

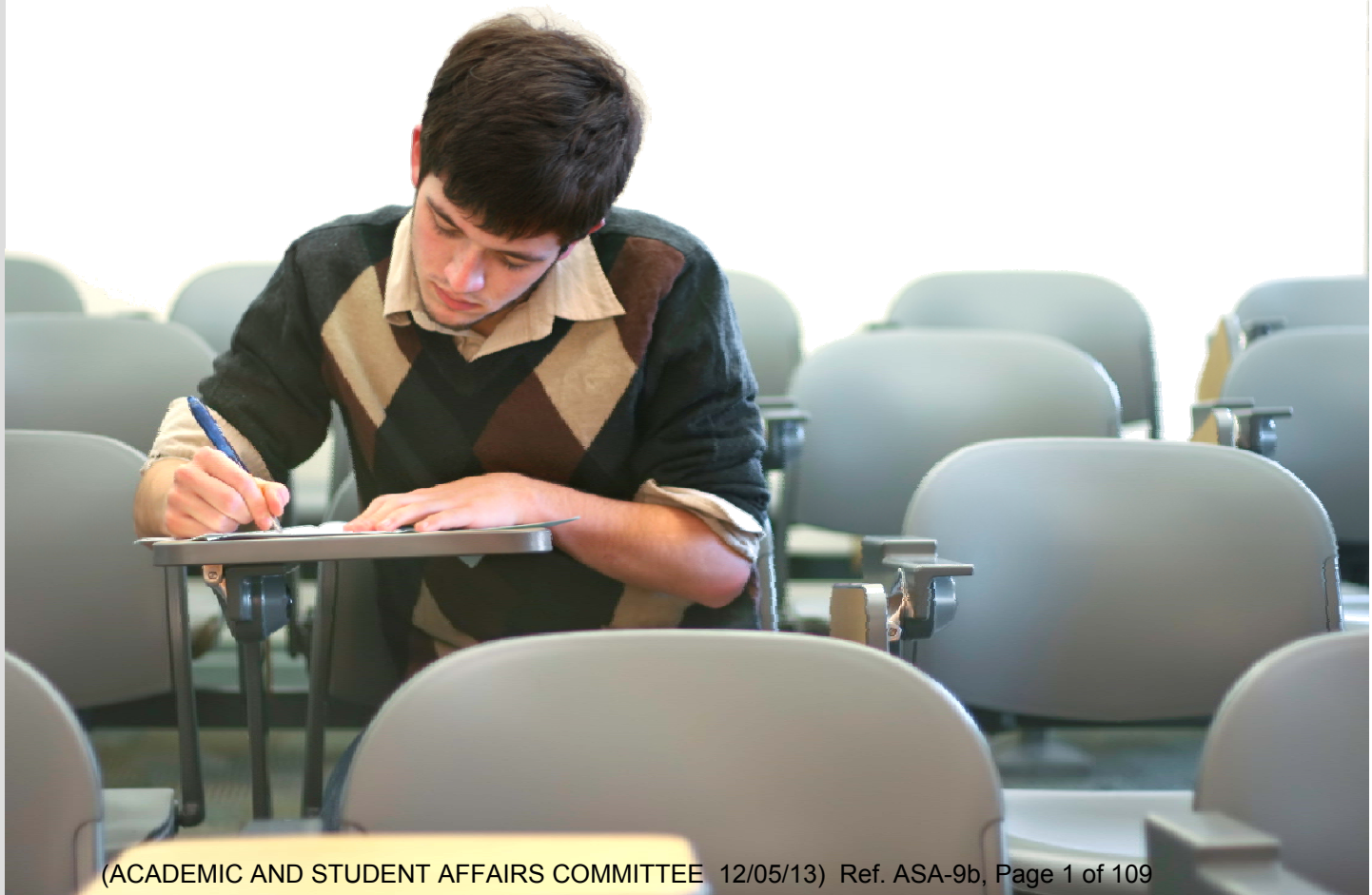


2012-2013

Existing Program Review

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

December 2013



2012-2013

Table of Contents

Executive Summary	i
Summary of Eliminated and New Programs	ii
Summary of Characteristics	iii
University of Nevada, Las Vegas	
Summary	1
General Description	2
Social Work, BSW	4
Social Work, MSW	8
Multidisciplinary Studies, BA and Social Science Studies, BA	12
Psychology, BA	17
University of Nevada, Reno	
Summary	21
Atmospheric Sciences, MS	22
Atmospheric Sciences, PhD	24
Criminal Justice, BA	25
Criminal Justice, MA	26
Ecology, Evolution and Conservation Biology, PhD	27
Judicial Studies, MA	28
Judicial Studies, PhD	30
Justice Management, MJM	32
Music, BA	33
Applied Music, BM	34
Music Education, BM	35
Music, MA	36
Music, MM	37
Sociology, BA	38
Sociology, MA	39
Nevada State College	
Summary	40
Biology, BS	41
Elementary Education, BA	45
English, BA	48

2012-2013

Table of Contents

Environmental and Resource Science, BS	52
History, BA	56
Law Enforcement, BPA	60
Nursing, BS	63
Psychology, BA	67
Secondary Education, BA, BS	71
 College of Southern Nevada	
Summary	74
Associate of Science - No Emphasis	75
Biological Science, AS	76
Mathematics, AS	77
Chemistry, AS	78
Earth Science, AS	79
Environmental Science, AS	80
Pre-Engineering, AS	81
Geological Science, AS	82
 Great Basin College	
Summary	83
Agriculture, AA, AS, AAS	84
 Truckee Meadows Community College	
Summary	85
Anthropology, AA	86
English, AA	88
Law/Paralegal, AAS	90
Mathematics, AS	92
Physical Sciences, AS	94
Transportation Technologies, AAS	96
 Western Nevada College	
Summary	98
Welding Technology, AAS	99
Deaf Studies, AAS	101

2012-2013

Executive Summary

The Review of Existing Programs report is prepared for the Academic and Student Affairs (ASA) Committee in accordance with Board policy (*Title 4, Chapter 14, Section 5*):

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 institutions are guided by their respective processes, as described in each program review in this report, and include self-study and guidance and input from faculty. In addition, the universities and the state college also utilize external reviewers. Founded in 2002, Nevada State College conducted its first existing program review in 2012-13 under a process chaired by a senior, tenured faculty member in the applicable department and guided by an extensive program review policy developed by its Faculty Senate. In this review cycle, the University of Nevada, Reno explains for each program review that responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned prior to the end of the Fall 2013 semester. The findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

The major findings and recommendations concerning the programs reviewed are unique to each institution and the program itself. Generally, program strengths include overall quality programs and student satisfaction. The need for more faculty and resources to meet student demand remains an ongoing challenge reported in prior years as well. Additional broad challenges include the need for more proactive student advising to ensure students are on the best course for success and degree completion, as well as the difficulty in tracking employment history of graduates to more effectively evaluate the success of students as well as the programs.

The attached summary table includes the headcounts and recent number of graduates for each program reviewed. In addition to the review of existing programs, the report includes programs that were eliminated or deactivated and new programs approved by the Board of Regents within the last year. The full report and reports from prior years are available online at: <http://www.nevada.edu/ir/page.php?pid=existProg>.

2012-2013

Summary of Eliminated and New Programs by Institution

Program	Elimination or Deactivation	New Program
University of Nevada, Las Vegas		
Ed.S., Special Education (2011)	X	
B.S., Graphic Design and Media		X
University of Nevada, Reno		
M.A., Special Education	X	
M.A., Teaching Math	X	
B.S., Molecular Microbiology and Immunology		X
Nevada State College		
B.A.S., Fire Science	X	
B.S., Education of Deaf and Hard of Hearing	X	
B.A., Criminal Justice		X
College of Southern Nevada		
A.A.S., Land Surveying/Geomatics	X	
Great Basin College		
B.A.S., Graphic Communication Emphasis		X
C.A., Human Resources		X
Truckee Meadows Community College		
A.A., Landscape Architecture	X	
A.A.S., Energy Technologies		X
Western Nevada College		
A.A.S., Computer and Office Technology	X	
A.S., Chemistry	X	
A.S., Biophysical Science	X	
A.S., Computer Science	X	
A.S., Engineering Science	X	
A.S., Mathematics	X	
A.S., Geoscience	X	
A.S., Physics	X	
A.A., Fine Arts	X	
A.A., Musical Theater	X	
A.A., Criminal Justice	X	

2012-2013

Summary of Characteristics

Program	Number of Students with Declared Major	Number of Graduates from Program			Service Headcount Fall 2012
		2010-11	2011-12	2012-13	
University of Nevada, Las Vegas					
B.S.W., Social Work	199	50	46	40	480
M.S.W., Social Work	201	70	54	65	654
B.A., Multidisciplinary Studies, Social Science Studies	378	92	91	75	165
B.A., Psychology	1,280	314	282	257	3,647
University of Nevada, Las Vegas					
M.S., Atmospheric Sciences	10	2	5	4	31
Ph.D., Atmospheric Sciences	13	1	2	2	36
B.A., Criminal Justice	765	105	108	128	1,294
M.A., Criminal Justice	9	4	6	4	19
Ph.D., Ecology, Evolution, and Conservation Biology	30	8	1	1	48
M.A., Judicial Studies	69	3	4	3	37
Ph.D., Judicial Studies	12	0	0	3	37
M.J.M., Justice Management	80	20	15	12	114
B.A., Music	67	2	9	8	2,359
B.M., Applied Music	39	7	7	9	2,359
B.M., Music Education	56	6	7	6	2,359
M.A., Music	7	1	0	1	124
M.M., Music	20	9	9	6	124
B.A., Sociology	74	12	36	31	1,254
M.A., Sociology	9	1	4	2	39
Nevada State College					
B.S., Biology	309	8	14	7	565
B.A., Elementary Education	166	44	41	41	3,070
B.A., English	53	3	4	7	195
B.S., Environmental and Resource Science	39	3	2	4	492
B.A., History	63	3	4	4	242
B.P.A., Law Enforcement	113	4	12	11	187
B.S., Nursing	449	101	86	113	3,447
B.A., Psychology	341	32	39	45	1,040
B.A., B.S., Secondary Education	53	7	8	14	4,159

2012-2013

Summary of Characteristics

Program	Number of Students with Declared Major	Number of Graduates from Program			Service Headcount Fall 2012
		2010-11	2011-12	2012-13	
College of Southern Nevada					
A.S., No Emphasis	4,255	128	162	150	8,278
A.S., Biological Science	990	4	3	17	3,655
A.S., Mathematics	153	0	2	0	7,872
A.S., Chemistry	269	3	2	3	5,344
A.S., Earth Science	32	0	0	0	4,035
A.S., Environmental Science	100	2	3	3	5,908
A.S., Pre-Engineering	221	6	3	11	2,350
A.S., Geological Science	35	1	1	0	1,944
Great Basin College					
A.A., A.S., A.A.S., Agriculture	29	5	1	2	64
Truckee Meadows Community College					
A.A., Anthropology	51	4	3	2	846
A.A., English	143	9	13	10	4,024
A.A.S., Law/Paralegal	183	15	21	19	212
A.S., Mathematics	37	0	1	2	2,826
A.S., Physical Sciences	465	2	2	6	1,165
A.A.S., Transportation Technologies	209	11	25	26	760
Western Nevada College					
A.A.S., Welding Technology	46	0	1	2	145
A.A.S., Deaf Studies	103	9	16	22	328

Program Review

University of Nevada, Las Vegas

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

- Social Work, Bachelor of Social Work
- Social Work, Master of Social Work
- Multidisciplinary and Social Sciences, Bachelor of Arts
- Psychology, Bachelor of Arts

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

- Special Education, Ed.S.¹

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

- Graphic Design and Media, Bachelor of Science

1. Approved for elimination in March 2011, but not included in the list of program eliminations in the 2010-11 Review of Existing Programs Report.

General Description of 2012-13 Program Review Process

I. Description of Program Reviewed

In each individual review, the organizational framework of the reviewed program, in terms of its College and Department, is described.

The goals of the program are discussed, in terms of preparation of students for employment or further study, and the learning expectations of graduates are described.

The emphasis of the program in terms of specific professional, post-graduate or societal needs, is also discussed.

II. Review Process and Criteria

The UNLV Program Review process consists of the following seven steps:

1. A self-study is prepared by the program, following a UNLV Faculty Senate self-study Program Review template. The template addresses the following six major areas, per the Board of Regents Handbook Title 4, Chapter 14, Section 4, Paragraph 1a for Program Review:

- I. Program Description
- II. Mission and Goals
- III. Need/Demand for Program
- IV. Quality of Program and Student Outcomes
- V. Relationship to Other Programs in System
- VI. Quality and Adequacy of Resources

If a discipline-based accreditation self-study has been recently completed, that document is used, and needed supplemental information is provided in the UNLV Program Review self-study template.

2. On-line surveys of program students and faculty are completed and then reviewed and summarized by a member of the Faculty Senate Program Review committee.
3. An external review is completed. External reviewers, usually professors at the rank of full, from peer or aspirational peer institutions evaluate the program. Either of the following source documents may be used, if available:
 - a. An external review report prepared by faculty evaluators from other peer institutions, or
 - b. A recent report prepared by external faculty evaluators representing a recognized accreditation agency for the specific discipline.

External reviewers also have access to numerical data about the specific program they are reviewing using UNLV's Office of Decision Support website, and also have access to general UNLV data from UNLV's websites.

The external evaluators read the internal self-study, visit the campus for one or more days, interview program participants, and then write and submit an external review report.

General Description of 2012-13 Program Review Process

The external reviewers are requested in their program review report template, to address the same six Board of Regents' handbook criteria as covered in the internal self-study template. The external reviewers' reports may also include commendations and recommendations.

4. A response may be submitted by the program to the external peer review, if the program so desires.
5. The Faculty Senate Program Review committee prepares a final report. This report evaluates the department self-study, survey responses, the external review report, and the department response to the external review, and then determines commendations and recommendations. The Faculty Senate reviewers are requested to use an Executive Summary template that addresses the same six Board of Regents' handbook criteria as in the self-study.
6. The reviewed program may respond to the Faculty Senate report, if desired.
7. A summary report is prepared for submission to the Board of Regents.

For each reviewed program, any program review processes and steps that differ from this seven-step process are described in that program's Part B summary.

III. Major Findings and Conclusions of the Program Review

For each reviewed program, this section contains a summary of the reviewers' major findings in the six areas addressing the Board of Regents' Handbook criteria in Title 4, Chapter 14, Section 4, and also includes commendations and recommendations.

IV. Descriptive Statistics

Descriptive statistics were generated from UNLVAnalytics (Oracle) database to report the data in Section IV, for

1. Number of students with declared major in the program, 2012-2013
2. Number of graduates from the program in years 2010-2011, 2011-2012 and 2012-2013
3. Student headcount (duplicated) enrolled in any course related to the program, Fall 2012

I. Description of Program Reviewed

The mission of the Bachelor of Social Work (BSW) Program at the UNLV School of Social Work is to “provide a generalist social work education for beginning level social workers who will deliver human services to diverse urban populations. The BSW curriculum is designed to prepare students for beginning generalist social work practice, providing basic knowledge and skills required for generalist social work practice using a systems approach, the person-in-environment and strengths perspectives. Upon completion of the Bachelor of Social Work degree, BSW students will:

1. Conduct generalist social work practice with client systems at micro, mezzo, and macro levels.
2. Promote economic and social justice for diverse populations, with an emphasis on urban communities.
3. Have a desire for lifelong learning and professional development.
4. Have the foundation knowledge to enter graduate studies.”

II. Review Process and Criteria

The review process and criteria included two self-study reports, one for the Bachelor of Social Work and one for the Master of Social Work, completed in fall 2011 for a spring 2012 on-campus evaluation visit by external evaluators from the Council on Social Work Education. The Council’s evaluators conducted an in-depth evaluation process, including interviews with UNLV’s president, provost, dean of the College of Urban Affairs, in which the Social Work programs reside, the field team, community collaborators, program faculty, alumni and both undergraduate and graduate students. The evaluators were peer faculty from other social work programs in California and Arizona. A UNLV faculty senate internal program review report was written in the year following the external CSWE visit.

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Program

1. Need

Nationally, Nevada is near the bottom of every list in virtually every mental health and quality of life social indicator. For example, it is ranked 2nd in the nation for rates of suicide (19.2 per 100,000, 2007). Clark County’s suicide rate is nearly 50% above the national average. From 2008 to 2010, the Nevada veteran suicide rate was 2.5 times higher than the rate for all Nevadans and nearly quadruple the national non-veteran suicide rate. Of all the suicides (1,545) in Nevada between 2008 and 2010, veterans represented 373, or approximately 25%. Female veterans are three times more likely to commit suicides than their civilian counterparts.

The region’s social service infrastructure is at best a fragile one, and has not been able to respond to service demands with the large influx of population growth over the past two decades. In a community with almost 2 million persons; indeed, it is an urban frontier. A major contributing factor is the extreme lack of sufficient numbers of qualified, licensed social workers in Clark County and Nevada. Whereas the

national average for social workers is about 200 per 100,000 in the general population, Clark County has about 1,300 licensed social workers, or less than 70 per 100,000, so it would take an additional 2,300 social workers in our community to even reach the national average (Nevada State Chapter, NASW, 2011).

2. Demand

The BSW self-study report states that there is strong student demand for the program (page 92, BSW self-study). Average enrollment has been about 200 majors over the past four years.

B. Quality of Program and Student Outcomes

1. Quality

The BSW program is accredited by the Council on Social Work Education. Quality can be inferred through several sections in the accreditation self-studies as presented below.

a. Urban Social Work focus

The faculty, students and community partners articulate a strong understanding of the urban social work focus of the program. It is clear that this focus is of importance to the students in choosing this program; that it helps faculty organize and integrate their work together (in the curriculum and in partnerships) and that the larger, local social work community understands the focus and supports it. In discussions with the site visitors, both faculty and students were able to articulate the competencies needed to work in urban environments and to distinguish those things that are statements for social work in general vs. those that are particularly relevant to the urban context both for direct practice and community practice.

b. Shared Understanding of Program Goals

The goals of the program are provided on page 2 of the BSW accreditation self-study. The students are very much "on point" with their understanding of the goals of the program and the key competencies and skills they are developing in class and in the field. General questions about what they were learning and how the program might distinguish itself from other social work programs elicited a high level of discussion of the strengths of the program and areas where some improvement might be made. There was no "whining," all 12 (10 MSW and 2 BSW) students spoke of their genuine appreciation for the faculty of the school, whom they hold in very high regard. They spoke also of their appreciation for the way the program holds them to high standards of performance.

2. Student Outcomes

The core competencies are listed on pages 3-5 of the BSW accreditation self-study. These competencies are then correlated to the curriculum in section B2.0 of the BSW self study. It would strengthen this correlation if a matrix mapping the core competency to the coursework were built. That could in turn be related to the specific outcomes and would guide assessment tools. The visiting team also noted a lack of connectivity between course outcome and assignments.

The program would be well served by connecting goals, coursework/field practice, outcomes and assessment. The tools used for assessment in the self-study were student self-assessment, employer surveys, and alumni surveys. However, the number of employers who responded to the employer survey was very small. Student self-assessment is not a very strong assessment tool. Instead, an assessment tool

should be developed to evaluate attainment of the outcomes outlined for the program. The faculty could build rubrics or devise other forms of assessment to evaluate if outcomes are satisfactory.

The program is graduating, on average, 46 BSW majors a year.

C. Relationship to Other Programs in the System

The UNLV School of Social Work has a long-standing relationship with the UNR School of Social Work. Both UNLV and UNR have BSW programs; they are the only two programs that are nationally accredited in the state. The two schools have worked together to develop common course numbering systems to better facilitate students' transferring from program to program. Typically, 65-70% of the program's undergraduate majors are in-state transfers, either from other majors within UNLV or from other Nevada institutions.

The two Schools also are co-collaborators in the Nevada Child Welfare Training partnership—other stakeholders include the Nevada Division of Child and Family Services, Washoe County Dept. of Social Services, and Clark County Department of Family Services. This statewide partnership serves to meet the training needs of the state's child welfare workforce, as well as provide technical assistance and evaluation assistance.

D. Quality and Adequacy of Resources

The visiting team reported a high level of student satisfaction with the program.

Despite the state's dire fiscal crisis over recent years, the UNLV School of Social Work was able to fill one tenure-track faculty position in fall 2010 and continues to receive the necessary adjunct resources to support the field liaison program (page 91, BSW self-study). In April 2012, the faculty-to-student ratio for the BSW program was 1-19. Approval was obtained to hire a new field director and an associate field director for fall semester 2012. These hires will allow both a tenured and a tenure-track faculty member to return to academic responsibilities, which will lower the faculty-to-student ratio to a 1-15 ratio for the BSW program for fall 2012.

The BSW self-study prepared in 2011 stated that the budget is adequate to support the goals and activities of both the BSW and the MSW programs. Differential tuition for the BSW and MSW programs was approved by the Board of Regents in December 2010.

Facilities are of high quality. In 2008, the UNLV School of Social Work relocated to Greenspun Hall, a 120,000 square foot, \$44 million facility, the second-newest building on UNLV's campus, built using funds donated by the family of the late journalist Hank Greenspun. Approximately 4,800 square feet of usable office/meeting space is allocated to the School, which is both contemporarily attractive and functional.

E. External Reviewers' Commendations and Recommendations

1. Commendations—summarized from External Reviewers' report

The external evaluators commended the School of Social Work on these items:

- A strong partnership with a range of community programs, and students clearly get good experience in diverse communities.

- The program serves a very diverse student body, in terms of race and ethnicity, and in terms of socio-economic status, gender, LBGTQI, international heritage, age and a number of other dimensions
- The faculty matches the diversity in the student body.
- All constituents identified the diversity represented in the program as a strength.

2. Recommendations

Although the faculty was able to eventually provide a rationale for the developmental order of the curriculum and how it is organized into an integrated whole, correlation of competencies to the curriculum would be strengthened if a matrix were built that maps each core competency to the coursework. That could in turn be related to the specific outcomes and would guide assessment tools.

There is room for the program to strengthen its articulation of how the competencies and practice behaviors are linked to objectives in the relevant classes and to assignments that measure those competences in both the explicit and implicit curriculum.

Although there does indeed seem to be a commitment to assessment and ongoing program improvement, it would have been helpful if the BSW program faculty or assessment coordinator could have been able to demonstrate how they determine the best point within the BSW program curriculum to intervene when they receive outcome data that indicates that there is a concern about a particular practice behavior/program competency.

IV. Descriptive Statistics

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

2012-13	199
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B. Number of graduates from the program for the following years:

2010-11	50
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2011-12	46
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2012-13	40
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	480
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I. Description of Program Reviewed

The mission of the Master of Social Work (MSW) program is to educate students to work with populations in urban settings, utilizing generalist, problem solving, empowerment, and social justice approaches. The MSW program at UNLV prepares students for professional social work careers in the areas of direct practice with individuals, families and groups, and in management and community practice. Special attention is given to the mastery of multiple practice issues attendant upon the present plural and diverse populations in American society generally, and specifically in Southern Nevada.

Students in the MSW Program may select Direct Practice or Management & Community Practice as their area of concentration. The Direct Practice concentration prepares students for advanced social work practice with individuals, families, and groups. The Management & Community Practice concentration prepares students for advanced practice in management of human service organizations and agencies at the local, state and national levels, and in community and policy practice. The MSW program is designed to be consistent with the accreditation standards of the field's national professional accrediting body, the Council on Social Work Education (CSWE).

II. Review Process and Criteria

The review process and criteria included two self-study reports, one for the Bachelor of Social Work and one for the Master of Social Work, completed in fall 2011 for a spring 2012 on-campus evaluation visit by external evaluators from the Council on Social Work Education. The Council's evaluators conducted an in-depth evaluation process, including interviews with UNLV's president, provost, dean of the College of Urban Affairs, in which the Social Work programs reside, the field team, community collaborators, program faculty, alumni and both undergraduate and graduate students. The evaluators were peer faculty from other social work programs in California and Arizona. A UNLV faculty senate internal program review report was written in the year following the external CSWE visit.

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Program

1. Need

Nationally, Nevada is near the bottom of every list in virtually every mental health and quality of life social indicator. For example, it is ranked 2nd in the nation for rates of suicide (19.2 per 100,000, 2007). Clark County's suicide rate is nearly 50% above the national average. From 2008 to 2010, the Nevada veteran suicide rate was 2.5 times higher than the rate for all Nevadans and nearly quadruple the national non-veteran suicide rate. Of all the suicides (1,545) in Nevada between 2008 and 2010, veterans represented 373, or approximately 25%. Female veterans are three times more likely to commit suicides than their civilian counterparts.

The region's social service infrastructure is at best a fragile one, and has not been able to respond to service demands with the large influx of population growth over the past two decades. In a community with almost 2 million persons, it is an urban frontier. A major contributing factor is the extreme lack of

sufficient numbers of qualified, licensed social workers in Clark County and Nevada. Whereas the national average for social workers is about 200 per 100,000 in the general population, Clark County has about 1,300 licensed social workers, or less than 70 per 100,000, so it would take an additional 2,300 social workers in our community to even reach the national average (Nevada State Chapter, NASW, 2011).

2. Demand

The MSW self-study report states that the program is strongly in demand by students. The MSW program has grown from 179 to 201 majors in the past four years, and is the largest in the Greenspun College of Urban Affairs. It is also one of the largest graduate programs on campus (page 150, MSW self-study report). Recent student demand for the MSW program exceeds program capacity; about 200 applications are received every year and admission is offered to 71-76% of program applicants.

B. Quality of Program and Student Outcomes

1. Quality

The MSW program is accredited by the Council on Social Work Education. Quality can be inferred through several sections in the accreditation self-studies as presented below.

a. Urban Social Work focus

The faculty, students and community partners articulate a strong understanding of the urban social work focus of the program. It is clear that this focus is of importance to the students in choosing this program; that it helps faculty organize and integrate their work together (in the curriculum and in partnerships) and that the larger, local social work community understands the focus and supports it. In discussions with the site visitors, both faculty and students were able to articulate the competencies needed to work in urban environments and to distinguish those things that are statements for social work in general vs. those that are particularly relevant to the urban context both for direct practice and community practice.

b. Shared Understanding of Program Goals

The MSW program goals are given on page 3 of the MSW accreditation self-study. The students clearly understand both the goals of the program and the key competencies and skills they are developing in class and in the field. The reviewers' general questions about what they were learning and how the program might distinguish itself from other social work programs elicited a high level of discussion of the strengths of the program and areas where some improvement might be made. There was no "whining," all 12 (10 MSW and 2 BSW) interviewed students spoke of their genuine appreciation for the faculty of the school, whom they hold in very high regard. They spoke also of their appreciation for the way the program holds them to high standards of performance.

2. Student Outcomes

The MSW Foundation curriculum is summarized on page 7 of the self-study. The program's 10 core competencies and associated curriculum are described, along with current student outcome assessment approaches in Section M2.0 of the self-study. It would strengthen this correlation if a matrix mapping

the core competency to the coursework were built. That could in turn be related to the specific outcomes and would guide assessment tools. The visiting team also noted a lack of connectivity between course outcome and assignments.

The program would be well served by connecting goals, coursework/field practice, outcomes and assessment. The tools used for assessment in the self-study were student self-assessment, employer surveys, and alumni surveys. However, the number of employers who responded to the employer survey was very small. Student self-assessment is not a very strong assessment tool. Instead, an assessment tool should be developed to evaluate attainment of the outcomes outlined for the program. The faculty could build rubrics or devise other forms of assessment to evaluate if outcomes are satisfactory.

The program is graduating, on average, 63 MSW majors a year.

C. Relationship to Other Programs in the System

The UNLV School of Social Work has a long-standing relationship with the UNR School of Social Work. Both UNLV and UNR have MSW programs, and are the only programs that are nationally accredited in the state. The two schools have worked together to develop common course numbering systems to better facilitate students' transferring between the two programs. Typically, 38-44% of the program's MSW majors are in-state transfers (either from other majors within UNLV or from other institutions).

The two Schools also are co-collaborators in the Nevada Child Welfare Training partnership—other stakeholders include the Nevada Division of Child and Family Services, Washoe County Dept. of Social Services, and Clark County Department of Family Services. This statewide partnership serves to meet the training needs of the state's child welfare workforce, as well as provide technical assistance and evaluation assistance.

D. Quality and Adequacy of Resources

The visiting team reported a high level of student satisfaction with the program.

Despite the state's dire fiscal crisis over recent years, the School of Social Work was able to fill one tenure-track faculty position in fall 2010 and continues to receive the necessary adjunct resources to support the field liaison program (page 91, BSW self-study).

In April 2012, the faculty-to-student ratio for the MSW program was 1-15. Approval was obtained to hire a new field director and an associate field director for fall semester 2012. These hires will allow both a tenured and a tenure track faculty member to return to academic responsibilities, which will lower the faculty-to-student ratio to a 1-12 ratio for the MSW program for fall 2012.

The MSW self-study prepared in 2011 stated that the departmental budget is adequate to support the goals and activities of both the BSW and the MSW programs. Differential tuition for the BSW and MSW programs was approved by the Board of Regents in December 2010.

Facilities are of high quality. In 2008, the UNLV School of Social Work relocated to Greenspun Hall, a 120,000 square foot, \$44 million facility, the second-newest building on UNLV's campus, built using funds donated by the family of the late journalist Hank Greenspun. Approximately 4,800 square feet of usable office/meeting space is allocated to the School, which is both contemporarily attractive and functional.

E. External Reviewers' Commendations and Recommendations

1. Commendations – summarized from the external reviewer's report

The external evaluators commended the School of Social Work on these items:

- A strong partnership with a range of community programs, and students clearly get good experience in diverse communities.
- The faculty matches the diversity in the student body.
- All constituents identified the diversity represented in the program as a strength.

2. Recommendations — condensed excerpts from the external reviewer's report

Although the faculty was able to eventually provide a rationale for the developmental order of the curriculum and how it is organized into an integrated whole, correlation of competencies to the curriculum would be strengthened if a matrix were built that maps each core competency to the coursework. That could in turn be related to the specific outcomes and would guide assessment tools.

There is room for the program to strengthen its articulation of how the competencies and practice behaviors are linked to objectives in the relevant classes and to assignments that measure those competences in both the explicit and implicit curriculum.

For the MSW Program; the assessment coordinator explained that results are provided to the faculty after each semester, and curriculum committee proposes course changes to respond to assessment findings. The coordinator stated that the data collected and reported in the self-study is for one year. There seems to be a commitment to the use of assessment data to make curriculum changes; however, the assessment chair stepped down at the end of Spring semester 2012 and the Title IV-E trainer/evaluator (staff person, not faculty) has taken over as assessment coordinator.

IV. Descriptive Statistics

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

2012-13	201
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B. Number of graduates from the program for the following years:

2010-11	70
2011-12	54
2012-13	65

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

I. Description of Program Reviewed

The B.A. in Multidisciplinary Studies and the B.A. in Social Science Studies are both part of UNLV's Interdisciplinary Degree Programs (IDP), operated by the College of Liberal Arts.

Multidisciplinary Studies

The Bachelor of Arts program in Multidisciplinary Studies is designed for the student who has clear interests and objectives that overlap colleges and/or departments, and whose objectives cannot reasonably be met through existing majors and minors. The program offers students the opportunity to focus and harness their energies by providing plans of study tailored to their individual interests through the incorporation of courses or sets of courses offered in departments and colleges across campus. As such, the program emphasizes flexibility and combines specialized knowledge from individual disciplines as a means of approaching and analyzing problems from divergent and multidisciplinary perspectives. Students participate in a capstone during their final semester, demonstrating the incorporation of their areas of study into a project, presentation, and paper.

Social Science Studies

Students who major in Social Science Studies will understand how various social science disciplines structure and advance knowledge, raise and answer analytical questions, and deal with competing theories within specific fields. Emphasis is placed on developing critical awareness of the different methodologies applied to questions about society, social interaction, and human subjectivity. Students work closely with their advisers to plan a program that satisfies required competencies in both a chosen area of focus and in the social science disciplines. Students participate in a capstone during their final semester, demonstrating incorporation of their chosen disciplines into a project, presentation, and paper.

II. Review Process and Criteria

The 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 this report. The review was completed in spring 2013. Most of what follows in Section III below is excerpted or condensed from the external reviewers' evaluation of the Multidisciplinary and Social Sciences Studies programs. The two were reviewed at the same time due to being housed in the same department and their similar pedagogical approaches.

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Program

1. Need for Program

These programs are the cornerstones of Interdisciplinary Degree Programs at many public institutions. Nationwide, students graduating with these majors find employment in a wide range of fields and participate in a wide variety of graduate programs in the humanities and social sciences, as well as in professional programs such as Social Work and Law.

2. Student Demand for Program

Since their inception, both Multidisciplinary Studies and Social Science Studies have been in constant

demand, with major headcounts averaging 265 and 103, respectively, over the past four years. These values roughly correspond to the external reviewers' data for interdisciplinary studies programs at the University of Connecticut, University of Massachusetts, Amherst, and University of California, Berkeley.

B. Quality of Program and Student Outcomes

1. Quality of Program

The external reviewers approved of the two programs' core curriculum that intentionally progresses students from the introductory course to a research methods course, then an inquiry course and finally a capstone course, for their introduction to interdisciplinary theories and applications, encouraging student use of library resources, and development of a philosophy of career development. The external reviewers' recommended that the programs increase the use of foundational books in the social sciences and humanities, improved integration of student linguistic capacities and international experiences into the program structure. They stated that these modifications would enhance the programs' quality and move them in line with some of the best interdisciplinary programs in the United States.

2. Student Outcomes

Due to their inherent heterogeneous nature, these programs prepare students for a wide array of academic and professional possibilities. The tracking of students post-graduation is therefore rather difficult. There is anecdotal information that the number of students progressing to graduate studies has recently increased. The programs continue to strategize with the College development officer to develop a plan for contacting and staying in touch with the ever-increasing number of alumni. The program will also begin to implement greater use of social media to create a greater sense of community between past and present students.

C. Relationship to Other Programs in the System

The UNLV Multidisciplinary Studies and Social Science Studies B.A. degree programs are unique within the Nevada System of Higher Education. They require interaction with several UNLV academic units during the course of a given semester. IDP also works closely with UNLV Career Services to provide students with internship opportunities.

Transfer students comprise 60-65% of the program's majors. Of these, typically 80% or more are in-state transfers from either another degree program within UNLV or from another Nevada institution.

D. Quality and Adequacy of Resources

1. Facilities

Facilities are currently sufficient to attain the program's learning objectives.

2. Budget

The UNLV Interdisciplinary Studies Program (IDP) is still short on the number of faculty needed to deliver a complete major program. Currently, faculty members are restricted to teaching core courses and have no real opportunity to teach to their areas of specialization. Students need to complete courses offered by other departments to complete their program elective requirements. It is hoped that with more hiring, faculty would be able to offer electives as well as engage in team-teaching and other interdisciplinary endeavors, should they present themselves. Additional faculty would also permit IDP to more properly address areas (assessment, alumni, recruiting) than has been possible up to this date.

E. External Reviewers' Commendations and Recommendations

1. Commendations

a. Fulfillment of University Mission

The external reviewers wrote, " . The programs and courses gathered under Multidisciplinary Studies and Social Science Studies speak directly to the university's Mission Statement to 'confront the challenges of economic and cultural diversification, urban growth, social justice, and sustainability,' and to two key points in the Mission Statement's values: 'nurturing equity, diversity, and inclusiveness that promotes respect, support, and empowerment,' and supporting 'social, environmental, and economic sustainability.' UNLV is wise to have developed such programs, and should work hard to strengthen them."

b. Tenure Track Faculty Appointments

The external reviewers noticed that it was very significant is that the core curriculum of the reviewed programs is delivered by faculty with tenure-track appointments, and stated, "This reflects a substantive vision about contemporary evolutions in interdisciplinary studies on the national level. While many interdisciplinary studies programs have typically relied on lecturers under the supervision of a tenured faculty member, the fact that UNLV has recently consolidated its tenure lines in the programs under review reflects the commitment on the part of the university administration to interdisciplinary developments."

c. The Capstone Project

The external reviewers recommended, "The Capstone learning approach that appears to be at the heart of these programs offers students an important form of self-formulated study, and provides opportunities to work in close mentoring relationships with faculty members. While we recommend some modification of the capstone model to allow an option for a written senior thesis, we do find this model of education praiseworthy. It is important to note that students are encouraged to link their career and degree objectives."

d. Demand for Programs

The external reviewers found the student demand for these programs to be reasonably healthy. According to current enrollments [four year averages of 265 majors in Multidisciplinary Studies and 103 majors in Social Science Studies], they wrote that " . there clearly is student demand for these two programs within the institution. Numbers in both majors roughly correspond to the data we have of the evolution of interdisciplinary studies programs at the University of Connecticut, University of Massachusetts, Amherst, and University of California, Berkeley. We also commend the availability of courses that are offered on-line for students who are unable to attend courses on campus. We believe that steps to bring the units represented into a more cohesive, perhaps departmental structure may enable further enrollment growth in these areas."

e. Program Quality

In assessing the quality of the programs, the external reviewers wrote "we found that the materials at our disposal suggest pedagogical excellence in terms of moving the students from the introductory course [IDS 201] to the course on Interdisciplinary Inquiry [IDS 494] and the Capstone Course [IDS

495A and 495B]. It is commendable that students are being introduced to the library and its resources, that they are introduced to interdisciplinary theories and applications, and that they have an opportunity to develop a philosophy of career development. Also praiseworthy are the selections of readings in IDS 494, which introduce students to a series of articles that are based on an interdisciplinary framework."

f. Departmental Status

The external reviewers wrote, "We believe that the recent consolidation of these programs has provided an organizational advantage that can be furthered by moving this program to departmental status."

They made further comments about this in the Recommendations section.

2. Recommendations

a. Enhance Program Quality through additional readings

The external reviewers recommended, "The quality of the programs should be enhanced by either adding a substantive reading dimension to the content of all of the courses, but particularly of the IDS 494 and 495 courses, or by developing one or two theory courses in classical and contemporary social theory." After citing a list of potential authors, they stated " . . . students would be exposed to analytical concepts and theoretical frameworks which they could apply to their capstone project."

b. Diversify Capstone Course

The external reviewers stated that the capstone course should be diversified by offering a senior thesis option to allow students at a research university such as UNLV to both develop intellectual capacities transferable into a wide range of professional skills after graduation [such as development of research question, theoretical and methodological framework, development of bibliography, collection of data, analysis, presentation of findings in written form], and to provide empirical evidence of research experience and written communication to prospective employers or graduate school programs.

c. Link Linguistic skills and International experiences

The external reviewers wrote, "programs would benefit from integrating the linguistic skills [bilingualism] and international experiences of their students into their research projects. Conversely, students could be encouraged to study abroad and integrate their studies away from UNLV into their research and capstone experience."

d. Improve Student Engagement and Alumni Tracking

The external reviewers noted the program's recent effort to begin gathering data through Pre- and Post-Degree Surveys. They recommended increasing them, suggesting encouragement of student-led social/curricular groups and student involvement or leadership in communication efforts such as student newsletters or social media links. They also recommended expanding information concerning student outcomes and employment by data from UNLV's Career Center.

e. Attain Departmental Status

The external reviewers recommended moving the Multidisciplinary Studies and Social Science Studies Program to Departmental status. They stated that a conversion to departmental status may strengthen

the programs' appeal to students, enhance faculty morale and commitment, and provide a fairer footing when advocating for university resources." They also stated that a "change to Departmental status may make it possible for the faculty to cultivate more student involvement and thus create a more cohesive student cohort. This would enable better access to post-graduation information, and make future alumni relations more successful and productive."

IV. Descriptive Statistics

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

2012-13	Multidisciplinary	288	+	Social Science Studies	90	=	378 total
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B. Number of graduates from the program for the following years:

2010-11	Multidisciplinary	67	+	Social Science Studies	25	=	92 total
2011-12	Multidisciplinary	51	+	Social Science Studies	40	=	91 total
2012-13	Multidisciplinary	49	+	Social Science Studies	26	=	75 total

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

Fall 2012	Multidisciplinary	and	Social Science Studies	=	165 total
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I. Description of Program Reviewed

The Department of Psychology undergraduate curriculum provides a broad and balanced treatment of psychology. Upon completion of this course of study, students will have received upper-division instruction in at least five significant domains of study in psychological science: Physiological, Sensation & Perception, Cognition, Child Development, Abnormal, and Social. This curriculum is designed to meet the needs of both those students seeking a liberal arts undergraduate degree and those intending to enter advanced training in psychology, education, medicine, or related fields.

The undergraduate major, one of the largest at the university, focuses on providing students with both a solid grounding in research methods and statistics. The Psychology Bachelor of Arts degree objectives are:

1. Students should have an overview of the discipline of the psychological science.
2. Students should understand the basic statistics that are used to analyze psychological data.
3. Students should understand the methods of inquiry used in psychological science.
4. Students should be able to present their knowledge to relevant parties through clear written and verbal communication.
5. Students should have in-depth understanding of the research in the major topics of study in psychological science.

II. Review Process and Criteria

The B.A. Psychology 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 this report. The review was completed in spring 2013. Most of what follows in Section III below is excerpted or condensed from the external reviewers' evaluation of the B.A. program.

III. Major Findings and Conclusions of the Program Review

A. Need/Demand for Program

1. Need

Given the large number of graduates per year (averaging 284 a year for the past 3 years) and limited staff resources, the Department of Psychology is unable to track the employment histories of its graduates. However, according to the US Bureau of Labor Statistics Occupational Outlook Handbook¹, employment of psychologists is expected to grow 22 percent from 2010 to 2020, faster than the average for all occupations. A degree in psychology or coursework in psychology is required for entry into psychology graduate programs. We know that UNLV's psychology graduates generally obtain jobs in a variety of employment settings, including educational settings, not-for-profit organizations, sales, business, research, and service and health industries. A portion also pursues graduate education, either at the M.A. or Ph.D. level, in psychology or related fields (social work, counseling), but sometimes in other areas as well (medicine, law, dentistry). Students pursue graduate training at a variety of universities across the country, and do not limit themselves to this region.

1. <http://www.bls.gov/ooh/Life-Physical-and-Social-Science/Psychologists.htm> accessed 08/23/2013

2. Demand

There is strong student demand for the program. The number of psychology majors has increased 87% since the last Program Review, in 1999-2000. There are currently 1,280 undergraduate majors in Psychology, accounting for approximately 38% of the majors in the College of Liberal Arts.

B. Quality of Program and Student Outcomes

1. Quality

Overall, the BA major in Psychology at UNLV is of good quality, with a number of noteworthy strengths along with several significant challenges. The dimensions of strength and the challenges to the quality were in line with the external reviewers' experiences at both San Diego State University and Arizona State University as applied to the specific situation here at UNLV.

Strengths

- a. High level of faculty engagement with undergraduates, both in the classroom and in their labs
- b. High levels of student satisfaction. The student survey indicated satisfaction with the program as 83% were satisfied with the quality of the learning experiences in the program.
- c. Students gave accolades for the involvement of the instructors in terms of advising and preparing them for careers beyond the program.

Challenges

Currently, the program is under very evident enrollment stress, arising from the fact that it is a very large major (over 1,200 majors), which has grown considerably, but the department itself is of moderate size (about 20 full-time faculty). Because of the high student-faculty ratio, about 60-1, students expressed concern about the need for more upper-level courses and the high number of part-time instructors. There is also a need for improved support for students who wish to apply for research grants and awards.

2. Student Outcomes

Psychology faculty are taking measures to improve the degree program. For example, the external reviewers noted that the program faculty has realigned courses to establish better sequencing, which should make a coherent and clear system. At the same time they have recently created a sophomore course as an orienting course to the major. The external reviewers believe that the undergraduate program would benefit from a more detailed and pragmatically focused set of outcome data generated from assessments obtained in different ways at different times (e.g., embedded assessment, pre-post comparisons, and alumni surveys) and does not have to be limited to testing knowledge. The data could also include assessment of skills, and patterns of performance. It should be noted that the department would not need to assess all of its learning goals every single year in order to benefit. From the data available, there were many examples of undergraduate students whose outcomes were fully in line with the overall goals, and were fully engaged.

As well, it would be beneficial for the department to both adopt additional approaches to academic assessment and also to document how the results from assessment are used (e.g., direct feedback to students/faculty, benchmarking for comparison) to inform curricular changes. In particular the external reviewers' found the department's use of rubrics for assessing specific learning outcomes to be beneficial. The reviewers recommend drawing from APA's Assessment Guide for guidance (<http://www.apa.org/ed/>)

[governance/bea/assessment-cyberguide-v2.pdf](#)).

C. Relationship to Other Programs in the System

The University of Nevada Reno offers a Psychology BA, where students may elect either a general degree track or a research specialization. Nevada State College also offers both BA and BS degrees in psychology.

Transfer students comprise 42%-45% of the program's majors. Of these, typically 80% or more are in-state transfers from either another program within UNLV or from another in-state institution.

D. Quality and Adequacy of Resources

The external reviewers were impressed with the dedicated work ethic of the faculty and their interest in and engagement with their students and their creative ways of dealing with scarce resources. Program resources were identified as the biggest barrier to the BA program providing its potential to its students, specifically lack of full-time faculty lines for a program of such large enrollment.

E. External Reviewers' Commendations and Recommendations

1. Commendations

- a. The external reviewers gave high commendation to the department as being highly productive under difficult circumstances of "strong resource constraints." They were impressed with the cooperation and open engagement encountered at all levels throughout the evaluation process.
- b. The department appears to be very well-functioning and faculty were very pleased with the leadership of the chair, Prof. Mark Ashcraft, and the Director of Undergraduate Studies, Prof. David Copeland.
- c. The department has just this year instituted some changes in the curriculum that should help make the undergraduate major's experience more coherent and effective in organizing better the pedagogical sequences. Additional steps are encouraged to move the program forward, even though these initial changes represented significant effort on the part of the department faculty.

2. Recommendations – summarized from the External Reviewer's and Faculty Senate Final reports:

The external reviewers understood that asking faculty to do more under these circumstances is trying. They gave several specific recommendations:

- a. They strongly recommended that the College and Provost continue to work to alleviate the disparities in ratios of faculty to students, as this is a real and ongoing challenge.
- b. They suggested curricular review, particularly of the 400-level courses and their prerequisites, especially in mathematics.
- c. They also suggested that the department take a careful look at how many majors it wants to maintain in the program.

IV. Descriptive Statistics

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

2012-13	1,280
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B. Number of graduates from the program for the following years:

2010-11	314
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2011-12	282
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2012-13	257
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	3,647
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Program Review

University of Nevada, Reno

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

- Atmospheric Sciences, MS
- Atmospheric Sciences, PhD
- Criminal Justice, BA
- Criminal Justice, MA
- Ecology, Evolution and Conservation Biology, PhD
- Judicial Studies, MA
- Judicial Studies, PhD
- Justice Management, MJM
- Music, BA
- Applied Music, BM
- Music Education, BM
- Music, MA
- Music, MM
- Sociology, BA
- Sociology, MA

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

- Special Education, M.A. (Eliminated)
- Teaching Math, M.A. (Deactivated)

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

- Molecular Microbiology and Immunology, B.S.

I. Description of Program Reviewed

The Atmospheric Sciences (ATMS) graduate programs are research-based interdisciplinary programs leading to a master of science (M.S.) or doctor of philosophy (Ph.D.) degree. The program is offered through the University's Department of Physics in partnership with the Desert Research Institute (DRI) Division of Atmospheric Sciences. Students pursue research in atmospheric chemistry, cloud and aerosol physics, instrument development, atmospheric optics and acoustics, mesoscale meteorology, numerical modeling, fire climatology and other topics. Admission requirements to the master's program include a bachelor's degree in an aspect of atmospheric sciences, physical sciences, chemistry, engineering, mathematics or a related field, and at least a 3.0 cumulative grade point average in prior academic coursework.

Candidates for the M.S. degree must satisfy all of the general requirements of the Graduate School. In addition, the M.S. degree requires completion of a minimum of 30 credits, which include: 6 credits of thesis (ATMS 797), 1 credit of seminar (ATMS 790 R or PHYS 790), 12 credits of courses in the ATMS Core curriculum, 6 credits in ATMS 700-level coursework, and 5 additional credits of 700-level elective coursework. The completion of a thesis and a final oral examination is required, and these are directed by the student's graduate advisory committee.

II. Review Process and Criteria

The Atmospheric Sciences graduate programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the programs was developed by the directors of the program and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from May 13-14, 2013. 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 June.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	10
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B. Number of graduates from the program for the following years:

2010-11	2
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2011-12	5
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2012-13	4
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	31
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I. Description of Program Reviewed

The Atmospheric Sciences (ATMS) graduate programs are research-based interdisciplinary programs leading to a master of science (M.S.) or doctor of philosophy (Ph.D.) degree. The program is offered through the University's Department of Physics in partnership with the Desert Research Institute (DRI) Division of Atmospheric Sciences. Students pursue research in atmospheric chemistry, cloud and aerosol physics, instrument development, atmospheric optics and acoustics, mesoscale meteorology, numerical modeling, fire climatology and other topics.

The Ph.D. degree requires completion of 72 credits, including 24 credits of dissertation (ATMS 799), 2 credits of seminar (ATMS 790 R or PHYS 790), 12 credits of courses in the ATMS Core curriculum, and 12 additional credits in ATMS 700-level courses (including ATMS 748). The completion of a dissertation and a final oral examination is required, and these are directed by the student's graduate advisory committee.

II. Review Process and Criteria

The Atmospheric Sciences graduate programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the programs was developed by the directors of the program and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from May 13-14, 2013. 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 June.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	13
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B. Number of graduates from the program for the following years:

2010-11	1
2011-12	2
2012-13	2

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

Fall 2012	36
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I. Description of Program Reviewed

Criminal justice is an academic field which examines the actions of the formal social mechanism we call the criminal justice system. The system is composed of three subsystems: policing /law enforcement agencies, the courts/judiciary, and correctional agencies. Students who complete the bachelor of arts degree in criminal justice participate in a professional program that examines the three subsystems. They are educated for justice-related positions in both the public and private sectors, graduate study and law school. Students may choose between three study options: general, community policing and problem solving, and pre-law.

II. Review Process and Criteria

The Criminal Justice bachelor's and master's degree programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the programs was developed by the program chair and faculty and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from April 4-5, 2013. 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 April.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	765
---------	-----

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

2010-11	105
2011-12	108
2012-13	128

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

Fall 2012	1,294
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I. Description of Program Reviewed

The Department of Criminal Justices offers a Master of Arts in Criminal Justice designed for individuals already in justice-related careers interested in advancing in their professions, for students desiring to pursue doctoral study, and individuals wishing to expand their knowledge of criminal justice and to pursue justice-related careers. Within these interests, students are offered the flexibility to pursue their individual goals.

II. Review Process and Criteria

The Criminal Justice bachelor's and master's degree programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the programs was developed by the program chair and faculty and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from April 4-5, 2013. 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 April.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	9
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B. Number of graduates from the program for the following years:

2010-11	4
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2011-12	6
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2012-13	4
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	19
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I. Description of Program Reviewed

Ecology, Evolution and Conservation Biology (EECB) is a multidisciplinary Ph.D. program bringing together faculty and students from several departments at the University of Nevada, Reno and DRI. The program's research strengths are population biology, behavioral ecology, plant responses to climate change, conservation of endangered species, and restoration of natural ecosystems. Each student, with the advice of his or her Advisory/Examining Committee, takes specialized courses that are appropriate for the student's area of research emphasis. In addition, the EECB Program has a set of core requirements that are intended to ensure that all students enrolled in the program receive a broad education in ecology, evolution, and conservation biology, and a solid foundation in research methods and experimental design.

II. Review Process and Criteria

The EECB Ph.D. program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the program was prepared by developed by the directors of the program and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from April 30 - May 1, 2013. 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 May.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	30
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B. Number of graduates from the program for the following years:

2010-11	8
2011-12	1
2012-13	1

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

Fall 2012	48
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I. Description of Program Reviewed

The Judicial Studies Programs (JS) are intended to provide a formal academic setting in which trial judges (including administrative law judges) or juvenile and family court judges can integrate technical studies of the judiciary with more academic courses in an effort to provide an intellectual assessment of the role of the American judiciary. The program provides specially designed courses that treat judicially-related issues from a liberal arts perspective, including the humanities, social, behavioral and natural sciences and communications. The National Judicial College (NJC) and the National Council of Juvenile and Family Court Judges (NCJFCJ) provide a series of courses treating more technical subject matter. The curriculum focuses on judges and their roles in and contributions to American society, and on the improvement of services rendered by judges in a free society. The curriculum encourages students to become more proficient in the diagnosis and analysis of problems through the use of techniques developed by the social, behavioral and natural sciences, as well as by the humanities. Also, the curriculum requires the study and assimilation of research techniques used by professionals who testify in court. The JS serves as an umbrella for two related, though distinct, academic majors; one is for trial judges, the other is for juvenile and family court judges. The former is offered by the University of Nevada, Reno with the cooperation of The National Judicial College. The latter is offered by the University of Nevada, Reno with the cooperation of the National Council of Juvenile and Family Court Judges. Each major has some required and elective courses. The total number of credits required in each major is 32 for the Master's degree and an additional 49 credits for the Ph.D., with NJC and NCJFCJ courses numbered 600-699, and UNR courses numbered 700-799.

II. Review Process and Criteria

The Justice Management Master's degree and Judicial Studies M.A. and Ph.D. programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the program was prepared by developed by the directors of the program and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from April 22-23, 2013. 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 May.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	69
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B. Number of graduates from the program for the following years:

2010-11	3
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2011-12	4
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2012-13	3
---------	---

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

Fall 2012	37
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I. Description of Program Reviewed

The Judicial Studies Program (JS) is intended to provide a formal academic setting in which trial judges (including administrative law judges) or juvenile and family court judges can integrate technical studies of the judiciary with more academic courses in an effort to provide an intellectual assessment of the role of the American judiciary. The program provides specially designed courses that treat judicially-related issues from a liberal arts perspective, including the humanities, social, behavioral and natural sciences, and communications. The National Judicial College (NJC) and the National Council of Juvenile and Family Court Judges (NCJFCJ) provide a series of courses treating more technical subject matter. The curriculum focuses on judges and their roles in and contributions to American society, and on the improvement of services rendered by judges in a free society. The curriculum encourages students to become more proficient in the diagnosis and analysis of problems through the use of techniques developed by the social, behavioral and natural sciences, as well as by the humanities. Also, the curriculum requires the study and assimilation of research techniques used by professionals who testify in court. The JS serves as an umbrella for two related, though distinct, academic majors; one is for trial judges, the other is for juvenile and family court judges. The former is offered by the University of Nevada, Reno with the cooperation of The National Judicial College. The latter is offered by the University of Nevada, Reno with the cooperation of the National Council of Juvenile and Family Court Judges. Each major has some required and elective courses. The total number of credits required in each major is 32 for the Master's degree and an additional 49 credits for the Ph.D., with NJC and NCJFCJ courses numbered 600-699, and UNR courses numbered 700-799.

II. Review Process and Criteria

The Justice Management M.A. and Judicial Studies Ph.D. program were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the program was prepared by developed by the directors of the program and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from April 22-23, 2013. 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 May.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	12
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B. Number of graduates from the program for the following years:

2010-11	0
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2011-12	0
---------	---

2012-13	3
---------	---

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

Fall 2012	37
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I. Description of Program Reviewed

The Master of Justice Management is a special degree program offering a broad selection of courses including foundation courses in justice theory and process, essentials of justice management, and courses specific to areas of concentration such as Juvenile Justice Management, Adult Justice Management, and Executive Court and Agency Administration. The MJM degree is conferred solely by the university and is organized jointly by the School of Social Research and Justice Studies, the National Judicial College and the National Council of Family Court Judges. It is also supported by other organizations. The degree program is the only one of its kind in the nation. The program offers three areas of concentration (Juvenile Justice Management, Adult Justice Management, and Executive Court and Agency Administration) and provides a large selection of courses allowing students to create a program of study unique to their interests and professional needs. Special topic courses include a wide variety of study areas and to address current trends in justice administration.

II. Review Process and Criteria

The Justice Management Master's program and Judicial Studies M.A. and Ph.D. programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the program was prepared by developed by the directors of the program and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from April 22-23, 2013. 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 May.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	80
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B. Number of graduates from the program for the following years:

2010-11	20
2011-12	15
2012-13	12

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

Fall 2012	114
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I. Description of Program Reviewed

The goals of the Bachelor of Arts in Music are to meet the basic goal of the University of Nevada, Reno for the B.A. degree and to provide the student with knowledge and skills in music within a comprehensive liberal arts education. The BA in music degree program is a balanced liberal arts degree program of basic musicianship, performance, general education (Core Curriculum), and electives. The BA degree requires 29 credits in basic musicianship courses plus 6 semesters of zero credit MUS 100, Concert Class. Music students may learn brass, woodwind, percussion, voice, piano, strings, and guitar. In fundamentals and theory classes, they learn to write and understand music; in methods courses, they learn how to teach music.

II. Review Process and Criteria

The Music bachelor's and master's degree programs were scheduled for regular program review as mandated by the Board of Regents and University policy. The program review built upon the work and recommendations that resulted from an accreditation report, review, and visit from representatives of the National Association of Schools of Music (NASM) in the 2012-13 academic year. A self-study document for the programs was developed by the program chair and faculty and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from April 29-30, 2013. 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 May.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	67
---------	----

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

2010-11	2
2011-12	9
2012-13	8

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

Fall 2012	2,359
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I. Description of Program Reviewed

This degree is intended for students showing interest and professional promise in the applied performance area, either in voice or instrumental performance. It is designed to develop the highest possible level of performance skill in a single area of specialization. For these degrees, students must complete a minimum of 128 credits at the baccalaureate level, at least 42 credits of which must be numbered 300 or above. Core Curriculum, diversity, and major requirements are included in the requirements. A grade of C or better is required in all major courses. Of all courses taken, 84 credit hours are generated by courses taken within the Department of Music. The goal of the program is to combine the best possible undergraduate education with training in instrumental or vocable performance in order to prepare students for careers as performers and studio teachers.

II. Review Process and Criteria

The Music bachelor's and master's degree programs were scheduled for regular program review as mandated by the Board of Regents and University policy. The program review built upon the work and recommendations that resulted from an accreditation report, review, and visit from representatives of the National Association of Schools of Music (NASM) in the 2012-13 academic year. A self-study document for the programs was developed by the program chair and faculty and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from April 29-30, 2013. 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 May.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	39
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B. Number of graduates from the program for the following years:

2010-11	7
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2011-12	7
---------	---

2012-13	9
---------	---

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

Fall 2012	2,359
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I. Description of Program Reviewed

The Bachelor of Music in Music Education degree is a professional degree which also meets the state of Nevada music licensure requirements for Music Special K-12 certification. For this degree, students must complete 143 credits comprised of requirements for general education, professional skills and required courses in a major. A grade of C is required in all major courses. Of all courses taken, 106-108 credit hours are generated by courses taken within the Department of Music. The goal of the Bachelor of Music in Music Education is to combine the best possible undergraduate education with training in instrumental and vocal music education in order to prepare students for careers in music, as instrumental and vocal ensemble conductors and teachers.

II. Review Process and Criteria

The Music bachelor's and master's degree programs were scheduled for regular program review as mandated by the Board of Regents and University policy. The program review built upon the work and recommendations that resulted from an accreditation report, review, and visit from representatives of the National Association of Schools of Music (NASM) in the 2012-13 academic year. A self-study document for the programs was developed by the program chair and faculty and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from April 29-30, 2013. 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 May.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	56
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B. Number of graduates from the program for the following years:

2010-11	6
2011-12	7
2012-13	6

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

Fall 2012	2,359
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I. Description of Program Reviewed

The Master of Arts in Music at the University of Nevada, Reno provides study in music history and musicology. Courses include study of film music, American music, world music, and jazz. The University's music history courses are designed to examine music and composers in broad cultural and social contexts through highly interdisciplinary approaches, particularly at the graduate level.

II. Review Process and Criteria

The Music bachelor's and master's degree programs were scheduled for regular program review as mandated by the Board of Regents and University policy. The program review built upon the work and recommendations that resulted from an accreditation report, review, and visit from representatives of the National Association of Schools of Music (NASM) in the 2012-13 academic year. A self-study document for the programs was developed by the program chair and faculty and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from April 29-30, 2013. 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 May.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	7
---------	---

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

2010-11	1
2011-12	0
2012-13	1

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

Fall 2012	124
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I. Description of Program Reviewed

The purpose of the Master of Music degree in performance is to provide the means for motivated and qualified students to extend their knowledge, experience, and expertise in their chosen field beyond the undergraduate exit level. The degree program is intended for those who have demonstrated exceptional ability and success at the undergraduate level as a performer, composer, or conductor. Options that exist in the degree program include Instrumental Performance, Vocal Performance, Orchestral Career Studies, Jazz and Improvisational Music, Composition, General Music Education, Choral Music Education, and Instrumental Music Education.

II. Review Process and Criteria

The Music bachelor's and master's degree programs were scheduled for regular program review as mandated by the Board of Regents and University policy. The program review built upon the work and recommendations that resulted from an accreditation report, review, and visit from representatives of the National Association of Schools of Music (NASM) in the 2012-13 academic year. A self-study document for the programs was developed by the program chair and faculty and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from April 29-30, 2013. 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 May.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	20
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B. Number of graduates from the program for the following years:

2010-11	9
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2011-12	9
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2012-13	6
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	124
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I. Description of Program Reviewed

The B.A. degree educates student to apply the sociological perspective to a wide variety of jobs in such sectors as the health professions, the criminal justice system, social services, and government. This program requires 30 credit hours of sociology courses, with 21 credits being required and 9 credits being electives. Most 300-400 level courses (which also include general capstone and diversity courses) have SOC 101 (Principles of Sociology) as a prerequisite. Students are required to master a series of methodological skills and theoretical and coherence problems so that they have a wide understanding of the discipline and its perspectives and controversies. By providing training in these diverse skills and perspectives, the Sociology faculty imparts to students a sense of their historical situations, and an opportunity to discover how they may make their own contribution to society.

II. Review Process and Criteria

The Sociology bachelor's and master's degree programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the programs was developed by the program chair and faculty and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from April 11-12, 2013. 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 late April.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	74
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B. Number of graduates from the program for the following years:

2010-11	12
2011-12	36
2012-13	31

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

Fall 2012	1,254
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I. Description of Program Reviewed

The mission of the Sociology graduate program is to provide students with the knowledge and skills necessary to master the discipline of sociology and its various sub-fields. The Sociology Master's program is intended to develop students' critical thinking on matters that are key to the study of society and societal institutions through rigorous theoretical and methodological training. This includes exposure to classical and contemporary sociological theory, quantitative and qualitative methods of social research, and various substantive areas of social inquiry within sociology. The graduate curriculum was developed to prepare students for advanced study at the Ph.D. level, as well as provide a terminal degree option through a series of comprehensive examinations. Students completing this program are thus prepared to pursue further graduate-level studies that lead to the Ph.D. degree in sociology at another university, or to enter careers in a variety of professional occupations that require knowledge of human relations and societal institution.

II. Review Process and Criteria

The Sociology bachelor's and master's degree programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the programs was developed by the program chair and faculty and completed in the spring 2013. The report was provided to the reviewers before they conducted an on-campus visit from April 11-12, 2013. 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 late April.

III. Major Findings and Conclusions of the Program Review

Responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers are being collected, with a closing meeting being planned for sometime before the end of the Fall 2013 semester. Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost shortly thereafter and will be reported in next year's report.

IV. Descriptive Statistics

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

2012-13	9
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B. Number of graduates from the program for the following years:

2010-11	1
2011-12	4
2012-13	2

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

Fall 2012	39
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Program Review

Nevada State College

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

- Biology, Bachelor of Science
- Elementary Education, Bachelor of Arts
- English, Bachelor of Arts
- Environmental and Resource Science, Bachelor of Science
- History, Bachelor of Arts
- Law Enforcement, Bachelor of Public Administration
- Nursing, Bachelor of Science
- Psychology, Bachelor of Arts
- Secondary Education, Bachelor of Arts and Science

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

- Fire Science, Bachelor of Applied Science
- Education of Deaf and Hard of Hearing, Bachelor of Science

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

- Criminal Justice, Bachelor of Arts

I. Description of Program Reviewed

The Bachelor of Sciences in Biology identifies as its central role to create scientific literacy in addressing biological issues, enhancing opportunities for a diverse student population to enter graduate, professional and entry-level career positions in biology to serve the future needs of local, regional and global interest.

The Biology program infrastructure (including faculty and staff advising, student clubs, and research opportunities) provides ongoing support, guidance and encouragement to our students as they strive to meet personal and professional goals.

II. Review Process and Criteria

Process:

The Bachelor of Science in Biology was assessed according to a standardized procedure that governed the review of every 10-year program in the Liberal Arts & Sciences at Nevada State College. The review was chaired by a senior, tenured faculty member in the department and the assessment was guided by an extensive program review policy developed by the Faculty Senate. The review chair began by soliciting and compiling relevant materials, including faculty biographies, historical student evaluation data, and outcomes assessment reports. The chair also sought out information about “competing” programs, including mission statements, curricula, and the estimated cost to students. The Director of Institutional Research provided critical data regarding enrollment figures, graduation numbers, student demographics, and related metrics. Additional student satisfaction data were culled from surveys administered in upper division biology courses.

A close examination of these data and materials culminated in the production of a comprehensive report, which in turn was submitted to multiple external reviewers for critical feedback. The reviewers were selected from institutions that matched NSC’s Carnegie classification and consisted largely of tenured, experienced faculty, many of whom possessed administrative experience. The chair incorporated feedback from external reviews to furnish a final report for the Dean and the Provost.

Criteria:

Consistent with every program in the Arts & Sciences, the Biology program was reviewed according to an array of diverse criteria for success. Collectively, the review relied on:

- Ten years of Institutional Research data, including headcounts, FTEs, retention and graduation numbers, average credits to degree completion, and average GPA at graduation. Headcounts and graduation numbers were disaggregated by self-reported student ethnicity.
- Programmatic comparisons with the major public and private degree alternatives in Southern Nevada. These comparisons primarily examined the major courses, student expenses, methods of instructional delivery, student demographics, and mission statements of the degree alternatives.
- Student course evaluations, in sum and disaggregated by domains of instruction (e.g., feedback, real-world relevance, etc.).

- Faculty expertise and accomplishments in the field.
- Annual evaluation, hiring and faculty development structures and processes.
- Alumni information collected through direct communication to determine student success after graduation.
- Outcomes assessment processes, data and reports.
- Qualitative analyses of curricular strengths and weaknesses.
- Logistical components, including library resources, facilities, computer resources and instructional equipment.
- Demand for graduates and barriers to post-graduate success.
- Self-reported student satisfaction data regarding a host of factors, including instructional quality, course availability, advising, career guidance, tutoring, and degree learning outcomes.
- An external review conducted by multiple reviewers at institutions in NSC's Carnegie classification. The reviewers were asked to comment on the overall strength/quality of the program, evident weaknesses, and suggestions for improvement.

III. Major Findings and Conclusions of the Program Review

Strengths:

Student metrics -- The number of students enrolling in and graduating from the Biology program has increased considerably since the inception of the degree, particularly in recent years. Since the college's beginning in 2002, Biology has been among the fastest growing majors, climbing from 13 in 2002-2003 to 255 in 2011-12. The program has graduated 41 majors, 41% of which have been accepted in a graduate school program.

Mission alignment – According to Institutional Research data, the Biology program has been increasingly successful in meeting the mission to provide “career success and enhanced quality of life for a diverse population of students.” For example, biology students have as much or more diversity than the greater NSC population and that diversity has increased over time. In 2002-2003, 69% of the biology majors were white, compared to 44% white in 2011-2012. This diversity continues in the graduating students, demonstrating equitable success: In this most recent year, white students made up just 46% of graduates.

High-quality learning – A variety of metrics demonstrate the effectiveness of the learning experience provided to Biology students. The overall mean course evaluation rating for all courses offered by the Biology program is 4.51 on a 5-point scale, and this mean rises to 4.64 for full-time faculty in 2011-2012. Similarly, students in the major rate their overall educational experience in the major as a 3.4 on a 4-point scale (where 4 = excellent), and have great confidence in the expertise of their instructors (6.49 on a 7-point scale). Importantly students feel as though they are gaining skills in critical thinking/analysis (3.55 on a 4-point scale) and building quantitative skills (3.24 on a 4-point scale). The outcomes assessment shows that a significant proportion of students are earning proficient scores in their mastery of program learning outcomes. Additionally, external reviews noted that these learning outcomes “are excellent and effectively cover the breadth of biology.”

Unique Learning Experiences – The curriculum is anchored by engaging, real-world applications of biological knowledge and skills. This is particularly well-reflected in upper division courses and research opportunities. Upper division courses are taught in a variety of fashions, from traditional lecture (Immunology) to field-based experiences (Ecology) to journal clubs (Topics in Applied Microbiology) to case-study based courses (Advanced Topics in Molecular and Cellular Biology). In addition, several faculty members have engaged students in independent study projects in which lab research is performed on novel projects. This experience has led to multiple conference presentations by NSC undergraduates.

Weaknesses:

High proportion of Adjunct Faculty – Approximately 60% of the courses in the Biology program are taught by part-time instructors (PTIs). Though the teaching performance of PTIs tends to be quite good, it falls short of the exemplary standard set by full-time faculty. Importantly, part-time faculty are not responsible for any advising, career guidance, club sponsorship, or program development efforts.

Alumni tracking & career support – NSC students have fared quite well after graduation, earning employment in a variety of fields and entrance to high quality graduate and medical programs. However, a dedicated alumni office was founded only recently, which has stymied the ability to track post-graduate success, and career counseling has consisted largely of individual mentoring from full-time biology faculty. The performance of the program in this latter regard should be greatly improved by the forthcoming launch of a campus Career Center.

Recommendations:

Further bolster the application of knowledge and skills – the review found that students would benefit from an increased emphasis on important, marketable skills (e.g., computer and bioinformatics skills; grant writing). The faculty are encouraged to explore means by which students can acquire these skills in upper division laboratory/field courses.

Increase performance of adjunct faculty – In alignment with the burgeoning “SuperCourse” program that standardizes content and encourages active learning approaches for part-time faculty, full-time faculty are encouraged to create course content and instructional guidelines for (or in collaboration with) PTIs, who can then focus their efforts on “flipping” the classroom, increased interaction with students, and the provision of high-quality feedback.

Re-evaluate program learning outcomes -- two external reviewers suggested that modifications to the learning outcomes would serve students well. One reviewer encouraged the inclusion of an Ecology component and another suggested that the learning outcomes be reframed in less abstract terms so as to be more accessible and pragmatic for students.

IV. Descriptive Statistics

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

2012-13	309
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B. Number of graduates from the program for the following years:

2010-11	8
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2011-12	14
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2012-13	7
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	565
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I. Description of Program Reviewed

The Bachelor of Arts in Elementary Education includes 12 credits in Teaching English as a Second Language (TESL) that lead to a full TESL endorsement in Nevada. Importantly, this establishes Nevada State College as the only higher education institution in the NSHE system that includes full TESL endorsement coursework in the elementary degree. Additionally, the degree emphasizes literacy, content methods, and coursework that integrates earth science with science pedagogy and physics with science pedagogy. The degree meets all licensure requirements as defined by the Nevada Department of Education (NDE).

The Bachelor of Arts in Elementary Bilingual Education prepares pre-service teachers to teach in bilingual programs, particularly dual language programs. The students who major in this degree must be bilingual and biliterate in Spanish. The degree includes all but one of the same courses offered in our elementary degree, as well as the 12-credits that count toward a full TESL endorsement in Nevada. The bilingual methods course requires that students teach most or all of their lessons in Spanish. Students who graduate with this degree are often hired immediately, oftentimes in a dual language setting either as the English or Spanish instructor of the team. Student teaching includes placements in elementary programs with opportunities to teach in both English and Spanish.

The Bachelor of Arts in Elementary Special Education is becoming increasingly popular because it provides students with the opportunity to earn two licenses, one in elementary education and another in special education. This being a high need area, the SOE is increasing its efforts to market and recruit for this degree. The curriculum parallels the elementary education degree in all but five courses that are replaced by upper level special education coursework. The degree results in a K-12 Generalist Special Education license and a K-6 Elementary Education license in Nevada. It does not, however, include the TESL endorsement.

II. Review Process and Criteria

The review process was chaired by a senior, tenured faculty member in the department. The assessment was guided by an extensive program review policy developed by the Faculty Senate. The review chair began by soliciting and compiling relevant materials, including faculty biographies, historical student evaluation data, EBI results, PRAXIS exam results and outcomes assessment reports. The chair also sought out information about “competing” programs, including mission statements, curricula, and cost to students. The Director of Institutional Research provided critical data regarding enrollment figures, graduation numbers, student demographics, and related metrics.

III. Major Findings and Conclusions of the Program Review

The program offered by the School of Education is standards-based and the development and evaluation of the program is grounded in the guidelines for teacher preparation established by the State of Nevada and the National Council for Accreditation of Teacher Education (NCATE). The “Framework for Teaching” by Charlotte Danielson is the benchmark by which student performance competencies and the effectiveness of all school programs and activities is assessed.

This benchmark is composed of the following four research-based domains:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

In addition, the Intended Educational (Student) Outcomes were revised as a result of a comprehensive 2009 assessment review. Those learning outcomes are as follows:

Learning outcome 1: Students will design lesson plans that reflect a solid understanding of content knowledge and pedagogy for engaging diverse learners.

Learning outcome 2: Students will create and manage an effective classroom environment.

Learning outcome 3: Students will implement clearly written, technology-rich lessons complete with effective questioning and discussion techniques, high quality activities and assignments, and the productive use of assessments.

Learning outcome 4: Students will demonstrate high ethical standards and a sense of professionalism by engaging in reflection on instruction, maintaining accurate records, collaborating with colleagues, communicating with families, and participating in school activities as appropriate.

Reviewer's Finding of Strengths:

The curriculum is deeply aligned with the expectations of teachers in the Clark County School District and offers appropriate breadth and depth. Curriculum mapping of education coursework indicated appropriate evidence of inclusion of each of the four learning outcomes in place throughout the curriculum (based on Charlotte Danielson's four Domains of Effective Teaching). Each course was found to include a major focus in at least one of the four Outcomes. An assessment of the Key Performance results indicate that, overall, students were proficient (a score of 3 or higher on a 4 point scale) in mastering the learning objectives for that course.

Data from the Educational Benchmarking Institute (EBI) - a comprehensive assessment tool based on NCATE standards - indicated that the program consistently performed well relative to peer institutions. Both alumni and employers gave high marks to the program with regard to its ability to prepare effective teachers.

Reviewer's Findings of Weaknesses:

The analyses suggest that the program could be improved with greater enforcement of programmatic and course learning outcomes. Review of Curriculum Maps identified areas where individual objectives were not being adequately addressed in the curriculum and faculty should continue to refine their learning outcomes and clearly connect them to course activities and assignments.

The review also suggested that the School of Education would be well served if it enhanced collaboration with the Clark County School District to ensure that highly qualified teachers are chosen as cooperating mentors for student teachers. In addition, the review recommended that the School of Education offer classroom observations at schools that are part of the Partners in Education, which have inclusive practices for students with special needs.

As part of the effort to increase student performance on the PRAXIS I and overall student success, it was also recommended that the faculty examine policy with regard to student performance on the PRAXIS I. This review was encouraged to include an examination of required advising, satisfactory academic progress plans and restrictions on course placement.

IV. Descriptive Statistics

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

2012-13	166
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B. Number of graduates from the program for the following years:

2010-11	44
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2011-12	41
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2012-13	41
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	3,070
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I. Description of Program Reviewed

The Bachelor of Arts in English is a comprehensive degree that requires students to read and critique multiple forms of literature. The program helps develop academic skills for critical thinking as well as oral and written expression. English majors learn how to analyze and respond to a variety of texts, and also they learn how to write for various academic disciplines. These skills allow students to broaden their critical and social perspectives as well as their imagination, helping them to succeed in their collegiate and post-collegiate careers.

The program requires students to take courses in four key areas of literary studies: 1. American Literature, 2. British Literature, 3. Cultural and Ethnic Studies, and 4. World and Comparative Literature. Students are also required to take two courses in the fundamentals of literary analysis: ENG 298 Reading and Writing about Literature and ENG 303 Introduction to Literary Theory. As a result, English majors develop a broad understanding of literary works from multiple eras and cultures as well as an ability to analyze literature carefully and professionally.

II. Review Process and Criteria

Process:

The Bachelor of Arts in English was assessed according to a standardized procedure that governed the review of every 10-year program in the Liberal Arts & Sciences at Nevada State College. The review was chaired by a senior, tenured faculty member in the department and the assessment was guided by an extensive program review policy developed by the Faculty Senate. The review chair began by soliciting and compiling relevant materials, including faculty CVs, historical student evaluation data, and outcomes assessment reports. The chair also sought out information about “competing” programs, including mission statements, curricula, and cost to students. The Director of Institutional Research provided critical data regarding enrollment figures, graduation numbers, student demographics, and related metrics. Additional student satisfaction data were culled from surveys administered in upper-division English courses.

A close examination of these materials resulted in the production of a comprehensive report, which the Dean submitted to multiple external reviewers for critical feedback. The reviewers were selected from institutions that matched NSC’s Carnegie classification and consisted largely of tenured, experienced faculty. The committee chair incorporated feedback from external reviews to furnish a final report for the Dean and the Provost. This report thoroughly assesses the strengths and weaknesses of the English program.

Criteria:

Consistent with every program in the Arts & Sciences, the committee reviewed the English program according to an array of diverse criteria for success. Collectively, the review relied on:

- Ten years of Institutional Research data, including headcounts, FTEs, retention and graduation numbers, average credits to degree completion, and average GPA at graduation. Headcounts and graduation numbers were disaggregated by self-reported student ethnicity.
- Programmatic comparisons with the major public and private degree alternatives in Southern Nevada. These comparisons primarily examined the major courses, student expenses, methods of instructional

delivery, student demographics, and mission statements of the degree alternatives.

- Student course evaluations, in sum and disaggregated by domains of instruction (e.g., feedback, real-world relevance, etc.).
- Faculty expertise and accomplishments in the field.
- Annual evaluation, hiring and faculty development structures and processes.
- Student success after graduation.
- Outcomes assessment processes, data and reports.
- Qualitative analyses of curricular strengths and weaknesses.
- Logistical components, including library resources, facilities, computer resources and instructional equipment.
- Demand for graduates and barriers to post-graduate success.
- Self-reported student satisfaction data regarding a host of factors, including instructional quality, course availability, advising, career guidance, tutoring, and degree learning outcomes.

III. Major Findings and Conclusions of the Program Review

Overall, the review shows that the Bachelor of Arts in English is a successful program with measureable improvements over the span of ten years. This is impressive, particularly when considering the challenges faced by the program which recently weathered a 5-year stretch that saw enrollment increase in the wake of significant budget reductions. Moreover, the program has continued to serve its mission by enrolling a largely under-served student population that must overcome several obstacles in the pursuit of a baccalaureate degree (e.g., full-time jobs, family obligations, financial hardships). The review revealed several important strengths, as described below:

Strengths:

A High-Quality, Student-Centered Learning Experience – The program review provides compelling evidence that English majors are receiving a high-quality learning experience. In our survey of student satisfaction with the program, students responded with a mean score of 6.52 (where 7 is the highest) when asked to assess the quality of instruction. Students also responded very favorably to the value of course content (6.39) and the overall knowledge of the teaching faculty (6.48). Course evaluations show similar levels of satisfaction with the classes and the faculty. The overall mean course evaluation rating for all English classes is 4.37 on a 5-point scale. This overall mean rises to 4.54 for full-time faculty, which is important since full-time faculty teach all of the upper-division courses for the major. Furthermore, the mean evaluation score for full-time faculty has increased each year for the last five years, beginning at 4.49 (2007) and ending with 4.68 (2012). In their evaluations of the program, external reviewers acknowledged the high quality of teaching provided to students and commended the "variety of methods and media" used to offer instruction.

An Interdisciplinary Faculty – The English program is vital to the core General Education curriculum at NSC because its faculty teach all the basic writing composition classes, which provide students with the skills they

need to succeed in any class that requires written assignments. The faculty also teaches several other classes in General Education and classes that serve other degrees including the Secondary Education English program, the BA/BS in Integrated Studies and the minor in Ethnic Studies.

Student Metrics – The number of students enrolling in the English program has increased with relative consistency since 2002-2003. The program began with 3 majors, but grew to 43 by 2007-2008. The program then experienced a minor decline (mostly likely caused by the economic recession). However, since 2009-2010, enrollments in the program have increased regularly, leading to 37 majors in 2012.

The number of students graduating from the English program has remained consistent throughout the degree's history. In 2006, the first 4 students graduated with English degrees. This number increased to 6 in 2008 and 7 in 2009. In the years that followed, the number of graduates dropped down to 4 in 2010, 3 in 2011, and 4 in 2012. Although the program certainly needs to improve the numbers of students graduating each year, the faculty also takes pride in rigorous assessment and high standards. They recognize that this may not only increase the time-to-graduation rates of NSC English majors, but also they understand that a quality program must have high standards in place. The relatively low number of graduates each year is a concern, but it is a testament to the English faculty's commitment to high standards as well.

Mission Alignment – Institutional research data indicate that the program has been successful in supporting NSC's mission to provide "quality, affordable four-year degree programs that open the door to career success and enhanced quality of life for a diverse population of students." Beyond the English degree, the program plays a fundamental role in supporting English Composition, the core curriculum (in Humanities), and upper division electives, all of which help to provide students with a well-rounded education no matter what major they chose. For English majors, the program has graduated several students who now work in a variety of diverse fields, including technical writing, entertainment writing, political marketing, education, and library management. Many English majors go on to graduate programs. These students reflect the overall diversity of NSC's community: in 2011-2012, 70% of our students identified as women, 22% identified as Hispanic, and 14% identified as African-American. Importantly, the program supports these populations by offering a highly respected degree at a significantly lower cost than at competing institutions.

Weaknesses:

A Need to Define a Unique Identity within the College – As the review shows, the English program provides a high-quality learning experience at an exceptional value. However, the review also shows that the curriculum and class progression is not notably different from other institutions offering a BA in English. An external reviewer corroborated this need to establish a distinctive purpose for the program.

A Need for More Resources in Rhetoric and Composition – A review of faculty CVs shows that the English faculty is highly skilled in English literature and English composition. However, there is not a member of the faculty who specializes specifically in rhetoric and composition, nor is there a faculty member who does research in this area. Composition classes are essential for both majors and non-majors, and a student's success in these classes can affect their success in more advanced classes. Furthermore, since the majority of composition classes are led by part-time faculty, an expert in rhetoric and composition could help to train these faculty and establish school-wide writing standards. And, ultimately, such a position could serve as a dual appointment to a Writing Center, which would also provide school-wide support for all students in writing classes, not just English majors.

Recommendations:

Develop a Unique Identity – Since the program is relatively young, it has an opportunity to develop a curriculum that satisfies the program’s mission in a unique and effective way. The founding faculty worked diligently to create a high-quality program, and it now falls on the new faculty to shape that program into a distinctive degree that is recognizably different from other programs.

Add Additional Tenure-Track Faculty – Both external reviewers noted that additional tenure-track faculty positions are needed, especially in rhetoric and composition. One reviewer noted that the “department could use one or two more faculty on a tenure-line, especially since the evaluation scores of those faculty are consistently higher than the scores of the adjunct faculty.” The program review clearly shows a need for a tenure-track line in rhetoric and composition. The program review also notes that a full-time faculty member specializing in literature from the 16th to 18th century would fill a gap in our coverage of important literary eras.

IV. Descriptive Statistics**A. Number of students with a declared major in the program area:**

2012-13	53
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B. Number of graduates from the program for the following years:

2010-11	3
2011-12	4
2012-13	7

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

Fall 2012	195
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I. Description of Program Reviewed

Environmental and Resource Science (ERS) is an interdisciplinary field concerned with the interaction of processes that shape our natural environment. Environmental science studies the interplay among humankind and other species and the physical, chemical, and biological processes that regulate the function of both natural and engineered environments. Environmental science seeks to model and describe environmental processes to understand their effects upon humankind and consider the reciprocal effects of human activities on these natural resources.

The Bachelor of Science degree in Environmental and Resource Science is an interdisciplinary, science-based degree aligned with educational goals of providing graduates in Science, Technology, Engineering, Mathematic (STEM) field. The degree provides a diverse population of students access to technology with opportunities both in the laboratory and out in the field. The rigorous curriculum was designed by a group of participants from academic and private commercial enterprises in southern Nevada with goal of providing appropriately trained citizens in resource management for employment in Nevada, or for their further pursuits in graduate school. The program also serves students who would like to teach natural science in secondary schools and prefer an interdisciplinary approach.

II. Review Process and Criteria

Process:

The Bachelor of Science in Environmental & Resource Science was assessed according to a standardized procedure that governed the review of every 10-year program in the Liberal Arts & Sciences at Nevada State College. The review was chaired by a senior, tenured faculty member in the department and the assessment was guided by an extensive program review policy developed by the Faculty Senate. The review chair began by soliciting and compiling relevant materials, including faculty biographies, historical student evaluation data, and outcomes assessment reports. The chair also sought out information about “competing” programs, including mission statements, curricula, and cost to students. The Director of Institutional Research provided critical data regarding enrollment figures, graduation numbers, student demographics, and related metrics. Additional student satisfaction data were culled from surveys administered in Environmental and Resource Science courses.

A close examination of these data and materials culminated in the production of a comprehensive report, which in turn was submitted to multiple external reviewers for critical feedback. The reviewers were selected from institutions that matched NSC’s Carnegie classification and consisted largely of tenured, experienced faculty, many of whom possessed administrative experience. The chair incorporated feedback from external reviews to furnish a final report for the Dean and the Provost.

Criteria:

As with every Arts & Sciences program being assessed, the Environmental and Resource Science program was reviewed according to an array of diverse criteria for success. Collectively, the review relied on:

- Ten years of Institutional Research data, including headcounts, FTEs, retention and graduation numbers, average credits to degree completion, and average GPA at graduation. Headcounts and graduation numbers were disaggregated by self-reported student ethnicity.

- Programmatic comparisons with the major public and private degree alternatives in Southern Nevada. These comparisons primarily examined the major courses, student expenses, methods of instructional delivery, student demographics, and mission statements of the degree alternatives.
- Student course evaluations, in sum and disaggregated by domains of instruction (e.g., feedback, real-world relevance, etc.).
- Faculty expertise and accomplishments in the field.
- Annual evaluation, hiring and faculty development structures and processes.
- Student success after graduation.
- Outcomes assessment processes, data and reports.
- Qualitative analyses of curricular strengths and weaknesses.
- Logistical components, including library resources, facilities, computer resources and instructional equipment.
- Demand for graduates and barriers to post-graduate success.
- Self-reported student satisfaction data regarding a host of factors, including instructional quality, course availability, advising, career guidance, tutoring, and degree learning outcomes.
- An external review conducted by multiple experienced reviewers at institutions in NSC's Carnegie classification. The reviewers were asked to comment on the overall strength/quality of the program, evident weaknesses, and suggestions for improvement.

III. Major Findings and Conclusions of the Program Review

Overall, the review revealed a number of important merits of the program and suggested that the degree is on a trajectory of increasing success. The results were particularly encouraging in light of the significant challenges faced by the ERS degree. As with every program at Nevada State College, the ERS program is tasked to promote the success of a predominantly at-risk student population in an environment of highly constrained fiscal resources. However, unlike most programs at the College, ERS has been led by just a single faculty member for the past six years. As such, the gradual success of the program, along with the recent advent of additional full-time faculty support, suggests that the ERS degree is poised to make significant strides in coming years.

A careful look at our criteria revealed a number of distinct programmatic strengths, as described in the following section, and the data clearly show an upward trend in student enrollment.

Strengths:

Student metrics – the number of students enrolling in the ERS program has slowly climbed since the program was founded. The program got off to a slow start, accruing only six declared majors during NSC's first four years, but then added another 28 majors in the subsequent six years after the first full-time instructor dedicated to the program was hired. As of 2011-12, the program is home to 34 declared majors.

Program distinctiveness – The curriculum of the Environmental and Resource Science degree program at NSC is unique to southern Nevada. After consultation with the environmental business community, a very rigorous

curriculum was refined in 2006 and includes a strong balance of courses in biology, Earth sciences, and practical skills. Contributors to the curriculum development wanted a strong science background along with “boots on the ground” assessment skills.

Outside reviewers commented that full-time faculty profiles were “commendable” and “nicely complement” the Earth science and the biology portions of the curriculum. Teaching quality was described as “exemplary and the student focus of the program refreshing.”

Mission alignment – According to Institutional Research data on enrollment and demographics, the ERS program has improved its ability to fulfill the mission of the College. Generally, the population of ERS students is diverse, including academic preparation, age, income, and race/ethnicity. In 2011-2012 only 38 percent of our students identified as female and 68 percent indicated “White” as their racial/ethnic identity, with 6 percent identifying as Hispanic of any race, 3 percent identifying as Black or African-American, and 12 percent identifying as two or more races. All of the percentages for underrepresented students are lower than those for the institution as a whole. However, these percentages are consistent with national trends in resource science education. Because the numbers of students are relatively small, small changes in enrollment reflect significant changes in the statistics. It should be noted that there has been a downward trend in the percentage of “White” students as the total number of students has increased over the years. The 68 percent “White” in 2011-2012 is the lowest recorded in the program’s existence.

Exemplary teaching and learning – data suggest that ERS students benefit from an excellent learning experience that creatively integrates a strong foundation in the physical sciences with ample opportunities to address genuine problems in real-world settings. The overall mean course evaluation rating for all courses offered by the ERS program is 4.51 on a 5-point scale, with a mean of 4.60 for full-time faculty. Similarly, students rate their overall educational experience in the major as a 3.62 on a 4-point scale (where 4 = excellent), and our rigorous outcomes assessment shows that a high proportion of our students are demonstrating mastery of program learning outcomes. The quality of teaching and learning in the program should only improve with the recent hiring of an Environmental Biology professor who is slated to teach one or two ERS major courses each semester. External reviewers provided additional praise, rating the “teaching quality as exemplary.”

Unique Learning Experiences – Because many students have not spent much time outdoors or have grown up in an urban environment, most of the Environment and Resource Science courses have a field component. Upper-division courses incorporate very challenging field exercises and some courses are entirely field-based. Course field exercises focus on the types of research, critical analysis, and writing skills sought by potential employers. Students also have opportunities to participate in undergraduate research projects and some have presented their work at regional science association meetings.

Weaknesses:

Course availability – Because of low enrollments, some upper division courses are taught only once every two years. Students report this as a frustration in completing their program in a timely manner. Such courses will be offered more frequently as the number of students declaring the major continues to increase.

Career guidance – Under ideal circumstances, the ERS program would have fared better in its support of graduating students and alumni. The single faculty member has worked diligently to facilitate student success

in this regard, but the advent of a Career Center in fall 2013 will be a welcome addition to the college. Over time, we expect the additional career guidance available to students to pay important dividends, both in the pursuit of employment and the availability of internship opportunities.

Recommendations:

Better enforce programmatic and course learning outcomes – outcomes analyses indicate that ERS faculty should continue to revise their learning outcomes to reflect new developments in the field and more consistently connect them to specific course elements (e.g., activities, projects). The additional support of a tenure-track faculty member in biology, who will teach one or two ERS courses each semester, will prove helpful in achieving this goal.

Improved career guidance – As noted above, the availability of new resources (e.g., a Career Center) should advance the post-graduation success of our students. ERS faculty should work to capitalize on these developments by establishing a partnership with the Career Center and encouraging students to take advantage of available resources.

IV. Descriptive Statistics

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

2012-13	39
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B. Number of graduates from the program for the following years:

2010-11	3
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2011-12	2
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2012-13	4
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	492
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I. Description of Program Reviewed

The Bachelor of Arts in History provides students with the educational tools and framework necessary for understanding major thematic issues in history, for exploring the everyday lives of people of different times and cultures, and for succeeding in a variety of professions and/or post-graduate study. The History major challenges students to think about the diversity of human existence, past and present, by examining how politics, social structure, cultures, geographies, and lived experiences have changed over time.

History students are introduced to the core areas in the field including the basic contour of U.S. and world history, historical methodologies, historical theory, historiography, thinking critically about the past, analyzing primary and secondary sources (whether of a print, visual, or material nature), and the use and misuse of historical argument. Students in the program are introduced to the analysis of primary source documents in courses on every level in the program and take a capstone course in which they collect primary source materials and conduct an independent research project. The History B.A. at NSC is unique to the Nevada System of Higher Education in that it offers students the option of selecting Pre-Law concentration that organizes student electives so that they master skills—public speaking, legal history, ethics, logic—that are encouraged by law schools. The program is further distinguished by an oral history course that trains students to go out into the community and actually collect oral histories of Henderson. Ultimately, the history program aims to produce students who are knowledgeable about the past, have strong oral and written communication skills, and are ready to succeed in the workplace, in law school and in graduate school.

II. Review Process and Criteria

Process:

The Bachelor of Arts in History was assessed according to a standardized procedure that governed the review of every 10-year program in the Liberal Arts & Sciences at Nevada State College. The review was chaired by a senior, tenured faculty member in the department and the assessment was guided by an extensive program review policy developed by the Faculty Senate. The review chair began by soliciting and compiling relevant materials, including faculty biographies, historical student evaluation data, and outcomes assessment reports. The chair also sought out information about “competing” programs, including mission statements, curricula, and cost to students. The Director of Institutional Research provided critical data regarding enrollment figures, graduation numbers, student demographics, and related metrics. Additional student satisfaction data were culled from surveys administered in upper division history courses.

A close examination of these data and materials culminated in the production of a comprehensive report, which in turn was submitted to multiple external reviewers for critical feedback. The reviewers were selected from institutions that matched NSC’s Carnegie classification and consisted largely of tenured, experienced faculty, many of whom possessed administrative experience. The chair incorporated feedback from external reviews to furnish a final report for the Dean and the Provost.

Criteria:

Consistent with every program in the Arts & Sciences, the History program was reviewed according to an array of diverse criteria for success. Collectively, the review relied on:

- Ten years of Institutional Research data, including headcounts, FTEs, retention and graduation numbers, average credits to degree completion, and average GPA at graduation. Headcounts and graduation numbers were disaggregated by self-reported student ethnicity.
- Programmatic comparisons with the major public and private degree alternatives in Southern Nevada. These comparisons primarily examined the major courses, student expenses, methods of instructional delivery, student demographics, and mission statements of the degree alternatives.
- Student course evaluations, in sum and disaggregated by domains of instruction (e.g., feedback, real-world relevance, etc.).
- Faculty expertise and accomplishments in the field.
- Annual evaluation, hiring and faculty development structures and processes.
- Student success after graduation.
- Outcomes assessment processes, data and reports.
- Qualitative analyses of curricular strengths and weaknesses.
- Logistical components, including library resources, facilities, computer resources and instructional equipment.
- Demand for graduates and barriers to post-graduate success.
- Self-reported student satisfaction data regarding a host of factors, including instructional quality, course availability, advising, career guidance, tutoring, and degree learning outcomes.
- An external review conducted by multiple experienced reviewers at institutions in NSC's Carnegie classification. The reviewers were asked to comment on the overall strength/quality of the program, evident weaknesses, and suggestions for improvement.

III. Major Findings and Conclusions of the Program Review

Strengths:

High-quality learning – Judging by available measures, the History program is providing students with an exceptional learning experience. The overall mean course evaluation rating for all courses offered by the History program is 4.45 on a 5-point scale, and this mean jumps to 4.55 for full-time faculty. Similarly, students rate their overall educational experience in the major as a 3.52 on a 4-point scale (where 4 = excellent), and several years of outcomes assessment show that a meaningful percentage of students are demonstrating proficiency in their mastery of degree learning outcomes. One external reviewer noted the program should be “commended for the quality of its instruction.” Several factors contribute to these successes, including rigorous faculty hiring and development processes, an extensive, data-driven outcomes assessment process, and a focus on active “Doing History” learning activities. These abundant exercises range from analyzing “first –hand” primary source accounts of the past in U.S. history surveys to conducting oral histories with advanced digital recording equipment in upper division courses. Student surveys suggest these sorts of activities have resulted in higher levels of interest in course material.

Student metrics – the number of students enrolling in and graduating from the History program has risen steadily since the program received its first full-time faculty member in 2006. Perhaps most importantly, the pace of this growth has accelerated in recent years. From 2007-08 to 2011-12, the unduplicated headcount of the program has nearly quadrupled, from 10 to 42. Student graduation rates have similarly risen. Between 2009 and 2012, 10 students graduated. In May 2013, 6 more history students graduated with history degrees. That same May, three history secondary education students also graduated after taking a significant portion of their courses in the History program.

The History program is vital to the General Education curriculum at NSC because its faculty teach a large proportion of the U.S. Constitution courses that contribute significantly to the college-wide outcome of fostering “effective citizenship” and because it contributes significantly to the learning of our School of Education students, either through the history secondary education degree or through the core curriculum.

Unique Learning Experiences – the curriculum is strongly committed to real-world applications of historical knowledge and skills, and this emphasis is clearly represented in our unique courses and service learning opportunities. They include a themed senior seminar in which students sharpen skills while researching such topics as local history and the history of problem-solving technologies, an oral history methods course which stresses professional applications, internship opportunities with several local museums, and projects such as the effort to develop teaching materials for the local holocaust resource center.

Weaknesses:

Alumni tracking & career support – History graduates have enjoyed a variety of successes, establishing careers in a range of fields and earning admission to high quality graduate and law programs. However, our ability to monitor post-graduation outcomes has been limited by the lack of an Alumni Office (launched only recently at NSC), and career counseling, while capably provided by History faculty, has been conducted in the absence of a bona fide career office. The launch of our Career Center in 2013 should help facilitate the success of history alums.

Degree outcome alignment – Essential learning outcomes are a cornerstone of the History program, but History instructors have not always established an obvious link between these outcomes and specific course elements such as readings, lectures, and assessments. Students stand to gain a more thorough and enduring appreciation of these outcomes if instructors clearly delineate which outcomes undergird specific assessments.

Recommendations:

Bolster recruitment and retention: The History program is on an upward swing in terms of recruitment and retention. However, more attention is needed. The program should work to increase enrollment by strengthening articulation agreements with community colleges, supporting its very active NSC History Society student organization, and reaching out to area high schools. The program should consider developing a concentration in Latino Arts and Culture within the degree to align with the college mission and serve the increasing Hispanic student body. Faculty should also examine new ways to chart student progress and identify students in need, including the use of analytical tracking software.

Improve performance of adjunct faculty – To improve the quality and consistency of courses taught in the history curriculum, full-time faculty should create course content and instructional guidelines for the most critical courses in the program (e.g., gateway and capstone courses). As with the college's SuperCourse initiative,

these courses foundations could be adopted by adjunct faculty, who in turn would be liberated to spend less time on course development and more time on improved teaching and more extensive interactions with students.

IV. Descriptive Statistics

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

2012-13	63
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B. Number of graduates from the program for the following years:

2010-11	3
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2011-12	4
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2012-13	4
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	242
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I. Description of Program Reviewed

The Bachelor of Public Administration in Law Enforcement (BPALE) at NSC provides a well-rounded bachelor's degree for students interested in pursuing management or administrative roles in law enforcement agencies. Students complete a liberal arts core that emphasizes critical thinking, good citizenship, and communication skills. The upper-division courses required for the major focus on the application of theory and critical problem-solving skills to the real-world dilemmas faced by law enforcement administrators as they interact with and attempt to serve the needs of a range of stakeholders.

BPALE students are able to take high-quality online classes in the major, benefitting from technology-rich learning opportunities provided by faculty with experience in the field. The interdisciplinary nature of the program, combining classes in management, political science, and criminal justice, integrates various perspectives into a comprehensive understanding of major challenges facing those managing law enforcement agencies.

II. Review Process and Criteria

Process:

The BPALE program was assessed according to a standardized procedure that governed the review of every 10-year program in the Liberal Arts & Sciences at Nevada State College. The review was chaired by a senior, tenured faculty member in the department and the assessment was guided by an extensive program review policy developed by the Faculty Senate. The review chair began by soliciting and compiling relevant materials, including faculty biographies, historical student evaluation data, and outcomes assessment reports. The chair also sought out information about "competing" programs, including mission statements, curricula, and the estimated cost to students. The Director of Institutional Research provided critical data regarding enrollment figures, graduation numbers, student demographics, and related metrics. Additional student satisfaction data were culled from surveys administered in upper-division major courses.

A close examination of these data and materials culminated in the production of a comprehensive report, which in turn was submitted to external reviewers for critical feedback. The reviewers were selected from institutions that matched NSC's Carnegie classification and consisted largely of tenured, experienced faculty, many of whom possessed administrative experience. The chair incorporated feedback from external reviews to furnish a final report for the Dean and the Provost.

Criteria:

Consistent with every program in the Arts & Sciences, the Law Enforcement program was reviewed according to an array of diverse criteria for success. Collectively, the review relied on:

- Ten years of Institutional Research data, including headcounts, FTEs, retention and graduation numbers, average credits to degree completion, and average GPA at graduation. Headcounts and graduation numbers were disaggregated by self-reported student ethnicity.
- Programmatic comparisons with the major public and private degree alternatives in Southern Nevada. These comparisons primarily examined the major courses, student expenses, methods of instructional

delivery, student demographics, and mission statements of the degree alternatives.

- Student course evaluations, in sum and disaggregated by domains of instruction (e.g., feedback, real-world relevance, etc.).
- Faculty expertise and accomplishments in the field.
- Annual evaluation, hiring and faculty development structures and processes.
- Alumni information collected through direct communication to determine student success after graduation.
- Outcomes assessment processes, data and reports.
- Qualitative analyses of curricular strengths and weaknesses.
- Logistical components, including library resources, facilities, computer resources and instructional equipment.
- Demand for graduates and barriers to post-graduate success.
- Self-reported student satisfaction data regarding a host of factors, including instructional quality, course availability, advising, career guidance, tutoring, and degree learning outcomes.
- An external review conducted by multiple reviewers at institutions in NSC's Carnegie classification. The reviewers were asked to comment on the overall strength/quality of the program, evident weaknesses, and suggestions for improvement.

III. Major Findings and Conclusions of the Program Review

Strengths:

Student metrics – The number of students enrolling in and graduating from the BPALE program climbed steadily from 2002-03 through 2006-07, then dipped as a result of cutbacks in tuition payment benefits for public employees, which many working law enforcement professional had relied on to pursue higher education. However, since 2010-2011, enrollment has grown and as of 2011-2012, the unduplicated headcount of the program was at an all-time high of 95 students. The program now has 81 alumni, with the number of students graduating each year also rebounding after a dip during the recession.

Mission alignment – Institutional Research data suggest that the program has made important strides in meeting our mission to provide “career success and enhanced quality of life for a diverse population of students.” The BPALE program attracts a racially and ethnically diverse student population; currently, 43% of majors are non-Hispanic White students, while 29% are Hispanic and 13% are African American.

High-quality learning – indicators suggest that BPALE students are treated to a highly effective and flexible learning experience. The overall mean course evaluation rating for all courses offered by the BPALE program is 4.41 on a 5-point scale, and by spring 2012 the mean had climbed to 4.55. Similarly, students rate their overall educational experience in the major as a 3.55 on a 4-point scale (where 4 = excellent). One key to this success is the ability to recruit and develop instructors who possess real-world experience in public administration and

the high availability of online courses, which allows a largely working population to complete their degrees in a timely fashion.

Weaknesses:

High proportion of Adjunct Faculty – Due to budget cuts during the economic recession, the program lacked full-time faculty teaching BPALE courses for several years. Though the teaching performance of PTIs tends to be quite good, it falls short of the exemplary standard set by full-time faculty. The addition of two tenure-track faculty members in criminal justice in the fall of 2012 will help address this issue and enhance program development efforts.

Improve student application of course principles – analysis of the data indicated that BPALE students come to the program with valuable real-world experience in the realm of law enforcement. However, this experience often prevents them from fully considering the data-driven principles presented in nearly every course. The review suggested that faculty should consider additional means for helping students successfully integrate these principles with their existing knowledge.

Improve career guidance – The advent of a career center should open doors to unprecedented opportunities to students. BPALE faculty and administrators should forge partnerships with the Career Center when it opens in fall 2013, as well as collecting data from alumni about their career success and satisfaction after graduation.

IV. Descriptive Statistics

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

2012-13	113
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B. Number of graduates from the program for the following years:

2010-11	4
2011-12	12
2012-13	11

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

Fall 2012	187
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I. Description of Program Reviewed

The School of Nursing offers a Bachelor of Science in Nursing (BSN) degree. The program consists of three pre-licensure tracks: Regular Track (four semesters/2 years), Accelerated Track (12 months), and a Part-Time Track (eight semesters/2.5 years) and one post-licensure track (online RN to BSN). Students who earn the BSN degree in the three pre-licensure tracks acquire a thorough understanding of the knowledge and skills required for a beginning professional nurse. The RN to BSN track is designed to support educational mobility and to strengthen community health and leadership abilities of nurses who already have a foundation in the profession.

The graduates are able to provide safe, quality, holistic, evidence-based patient-centered care in a variety of health care settings to diverse patient populations across the lifespan. They learn and apply core competencies of critical thinking, clinical reasoning, effective communication and collaboration, and use of information management systems and technology when providing patient care. They use leadership/management concepts while implementing quality improvement projects. Using the foundation of professional, legal and ethical guidelines, they develop caring, culturally sensitive relationships with patients to promote wellness, prevent disease, and facilitate wellbeing.

The BSN program fosters excellence in healthcare by providing innovative and evidence-based education. The focus on caring and competence of the nursing graduates leads to improved safety and cultural awareness for all participants in the healthcare system. The nursing faculty promotes life-long learning skills needed for the graduates to succeed as professional nurses and for graduate school.

II. Review Process and Criteria

Process:

The review of the Bachelor of Science in Nursing was coordinated by a team consisting of the two Assistant Deans and the former Dean and Professor, who retired in July, 2012. The assessment was guided by an extensive program review policy developed by the Faculty Senate. The Program Review team developed an extensive plan that included development of graduate surveys, compiling relevant materials, historical student evaluation data, outcomes assessment reports, and faculty input. In addition, the Director of Institutional Research provided data regarding enrollment figures, graduation numbers, student demographics, and related metrics.

The "Evaluation Team Report on the Accreditation Review of the Baccalaureate Nursing Program at Nevada State College" by the Commission on Collegiate Nursing Education (CCNE) in 2010 served as the external review. This report stated that the School of Nursing met the following CCNE standards: Program Quality which included mission and governance, institutional commitment and resources, and curriculum, teaching-learning practices, and individual student learning outcomes; and Program Effectiveness which included aggregate student performance and faculty accomplishments. There were no compliance concerns.

The team met on a weekly basis for the academic year to ensure the development of a thorough and comprehensive report with opportunities for faculty input and feedback. The team furnished a final report for the Interim Dean and the Provost.

Criteria:

The nursing program reviewed the following diverse criteria:

- Institutional Research data that included number of students with declared nursing major, headcount of students enrolled, FTEs, retention and graduation numbers, average credits to degree completion, average GPA at graduation, number and demographics of number of qualified applicants, number admitted to each track, retention percentage and number of graduates.
- Exit student surveys
- NCLEX-RN pass rate study
- Analysis of ATI curriculum assessment tools
- One-year and three-year graduate surveys
- RN to BSN graduate surveys
- Full-time and part-time profiles (e.g., faculty expertise and accomplishments)
- Faculty annual evaluations
- Faculty development activities
- Student evaluations of teaching by track
- Learning outcome assessments and reports
- Assessment of library resources, facilities, technology, computer resources and instructional equipment
- Analysis of curricular strengths and weaknesses

III. Major Findings and Conclusions of the Program Review

The Program Review Report produced a positive representation of the Bachelor of Science in Nursing (BSN) with a clear focus of improvements for the future.

The Report revealed the following strengths:

Student Metrics – The headcount in the nursing program has steadily grown over the past 10 years. This growth is a result of the addition of the innovative different tracks in the program. There is a high demand for the BSN, causing an increasing number of applicants for each pre-licensure track resulting in significant FTEs generated by pre-nursing students. There has also been an increasing number of RNs enrolling in the post-licensure RN to BSN track with more growth predicted because of the national goal that 80% of RNs nationwide hold a BSN by 2020. The total number of graduates for 2012-13 was 113.

Qualities of the Curriculum – The nursing faculty, over the past five years, have made curricular revisions using academic and professional standards and competencies. The nursing program also initiated regular outcomes assessment activities to measure achievement of the program learning outcomes on an annual basis. This assessment process resulted in curricular improvement. In addition, a formal computerized assessment program was integrated throughout the curriculum with standardized content mastery tests for each nursing

course and an end-of-the program Comprehensive Predictor for the licensing exam. Formal remediation was an important component of this program to promote student success. The results of the one-year and three-year Graduate Surveys reflected high satisfaction with the nursing program, employment and interest in continuing their formal education. Many of the suggestions for improvement were already in the process of being changed. Finally, the benchmark of “90% of the graduates will pass the NCLEX-RN (licensing exam) on the first attempt” has been met except for one year. The percentage was 92.5 in 2012.

Weaknesses:

Feedback from employers – The nursing program has consistently received positive informal comments from employers about their satisfaction with the quality and competence of the nursing graduates. Employer assessment of nursing graduates has been a difficult assessment for nursing programs nationally. However, it is time for the nursing program to develop an effective formal mechanism for obtaining feedback from employers about the nursing graduates.

Faculty – Full-time faculty are qualified and the majority received “commendable” to “excellent” ratings in their student evaluations and annual evaluations. The percentage, however, of full-time faculty on the tenure-track has decreased. Concurrently, the number of part-time faculty has significantly increased. A large percentage of the new faculty are clinical experts with little instructional experience. This has increased the critical need for faculty development.

Recommendations:

Strategic planning – There has been a steady growth of enrollment in the nursing program, especially in the RN to BSN track, which is not limited entry like the pre-licensure tracks. The national goal of 80% of RNs being baccalaureate prepared by 2020 is a major factor in the increased need for BSN prepared nurses. The nursing program needs to continue to explore creative articulation models with community colleges. Likewise, there has been an annual trend of increasing numbers of applicants for each pre-licensure track, resulting in greater competition for admission. For example, the number of qualified applicants admitted dropped from 65% in 2009-10 to 23% in 2011-12. This requires the college and nursing faculty to determine priorities for program growth and faculty hiring based on both college and school of nursing strategic plans and state funding.

Faculty – The school of nursing plans to include an increase in the number of tenured/tenure-track faculty as new full-time faculty positions become available. Full-time faculty are encouraged to pursue a doctoral degree and available system and college resources will be explored. An increase in faculty development activities is needed for new full-time and all part-time faculty. This can be achieved through an evaluation of the new faculty mentoring program and incorporation of faculty development responsibilities in a current nursing leadership position.

IV. Descriptive Statistics

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

2012-13	449
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B. Number of graduates from the program for the following years:

2010-11	101
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2011-12	86
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2012-13	113
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	3,447
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I. Description of Program Reviewed

The Bachelor of Arts in Psychology provides a comprehensive education in the field of psychology. Students who earn the degree acquire a thorough understanding of the core disciplines in psychology, gain the ability to apply psychological principles, and develop proficiency in conducting and assessing empirical research. Students also receive general training in key elements of a liberal arts education, including essential critical thinking abilities, writing skills, and citizenship values.

Psychology students are introduced to the core areas of the field through a variety of active learning techniques and hands on experiences. The curriculum emphasizes an empirical approach to the study of psychology, with a concerted focus on the use of research methodology and statistical analysis to solve real-world problems. The program is further distinguished by two capstone courses – one that provides students with a high-quality internship experience at a health and human services agency, and another that challenges students to design and implement an independent research project.

Ultimately, the Psychology department aims to cultivate intellectually and emotionally well-rounded students with the knowledge and lifelong learning skills needed to succeed in the workplace and in graduate school.

II. Review Process and Criteria

Process:

The Bachelor of Arts in Psychology was assessed according to a standardized procedure that governed the review of every 10-year program in the Liberal Arts & Sciences at Nevada State College. The review was chaired by a senior, tenured faculty member in the department and the assessment was guided by an extensive program review policy developed by the Faculty Senate. The review chair began by soliciting and compiling relevant materials, including faculty biographies, historical student evaluation data, and outcomes assessment reports. The chair also sought out information about “competing” programs, including mission statements, curricula, and the estimated cost to students. The Director of Institutional Research provided critical data regarding enrollment figures, graduation numbers, student demographics, and related metrics. Additional student satisfaction data were culled from surveys administered in upper division psychology courses.

A close examination of these data and materials culminated in the production of a comprehensive report, which in turn was submitted to multiple external reviewers for critical feedback. The reviewers were selected from institutions that matched NSC’s Carnegie classification and consisted largely of tenured, experienced faculty, many of whom possessed administrative experience. The chair incorporated feedback from external reviews to furnish a final report for the Dean and the Provost.

Criteria:

Consistent with every program in the Arts & Sciences, the Psychology program was reviewed according to an array of diverse criteria for success. Collectively, the review relied on:

- Ten years of Institutional Research data, including headcounts, FTEs, retention and graduation numbers, average credits to degree completion, and average GPA at graduation. Headcounts and graduation numbers were disaggregated by self-reported student ethnicity.

- Programmatic comparisons with the major public and private degree alternatives in Southern Nevada. These comparisons primarily examined the major courses, student expenses, methods of instructional delivery, student demographics, and mission statements of the degree alternatives.
- Student course evaluations, in sum and disaggregated by domains of instruction (e.g., feedback, real-world relevance, etc.).
- Faculty expertise and accomplishments in the field.
- Annual evaluation, hiring and faculty development structures and processes.
- Student success after graduation.
- Outcomes assessment processes, data and reports.
- Qualitative analyses of curricular strengths and weaknesses.
- Logistical components, including library resources, facilities, computer resources and instructional equipment.
- Demand for graduates and barriers to post-graduate success.
- Self-reported student satisfaction data regarding a host of factors, including instructional quality, course availability, advising, career guidance, tutoring, and degree learning outcomes.
- An external review conducted by multiple experienced reviewers at institutions in NSC's Carnegie classification. The reviewers were asked to comment on the overall strength/quality of the program, evident weaknesses, and suggestions for improvement.

III. Major Findings and Conclusions of the Program Review

Strengths:

Student metrics – The number of students enrolling in and graduating from the Psychology program has steadily climbed since the program was founded, with a particularly dramatic increase in recent years. From 2008-09 to 2011-12, the unduplicated headcount of the program has more than doubled, from 110 to 229, and in that same span 102 students have graduated from the program. The 71 graduates in the last two years is second only to the Bachelor of Science in Nursing. An external reviewer wrote that the rapid growth of the program "is truly remarkable," noting that "the most impressive component [is] the good racial distribution of students."

Mission alignment – Institutional Research data indicate that the program has been increasingly successful in meeting our mission to provide "career success and enhanced quality of life for a diverse population of students." Though the majority of our total graduates have identified as "White" (69% for the 10-year period), the balance has shifted over time, with the percentage of White graduates dropping from 100% in our first two years to 56% in 2011-12. In this most recent year, African-American and Hispanic students comprised 34% of our graduates.

Excellent learning experiences – Several different indicators affirm the quality of the learning experience provided to psychology students. The overall mean course evaluation rating for all courses offered by the

Psychology program is 4.54 on a 5-point scale, and this mean rises to 4.63 for full-time faculty. Similarly, students rate their overall educational experience in the major as a 3.5 on a 4-point scale (where 4 = excellent), claim substantive improvements in their ability to think critically and analytically (3.55 out of 4), and believe they develop a better understanding of diversity (3.33 out of 4). Additionally, the assessment of learning outcomes shows that a significant proportion of students are earning proficient scores in their mastery of program learning outcomes.

Unique Learning Experiences – The curriculum as a whole is grounded in engaging real-world applications of psychological knowledge and skills, and this emphasis is exemplified in unique capstone courses. One is a field experience course where students contribute 140 hours of work at a local mental health and human services agency, and the other is an advanced research seminar that challenges students to devise and implement an independent research project. These and related experiences led an external reviewer to write, "The faculty appears to be doing a good job in preparing students for work in the local area and graduate schools."

Weaknesses:

Retention – retention numbers, while improving, have been less robust than the enrollment figures. Retention must be considered in the context of an often under-prepared and overburdened student population, but strategies to boost first year retention numbers should be explored by the faculty.

Alumni tracking & career support – NSC students have fared quite well after graduation, earning employment in a variety of fields and entrance to high quality graduate and medical programs. However, a dedicated alumni office was founded only recently, which has stymied the ability to track post-graduate success, and career counseling has consisted largely of individual mentoring from psychology faculty. Performance in this latter regard should be greatly improved by the forthcoming launch of a Career Center.

Degree outcome alignment – All NSC instructors establish meaningful and measurable learning outcomes, but sometimes fail to establish a conspicuous connection between these outcomes and course elements such as readings, lectures, and assessments. A more salient connection would help enforce the learning outcomes for students.

Recommendations:

Keep costs low – The relatively low cost of an NSC education is integral to the success of our broad and often under-served, first-generation student population. The program should continue to examine means of cost control (e.g., the adoption of less expensive electronic textbooks).

Further enhance applied element of the curriculum – Though grounded in theory and empirical evidence, the program places a concerted focus on the application of psychological principles to the resolution of real-world problems. Students would benefit from an even greater emphasis in this domain (e.g., through additional Applied Methods & Populations courses) and the further application of psychological principles to the understanding and resolution of real-life concerns.

Skill development – Data suggest that NSC psychology students make meaningful gains in their understanding of psychological principles, but they do not consistently emerge from the program with a "marketable" skill set. Faculty are encouraged to develop a track of courses that fosters a meaningful and enduring skill set in students (e.g., the ability to collect data and make data-driven decisions).

Enhance performance of adjunct faculty – In alignment with the burgeoning "SuperCourse" program, full-time faculty are encouraged to create course content and instructional guidelines for PTIs, who can then focus their efforts on "flipping" the classroom, increased interaction with students, and the provision of high-quality feedback.

IV. Descriptive Statistics

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

2012-13	341
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B. Number of graduates from the program for the following years:

2010-11	32
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2011-12	39
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2012-13	45
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	1,040
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I. Description of Program Reviewed

Nevada State College offers degrees in Secondary Education with concentrations in Biology, English, Environmental Science, History and Math. Each secondary degree requires a total of 50 field experience hours in schools and a full 16-week student teaching experience.

The Bachelor of Science degree in Secondary Education with a Concentration in Biology leads to a Nevada Department of Education (NDE) teaching license in Secondary Education Biology. The degree includes coursework in pedagogy as well as content curriculum in the disciplines of biology, chemistry, physics, statistics, and environmental science.

The B.A. in Secondary Education with a Concentration in English leads to a NDE teaching license in Secondary Education English. The degree includes coursework in pedagogy as well as content curriculum spanning journalism, grammar, linguistics, world and comparative literature, British and Celtic literature, American literature, and cultural and ethnic studies.

The B.A. in Secondary Education with a Concentration in History leads to a NDE teaching license in Secondary Education Social Studies. The degree includes coursework in pedagogy as well as content curriculum in cultural and social diversity, U.S. history, European history, and non-European and non-American history.

The B.S. in Secondary Education with a Concentration in Math leads to a NDE teaching license in Secondary Education Math. The degree includes coursework in pedagogy as well as content curriculum in math analysis, math history, calculus, algebra, geometry, and discrete math.

II. Review Process and Criteria

The review process was chaired by a senior, tenured faculty member in the department. The assessment was guided by an extensive program review policy developed by the Faculty Senate. The review chair began by soliciting and compiling relevant materials, including faculty biographies, historical student evaluation data, retention data, graduation data, EBI results, PRAXIS II results and outcomes assessment reports. The Director of Institutional Research provided critical data regarding enrollment figures, graduation numbers, student demographics, and related metrics.

III. Major Findings and Conclusions of the Program Review

The program offered by the School of Education is standards-based and the development and evaluation of the program is grounded in the guidelines for teacher preparation established by the State of Nevada and the National Council for Accreditation of Teacher Education (NCATE). The "Framework for Teaching" by Charlotte Danielson is the benchmark by which student performance competencies and the effectiveness of all school programs and activities is assessed.

The Framework for Teaching is composed of four research-based domains:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment

- Domain 3: Instruction
- Domain 4: Professional Responsibilities

In addition, the Intended Educational (Student) Outcomes were revised as a result of a comprehensive 2009 assessment review. Those learning outcomes are as follows:

Learning outcome 1: Students will design lesson plans that reflect a solid understanding of content knowledge and pedagogy for engaging diverse learners.

Learning outcome 2: Students will create and manage an effective classroom environment.

Learning outcome 3: Students will implement clearly written, technology-rich lessons complete with effective questioning and discussion techniques, high quality activities and assignments, and the productive use of assessments.

Learning outcome 4: Students will demonstrate high ethical standards and a sense of professionalism by engaging in reflection on instruction, maintaining accurate records, collaborating with colleagues, communicating with families, and participating in school activities as appropriate.

Reviewer's Finding of Strengths

Strong assessment of student learning outcomes - A thorough review of the curriculum mapping of the required coursework indicated that the curriculum did indeed include broad inclusion of each of the four learning outcomes. Deeper analysis likewise revealed that, across the curriculum, each course has a major focus in at least one of the four outcomes. An analysis of student mastery of the learning outcomes via an assessment student work also revealed that, overall, students were proficient (a score of 3 or higher on a 4 point scale) on the learning objectives for that course.

Data from the Educational Benchmarking Institute (EBI) - a comprehensive assessment tool based on NCATE standards - indicated that the program consistently performed well relative to peer institutions. Both alumni and employers gave high marks to the program with regard to its ability to prepare effective teachers.

Reviewer's Findings of Weaknesses and Concerns

Faculty – Although a great deal of consistency was reported with regard to the implementation of student learning outcomes in the curriculum overall, the past several years has seen an increased reliance on the use of part-time faculty members. The review suggested the need to critically examine the consistency of instruction offered by part-time faculty members in the School of Education to ensure that it equals the quality offered by full-time faculty members.

Review of practice with regard to PRAXIS exam scores – The review encouraged the faculty to examine the possibility of limiting progression in the program for students who failed to make satisfactory progress on the PRAXIS exams. This review was encouraged to include an examination of required advising, satisfactory academic progress plans and greater restrictions on course placement.

Enrollment trends – While establishing robust enrollment numbers in Secondary Education is a challenge on a national level, the need for highly skilled teachers in these areas remains high. It is recommended that the School of Education, in collaboration with broader campus constituents, examine enrollment trends in these high

need areas and develop new strategies to meet community need for high quality teachers in secondary education.

IV. Descriptive Statistics

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

2012-13	53
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B. Number of graduates from the program for the following years:

2010-11	7
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2011-12	8
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2012-13	14
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	4,159
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Program Review

College of Southern Nevada

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

- Associate of Science - No Emphasis
- Biological Science - Associate of Science
- Mathematics - Associate of Science
- Chemistry - Associate of Science
- Earth Science - Associate of Science
- Environmental Science - Associate of Science
- Pre-Engineering - Associate of Science
- Geological Science - Associate of Science

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

- Land Surveying/Geomatics - Associate of Applied Science

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

- N/A

I. Description of Program Reviewed

The Associate of Science is a general transfer program for students who are planning to transfer to UNLV, UNR, NSC, GBC or another baccalaureate-level institution. A secondary objective may be employment upon completion of the AS.

II. Review Process and Criteria

Following the rotation of academic schools in the academic program review cycle, the School of Science and Mathematics was scheduled to participate in academic program appraisal during the 2011-1012 academic year. The Annual Academic Appraisal process is described in CSN Faculty Policy 7.2.1, which is attached.

III. Major Findings and Conclusions of the Program Review

This program was not reviewed as it can be earned with any combination of science courses, with emphasis.

IV. Descriptive Statistics

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

2012-13	4,255
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B. Number of graduates from the program for the following years:

2010-11	128
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2011-12	162
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2012-13	150
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	8,278
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I. Description of Program Reviewed

The Associate of Science degree is a general transfer program for students who are planning to transfer to UNLV, UNR, NSC, GBC or another baccalaureate-level institution. A secondary objective may be employment upon completion of the AS.

II. Review Process and Criteria

Following the rotation of academic schools in the academic program review cycle, the School of Science and Mathematics was scheduled to participate in academic program appraisal during the 2011-1012 academic year. The Annual Academic Appraisal process is described in CSN Faculty Policy 7.2.1, which is attached.

III. Major Findings and Conclusions of the Program Review

This degree transfers directly into the Bachelor's degree in Biology at most universities and serves as a prerequisite for pre-professional transfer students, as well as those entering CSN's limited entry programs. Courses are also offered that satisfy the general education requirements for other degrees at CSN. A few problems come to the surface right away. At present, the demand for Biology courses exceeds our ability to offer seats in some sub-disciplines/courses. The offerings are limited by lab space, but also by the availability of qualified instructors. At this time the full time faculty are almost all working overloads. The course completion rate is 85%, but the course success rate is 60%. Two underlying factors for the lower success rate have been identified: underprepared students and the inability to recruit qualified tutors. Graduation rates are very low, as many students simply take the prerequisites with the intension of transferring to a four year school. However, having dedicated counselors within the School, starting Fall 2013, efforts will be made to encourage students to graduate with a degree from CSN before transferring.

IV. Descriptive Statistics

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

2012-13	990
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B. Number of graduates from the program for the following years:

2010-11	4
2012-12	3
2012-13	17

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

Fall 2012	3,655
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I. Description of Program Reviewed

The Associate of Science degree with an emphasis in Mathematics offers coursework intended to transfer to a four year institution to earn a baccalaureate degree in Mathematics, Mathematics Education or other degrees requiring strong mathematic skills. The degree will also enhance career opportunities in fields that require critical thinking.

II. Review Process and Criteria

Following the rotation of academic schools in the academic program review cycle, the School of Science and Mathematics was scheduled to participate in academic program appraisal during the 2011-1012 academic year. The Annual Academic Appraisal process is described in CSN Faculty Policy 7.2.1, which is attached.

III. Major Findings and Conclusions of the Program Review

This degree transfers directly into the Bachelor's degree at most universities.

This degree also provides courses required for the vast majority of CSN students as part of their general education requirements, limited-entry program requirements, or specialized requirements for a particular degree program. Approximately half of the department's offerings are for developmental purposes, and the remaining satisfy general education mathematics requirements. Courses are offered in both on-line and traditional in-class formats. The completion rate for Fall, 2011 was 85% overall. However the data for the discipline clearly reflect the rigor traditionally associated with mathematics courses. Success rates at 65% likely result from the difficulty of college mathematics coursework, and the preparedness of incoming students for that rigor. With a lack of qualified part-time mathematics instructors, (FT/PT ratio 51%/49%) it is very difficult to meet the student demand for our mathematics courses.

IV. Descriptive Statistics**A. Number of students with a declared major in the program area:**

2012-13	153
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B. Number of graduates from the program for the following years:

2010-11	0
2011-12	2
2012-13	0

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

Fall 2012	7,872
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I. Description of Program Reviewed

The Associate of Science is a general transfer program for students who are planning to transfer to UNLV, UNR, NSC, GBC or another baccalaureate-level institution. A secondary objective may be employment upon completion of the AS.

II. Review Process and Criteria

Following the rotation of academic schools in the academic program review cycle, the School of Science and Mathematics was scheduled to participate in academic program appraisal during the 2011-1012 academic year. The Annual Academic Appraisal process is described in CSN Faculty Policy 7.2.1, which is attached.

III. Major Findings and Conclusions of the Program Review

This degree transfers directly into the Bachelor's degree in Chemistry at most universities and serves as prerequisite for pre-professional transfer students, as well as those entering CSN's limited entry programs. The majority of the departments offerings also satisfy general education science requirements. Math prerequisites are absolutely needed for student success. This degree involves 27% of the total students enrolled in A.S. degree programs within the Department of Physical Sciences, makes up 29% of the FTE generated by the department, and approximately 65% of the faculty are part-time. The course completion rate is 86% while course success is 65%. This discrepancy is likely due to the difficulty of college science coursework and the unpreparedness of incoming students for that rigor. Degree completion is an area in which the department must become more proactive. With department specific counselors joining the School in the fall of 2013 and faculty advisors being trained, we hope to increase both course success rates and degree completion rates. Those students who successfully complete, show results at or above national standards, as scored on the national ACS exam. Our aim is to remain at or above standards in the coming years.

IV. Descriptive Statistics**A. Number of students with a declared major in the program area:**

2012-13	269
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B. Number of graduates from the program for the following years:

2010-11	3
2011-12	2
2012-13	3

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

Fall 2012	5,344
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I. Description of Program Reviewed

The Associate of Science is a general transfer program for students who are planning to transfer to UNLV, UNR, NSC, GBC or another baccalaureate-level institution. A secondary objective may be employment upon completion of the AS.

II. Review Process and Criteria

Following the rotation of academic schools in the academic program review cycle, the School of Science and Mathematics was scheduled to participate in academic program appraisal during the 2011-1012 academic year. The Annual Academic Appraisal process is described in CSN Faculty Policy 7.2.1, which is attached.

III. Major Findings and Conclusions of the Program Review

An Associate of Science with emphasis in Earth Science creates opportunities for students to enter BA or BS programs in earth science education. Students also have the opportunity to transition into other BA or BS programs with a focus on geography, geoscience or hydrology. Students usually need a math prerequisite to do well in this course. This degree involves 3% of the total students enrolled in A.S. degree programs within the Department of Physical Sciences. Since we have not had a degree completer in the last 3 years, it is evident that students are taking these courses for other reasons. The science courses needed for degree completion are also courses that fulfill the general science component of almost all degrees conferred at CSN. Degree completion is an area in which the department must become more proactive. One avenue would be to ensure students meet with counselors or faculty advisors who would emphasize the advantages of completing a degree.

IV. Descriptive Statistics

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

2012-13	32
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B. Number of graduates from the program for the following years:

2010-11	0
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2011-12	0
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2012-13	0
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	4,035
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I. Description of Program Reviewed

The Associate of Science is a general transfer program for students who are planning to transfer to UNLV, UNR, NSC, GBC or another baccalaureate-level institution. A secondary objective may be employment upon completion of the AS.

II. Review Process and Criteria

Following the rotation of academic schools in the academic program review cycle, the School of Science and Mathematics was scheduled to participate in academic program appraisal during the 2011-1012 academic year. The Annual Academic Appraisal process is described in CSN Faculty Policy 7.2.1, which is attached.

III. Major Findings and Conclusions of the Program Review

This degree provides quality education in environmental science through discipline courses as well as background courses. This degree also allows professionals, already in the work force, who are required to understand the environmental laws and regulations a place to be educated. This program will articulate across the institutions in Nevada as well as other institution within the US. Environmental science requires lower level math and science courses, as that a student can understand basic science/data concepts. Students must be proficient with library services, technology, writing and math skills to be successful. The courses in this degree also fulfill the general education requirement for most other degrees offered by CSN.

This degree involves 12% of the total students enrolled in A.S. degree programs within the Department of Physical Sciences, makes up 20% of the FTE generated by the department. One major problem is in the number of faculty assigned to teach this class. In the Fall of 2012, there were only 2 full time faculty, as one was just hired, compared to 11 part-time. Obviously, a FT/PT ration of 15% / 85% needs to be addressed. The number of degree completers is very low compared to the number of declared majors. Degree completion is an area in which the department must become more proactive. One avenue would be to ensure students meet with counselors or faculty advisors who would emphasize the advantages of completing a degree.

IV. Descriptive Statistics

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

2012-13	100
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B. Number of graduates from the program for the following years:

2010-11	2
2011-12	3
2012-13	3

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

Fall 2012	5,908
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I. Description of Program Reviewed

The Associate of Science is a general transfer program for students who are planning to transfer to UNLV, UNR, NSC, GBC or another baccalaureate-level institution. A secondary objective may be employment upon completion of the AS.

II. Review Process and Criteria

Following the rotation of academic schools in the academic program review cycle, the School of Science and Mathematics was scheduled to participate in academic program appraisal during the 2011-1012 academic year. The Annual Academic Appraisal process is described in CSN Faculty Policy 7.2.1, which is attached.

III. Major Findings and Conclusions of the Program Review

The pre-engineering program provides the opportunity for students to study the first two years of an engineering program, allowing them to transfer to a four year BS engineering degree program. The degree transfers within the state of Nevada and also to other out of state institutions.

This degree involves 54% of the total students enrolled in A.S. degree programs within the Department of Physical Sciences. What stands out clearly is the mismatch between enrollment in Engineering courses (low), the number of declared majors (large) and the number of faculty in the Engineering disciplines (1). This needs to be looked at to see where the disconnect actually occurs. Course success and degree completion are areas in which the department must become more proactive. One avenue would be to ensure students meet with counselors or faculty advisors who would emphasize the advantages of completing a degree.

IV. Descriptive Statistics

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

2012-13	221
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B. Number of graduates from the program for the following years:

2010-11	6
2011-12	3
2012-13	11

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

Fall 2012	2,350
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I. Description of Program Reviewed

The Associate of Science is a general transfer program for students who are planning to transfer to UNLV, UNR, NSC, GBC or another baccalaureate-level institution. A secondary objective may be employment upon completion of the AS

II. Review Process and Criteria

Following the rotation of academic schools in the academic program review cycle, the School of Science and Mathematics was scheduled to participate in academic program appraisal during the 2011-1012 academic year. The Annual Academic Appraisal process is described in CSN Faculty Policy 7.2.1, which is attached.

III. Major Findings and Conclusions of the Program Review

The Geological Sciences AS degree is a program designed to transfer to university geological programs. The program includes the first two years of a geological program degree. Geological sciences are the basis of science education programs, mining positions, hydrology positions and natural hazards positions. Geological sciences are also required for computer studies and engineering programs, especially civil engineering. These courses also fulfill the general education requirements of most degrees. This degree involves 4% of the total students enrolled in A.S. degree programs within the Department of Physical Sciences. Most of the students taking the courses involved in this degree are fulfilling their general education requirement for other degrees. It appears, that most of the students selecting the geology emphasis, do so to complete requirements that are needed for a degree in an area other than Geology.

IV. Descriptive Statistics

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

2012-13	35
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B. Number of graduates from the program for the following years:

2010-11	1
2011-12	1
2012-13	0

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

Fall 2012	1,944
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Program Review

Great Basin College

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

- AA, AS, AAS, Agriculture

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

- N/A

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

- BAS, Graphic Communications Emphasis
- Certificate of Achievement, Human Resources

I. Description of Program Reviewed

The GBC Agriculture program encompasses three degree tracks, the Associate of Arts, the Associate of Science, and the Associate of Applied Science. The AA and AS are designed for transfer to four-year programs at other institutions, and the AAS is designed for employment within the agriculture field. There is significant overlap between the coursework of the three tracks, and they were combined for this review.

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>

There was an extensive program self-study which included collection of data and a review and site visit from an external reviewer. The Agriculture Program Advisory Board was involved in the process. The review resulted in a substantial written report.

III. Major Findings and Conclusions of the Program Review

The program is neither enrolling nor graduating as many as wanted. This will be a major focus of the program going forward. The strengths of the program are in its strong, relevant curriculum, the breadth of the program, and student-faculty interactions. The areas of needed improvement are in the general area of student recruitment and retention, which includes demonstrating career pathways available for students and potential students.

IV. Descriptive Statistics

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

2012-13	29
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B. Number of graduates from the program for the following years:

2010-11	5
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2011-12	1
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2012-13	2
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	64
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Program Review

Truckee Meadows Community College

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

- Anthropology-Associate of Arts
- English-Associate of Arts
- Law/Paralegal-Associate of Applied Science
- Mathematics-Associate of Science
- Physical Sciences-Associate of Science
- Transportation Technologies-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:

- Landscape Architecture-Associate of Arts

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

- Energy Technologies-Associate of Applied Science

I. Description of Program Reviewed

The associate of arts degree emphasis in anthropology is designed for students seeking careers in anthropology or related fields. The degree requirements include general education requirements to gain a breadth of knowledge in a wide array of disciplines. Students will also specialize in the theoretical, methodological, and topical concerns of anthropology. This course of study is designed as a university transfer degree or can be tailored for those wishing an emphasis in applied anthropology to gain the practical knowledge to enter the workforce in entry level positions. The associate of arts degree emphasis in anthropology is fully accepted at any four-year institution in the NSHE system and is fully transferable to most four-year schools in the nation.

II. Review Process and Criteria

The program/unit review (PUR) 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 Committee (PURC), 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 who prepares a report for the President indicating recommended strategies for the academic area to focus on. These strategies are linked to the Institution's mission through the Strategic Master Plan's core themes and provide direction for future initiatives within the academic area. As such, future resource allocation through the Resource Allocation Program are dictated by the recommended strategies. Upon approval of the President, the Vice President charges the department and dean to implement the recommended strategies.

In the years between PURs, academic areas are required to complete an Annual Progress Report (APR) addressing their progress in attaining the recommended strategies. These reports are drafted by the Self-Study Chairs/Department Chairs/Directors/Coordinators and then reviewed and approved by the dean and finally the VPAA providing a continual focus on the recommended strategies for the academic area in the context of the Strategic Master Plan.

III. Major Findings and Conclusions of the Program Review

The Anthropology Program provides excellent instruction and student support in courses that meet the social science and diversity requirements for General Education at TMCC. It has clearly established itself as a leader in promoting cultural diversity through its classes and its faculty leadership. Its classes are regularly filled as student demand outpaces the number of available sections. With only two full-time faculty, it relies heavily on adjunct faculty who have excellent credentials in Anthropology. Faculty partnerships beyond the College have afforded the opportunity for outstanding internships. The program offers an Anthropology emphasis within the AA degree, but few complete the emphasis and the degree. About one-third transfer early and indications are that those who transfer to a baccalaureate program are successful. The Anthropology program has identified the need for more faculty and resources to meet student demand for classes, but the current budget shortfall makes

the addition of these additional resources impossible. The program will need to focus on continuing its excellence within limited resources and developing strategies that may bring in additional support, such as grants or community partnerships.

IV. Descriptive Statistics

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

2012-13	51
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B. Number of graduates from the program for the following years:

2010-11	4
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2011-12	3
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2012-13	2
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*2012-13 degrees only include those degrees granted in December 2012. May 2013 and August 2013 (partially). August 2013 degrees will be fully posted by Fall 2013 per A&R.

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

Fall 2012	846
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I. Description of Program Reviewed

The university transfer courses offered by the English department support the overall college mission by providing students “opportunities and resources to develop the language skills they need to pursue life’s goals and to participate fully as informed, productive members of society” (NCTE Standards for the English Language Arts). More specifically, we “promote student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community.” The variety of courses we offer include courses in English composition, language, and/or literature, both in traditional English and ESL. We also offer creative writing courses, Reading courses, and Journalism courses, and produce the award-winning literary magazine, *The Meadow*. Our composition courses in English and ESL provide the traditional academic sequence in freshman composition and sophomore-level courses; they are also designed to provide experiences for students who might not be pursuing a traditional academic path or degree. The array of courses meets the needs of diverse populations, from traditional transfer students to occupational students to community members taking the courses for personal interest and growth.

II. Review Process and Criteria

The program/unit review (PUR) 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 Committee (PURC), 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 who prepares a report for the President indicating recommended strategies for the academic area to focus on. These strategies are linked to the Institution’s mission through the Strategic Master Plan’s core themes and provide direction for future initiatives within the academic area. As such, future resource allocation through the Resource Allocation Program are dictated by the recommended strategies. Upon approval of the President, the Vice President charges the department and dean to implement the recommended strategies.

In the years between PURs, academic areas are required to complete an Annual Progress Report (APR) addressing their progress in attaining the recommended strategies. These reports are drafted by the Self-Study Chairs/Department Chairs/Directors/Coordinators and then reviewed and approved by the dean and finally the VPAA providing a continual focus on the recommended strategies for the academic area in the context of the Strategic Master Plan.

III. Major Findings and Conclusions of the Program Review

The English Department plays a critical role for TMCC in meeting the needs of students seeking certificates and degrees to gain writing and critical thinking skills necessary for college success. Primarily through English 101 and 102, the core requirements for a transferable associate degree, faculty have been outstanding in seeking methods to increase student performance and, hence, subsequent success in later college-level courses. The

new prerequisite requirement of English proficiency for General Education courses will be implemented completely by Fall 2014. Recent changes in English developmental courses to placement scores and the addition of Reading requirements are currently being implemented and will need to be rigorously evaluated to see if they increase student success. Since students may have to take more remedial courses, not less, English faculty will be studying new curricular pathways and placement methods in light of the Board of Regents recent changes in remedial education policy. An emphasis in English was begun in Fall 2009, and improvement in the number of graduates gaining this degree has been steadily improving. Transfer of English courses to UNR appears to be complete and effective. The faculty are to be commended for their work with Washoe County School District and their continuing production of The Meadow, an annual literary arts journal.

IV. Descriptive Statistics

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

2012-13	143
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B. Number of graduates from the program for the following years:

2010-11	9
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2011-12	13
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2012-13	10
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*2012-13 degrees only include those degrees granted in December 2012. May 2013 and August 2013 (partially). August 2013 degrees will be fully posted by Fall 2013 per A&R.

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

Fall 2012	4,024
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I. Description of Program Reviewed

The Paralegal/Law program provides students with a foundation in the basic skills of legal research, legal writing, and substantive knowledge of various areas of the law and prepares graduates for employment in entry level legal positions as paralegals. The program provides continuing enrichment for professionals in the field and meets the legal educational needs of those in related professions. TMCC's Paralegal/Law associate of applied science program is the only American Bar Association (ABA) approved program in Nevada. Credits earned in the Paralegal/Law Degree Program are transferable to a pre-law emphasis in four year institutions.

II. Review Process and Criteria

The program/unit review (PUR) 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 Committee (PURC), 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 who prepares a report for the President indicating recommended strategies for the academic area to focus on. These strategies are linked to the Institution's mission through the Strategic Master Plan's core themes and provide direction for future initiatives within the academic area. As such, future resource allocation through the Resource Allocation Program are dictated by the recommended strategies. Upon approval of the President, the Vice President charges the department and dean to implement the recommended strategies.

In the years between PURs, academic areas are required to complete an Annual Progress Report (APR) addressing their progress in attaining the recommended strategies. These reports are drafted by the Self-Study Chairs/Department Chairs/Directors/Coordinators and then reviewed and approved by the dean and finally the VPAA providing a continual focus on the recommended strategies for the academic area in the context of the Strategic Master Plan.

III. Major Findings and Conclusions of the Program Review

The primary goal of the paralegal program is to provide the students with a foundation in the basic skills of legal research, legal writing, and substantive knowledge of various areas of the law. Accredited by the American Bar Association, program completion leads to well-paying jobs with law firms and a growing number of other businesses. With only one full-time permanent faculty member, the program relies on attorneys and experienced paralegals for instruction and student advisement. It has exhibited stability over time with strong support from the legal community in teaching and service on their Advisory Committee. To be admitted to the program, students must receive a grade of B or better in the entry-level Law course. To date, the program has an imbalance in number of degree-holders and degree-seekers and needs to look for ways to support students in completing the program more quickly. It had approximately 144 students enrolled, but only graduated 15 in 2010-11. This program is to be commended for its excellence and high standards with limited resources.

IV. Descriptive Statistics

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

2012-13	183
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B. Number of graduates from the program for the following years:

2010-11	15
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2011-12	21
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2012-13	19
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*2012-13 degrees only include those degrees granted in December 2012. May 2013 and August 2013 (partially). August 2013 degrees will be fully posted by Fall 2013 per A&R.

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

Fall 2012	212
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I. Description of Program Reviewed

The Mathematics Department is a unit operating within the Division of Sciences. Its mission is to provide students with the mathematical skills and conceptual understanding needed for success in college-level courses, to help students succeed in their chosen fields of study, to give students life-long problem solving and analytical thinking skills, and to increase the math literacy of the student population.

The Mathematics Department offers a two-year transferable program leading to an associate of science degree with an emphasis in mathematics. This program will provide students with the necessary background in calculus and differential equations needed for a bachelor's degree in mathematics and will also provide the computer science needed for a Bachelor of Science degree at UNR. All courses recommended will partially satisfy the degree requirements for any of the bachelor's degree options offered by the Mathematics Department at the University of Nevada, Reno.

II. Review Process and Criteria

The program/unit review (PUR) 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 Committee (PURC), 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 who prepares a report for the President indicating recommended strategies for the academic area to focus on. These strategies are linked to the Institution's mission through the Strategic Master Plan's core themes and provide direction for future initiatives within the academic area. As such, future resource allocation through the Resource Allocation Program are dictated by the recommended strategies. Upon approval of the President, the Vice President charges the department and dean to implement the recommended strategies.

In the years between PURs, academic areas are required to complete an Annual Progress Report (APR) addressing their progress in attaining the recommended strategies. These reports are drafted by the Self-Study Chairs/Department Chairs/Directors/Coordinators and then reviewed and approved by the dean and finally the VPAA providing a continual focus on the recommended strategies for the academic area in the context of the Strategic Master Plan.

III. Major Findings and Conclusions of the Program Review

The Mathematics Department has eighteen full-time faculty dedicated to providing excellent instruction for all TMCC students as part of General Education requirements or advanced math courses needed in students' fields of study. They have made significant progress in improving their retention rate and in testing new innovative models that offer students a faster pathway to complete their math courses. In Spring 2012, they taught over 1,288 students in developmental math courses and 1,322 student in college-level math courses. Additionally, the Mathematics Skills lab serves more remedial students at the lowest level of test scores, and these are not

included in the 1,288 cited above. The critical importance of excellence and success in remedial education for this department is evident, and the math faculty continue to search for new instructional models to improve student success while protecting learning outcomes. They have offered an AS with an emphasis in mathematics since 2007 that allows students to transfer seamlessly to UNR to gain a bachelor's degree in mathematics, but to date only one student has completed this emphasis. More students transfer prior to degree completion. Math's self-study accurately captures the difficult curricular work ahead for the Department and conveys a strong commitment to moving forward.

IV. Descriptive Statistics

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

2012-13	37
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B. Number of graduates from the program for the following years:

2010-11	0
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2011-12	1
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2012-13	2
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*2012-13 degrees only include those degrees granted in December 2012. May 2013 and August 2013 (partially). August 2013 degrees will be fully posted by Fall 2013 per A&R.

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

Fall 2012	2,826
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I. Description of Program Reviewed

The Physical Sciences department at Truckee Meadows Community College is part of the Division of Sciences and hosts seven different areas: astronomy, chemistry, engineering, environmental science, geography, geology, and physics. The department offers an Associate of Science degree with emphases in most of the individual areas with support for the College's allied health, renewable energy, and biology programs. Approximately 1250 students enroll in physical sciences courses each semester, many of them fulfilling their general education requirement or prerequisites for programs in allied health. Currently the department employs five tenure-track faculty and three full-time lecturers to maintain a rigorous curriculum which encourages scientific problem solving, data analysis, and project based learning.

II. Review Process and Criteria

The program/unit review (PUR) 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 Committee (PURC), 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 who prepares a report for the President indicating recommended strategies for the academic area to focus on. These strategies are linked to the Institution's mission through the Strategic Master Plan's core themes and provide direction for future initiatives within the academic area. As such, future resource allocation through the Resource Allocation Program are dictated by the recommended strategies. Upon approval of the President, the Vice President charges the department and dean to implement the recommended strategies.

In the years between PURs, academic areas are required to complete an Annual Progress Report (APR) addressing their progress in attaining the recommended strategies. These reports are drafted by the Self-Study Chairs/Department Chairs/Directors/Coordinators and then reviewed and approved by the dean and finally the VPAA providing a continual focus on the recommended strategies for the academic area in the context of the Strategic Master Plan.

III. Major Findings and Conclusions of the Program Review

The Department of Physical Sciences has an excellent record of delivering quality instruction to students in academic programs which require physical science courses and in physical science emphasis programs designed primarily for NSHE transfer. This department plays a critical role in general education at TMCC for all students. Students who plan to seek a bachelor's degree in the fields within physical sciences generally have pathways defined to seek those degrees at UNR. The small number of graduates in physical sciences may reflect the general practice that many students transfer prior to receiving the associate degree, but attention to more degree or certificate completion, as well as successful transfer, is essential. The department must improve its numbers of successful transfer and graduates, but with faculty vacancies over the past six years, it has been

difficult to develop programs to support student success. Searches for tenure-track faculty in 2013-14 should help. A Civil Engineering Practitioner AAS degree was recently created as the first specific workforce degree within the department. Only 25% of students in Physical Sciences are female, and recruitment of more women is an important goal going forward. Improved laboratory and storage space is needed for this program, and currently planning is being done through institutional space planning.

IV. Descriptive Statistics

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

2012-13	465
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B. Number of graduates from the program for the following years:

2010-11	2
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2011-12	2
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2012-13	6
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*2012-13 degrees only include those degrees granted in December 2012. May 2013 and August 2013 (partially). August 2013 degrees will be fully posted by Fall 2013 per A&R.

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

Fall 2012	1,165
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I. Description of Program Reviewed

The Transportation Technologies Unit of Truckee Meadows Community College provides training that meets industry and government standards and aids in the growth and development of northern Nevada's workforce by providing quality education to those seeking to begin or advance their career in the transportation industry. Individual unit programs consist of general education courses and emphasis-specific technical courses which provide students with the knowledge and skills needed to be successful in today's high-tech transportation workplace.

The Transportation Technologies Unit is a member of the Applied Industrial Technologies Division (AIT) of Truckee Meadows Community College and is headquartered at the Edison campus IGT Applied Technology Center. The major programs and areas of study within the Transportation Technologies Unit are Automotive, Diesel, and Aviation. The majority of Transportation Technologies students attend their specialized emphasis training and many of their general education courses at the Edison campus.

II. Review Process and Criteria

The program/unit review (PUR) 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 Committee (PURC), 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 who prepares a report for the President indicating recommended strategies for the academic area to focus on. These strategies are linked to the Institution's mission through the Strategic Master Plan's core themes and provide direction for future initiatives within the academic area. As such, future resource allocation through the Resource Allocation Program are dictated by the recommended strategies. Upon approval of the President, the Vice President charges the department and dean to implement the recommended strategies.

In the years between PURs, academic areas are required to complete an Annual Progress Report (APR) addressing their progress in attaining the recommended strategies. These reports are drafted by the Self-Study Chairs/Department Chairs/Directors/Coordinators and then reviewed and approved by the dean and finally the VPAA providing a continual focus on the recommended strategies for the academic area in the context of the Strategic Master Plan.

III. Major Findings and Conclusions of the Program Review

The Transportation Technologies Unit has six full-time faculty and offers two AAS degrees in Transportation Technologies (automotive and diesel) and three Certificates of Achievement (automotive ASE technician, automotive general service technician, and diesel general service technician). The automotive program is accredited by the National Automotive Technicians Education Foundation (NATEF) and prepares students for

ASE master technician examinations. Industry Advisory Committees provide excellent support for development of curriculum that match the job needs of the region today. Located at the Edison campus IGT Applied Technology Center, this program uses significant space and requires expensive equipment that must be updated regularly. The student-faculty ratio is small due to both space limitations and safety issues. This is an expensive, but critical, program if TMCC is to meet the workforce needs of the region. The demands for its technicians in the workplace are so great that many students are hired prior to the award of the AAS degree. New transportation technician programs are being considered in response to industry request, but can only be implemented if additional financial support can be located.

IV. Descriptive Statistics

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

2012-13	209
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B. Number of graduates from the program for the following years:

2010-11	11
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2011-12	25
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2012-13	26
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*2012-13 degrees only include those degrees granted in December 2012. May 2013 and August 2013 (partially). August 2013 degrees will be fully posted by Fall 2013 per A&R.

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

Fall 2012	760
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Program Review

Western Nevada College

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

- Welding Technology, Associate of Applied Science
- Deaf Studies, 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:

- Computer and Office Technology, Associate of Applied Science
- Chemistry, Associate of Science
- Biophysical Science, Associate of Science
- Computer Science, Associate of Science
- Engineering Science, Associate of Science
- Mathematics, Associate of Science
- Geoscience, Associate of Science
- Physics, Associate of Science
- Fine Arts, Associate of Arts
- Musical Theater, Associate of Arts
- Criminal Justice, Associate of Arts

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

- N/A

I. Description of Program Reviewed

The Associate of Applied Science in Welding Technology degree program is designed to provide employment-related knowledge and skills necessary to succeed in the welding field. The program offers students competencies to prepare for code exams. The program serves the needs of the community by providing education and training in the welding field for degree-seeking students, non-degree seeking students seeking certification and/or employment, and non-degree seeking students taking the courses for self-interest. The welding program has many unique characteristics which include welding certifications, accelerated training programs, courses offered on multiple campuses, tech prep articulations with local high schools, on-site training, and community events such as high school welding contests.

II. Review Process and Criteria

The program review team conducted a self-study over the course of the 2012-2013 academic year which covered the years 2005-2012 in order to identify program strengths, weaknesses, and ideas for improvement in terms of: enrollment, curriculum, scheduling, student satisfaction, instructional quality, and program retention. The Office of Institutional Research provided the review team with the data that was used to inform conclusions about the program. External reviewer – TMCC Welding Instructor Scott Holcomb and internal reviewer WNC Mathematics Professor Mike Hardie – reviewed the self-study document, toured the Carson campus facilities, met with a group of welding students, and reported their findings to the program review team, members of the Program Assessment and Review Committee, the Director of Career and Technical Education, and the Vice President of Academic and Student Affairs.

III. Major Findings and Conclusions of the Program Review

The following are the major strengths of the program that were identified during the review process:

- The program serves degree-seeking students, students interested in certification, and personal interest students.
- Courses are offered on the Carson and Fallon campuses with other courses held at community locations throughout the service area.
- The WNC Welding Program is the only program in the state of Nevada that offers certification.
- An accelerated 14-week program, which includes the critical components of the two-year degree, is offered which upon completion provides the students with an OSHA card, a certification, and a career readiness test.

Several opportunities to improve the program were also identified. Recommendations from internal [I] and external [E] reviewers are in italics:

Program Recruitment and Retention: WNC invested significant year-end money to upgrade existing equipment and to purchase new equipment. The program has high safety standards. Teaching Assistants are utilized to provide instruction and safety in the classroom.

- Identify specific skill sets that are considered appropriate to subject matter for each student-learning outcome. [I]

Distance Education: The program is growing on the Fallon campus with more course offerings for degree completion. Currently, the program is looking to expand to the Yerington area as well.

- Continue Tech-Prep efforts with the local high schools and dual credit enrollment opportunities. [E]

Scheduling: The accelerated program runs four days a week for six hours each day with 15 students in each cohort for 14 weeks. In addition, the traditional semester long welding courses have been arranged to accommodate Douglas High School student schedules.

- Students interviewed expressed that the accelerated program include an extra time at each level. [E]
- Improve communication between instructors and teaching assistants to ensure that students are not receiving conflicting information. [E]

Program Information: Requirements for an Associate of Applied Science in Welding Technology and Certificate of Achievement in Welding Technology are clearly delineated in the Academic Program Guide and WNC's website. The Tech-Prep program works closely with local high schools to provide information regarding these programs.

- Develop methods to increase community awareness and career opportunities in the welding field. [I]
- Continue to support and participate in college-wide outreach efforts for served and underserved populations.

IV. Descriptive Statistics

Number of students with declared major in the program area:

2012-13	46
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Number of graduates from the program for the following years:

2010-11	0
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2011-12	1
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2012-13	2
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Headcount of students enrolled in any course related to the program:

Fall 2012	145
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I. Description of Program Reviewed

The Associate of Applied Science in Deaf Studies degree program is designed to prepare students with a strong linguistic and cultural foundation to enter any professional career related to people who are Deaf or Hard of Hearing. Students in this program acquire fluency in American Sign Language, knowledge of the rich cultural and historic aspects of the Deaf Community, basic bilingual educational approaches in language development and the current issues facing people who are Deaf or Hard of Hearing.

II. Review Process and Criteria

The program review team conducted a self-study over the course of the 2012-2013 academic year which covered the years 2005-2012 in order to identify program strengths, weaknesses, and ideas for improvement in terms of: enrollment, curriculum, scheduling, student satisfaction, instructional quality, and program retention. The Office of Institutional Research provided the review team with the data that was used to inform conclusions about the program. External reviewer – GBC Teacher of the Deaf adjunct instructor JoAnne Dondero and internal reviewer WNC English adjunct instructor Kevin Burns – reviewed the self-study document, toured the Carson campus facilities, met with a group of deaf studies students, and reported their findings to the program review team, members of the Program Assessment and Review Committee, the Director of Career and Technical Education, and the Vice President of Academic and Student Affairs.

III. Major Findings and Conclusions of the Program Review

The following are the major strengths of the program that were identified during the review process:

- The Deaf Studies Program is the only academic program of its kind in Northern Nevada.
- The Deaf Studies courses provide the training required by NRS 656A to provide interpreters to serve Deaf and hard-of-hearing students in the Washoe, Carson, Douglas, Lyon, Churchill, Elko and White Pine school districts.
- 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 Carson High School.

Several opportunities to improve the program were also identified. Recommendations from internal [I] and external [E] reviewers are in italics:

Program Recruitment and Retention: Students who are active in the program are inclined to complete the specified courses necessary for passing the Educational Interpreter Performance Assessment (EIPA) and to obtain employment.

- Work closely with Vocational Rehabilitation to ensure course completion for our Deaf and Hard of Hearing students. [I]
- Work directly with school districts to establish a dual-credit program. [E]

- Market and promote American Sign Language as fulfilling the foreign language component of a majority of degrees. [I]

Distance Education: It is important to serve students in rural areas by continuing to offer classes in level I Interpreting and Deaf History – requirements for the A.A.S. degree and Certificate – while exploring ways to utilize the instructional media.

- Strive to increase the availability of classes and to improve instructional methods for teaching courses online and via web-enhanced courses or utilizing lecture capture. Suggest developing AM 201 online. [I]

Scheduling: Classes are offered based on a scaffold model, wherein skills are developed in a sequential and meaningful manner.

- Re-evaluation enrollment sizes for courses such as Deaf History that have 40-50 students as to its' effectiveness. [I]

Program Information: Most courses for the program are available only on the Carson campus with the exception of a few courses taught on the Fallon campus, so students must attend classes on the Carson campus in order to complete the degree.

- Make sure that information is made available in all publications so that outlying students are aware of the limitation. [I]

IV. Descriptive Statistics

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

2012-13	103
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B. Number of graduates from the program for the following years:

2010-11	9
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2011-12	16
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2012-13	22
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C. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2012	328
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