program Reviewed

The Department of Political Science offers two undergraduate degree programs: the Bachelor of Arts in Political Science and the Bachelor of Arts in International Affairs. Political Science remains one of the most popular degree programs within the College of Liberal Arts and University as a whole.

The BA in International Affairs is designated as an interdisciplinary program at the University, but is administered solely through the Department of Political Science. The degree has seen significant changes in the delivery of courses and especially in terms of departmental administration. Areas of study include economics, geography, history, political science, and foreign languages and literature, with other departments offering courses for undergraduate students in this major. The major requires students to complete 36 credits of coursework in one of the following groupings: Global Studies, International Relations, International Economic Institutions, Culture, Geography, and Ideas, Research Tools, Upper-Division Diplomacy, and a Specialized Component (Asia, Europe, Latin America, North America, diplomacy, law and organization, international environmental studies, and international political economy). Students may opt to write a senior thesis and/or complete an approved internship at a relevant organization. The program is intense and promotes a liberal arts perspective on undergraduate education and professional careers in an increasingly interdependent world. The program also serves as a central contact for activities related to international relations in the northern Nevada community.

II. Review Process and Criteria

The Department of Political Science degree programs were scheduled for regular program review as mandated by the Board of Regents. A self-study document for the programs was developed by the department faculty and completed in the fall 2011 semester and provided to the reviewers before they conducted an on-campus visit from April 5-6, 2012. A team of two outside reviewers reviewed the programs with the purpose of providing opportunities for the department and relevant administrators to review the program's accomplishments, examine its strengths and weaknesses, and plan for the future. A final report was issued by the site visitors in spring 2012.

III. Major Findings and Conclusions of the Program Review

Over the past decade, the number of graduates in the International Affairs undergraduate program has been steadily increasing. The scope and quality of undergraduate instruction is quite strong and can be improved by building on strengths and with attention to a number of challenges that require departmental and/or institutional action. The reviewers felt that the scope of offerings is broad, responding to changing student demand, faculty expertise, and needs of several related and interdisciplinary programs. Students in the program who were interviewed indicated satisfaction with the courses available, access to faculty, and instructional quality.

The reviewers addressed program challenges, including:

- While the increase in enrollment is significant, it occurs in the context of insufficient faculty resources.

- The 2001 program review report encouraged the department to pursue a more structured undergraduate curriculum and predictable course schedule, but the reviewers noted that there had been little movement on this front. A recommendation was given to set as a high priority the streamlining of the undergraduate curriculum to reduce the number of overall courses listed, beginning with eliminating those not offered in the past three to five years.

BA, International Affairs

- The reviewers found that there is a need to revisit and better articulate the integration of the International Affairs and Political Science curriculum. They found that some of the six-course clusters are quite specific, but others were defined primarily by the courses available. They recommended streamlining the major in the absence of greater coordination with other contributing departments.

- The reviewers reported that students in the program felt that course availability seemed haphazard and unpredictable. They suggested that the Director of Undergraduate Studies require the subfields to provide a three-year plan for teaching of both the introductory and upper division courses in the subfields. This would provide students with the assurance that they will be able to take needed courses in a timely manner as well as focus and prioritize undergraduate programmatic responsibilities in the department.

(NOTE: The headcount enrollment in C below represents only course enrollment in the unique IAFF 350 class and not other required political science classes.)

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
      2011-12   219

B. Number of graduates from the program for the following years:
      2009-10   18
      2010-11   27
      2011-12   57

C. Headcount of students enrolled in any course related to the program (duplicated):
      Fall 2011   3

BA, Political Science

I. Description of Program Reviewed

The Department of Political Science offers two undergraduate degree programs: the Bachelor of Arts in Political Science and the Bachelor of Arts in International Affairs. Political Science remains one of the most popular degree programs within the College of Liberal Arts and University as a whole.

The BA in Political Science is a traditionally designed major that presents a general overview of the discipline. The major is comparable to that of selected peer institutions in both scope and requirements. Along with the university's Core Curriculum, there are general requirements for the BA in Political Science, providing a basic coverage of a range of areas within the discipline. These requirements are 3 credits of PSC 101 (American Politics: Process and Behavior); 15 credits consisting of one course from each of five political science sub-areas (American government, public administration and public policy, political theory, comparative government, and international relations); and 12 credits of political science electives. Of the 30 credits, 18 must be taken at the upper-division 300-400 level. At the same time, the major allows students to concentrate within a single area once the breadth requirement has been satisfied, or to continue a more general exposure to the discipline through 12 credits of electives. The department offers courses linked to judicial studies, which are popular with students interested in applying for law school.

II. Review Process and Criteria

The Department of Political Science degree programs were scheduled for regular program review as mandated by the Board of Regents. A self-study document for the programs was developed by the department faculty and completed in the fall 2011 semester and provided to the reviewers before they conducted an on-campus visit from April 5-6, 2012. A team of two outside reviewers reviewed the programs with the purpose of providing opportunities for the department and relevant administrators to review the program's accomplishments, examine its strengths and weaknesses, and plan for the future. A final report was issued by the site visitors in spring 2012.

III. Major Findings and Conclusions of the Program Review

Over the past decade, the number of graduates from both the department's undergraduate majors has steadily increased. The scope and quality of undergraduate instruction is quite strong and can be improved by building on strengths and with attention to a number of challenges that require departmental and/or university action. The reviewers felt that the scope of offerings is broad, responding to changing student demand, faculty expertise, and needs of several related and interdisciplinary programs. Students in the program who were interviewed indicated satisfaction with the courses available, access to faculty, and instructional quality.

The reviewers did not see a particular need for creating another programmatic effort or specialization in the department, particularly as it would further stretch decreasing faculty resources.

The reviewers addressed program challenges including:

- While the increase in enrollment is significant, it occurs in the context of insufficient faculty resources.

- The 2001 program review report encouraged the department to pursue a more structured under-graduate curriculum and predictable course schedule, but the reviewers noted that there had been little movement on this front. A recommendation was given to set as a high priority the streamlining the undergraduate curriculum to reduce the number of overall courses listed, beginning with elimi-nating those not offered in the past three to five years. Further, it was suggested that the depart-ment develop a more standard undergraduate curriculum strategy by designating or constructing required "core" introductory courses in each subfield. These courses could serve as pre-requisites for upper-division courses in each subfield. The reviewers predicted that this more systematic, more structured, undergraduate curriculum would likely improve the time-to-degree metrics.

BA, Political Science

- The reviewers found that there is a need to revisit and better articulate the integration of the International Affairs and Political Science curriculum. They found that some of the six-course clusters are quite specific, but others were defined primarily by the courses available. They recommended streamlining the major in the absence of greater coordination with other contributing departments.

- The reviewers reported that students in the program felt that course availability seemed haphazard and unpredictable. They suggested that the Director of Undergraduate Studies require the subfields to provide a three-year plan for teaching of both the introductory and upper division courses in the subfields. This would provide students with the assurance that they will be able to take needed courses in a timely manner as well as focus and prioritize undergraduate programmatic responsibilities in the department.

IV. Descriptive Statistics

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

2011-12   327

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

2009-10   42
2010-11   44
2011-12   67

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

Fall 2011   1226

MA, Political Science

I. Description of Program Reviewed

The Department of Political Science offers three graduate degree programs: the Master of Arts in Political Science, Master of Public Administration, and Doctor of Philosophy in Political Science. The Master of Arts program, created in 1966, provides a general overview of the discipline while also allowing students to begin a field of specialization.

The program offers students the opportunity to (1) take advanced, specialized courses in the discipline of political science, leading to a graduate degree; (2) pursue further graduate education (JD, PhD); (3) prepare themselves for a career in teaching, politics, public service and government; and/or (4) complement their present careers. The courses in political science cover a full range of the discipline, both in terms of substance and methodology. Courses in research methods provide the skills necessary for sophisticated analysis of political processes, institutions and policies. Students develop more specialized interests through collaborative research projects and special topics courses conducted in conjunction with faculty. The department offers five fields of study for the MA program: American politics, political theory, international relations, comparative politics, and public policy. Each student is expected to select one of these fields as his/her major field of study. Students are also required to complete a field seminar in three of the five areas of study listed with at least one of the seminars being from the student's major field of study. Students are also required to complete a three-course research methodology sequence. Remaining coursework is taken as general electives with up to three hours of Professional Paper credits or Thesis credits applied toward the 33 credit requirement.

II. Review Process and Criteria

The Department of Political Science degree programs were scheduled for regular program review as mandated by the Board of Regents. A self-study document for the programs was developed by the department faculty and completed in the fall 2011 semester and provided to the reviewers before they conducted an on-campus visit from April 5-6, 2012. A team of two outside reviewers reviewed the programs with the purpose of providing opportunities for the department and relevant administrators to review the program's accomplishments, examine its strengths and weaknesses, and plan for the future. A final report was issued by the site visitors in spring 2012.

III. Major Findings and Conclusions of the Program Review

The reviewers found that more recently admitted MA students have expressed a strong interest in academic and research positions. They found that graduate enrollments had been uneven during the last decade but have now stabilized. Students are active and engaged, seeking opportunities to improve their professional development and job placement activities. The MA students tend to see the University as providing strong training for acceptance into a top PhD graduate program and their track record in graduate placements to date indicates this is a correct assessment.

Although the department ranks in the top third of small graduate enrollment programs for faculty receiving grants, the reviewers noted that they provide less graduate student support relative to other departments in its enrollment-based size cohort nationally. The level and unpredictability of support for incoming graduate students limits the competitiveness of the program. The reviewers learned that students in the program feel that they will be entering a scholarly career with few professional skills. For instance, conference attendance, normally a part of graduate education and important in making the program more visible to potential recruits, is not supported. Students also felt they needed to work with and teach in political science courses to be credible on the job market. Both faculty and students also stated the need for stronger methodology training in the department. The reviewers felt that this could be met through a new hire or by providing resources for methodology workshops.

MA, Political Science

The department lacks sufficient funding to recruit and support new graduate students. The reviewers suggested developing on-line recruiting materials to lead to greater attention for the graduate programs.

(NOTE: Graduate-level course enrollments in political science programs cannot be differentiated.)

IV. Descriptive Statistics

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

2011-12	18

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

2009-10	2
2010-11	4
2011-12	5

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

Fall 2011	93

PhD, Political Science

I. Description of Program Reviewed

The department of Political Science offers three graduate degree programs: the Master of Arts in Political Science, Master of Public Administration, and Doctor of Philosophy in Political Science. The Ph.D. program was created in 1971, suspended in the late 1970s, and reinstated in 1989. Since the reinstatement, 27 students have graduated from the program.

The Ph.D. program is a "traditional" program in the sense that it offers a full range of course offerings in all fields of the discipline, requiring students to major in one of these fields and minor in another. The fields are American politics, comparative politics, international relations, political theory, public administration, and public policy. The goals of the program include development of student research and analytical skills and capacities through the advanced study of political processes, policy problems, and research methodologies; preparation of students for careers in teaching and research at institutions of higher education; preparation of students for careers in public administration or public policy; and support for university-based research politics and public policy. The strength of this program lies in the diversity of interests by its faculty. Comprehensive exams (major and minor) are required in both of the fields selected by a student. The program requires all students to fulfill the following minimum course requirements: (9 credits) scope and methods; (15 credits) major field; (9 credits) minor field; (9 credits) field seminars and/or electives; and (6 credits) comprehensive exams.

II. Review Process and Criteria

The Department of Political Science degree programs were scheduled for regular program review as mandated by the Board of Regents. A self-study document for the programs was developed by the department faculty and completed in the fall 2011 semester and provided to the reviewers before they conducted an on-campus visit from April 5-6, 2012. A team of two outside reviewers reviewed the programs with the purpose of providing opportunities for the department and relevant administrators to review the program's accomplishments, examine its strengths and weaknesses, and plan for the future. A final report was issued by the site visitors in spring 2012.

III. Major Findings and Conclusions of the Program Review

The reviewers found that the newer Ph.D. students come from a range of high-quality colleges and universities across the country, drawn by the prospect of close mentoring relationships and academic training. They found that graduate enrollments had been uneven during the last decade but seem to have stabilized. Students are active and engaged, seeking opportunities to improve their professional development and job placement activities.

Although the department ranks in the top third of small graduate enrollment programs for faculty receiving grants, the reviewers noted that they provide less graduate student support relative to other departments in its enrollment-based size cohort nationally. The level and unpredictability of support for incoming graduate students limits the competitiveness of the program. The reviewers learned that students in the program feel that they will be entering a scholarly career with few professional skills. For instance, conference attendance, normally a part of graduate education and important in making the program more visible to potential recruits, is not supported. Students also felt they needed to work with and teach in political science courses to be credible on the job market. Both faculty and students also stated the need for stronger methodology training in the department. The reviewers felt that this could be met through a new hire or by providing resources for methodology workshops.

PhD, Political Science

The department lacks sufficient funding to recruit and support new graduate students. The reviewers suggested developing on-line recruiting materials to lead to greater attention for the graduate programs.

(NOTE: Graduate level course enrollments in Political Science programs cannot be differentiated.)

IV. Descriptive Statistics

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

2011-12   25

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

2009-10   0
2010-11   0
2011-12   1

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

Fall 2011   93

MPA, Public Administration

I. Description of Program Reviewed

The Department of Political Science offers three graduate degree programs: the Master of Arts in Political Science, Master of Public Administration, and Doctor of Philosophy in Political Science. The Master of Public Administration, while not accredited by the National Association of Schools of Public Affairs and Administration, follows the basic curriculum prescribed by NASPAA and is viewed as a terminal degree largely delivered to employees working in state and local governments. The department has strong ties through the graduates to governmental agencies throughout the state and especially in the Northern Nevada region.

The MPA program is designed to prepare students for careers in public administration and public policy analysis, improve managerial competence of persons who are typically already in public service positions, and support university-based research in public administration and public policy analysis. The training is accomplished through an increased understanding of policy issues and research skills. The courses in public administration are designed to increase the student's understanding of the internal organizational environment and to help develop needed managerial skills. Courses in public policy give the student an understanding of the social, political, and economic environment in which public programs develop and operate. Courses in research methods provide the analytical and reasoning skills necessary in today's complex government agencies and activities. A track of specialization provides the student with additional competence in an area linked to individual interests and/or career goals in public management, policy analysis and evaluation, or environmental policy and management. The program requires the student to complete a 36 credit program of study to include (18 credits) general core; (9 credits) specialization track; (3 credits) modes of analysis; and (6 credits) general electives.

II. Review Process and Criteria

The Department of Political Science degree programs were scheduled for regular program review as mandated by the Board of Regents. A self-study document for the programs was developed by the department faculty and completed in the fall 2011 semester and provided to the reviewers before they conducted an on-campus visit from April 5-6, 2012. A team of two outside reviewers reviewed the programs with the purpose of providing opportunities for the department and relevant administrators to review the program's accomplishments, examine its strengths and weaknesses, and plan for the future. A final report was issued by the site visitors in spring 2012.

III. Major Findings and Conclusions of the Program Review

Students are active and engaged, seeking opportunities to improve their professional development and job placement activities.

The MPA program has had more of an uneven record of enrollment over the past decade. The reviewers believe that the lack of resources and insufficient faculty make accreditation by the NASPAA a likely reason. The department attributes the recent decline in MPA enrollments to the economic recession impacting Nevada, with shrinking public sector employment and continuing budget cuts resulting in fewer public employees applying for the degree program.

(NOTE: Graduate level course enrollments in political science programs cannot be differentiated.)

MPA, Public Administration

IV. Descriptive Statistics

    A. Number of students with a declared major in the program area:
        2011-12   10

    B. Number of graduates from the program for the following years:
        2009-10   4
        2010-11   5
        2011-12   3

    C. Headcount of students enrolled in any course related to the program (duplicated):
        Fall 2011   93

Nevada State College

In 1997, the Nevada Legislature determined that the southern Nevada needed additional educational opportunities for its growing population. Five years later, Nevada State College (NSC) opened its doors to over 150 students. Students enrollment numbers reached 3,000 in Spring 2012. 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. NSC will conduct its first ten year review of academic programs in Fall 2013.

College of Southern Nevada

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

- AAS Culinary Arts
- CA Culinary Arts
- AAS Pastry Arts
- CA Pastry Arts
- AAS Food and Beverage Management
- CA Food and Beverage Management
- AAS Casino Management
- CA Casino Management
- AA Hospitality Management
- AAS Hotel Management
- CA Hotel Management
- AAS Travel and Tourism
- CA Travel and Tourism

- CA Concierge Management
- AA Emergency Management Administration
- AA Criminal Justice
- CA Criminal Justice
- AAS Criminal Justice - Correctional
- AAS Criminal Justice - Juvenile Justice
- AAS Criminal Justice - Law Enforcement/Forensics
- CA Public Safety Communication
- AAS Accounting
- AAS Finance
- AAS Computer Office Technology
- CA Computer Office Technology

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

- AAS Business Management - Public Sector Relations
- AAS Business Management - Telecommunications/Networking
- AAS Criminal Justice - Law Enforcement
- AAS Criminal Justice - Juvenile Justice
- AAS Early Childhood Education - Infant/Toddler Education

- AAS Fire Science Technology - Wildland & Fire Fighting
- AAS Fire Science Technology - Urban Fighting
- CA Sociology - Applied Skills
- CA Criminal Justice - Public Safety Communication
- CA Fire Science Technology - Fire Investigation
- CA Massage Specialist
- CA Architectural Design Technology

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

- BAS - Cardiorespiratory Sciences

- BAS - Medical Laboratory Scientist

AAS, Culinary Arts

I. Description of Program Reviewed

This program prepares student to enter and/or advance in the field of culinary arts. Students are taught to master the fundamentals of cooking with emphasis on hands-on preparation of various cuisines including basic cookery, aromatics, international and French cooking. Students who successfully complete this degree are eligible to apply and receive Certified Culinary status from the American Culinary Federation.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

This program is accredited by the American Culinary Federation. 78% course retention for fall 2010 and 74% course success for fall 2010. Large numbers of declared majors but low completion. Student scores of ServSafe Sanitation Certification Examination (SSCE) are below the acceptable threshold. Consult with the Director of Assessment and Accreditation for revision of student learning outcomes. Strategize methods for improving completion rates and investigate rationale for below threshold scores on SSCE.

IV. Descriptive Statistics

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

2011-12	344

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

2009-10	7
2010-11	6
2011-12	15

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

Fall 2011	677

CA, Culinary Arts

I. Description of Program Reviewed

This program prepares student to enter and/or advance in the field of culinary arts. Students are taught to master the fundamentals of cooking with emphasis on hands-on preparation of various cuisines including basic cookery, aromatics, international and French cooking. Students who successfully complete this degree are eligible to apply and receive Certified Culinary status from the American Culinary Federation.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

This program is accredited by the American Culinary Federation. 78% course retention for fall 2010 and 74% course success for fall 2010. Large numbers of declared majors but low completion. Student scores of ServSafe Sanitation Certification Examination (SSCE) are below the acceptable threshold. Consult with the Director of Assessment and Accreditation for revision of student learning outcomes. Strategize methods for improving completion rates and investigate rationale for below threshold scores on SSCE.

IV. Descriptive Statistics

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

2011-12	116

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

2009-10	2
2010-11	7
2011-12	6

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

Fall 2011	677

AAS, Pastry Arts

I. Description of Program Reviewed

This program teaches students to master the fundamentals and techniques of baking and pastry arts with emphasis on hands-on preparation of breads, cakes, pastries, desserts, chocolate and sugar art.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

This program is accredited by the American Culinary Federation. 78% course retention in fall 2010 and 74% course success in fall 2010. There are large numbers of declared majors but low completion. Student scores on ServSafe Sanitation Certification (SSCE) are below threshold. Strategize methods for improving completion rates and investigate rationale for below threshold scores on SSCE.

IV. Descriptive Statistics

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

2011-12	134

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

2009-10	2
2010-11	6
2011-12	6

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

Fall 2011	677

CA, Pastry Arts

I. Description of Program Reviewed

This program teaches students to master the fundamentals and techniques of baking and pastry arts with emphasis on hands-on preparation of breads, cakes, pastries, desserts, chocolate and sugar art.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

This program is accredited by the American Culinary Federation. 78% course retention in fall 2010 and 74% course success in fall 2010. There are large numbers of declared majors but low completion. Student scores on ServSafe Sanitation Certification (SSCE) are below threshold. Strategize methods for improving completion rates and investigate rationale for below threshold scores on SSCE.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   24

B. Number of graduates from the program for the following years:
2009-10   1
2010-11   6
2011-12   2

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   677

AAS, Food & Beverage Management

I. Description of Program Reviewed

This program provides education to those seeking to begin a career or further their career in the food service industry. The program consists of course work in food and beverage management, culinary arts, and general education which enable students to obtain the necessary skills and knowledge to be successful in the work environment.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

This program is accredited by the American Culinary Federation and the Accreditation Commission for Programs in Hospitality Administration. 81% course retention in fall 2010 and 68% course success in fall 2010. There are low completion rates compared to declared majors. Student scores in FAB 160 are below threshold. Strategize methods for improving completion rates. Investigate rationale for below threshold scores on FAB 160 and update the chairs in Russell's restaurant.

IV. Descriptive Statistics

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

2011-12	70

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

2009-10	1
2010-11	2
2011-12	4

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

Fall 2011	776

CA, Food & Beverage Management

I. Description of Program Reviewed

This program provides education to those seeking to begin a career or further their career in the food service industry. The program consists of course work in food and beverage management, culinary arts, and general education which enable students to obtain the necessary skills and knowledge to be successful in the work environment.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

This program is accredited by the American Culinary Federation and the Accreditation Commission for Programs in Hospitality Administration. 81% course retention in fall 2010 and 68% course success in fall 2010. There are low completion rates compared to declared majors. Student scores in FAB 160 are below threshold. Strategize methods for improving completion rates. Investigate rationale for below threshold scores on FAB 160 and update the chairs in Russell's restaurant.

IV. Descriptive Statistics

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

2011-12	15

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

2009-10	2
2010-11	1
2011-12	2

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

Fall 2011	776

AAS, Casino Management

I. Description of Program Reviewed

This program is designed to provide students with the opportunity to begin a career in the casino and gaming industry. Students obtain a basic background in casino games, marketing, gaming regulations, gaming law and supervision.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

Program is accredited by the Accreditation Commission for Programs in Hospitality Administration. 71% course retention in fall 2010 and 69% course success in fall 2010. There are low completion rates compared to declared majors. Recommend program name change to Gaming Management to reflect current trend in industry, offering non-credit dealing classes and advertising on-line degree completion option.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   116

B. Number of graduates from the program for the following years:
2009-10   7
2010-11   9
2011-12   8

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   283

CA, Casino Management

I. Description of Program Reviewed

This program is designed to provide students with the opportunity to begin a career in the casino and gaming industry. Students obtain a basic background in casino games, marketing, gaming regulations, gaming law and supervision.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

Program is accredited by the Accreditation Commission for Programs in Hospitality Administration. 71% course retention in fall 2010 and 69% course success in fall 2010. There are low completion rates compared to declared majors. Recommend program name change to Gaming Management to reflect current trend in industry, offering non-credit dealing classes and advertising on-line degree completion option.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   31

B. Number of graduates from the program for the following years:
2009-10   6
2010-11   4
2011-12   5

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   283

AA, Hospitality Management

I. Description of Program Reviewed

This program is specifically designed for the student who intends to transfer to the William F. Harrah College of Administration at UNLV.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

This program maintained programmatic accreditation from the Accreditation Commission for Programs in Hospitality Administration. 89% course retention in fall 2010 and 78% course success in fall 2010.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   576

B. Number of graduates from the program for the following years:
2009-10   54
2010-11   57
2011-12   44

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   769

AAS, Hotel Management

I. Description of Program Reviewed

This degree provides students with an opportunity to seek employment in entry-level supervisory positions in the hotel industry, an opportunity for job advancement, professional growth and career mobility. The program offers a strong background in front office operation, hotel marketing, accounting, human resource management and technology.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

This program is accredited by the Accreditation Commission for Programs in Hospitality Administration. 89% course retention for fall 2010 and 78% course success for fall 2010. Low completion rates. Need to determine if these programs need to be continued.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   262

B. Number of graduates from the program for the following years:
2009-10   2
2010-11   5
2011-12   7

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   769

CA, Hotel Management

I. Description of Program Reviewed

This degree provides students with an opportunity to seek employment in entry-level supervisory positions in the hotel industry, an opportunity for job advancement, professional growth and career mobility. The program offers a strong background in front office operation, hotel marketing, accounting, human resource management and technology.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

This program is accredited by the Accreditation Commission for Programs in Hospitality Administration. 89% course retention for fall 2010 and 78% course success for fall 2010. Low completion rates. Need to determine if these programs need to be continued.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   61

B. Number of graduates from the program for the following years:
2009-10   1
2010-11   3
2011-12   3

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   769

AAS, Travel & Tourism

I. Description of Program Reviewed

This program enables students to enter management training positions within the travel industry and also prepares those presently employed to assume managerial responsibility.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

This program is accredited by the Accreditation Commission for Programs in Hospitality Administration. 83% course retention in fall 2010 and 71% course success in fall 2010. There are low completion rates. Consider adding/changing the focus to a Meetings and Convention emphasis and strategize methods for improving completion.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12	82

B. Number of graduates from the program for the following years:
2009-10	3
2010-11	5
2011-12	6

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011	363

CA, Travel & Tourism

I. Description of Program Reviewed

This program enables students to enter management training positions within the travel industry and also prepares those presently employed to assume managerial responsibility.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

This program is accredited by the Accreditation Commission for Programs in Hospitality Administration. 83% course retention in fall 2010 and 71% course success in fall 2010. There are low completion rates. Consider adding/changing the focus to a Meetings and Convention emphasis and strategize methods for improving completion.

IV. Descriptive Statistics

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

2011-12	21

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

2009-10	7
2010-11	4
2011-12	4

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

Fall 2011	363

CA, Concierge Management

I. Description of Program Reviewed

This program is designed to provide students with the skills and knowledge needed to become a professional concierge.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

This program is accredited by the Accreditation Commission for Programs in Hospitality Administration. 83% course retention in fall 2010 and 71% course success in fall 2010. There are low completion rates. Consider adding/changing the focus to a Meetings and Convention emphasis and strategize methods for improving completion.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   8

B. Number of graduates from the program for the following years:
2009-10   0
2010-11   1
2011-12   1

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   363

AA, Emergency Management Administration

I. Description of Program Reviewed

The purpose of the EMA degree is to assist governmental agencies with command and control operations and support of minor and major disasters.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

This program has had no program completers The curriculum will be revised based on advice from the advisory committee and the revisions will incorporate course completions from the collaboration with TSA.

IV. Descriptive Statistics

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

2011-12   54

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

2009-10   0
2010-11   0
2011-12   2

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

Fall 2011   78

AA, Criminal Justice

I. Description of Program Reviewed

A transfer degree to provide students with a broad overview of the criminal justice system and the criminal justice process.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

CRJ course retention was 86% for fall 2010 and course success of 73%. Changes to the course scheduling will be made for fall 2012. Full and part time faculty will be involved with advising of students. Full time faculty will be assigned program majors. CRJ 104 will be standardized. Part time faculty qualifications will be reviewed and all part time faculty will be assigned a full time faculty mentor.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   1233

B. Number of graduates from the program for the following years:
2009-10   44
2010-11   58
2011-12   72

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   2552

CA, Criminal Justice

I. Description of Program Reviewed

This certificate is designed to prepare students to enter/or advance in the field of criminal justice. The program is an integration of both academic and practical curriculum.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

Course scheduling was will be reviewed to vary campus sites. The CRJ 104 curriculum will be standardized. Part time faculty qualifications will be reviewed.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   140

B. Number of graduates from the program for the following years:
2009-10   2
2010-11   5
2011-12   1

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   2552

AAS, Criminal Justice - Correctional

I. Description of Program Reviewed

This degree provides the individual with knowledge of the principles and procedures of developing, administering and managing correctional services.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

Curriculum for criminal justice will be revised. There will be one AAS Criminal Justice with core curriculum and electives depending on area of specialization. This program is recommended for deactivation.

IV. Descriptive Statistics

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

2011-12   83

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

2009-10   2
2010-11   0
2011-12   2

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

Fall 2011   2552

AAS, Criminal Justice - Juvenile Justice

I. Description of Program Reviewed

This program gives special attention to the juvenile court system and its relation to family, schools, peer pressure, police and correction settings. Juvenile accountability for criminal behavior is also presented in the program.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

Curriculum for criminal justice will be revised. There will be one AAS Criminal Justice with core curriculum and electives depending on area of specialization. This program is recommended for deactivation.

IV. Descriptive Statistics

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

2011-12	162

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

2009-10	2
2010-11	5
2011-12	3

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

Fall 2011	2552

AAS, Criminal Justice - Law Enforcement/Forensics

I. Description of Program Reviewed

This degree program offers a concentration in law enforcement or criminal forensics that addresses both the legal and professional aspects of the criminal justice network while integrating social and behavioral sciences.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

Curriculum for criminal justice will be revised. There will be one AAS Criminal Justice with core curriculum and electives depending on area of specialization. This program is recommended for deactivation.

IV. Descriptive Statistics

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

2011-12   311

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

2009-10	10
2010-11	4
2011-12	6

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

Fall 2011   2552

CA, Public Safety Communication

I. Description of Program Reviewed

This program is designed to prepare the student for a career in fire, law enforcement, ambulance or other public safety dispatch centers.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

Based on no program completers and few declared majors, this program is recommended for deactivation.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   7

B. Number of graduates from the program for the following years:
2009-10   0
2010-11   0
2011-12   0

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   2552

AAS, Accounting

I. Description of Program Reviewed

This AAS degree prepares graduates for employment in the accounting field. Graduates demonstrate proficiency with computerized accounting systems and software to process financial information.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

The AAS degree is accredited by ACBSP and a program assessment was submitted in February 2012. Program completion rates have steadily improved. There is a 75% course retention in fall 2012 and 63% course success in fall 2010. There appears to be a discrepancy between full time and part time faculty in success of students performing well on a end of semester standard assessment test. Professional development with part time faculty will be initiated.

IV. Descriptive Statistics

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

2011-12	750

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

2009-10	18
2010-11	26
2011-12	27

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

Fall 2011	2102

AAS, Finance

I. Description of Program Reviewed

This program prepares individuals to perform financial services, including credit collection, transit routing of notes and drafts, receiving and paying out money and functions associated with processing loans.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

Student completion remains a challenge. Demonstrated 74% course retention for fall 2010 and 64% course success. Assessment data of student learning outcomes is missing.

IV. Descriptive Statistics

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

2011-12   123

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

2009-10   5
2010-11   3
2011-12   4

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

Fall 2011   192

AAS, CA, Computer Office Technology

I. Description of Program Reviewed

These degree programs prepare individuals with the knowledge and skills necessary for office professionals.

II. Review Process and Criteria

The data template for academic program appraisal was received from Institutional Research in fall 2011. The department chair, program director, and full time faculty reviewed the data, formulated response to the narrative questions, and submitted review and recommendations to Academic Standards Committee in spring 2012.

III. Major Findings and Conclusions of the Program Review

Student completion rates for both the degree and the certificate need to be addressed. There is 74% course retention in fall 2010 and 64% course success for fall 2010. Assessment data demonstrated 64% of students were able to achieve a minimum speed of 27 wpm on five minute timints. 64% were able to print documents at 90% or higher accuracy. An improvement plan to improve student performance needs to be developed.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   219

B. Number of graduates from the program for the following years:
2009-10   2
2010-11   3
2011-12   2

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   562

Great Basin College

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

- Integrative Studies (Social Science and Natural Resource emphases), Bachelor of Arts
- Nursing, Bachelor of Science in Nursing
- Nursing, Associate of Applied Science
- Criminal Justice, Associate of Applied Science

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

- None

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

- None

BA, Integrative Studies

I. Description of Program Reviewed

The Bachelor of Art in Integrative Studies (BAIS) program contains two emphases, Social Science and Natural Resources. An Arts and Humanities Administration emphasis was dropped due to low participation. The program is strong in general studies and prepares students for a wide range of aspirations ranging from jobs in public agencies and private companies to graduate and law schools.

II. Review Process and Criteria

GBC policy 3.40 provides the process and criteria for program review. This can be found on the web at: http://gbcnv.edu/administration/policies.html

III. Major Findings and Conclusions of the Program Review

Based on comments from outside reviewers, the program is academically rigorous, student centered, innovative and efficiently organized for delivery throughout a broad geographical area (though sometimes stretched to deliver at all locations). The primary areas that could use improvement are in student advisement and recruitment. Faculty is strained to cover all of the workload overseeing and delivering the program. Students are generally satisfied with the program, and are successfully finding employment or placement in graduate programs.

IV. Descriptive Statistics

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

2011-12	101

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

2009-10	6
2010-11	11
2011-12	15

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

Fall 2011	131

BS, Nursing

I. Description of Program Reviewed

The Bachelor of Science in Nursing (BSN) program is an RN-to-BSN program designed for students who have completed an Associate degree nursing program (ADN). The program maintains State and NLNAC accreditation, and focuses on rural health care needs.

II. Review Process and Criteria

GBC policy 3.40 provides the process and criteria for program review. This can be found on the web at: http://gbcnv.edu/administration/policies.html

III. Major Findings and Conclusions of the Program Review

NLNAC continuing accreditation was granted for the program. The program is just established, continuing to fill an increasing need for well trained nurses in rural communities. Employment of graduates remains high. Recommendations were received from NLNAC relating to the use and documentation of specific learning outcomes and the assessment of these outcomes. It was noted that learning outcomes at course levels should be better documented in their correlation to overall program learning outcomes. There were further concerns relating to administrative and faculty workload and support. A follow-up report will be required of GBC in two years to address the recommendations and concerns expressed in the NLNAC response.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   133

B. Number of graduates from the program for the following years:
2009-10   4
2010-11   3
2011-12   13

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   69

AAS, Nursing

I. Description of Program Reviewed

The Associate degree nursing (ADN) program is a clinical-intensive program leading to RN certification. The program maintains State and NLNAC accreditation.

II. Review Process and Criteria

GBC policy 3.40 provides the process and criteria for program review. This can be found on the web at: http://gbcnv.edu/administration/policies.html

III. Major Findings and Conclusions of the Program Review

NLNAC continuing accreditation was granted for the program. The program continues to fill an increasing need for well trained nurses in rural communities. Employment of graduates remains high. Recommendations were received relating to the use and documentation of specific learning outcomes and the assessment of these outcomes. It was noted that learning outcomes at course levels should be better documented in their correlation to overall program learning outcomes. There were further concerns relating to administrative and faculty workload and support. A follow-up report will be required of GBC in two years to address the recommendations and concerns expressed in the NLNAC response.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   263

B. Number of graduates from the program for the following years:
2009-10   22
2010-11   19
2011-12   20

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   222

AAS, Criminal Justice

I. Description of Program Reviewed

The Associate of Applied Science degree program in Criminal Justice has two emphases, Corrections and Law Enforcement, both reviewed together. The Corrections emphasis has applications toward several State correctional centers in the GBC service area and a federal detention center in Pahrump. The Law Enforcement emphasis has greater enrollment and provides significant opportunities for employment and advancement.

II. Review Process and Criteria

GBC policy 3.40 provides the process and criteria for program review. This can be found on the web at: http://gbcnv.edu/administration/policies.html

III. Major Findings and Conclusions of the Program Review

Enrollment in CRJ classes has generally been strong and growing over recent years since employing a full-time faculty member and program coordinator. The program is strong and relevant to the regional law enforcement profession. Many students participate part-time while working in the field, often for enhancing knowledge and skills for job advancement opportunities within several law enforcement agencies at various levels in the GBC service area, and not necessarily with the intent to receive degrees. The program has identified areas for potential growth, particularly in Nye County.

IV. Descriptive Statistics

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

2011-12	89

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

2009-10	5
2010-11	6
2011-12	5

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

Fall 2011	146

Truckee Meadows Community College

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

- Biology-Associate of Science
- Education-Associate of Science
- Fire Science Technology-Associate of Applied Science
- Manufacturing Technologies-Associate of Applied Science
- Performing Arts-Associate of Arts
- Psychology-Associate of Arts
- Radiologic Technology-Associate of Applied Science
- Veterinary Technology-Associate of Applied Science

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

- None

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

- None

AS, Biology

I. Description of Program Reviewed

The Biology Department at Truckee Meadows Community College operates within the Division of Sciences and boasts 10 full-time faculty members with expertise in the areas of ecology, evolution, physiology, organismal, and cell and molecular biology. The department offers an Associate of Science with a Biology Emphasis degree and supports the College's allied health programs through the offering of program pre-requisite courses at both the Dandini campus and TMCC High Tech Center at Redfield locations. On average, close to 1,400 students enroll in our courses annually. Still, many students go unserved. Curriculum is rigorous and encourages critical thinking, problem solving, and data analysis as part of the scientific process.

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 PUR Committee found the self-study to be well written and cohesive, particularly in terms of accuracy, relevance, and objectivity. The self-study committee analyzed and used data effectively, conveying the issues the program faces in an evidence-based manner. The program's faculty are knowledgeable and active with curriculum, and their course-level assessment is strong; we expect that once a timeline and assessment plan are in place for the emphasis, the program will also be robustly assessed. The program's faculty have been proactive in demographics and enrollment, strategizing various initiatives to meet current needs and grow the program. The activities to obtain grant funding are impressive; the program is commended for its dedication to moving the program forward and identifying alternative funding sources in the face of ongoing budget issues at the college.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   205

B. Number of graduates from the program for the following years:
2009-10   0
2010-11   0
2011-12   2

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   1338

AS, Education

I. Description of Program Reviewed

The associate of science degree in both elementary and secondary education are designed for students seeking careers in the education field. The degree requirements include a well- balanced general education curriculum. Specific curriculum provides students with educational theory and practical field work in the elementary education school and the secondary school setting. All emphases outcomes demonstrate the scope of knowledge and skills based on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and Five Domains of Professional Competence.

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 PUR Committee found the self-study to be generally accurate, complete, and well written. The self-study explains the issues facing the program in terms of curriculum, demographics, enrollment, and resources. In particular, the coordination issues with UNR and its shifting requirements. The program is commended for its efforts to coordinate curriculum and share resources with UNR. The self-study objectively states the need for improvement for students in the program and demonstrates its willingness to pursue the prerequisites and the resources to meet its needs. The PUR Committee commends Pam Elges, a part-time faculty member and coordinator, for her leadership in the Program/Unit Review process.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   158

B. Number of graduates from the program for the following years:
2009-10   0
2010-11   0
2011-12   1

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   318

AAS, Fire Science Technology

I. Description of Program Reviewed

Fire Science Technology is a member of the School of Sciences within Truckee Meadows Community College. All of the classes for this program are taught off campus at the Regional Public Safety Training Center. The training offered by Fire Science Technology is very high hazard training in which the students are dealing with live fire, climbing of ladders, confined spaces, heights, safety and survival rescue techniques and cutting of cars.

The Fire Science Technology program prepares students for entry-level positions and career advancement at regional and national firefighting agencies through training that adheres to national and state certification standards. Fire Science Technology is part of the newly established Public Safety Training Department, comprised of Criminal Justice and Emergency Medical Services.

The Fire Science Technology program is closely tied with the regional and national hiring trends. The recent downturn in the economy has had a dramatic affect on the number of students going through the program. Also, there has been a lack of consistency in the staffing due to a high turnover rate in the leadership positions.

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 self-study provided a comprehensive overview of the Fire Science Technology program, particularly in terms of the challenges the program has faced in terms of administration, staffing and funding. The mission of the Fire Science Technology program aligns with TMCC's mission as it provides employment training for entry-level positions as well as continuing training for practicing professionals. There are some inaccuracies; for example, the program offers one AAS degree with three emphases, not three separate AAS degrees. The PUR committee recognizes that the Fire Science Technology self-study has had to meet changing PUR guidelines as deadlines have been renegotiated. Nonetheless, this self-study was reflective and descriptive; better analysis and explicit requests and strategies would strengthen the utility of the self-study for planning, especially with the move toward International Fire Service Accreditation Congress (IFSAC) accreditation.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   216

B. Number of graduates from the program for the following years:
2009-10   24
2010-11   38
2011-12   21

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   154

AAS, Manufacturing Technologies

I. Description of Program Reviewed

The Manufacturing Technologies unit of Truckee Meadows Community College was created to aid in the growth and development of northern Nevada's workforce by providing quality education to those seeking to begin or advance their career in manufacturing. Individual unit programs consist of general education courses, emphasis specific technical courses which provide students with the knowledge and skills needed to be successful in today's high-tech workplace.

The Manufacturing Technologies unit is a member of the Division of Applied Industrial Technology (AIT). The AIT division is headquartered at the TMCC IGT Applied Technology Center with the exception of Drafting. The majority of Manufacturing Technologies students attend their lectures and fulfill their specialized laboratory requirements at the IGT AIT Center. Drafting program courses and labs are primarily scheduled and offered at TMCC's Dandini campus and the Welding for Art offerings take place at McQueen High School. The major programs and areas of study within the Manufacturing Technologies unit are Drafting, Fabrication, Industrial Systems, Machining, Production Systems, Welding, and Welding for Art.

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 PUR Committee found the self-study to be complete, comprehensive, and well written. It accurately and objectively depicts the successes and challenges of the program, and it makes excellent use of the data in curriculum, demographics and enrollment, and resources. The committee would encourage the program to develop and implement a more robust assessment process across all courses in the program, recognizing the work already completed. The importance of this program and the challenges it faces in shifting economic and administrative priorities is clearly explained. The committee recognizes the ongoing problems associated with producing graduates in an area where a degree is not a necessity.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   77

B. Number of graduates from the program for the following years:
2009-10   6
2010-11   5
2011-12   6

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   297

AA, Performing Arts

I. Description of Program Reviewed

The Performing Arts programs at Truckee Meadows Community College include a Fine Arts degree with emphases in Musical Theater, Theater, Music and Dance, as well as certificates in Theater and Music. Each program of study provides students with significant and important life skills which are directly applicable to a broad array of careers in the marketplace. The Musical Theater program has developed rapidly since its founding in 2008. The program's productions rank on a professional quality level, audience attendance has risen to capacity, and student interest and participation in the program continues to increase. Producers from professional theater companies have invited our students to audition for their companies. Graduation rates are gradually beginning to rise as a growing number of students declare a major in musical theater. A plan to develop the Musical Theater Associate of Arts program to also house a Bachelor of Arts in Musical Theater (associated with the University of Nevada-Reno's 300-400 general education curriculum) is also in development. No other bachelor program of this nature exists in the state and could contribute to an anticipated surge in FTE if successful.

The Music program continues to develop in a positive direction. While unnecessary challenges associated with transferability and acceptance of our music classes by UNR's music program persist, we are working to overcome that obstacle with the help of the NSHE system office. The Music program's FTE is strong as it provides specialized music courses for degree seeking majors and numerous sections of Music Appreciation, which many students enroll in to meet their general education fine arts requirement. Though challenged by a lack of full-time faculty, the Dance program has developed into a series of high quality instruction courses in the various styles of dance, taught entirely by part-time instructors. The heart of the Performing Arts programs centers on the TMCC Nell J. Redfield Foundation Performing Arts Center where the Musical Theater, Music, Dance, and Theater public performances are housed, as well as where numerous Music, Musical Theater, Dance, and Theater courses are taught. This performing arts center is running at full capacity with activities taking place usually seven days a week from 8:30 a.m. to 11:00 p.m. The space has been embellished with the highest quality production equipment and design, making the site one of the best performance spaces in the area. The Performing Arts programs provide high quality instruction to many students, the most professional quality productions in the area, and a positive educational and cultural experience for Truckee Meadows Community College to offer the community it serves.

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 self-study was well written and provided a comprehensive overview of the multiple Performing Arts programs and efforts. The diversity of degree, emphases, certificates, and course offerings is impressive and integrated. The program and its faculty should be commended for its synthesis of programs in service of student advancement. The program's productions are among the best in the region, and the faculty's

AA, Performing Arts

dedication to their craft is evident throughout the report. The Performing Arts program mission helps TMCC fulfill its mission, especially with it s focus on lifelong learning, serving a diverse population, and providing community experiences. The self-study was reflective and descriptive. Better analysis and explicit requests and strategies would strengthen the utility of the self-study for planning.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   303

B. Number of graduates from the program for the following years:
2009-10   11
2010-11   5
2011-12   6

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   1858

AA, Psychology

I. Description of Program Reviewed

The Associate of Arts Degree in Psychology is designed for students seeking careers in psychology or related fields. The degree requirements include a well-balanced general education curriculum. Specific curriculum provides students with major concepts, theoretical perspectives and empirical findings in psychology. In addition, students will come to understand and apply basic research methods in psychology. This course of study is designed as a university transfer program that substantially meets the requirements for the first two years of study for the B.A. in Psychology at UNR. Additionally, students have the option to begin work on a minor in Addiction Treatment Services that is available at UNR. Students wishing to transfer to any other baccalaureate program should work closely with TMCC advisors and advisors at the institution of transfer to obtain recommended courses for transfer.

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 PUR Committee found the self-study to be accurate and objective, describing the program and its relevance to the college (particularly in general education). While some areas of the self-study are complete, with ample use of data, others are incomplete (facilities/capital improvement and requests for administrative staff). The committee recommends that the program's assessment efforts be expanded across course offerings; further, the committee recommends that the program begin to engage in assessment of the emphasis, even with so few graduates.

IV. Descriptive Statistics

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

2011-12	441

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

2009-10	0
2010-11	0
2011-12	2

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

Fall 2011	1628

AAS, Radiologic Technology

I. Description of Program Reviewed

The Radiologic Technology program is a strong, long-standing program with stellar national credentialing results and a solid reputation in the local region. The mission of the Radiologic Technology program is to provide general and basic science education, combined with a sound foundation in the theory and art of radiologic technology to meet the educational needs of the students. This is evidenced by a competency-based program employing various teaching methodologies and technologies delivered through quality instruction. The graduates will have the knowledge and skills necessary to successfully take the American Registry of Radiologic Technologist's Examination (ARRT) for radiographers. The program and its mission is very clearly in support of the college's mission by delivering high quality occupational education, promoting student success, and encouraging lifelong learning. As the majority of the program graduates remain in the area, they will have an impact on improving the quality of life for the diverse local community.

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 committee found the report to be generally accurate and objective, reflecting the pressures the program faces in terms of accommodating student growth and diminishing resources. The self-study provided no rationale for withdrawing from JRCERT accreditation; this is needed for context. Assessment efforts are underway, but they need to be more robustly developed, as do strategies for funding. While noting that GPA alone is not an indicator of success in the program, the self-study provided no analysis of alternative methods of placement/selection or strategies to develop them.

The PUR Committee notes the Radiologic Technology Program/Unit Review was submitted out of cycle. The signature page indicates that the self-study committee did not include required individuals from outside the discipline, student/alumnus and industry representation. The committee recommends that the self-study be reviewed by these external constituencies and their comments and recommendations be given consideration by the Vice President for Academic Affairs and Student Services.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12   376

B. Number of graduates from the program for the following years:
2009-10   16
2010-11   15
2011-12   13

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011   179

AAS, Veterinary Technology

I. Description of Program Reviewed

The Veterinary Technician Program at Truckee Meadows Community College was initiated after an assessment of the veterinary community in 2002 where a demand for licensed veterinary technicians was evident. The initial curriculum offered three options to students: a Certificate of Completion, a Certificate of Achievement, or an Associate of Applied Science (AAS) degree. The Certificate of Completion was created for students who were employed in veterinary practices and had at least five thousand hours of experience. The latter two options required completion of general education requirements from the college. There were no prerequisites for the program at the time.

The Veterinary Technician Program was granted provisional accreditation in September of 2005. During the American Veterinary Medical Association – Committee on Veterinary Technician Education and Activities (AVMA-CVTEA) initial visit in September 2005, the program received five critical recommendations and two major recommendations. The program addressed the critical and major recommendations as described in the report and was granted full accreditation November 12, 2006.

The first class (a total of twelve students) completed the Veterinary Technician Program in the spring of 2005. Students in the first two classes (Class of 2005 and Class of 2006) attended instruction in the evenings. In the fall of 2005, the students of the incoming Class of 2007 started to attend day instruction and could pursue the Certificate of Achievement or the AAS degree. It was with this class that applicants to the program were re-quired to complete prerequisites. The program has required BIOL 190/190L (Introduction to Cell and Molecular Biology/Lab) and another upper level biology class (BIOL 201-General Zoology) as prerequisites along with MATH 120 and ENG 101. The prerequisites will be changing for the incoming class in the Fall of 2012 to reflect the changes in the requirements for the AAS degree.

The American Association of Veterinary State Boards (AAVSB) requires students to complete a degree prior to taking the Veterinary Technician National Exam (VTNE). The AAS degree is the only degree offered at TMCC that satisfies this requirement. The Veterinary Technician Program has graduated seven classes (2005-2011) since it began. We have a one hundred percent pass rate for all of the program's graduates for the VTNE. In December, 2010, the program received a site visit and review by the AVMA-CVTEA. The program had been on probationary accreditation since October 2009 following an annual report indicating that the program was without a Program Coordinator and a full-time equivalent veterinarian. Further, the Institutional Animal Care and Use Committee (IACUC) had not met as prescribed by Animal Welfare Act (AWA) regulations. These major infractions were rectified, and the program was granted full accreditation after the AVMA-CVTEA meeting in April 2011.

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.

AAS, Veterinary Technology

III. Major Findings and Conclusions of the Program Review

The PUR Committee found the self-study to be generally complete, accurate, and well written. The factors affecting the program are objectively stated, as are the successes and challenges the program has faced. The committee appreciated the overview of the program from its inception to its current status and the analysis of data, which is used effectively. Given the challenges this program has and continues to face, the assessment plans are moving forward, and the committee recognizes the ongoing dedication to students, who, with a 100% pass rate, are clearly receiving a quality experience. As the program stabilizes, more robust analysis and strategies should be developed and implemented.

IV. Descriptive Statistics

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

2011-12	170

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

2009-10	10
2010-11	7
2011-12	12

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

Fall 2011	167

Western Nevada College

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

- Computer Networking Technology, Associate of Applied Science
- Computer Technology: Network Support Technician, Certificate of Achievement
- Computer Technology: System Administration Technician, Certificate of Achievement
- Deaf Studies, Associate of Arts
- Fine Arts, Associate of Arts
- Nursing, Associate of Applied Science

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

- None

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

- None

AAS, Computer Networking Technology

I. Description of Program Reviewed

The purpose of the Associate of Applied Science degree in Computer Networking Technology is to provide graduates with up-to-date training in the management of information resources, including computer and networking operations, infrastructure and information security. The curriculum consists of 35-37 units within the program requirements, 24 general education units, and up to one elective unit.

II. Review Process and Criteria

The A.A.S. in Computer Networking Technology and two related certificates of achievement (Computer Technology: System Administration Technician and Computer Technology: Network Support Technician) were reviewed concurrently 2011-2012 in order to identify program strengths and challenges in terms of student success, enrollment, curriculum and scheduling. Institutional Research staff provided data used as evidence to support findings and recommendations. The self-study process followed program review guidelines developed by WNC's Program Assessment and Review Committee.

III. Major Findings and Conclusions of the Program Review

Commendations
- Faculty responsible for the program served as co-principal investigator for the National Science Foundation's Nevada Information Technology Education (NVITE) Workforce Study.
- As recommended by the Technology Education Business Alliance (TEBA) in the NVITE Workforce Study, faculty began to emphasize properly written business communications in the curriculum through assignments in introductory Microsoft classes.
- A project management course requirement was added to the curriculum at the request of WNC's business partners.

Recommendations
- Continue to emphasize business-related communications and other soft skills as well as problem-solving and critical-thinking skills relevant to technology, as recommended by the NVITE Workforce Study and endorsed by TEBA.
- Continue to incorporate scenario- and case-based teaching methods in program courses.
- With input from NVITE faculty and TEBA business leaders, develop a library of realistic scenarios for classroom activities and assessments.
- Develop an entry/exit interview strategy to track students' educational and career goals and their attainment of those goals.
- Develop a means to assess employers' satisfaction with the performance of employees who have completed courses in the program or the degree.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12	102

B. Number of graduates from the program for the following years:
2009-10	1
2010-11	8
2011-12	9

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011	289

CA, Computer Technology: Network Support Technician

I. Description of Program Reviewed

The Computer Technology: Network Support Technician Certificate of Achievement emphasizes internetworking hardware and prepares students to pass the Cisco Certified Networking Associate (CCNA) exam. The curriculum consists of 26 units in courses training students to build and maintain the equipment infrastructure and communication protocol structure necessary to support computer and communications networks. Seven to nine general education units in English/communications, human relations, and mathematics are also required.

II. Review Process and Criteria

The Certificate of Achievement in Computer Technology: Network Support Technician was reviewed concurrently with the A.A.S. Computer Networking Technology and another related certificate of achievement (Computer Technology: System Administration Technician) 2011-2012 in order to identify program strengths and challenges in terms of student success, enrollment, curriculum and scheduling. Institutional Research staff provided data used as evidence to support findings and recommendations. The self-study process followed program review guidelines developed by WNC's Program Assessment and Review Committee.

III. Major Findings and Conclusions of the Program Review

Commendations
- Faculty responsible for the program served as co-principal investigator for the National Science Foundation's Nevada Information Technology Education (NVITE) Workforce Study.
- The curriculum is aligned with industry certifications, ensuring the relevance of the training.
- WNC and TMCC faculty have collaborated to create a common set of learning outcomes associated with the Cisco courses.
- Program faculty are qualified to teach classes in Cisco security and Cisco wireless technologies as well as classes that prepare students for the advanced Cisco Certified Networking Professional certification.
- Students in the program are using Cisco Packet Tracer router simulation software and the Dynamips Graphical Network Simulator (GNS3) to design and build computer internetworks and practice troubleshooting errors common to business situations.
- WNC faculty maintain industry certifications that meet or exceed the level of the certificate program.

Recommendations
- Retire the certificate programs while maintaining AAS degree.

IV. Descriptive Statistics

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

2011-12   0

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

2009-10   0
2010-11   1
2011-12   0

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

Fall 2011   101

CA, Computer Technology: System Administration Technician

I. Description of Program Reviewed

The Computer Technology: System Administration Technician Certificate of Achievement emphasizes operating systems software and prepares students to pass Microsoft certification exams. The curriculum consists of 26 units in courses training students to support operating systems and peer communications of client-server and peer-to-peer computer networks. Seven to nine general education units in English/communications, human relations, and mathematics are also required.

II. Review Process and Criteria

The Certificate of Achievement in Computer Technology: System Administration Technician was reviewed concurrently with the A.A.S. Computer Networking Technology and another related certificate of achievement (Computer Technology: Network Support Technician) 2011-2012 in order to identify program strengths and challenges in terms of student success, enrollment, curriculum and scheduling. Institutional Research staff provided data used as evidence to support findings and recommendations. The self-study process followed program review guidelines developed by WNC's Program Assessment and Review Committee.

III. Major Findings and Conclusions of the Program Review

Commendations
- Faculty responsible for the program served as co-principal investigator for the National Science Foundation's Nevada Information Technology Education (NVITE) Workforce Study.
- The curriculum is aligned with industry certifications, ensuring the relevance of the training.
- The series of Microsoft networking courses use a combined lecture and hands-on laboratory format, allowing students to gain theoretical knowledge anchored with practical experience.
- As recommended by the Technology Education Business Alliance (TEBA) in the NVITE Workforce Study, faculty began to emphasize properly written business communications in the curriculum through assignments in introductory Microsoft classes.
- WNC faculty maintain industry certifications that meet or exceed the level of the certificate program.
- Access to Microsoft classes was extended through online offerings and courses taught at Carson High School.

Recommendations
- Retire the certificate programs while maintaining AAS degree.

IV. Descriptive Statistics

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

2011-12   11

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

2009-10   0
2010-11   1
2011-12   1

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

Fall 2011   102

AA, Deaf Studies

I. Description of Program Reviewed

The purpose of the Deaf Studies A.A. degree is to provide students education and signing skills necessary to enter the field of Deaf education, interpreting, and other professions that serve the Deaf community. Students graduating with an A.A. degree in Deaf Studies will have completed 60 units, 20 of which are Deaf Studies courses.

II. Review Process and Criteria

The A.A. in Deaf Studies and the American Sign Language Certificate of Achievement were reviewed concurrently 2011-2012 in order to identify program strengths and challenges in terms of student success, enrollment, curriculum and scheduling. Institutional Research staff provided data used as evidence to support findings and recommendations. The self-study process followed program review guidelines developed by WNC's Program Assessment and Review Committee.

III. Major Findings and Conclusions of the Program Review

Commendations
- The Deaf Studies Program is the only academic program of its kind in Northern Nevada, providing the knowledge and signing foundation to students who will eventually meet the dire need for teachers, interpreters, and professionals for the Deaf and hard of hearing.
- WNC's Deaf Studies courses provide the training required by NRS 656A to serve Deaf and hard-of-hearing students in the Washoe, Carson, Douglas, Lyon, Churchill, Elko, and White Pine school districts.
- More than 100 WNC students have gained employment in the field of deafness since 2005.
- Parents of Deaf and hard-of-hearing children rely on the courses offered in WNC's Deaf Studies program to communicate and understand the needs of their Deaf children, often free of charge, through the WNC Foundation's ASL Fund.
- The A.A. in Deaf Studies degree provides the training necessary for interpreters to serve the Deaf and hard-of-hearing population in hospitals, courts, social services, housing, and other agencies that serve the critical needs of the population.
- Deaf Studies faculty are involved in fund-raising and community events, such as College Day, the Multicultural Festival, and Deaf Pride Day.
- WNC's American Sign Language Task Force helps the college serve the community by meeting and working with the Nevada Department of Education, Nevada's Disability Services Unit, Nevada PEP, the Nevada Association of the Deaf, and the Deaf and Hard of Hearing Advocacy Resource Center.
- Students in the Deaf Studies program have established the Deaf Pride Club through the Associated Students of Western Nevada. They meet weekly, inviting members of the Deaf community as well as students from the University of Nevada, Reno; Truckee Meadows Community College; and Lake Tahoe Community College.
- WNC hosts numerous trainings for working interpreters as well as for students, such as the summer two-week ASL Immersion.
- WNC is the only testing site in Northern Nevada for the nationally recognized Educational Interpreter Performance Assessment (EIPA). This test is required by law for educational interpreters.
- WNC has collaborated with Carson High School to offer the first ever dual-credit American Sign Language class at a Northern Nevada high school.

Recommendations
- Hire an additional full-time instructor to help meet the demand for the degree and ASL courses.
- Hire a full-time support staff member who can proctor tests, assist with academic scheduling, help students in the dual-credit program, and provide job placement assistance.
- Offer courses currently outside of the A.A. Deaf Studies degree (e.g. ASL V and VI, Receptive and Conversational ASL, Interpreting I-III, Advanced and Specialized Interpreting) under a degree as 300- and 400-level courses because they meet the training requirements of NRS 656A.

IV. Descriptive Statistics

A. Number of students with a declared major in the program area:
2011-12	112

B. Number of graduates from the program for the following years:
2009-10	12
2010-11	9
2011-12	16

C. Headcount of students enrolled in any course related to the program (duplicated):
Fall 2011	252

AA, Fine Arts

I. Description of Program Reviewed

The Associate of Arts degree in Fine Arts is designed to provide training in the breadth of skills required for many careers in the fine arts field as well as to satisfy many of the lower division requirements for the Bachelor of Arts and Bachelor of Fine Arts degrees at most four-year institutions. The curriculum consists of 27 units in art and graphic communications and 33 general education units in English/communications, humanities, mathematics, science, social sciences and U.S. and Nevada Constitution.

II. Review Process and Criteria

The Associate of Arts in Fine Arts was reviewed 2011-2012 in order to identify program strengths and challenges in terms of student success, enrollment, curriculum and scheduling. Institutional Research staff provided data used as evidence to support findings and recommendations. The self-study process followed program review guidelines developed by WNC's Program Assessment and Review Committee.

III. Major Findings and Conclusions of the Program Review

Commendations
- Students can enjoy a variety of art classes taught by talented and well-qualified instructors while pursuing a degree or attending WNC for personal enrichment.
- Art exhibits in Fallon and Carson—including works from students, art faculty and other artistic faculty, and outside professional artists—beautify the physical spaces and enrich the WNC experience for students, faculty, staff, and community members who visit the campus.

Recommendations
- Within WNC's process to consolidate or eliminate most degree and certificate programs, discontinue the Fine Arts emphasis while continuing to offer a Fine Arts track for the Associate of Arts degree.
- Help students who wish to transfer to a four-year institution design a program of study to maximize transferability of courses.

IV. Descriptive Statistics

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

2011-12	84

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

2009-10	4
2010-11	2
2011-12	9

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

Fall 2011	674

AAS, Nursing

I. Description of Program Reviewed

WNC's Associate Degree Nursing Program is intended for students seeking careers as a registered nurse. The curriculum is sequenced and progresses in complexity. It integrates knowledge from the bio/social sciences, humanities, and is intended to prepare graduates to pass the national licensure examination (NCLEX-RN) and to function as registered nurses in diverse care settings. Upon completion of the Associate Degree Nursing Program, students will be awarded an Associate of Applied Science degree. Graduates are eligible to sit for the NCLEX-RN.

II. Review Process and Criteria

The Associate of Applied Science in Nursing was reviewed 2011-2012 in terms of mission and administrative capacity, faculty and staff, students, curriculum, resources, and outcomes in order to satisfy eligibility requirements for continued accreditation by the National League for Nursing Accrediting Commission.

III. Major Findings and Conclusions of the Program Review

Commendations
- The program director, faculty, and students participate in the governance of the college and nursing program to the benefit of the nursing program.
- The program has had consistent leadership over the past ten years.
- All full-time faculty members and a majority of part-time faculty hold master's degrees in nursing.
- The program benefits from strong partnerships with healthcare organizations and educational institutions.
- Student program policies are published and clarified at orientation sessions and throughout the program.
- The program utilizes a variety of teaching and learning strategies, including the use of simulation in every laboratory course.
- The curriculum demonstrates integrity through the use of a framework that incorporates professional standards.
- A systematic evaluation plan based on NLNAC standards and criteria emphasizes continuous, ongoing assessment and data collection, and findings are shared with communities of interest.
- Clinical agency staff report a high level of satisfaction with WNC students.
- Faculty and students have access to current technology.

Recommendations
- Clarify the role of the division chair in evaluating full-time faculty.
- Ensure sufficient numbers of electronic student course evaluations are completed to be included in faculty evaluations.
- Secure full-time faculty positions in the areas of maternal/child health, pediatrics, and psychiatric nursing when funding becomes available.
- Encourage part-time faculty to attend Nursing Program Advisory Committee and nursing program faculty meetings in order to cultivate part-time faculty knowledge in terms of program governance.
- Secure adequate clerical support for the office of Nursing and Allied Health.
- Reinstitute the National Student Nurses Association at WNC.
- Utilize data from Assessment Technology Institute, available starting spring 2013, to more effectively measure achievement of course and program student learning outcomes and selected program outcomes.
- Secure adequate clinical space with new state-wide centralized electronic scheduling system.
- Increase access to wireless internet system within the Cedar Building.
- Continue to develop strategies to ensure a minimum 50% return rate on graduate and employer surveys.

AAS, Nursing

IV. Descriptive Statistics

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

        2011-12   771

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

        2009-10   58
        2010-11   37
        2011-12   41

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

        Fall 2011   556