2013-14
Existing Program Review

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

December 2014

NSHE Leadership

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Executive Summary

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

> 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 ensure 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 Academic and Student Affairs Committee annually.

In conducting their program reviews each year, the institutions are guided by their respective process, as described in each program review in this report, and include self-study and faculty guidance and input. In addition, the universities also utilize external reviewers. In the last review cycle (2012-13), the University of Nevada, Reno explained that responses and input concerning the strengths, areas for improvement, and final recommendations of the reviewers were still being collected. The information for those programs from the 2012-13 cycle is included in this report, along with additional programs under review in the current cycle for which the findings and conclusions 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 program quality and student satisfaction. The need for more faculty and resources to meet student demand remains an ongoing challenge for certain programs, as reported in prior years as well. The College of Southern Nevada conducted numerous program reviews that are organized in this report by department, and many program reports note the need for additional sharing of resources and efficiencies that will be considered going forward, as well as further review of either the need for certain programs or the possible expansion of other programs based on the demands of local employers.

The attached summary table includes the headcount and recent number of graduates for each program reviewed. In addition to the review of existing programs, the report includes programs that are eliminated or deactivated and new programs approved by the Board of Regents within the reporting year. In September 2013, the Board approved an amendment to the policy that requires the Academic Affairs Council to report to the ASA Committee the certificates of at least 30 hours and the skills certificates that were established in the year prior to reporting. Skills certificates are certificates of less than 30 hours that provide preparation necessary to take state, national and/or industry recognized certification or licensing examinations. Certificates established in this reporting year (2013-14) since the approval of this policy change in September are included in this report under the summary table of eliminated/deactivated and new programs.

The full report and reports from prior years are available online at:
https://www.nevada.edu/ir/Page.php?p=pgrms_review.

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Summary of Eliminated and New Programs by Institution

Program	Elimination or Deactivation	New Program
University of Nevada, Las Vegas		
B.S., Environmental Geology	X	
University of Nevada, Reno		
M.F.A., Creative Writing		X
M.A., Literacy Studies	X	
M.A., Special Education	X	
M.A., Teaching Mathematics	X	
Nevada State College		
B.A., Criminal Justice		X
College of Southern Nevada		
A.A.S., CADD Technology	X	
C.A., Business German	X	
C.A., Construction Technology	X	
C.A., Deaf Studies	X	
C.A., Legal Support Specialist	X	
C.A., Medical Laboratory Assistant	X	
C.A., Ornamental Horticulture	X	
C.A., Surgical Technology	X	
C.A., Veterinary Technology	X	
Great Basin College		
None		
Truckee Meadows Community College		
A.S. Nursing		X
C.A., Welding for Art	X	
Skills Certificate, Commercial Refrigeration		X
Skills Certificate, Dietetic Technician		X
Skills Certificate, Early Childhood Education 1		X
Skills Certificate, Early Childhood Education 2		X
Skills Certificate, Early Childhood Education 3		X
Skills Certificate, Early Childhood Education 4		X
Skills Certificate, Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R)		X
Western Nevada College		
None		

2013-2014
Summary of Characteristics of Reviewed Programs

Program	Number of Students with Declared Major 2013-14	Number of Graduates from Program			Service Headcount Fall 2013
		2011-12	2012-13	2013-14	
University of Nevada, Las Vegas					
B.S., M.S., Ph.D., Biological Sciences	387	155	183	219	3,776
B.A., Theatre, and M.A., MFA., Theatre Arts*	240	35	40	33	664
*Review included B.A., Senior in Adult Theatre that was eliminated in June 2012.					
University of Nevada, Reno					
B.S., Business Administration, Accounting	262	86	89	74	1,090
MAcc., Accountancy	44	11	14	13	86
B.A., Anthropology	166	40	26	38	1,253
M.A. Anthropology	30	9	7	6	54
Ph.D., Anthropology	15	4	3	1	28
M.S., Atmospheric Sciences (ATMS)	11	5	4	2	74
Ph.D., Atmospheric Sciences (ATMS)	14	2	2	0	48
Ph.D., Basque Studies	6	0	1	1	63
B.S., Biology	1,141	145	155	172	4,986
M.S., Biology	22	6	6	4	87
B.S., Chemistry	148	18	17	16	3,972
M.S., Chemistry	8	2	2	4	21
Ph.D., Chemistry	57	8	6	5	171
B.A., Criminal Justice	809	108	128	134	1,253
M.A., Criminal Justice	15	6	4	3	36
Ph.D., Ecology, Evolution, and Conservation Biology	38	1	1	8	65
M.A., Judicial Studies	30	4	2	5	29
Ph.D., Judicial Studies	10	0	3	3	12
M.A., Justice Management	79	15	12	16	117
B.A., Music	81	9	8	4	2,075
M.A., Music	8	0	1	1	148
M.M., Music	24	9	6	11	148
B.M., Applied Music	43	7	9	10	2,075
B.M., Music Education	61	7	6	1	2,075
B.A., Philosophy	73	15	12	6	684
M.A., Philosophy	10	3	5	2	19
B.A., Sociology	88	36	31	16	891
M.A., Sociology	12	4	2	2	91

2013-2014
Summary of Characteristics of Reviewed Programs

Program	Number of Students with Declared Major 2013-14	Number of Graduates from Program			Service Headcount Fall 2013
		2011-12	2012-13	2013-14	
Nevada State College					
B.S., Business Administration	263	25	32	36	728
B.A., Interdisciplinary Studies	49	8	3	11	1,485
B.S., Interdisciplinary Studies	49	8	3	11	1,230
B.S., Psychology	84	1	1	2	979
B.S. Visual Media and Computing	34	2	3	2	135
College of Southern Nevada					
A.A.S., Air Conditioning Technology	124	8	11	6	319
C.A., Air Conditioning Technology	54	5	5	8	319
A.A.S., Architectural Design Technology- Architectural Drafting*	4	0	0	0	0
C.A., Architectural Design Technology- Architectural Drafting*	25	0	1	0	75
A.A.S., Architectural Design - Interior Design	87	6	3	3	21
A.A.S., Architectural Design - Residential Design	89	2	1	2	75
A.A.S., Automotive Technology	334	11	20	21	523
C.A., Automotive Technology	40	2	2	0	523
C.A., Automotive Technology - Diagnostic Specialist	16	3	4	9	523
C.A., Automotive Technology - Heavy-line Specialist	9	2	4	7	523
C.A., Automotive Maintenance and Light Repair	24	2	3	10	523
C.A., Automotive Collision Repair	51	1	1	3	104
A.A.S., Aviation Technology	143	4	3	6	159
A.A.S., CADD Technology*	54	6	8	9	93
C.A., CADD Technology	15	4	6	6	93
A.A.S., Construction Technology	52	12	2	14	80
C.A., Construction Technology*	14	8	2	2	0
A.A.S., Construction Technology - Building Inspection*	18	3	1	3	0
C.A., Construction Technology - Building Inspection*	8	1	2	1	0
A.A.S., Construction Technology - Building Trades*	36	3	5	1	0
C.A., Construction Technology - Building Trades*	4	2	2	0	0
A.A.S., Construction Technology - Carpentry*	6	0	0	0	0

2013-2014
Summary of Characteristics of Reviewed Programs

Program	Number of Students with Declared Major 2013-14	Number of Graduates from Program			Service Headcount Fall 2013
		2011-12	2012-13	2013-14	
C.A., Construction Technology - Carpentry*	4	0	0	0	0
A.A.S., Diesel Heavy Equipment Master Technician	57	1	2	4	152
C.A., Diesel Heavy Equipment Maintenance Technician	17	1	2	2	152
A.A.S., Engineering Technology - Electronics	155	7	15	14	426
C.A., Engineering Technology - Electronics	54	1	0	3	426
A.A.S., Engineering Technology - Industrial	20	0	0	2	94
C.A., Engineering Technology - Industrial	4	0	3	0	94
A.A.S., Engineering Technology - Operations	19	1	1	1	94
C.A., Engineering Technology - Operations	3	2	0	0	94
A.A.S., Engineering Technology - Power Utility	9	1	0	3	94
C.A., Engineering Technology - Power Utility	2	0	0	0	94
A.A.S., Engineering Technology - Slot Repair	24	1	0	1	426
C.A., Engineering Technology - Slot Repair	13	1	0	3	426
A.A.S., Engineering Technology - Telecommunications	25	0	1	5	426
C.A., Engineering Technology - Telecommunications	4	0	0	0	426
A.A.S., Engineering Technology - Theater Technology	22	0	2	3	94
C.A., Engineering Technology - Theater Technology	3	0	0	0	94
A.A.S., Environmental Safety & Health - Environmental Resource Technology*	14	2	0	1	134
C.A., Environmental Safety & Health - Environmental Resource Technology*	0	1	0	0	134
A.A.S., Environmental Safety & Health - Occupational Safety Management*	22	7	4	8	134
C.A., Environmental Safety & Health - Occupational Safety Management*	3	4	2	1	134
C.A., Environmental Safety and Health - Safety Management*	4	2	0	0	134
A.A.S., Environmental Safety & Health - Wastewater Treatment	16	1	0	0	134
C.A., Environmental Safety & Health - Wastewater Treatment	2	0	0	0	134
A.A.S., Environmental Safety & Health - Water Treatment	20	1	0	0	134
C.A., Environmental Safety & Health - Water Treatment	9	0	0	0	134
A.A.S., Floral Design	32	3	3	0	77
C.A., Floral Design	17	1	1	4	77
A.A.S., Land Surveying/Geomatics*	3	2	1	0	0

2013-2014

Summary of Characteristics of Reviewed Programs

Program	Number of Students with Declared Major 2013-14	Number of Graduates from Program			Service Headcount Fall 2013
		2011-12	2012-13	2013-14	
C.A., Land Surveying/Geomatics - Land Surveying Technology*	4	1	0	0	0
A.A.S., Ornamental Horticulture*	13	1	4	0	21
A.S., Ornamental Horticulture*	4	0	0	0	21
C.A., Ornamental Horticulture*	7	0	1	0	21
A.A.S., Welding Technology - Advanced Level Welder	80	2	5	3	160
C.A., Welding Technology - Entry Level Welder	39	1	1	0	160
A.A.S., Computing & Information Technology	227	52	43	30	1,182
C.A., Computing & Information Technology - Database*	1	3	0	0	0
A.A.S., Computing & Information Technology - Electronic Crime Investigation	48	1	1	0	114
C.A., Computing & Information Technology - Electronic Crime Investigation	3	0	0	1	114
C.A., Computing & Information Technology - GIS*	2	4	2	0	21
A.A.S., Computing & Information Technology - Network Security	101	2	4	2	194
A.A.S., Computing & Information Technology - Networking	154	2	2	9	194
C.A., Computing & Information Technology - Networking*	9	0	0	0	0
A.A.S., Computing & Information Technology - Software	311	0	7	22	1,182
C.A., Computing & Information Technology - Software/Programming*	6	3	0	1	0
C.A., Computing & Information Technology - User Support*	3	4	0	1	0
A.A.S., Graphic Communications	259	30	33	18	712
A.A.S., Graphic Communications - Animation*	0	0	0	0	0
C.A., Graphic Communications - Animation	24	0	2	2	712
C.A., Graphic Communications - Electronic Publishing*	6	0	0	0	0
C.A., Graphic Communications - Graphic Design	67	2	1	3	712
C.A., Graphic Communications - Multimedia Authoring	11	3	1	1	712
A.A.S., Graphic Communications - Web Design*	0	0	0	0	0
C.A., Graphic Communications - Web Design	16	1	1	2	712
A.A.S., Photography - Commercial Photography	168	21	30	27	895

2013-2014
Summary of Characteristics of Reviewed Programs

Program	Number of Students with Declared Major 2013-14	Number of Graduates from Program			Service Headcount Fall 2013
		2011-12	2012-13	2013-14	
C.A., Photography - Commercial Photography	63	1	7	9	895
A.A.S., Photography - Videography and Film	137	7	9	8	895
C.A., Photography - Videography and Film	31	0	1	1	895
B.S., Dental Hygiene	164	14	11	13	49
A.S., Dental Hygiene	54	21	21	14	266
C.A., Dental Assisting	103	29	13	14	104
B.A.S., Medical Laboratory Scientist	21	0	0	8	82
A.A.S., Medical Laboratory Technician	57	10	9	13	204
C.A., Medical Laboratory Assistant*	89	0	0	2	3
A.A.S., Ophthalmic Dispensing	44	8	2	11	237
A.A.S., Physical Therapy Assistant	106	9	11	7	210
A.A.S., Radiation Therapy Technology	91	9	10	11	142
A.A.S., Diagnostic Medical Sonography	44	19	18	16	198
A.A.S., Cardiorespiratory Sciences	29	8	10	10	96
A.A.S., Health Information Technology	73	5	20	11	100
C.A., Medical Coding	86	4	10	9	90
C.A., Medical Office Assisting	137	22	23	19	67
C.A., Medical Transcription	50	9	5	6	25
A.A.S., Paramedic Medicine	87	1	11	19	100
C.A., Paramedic Medicine	32	1	0	0	35
C.A., Pharmacy Technician	109	13	28	13	121
A.A.S., Surgical Technology	35	8	1	9	96
A.A.S., Veterinary Technician	91	14	6	22	221
C.A., Practical Nursing	77	14	13	5	56
A.A.S., Registered Nursing	685	184	195	212	2,103

2013-2014
Summary of Characteristics of Reviewed Programs

Program	Number of Students with Declared Major 2013-14	Number of Graduates from Program			Service Headcount Fall 2013
		2011-12	2012-13	2013-14	
Great Basin College					
A.A.S., C.A., Computer Technologies	103	10	8	10	560
A.A., A.A.S., C.A., Early Childhood Education	55	8	6	13	92
Truckee Meadows Community College					
A.S., A.A.S., Dietetic/Dietetic Technician	149	5	1	6	588
A.A.S., Nursing	1,157	56	34	50	588
Western Nevada College					
A.A.S., Certificates, Business	485	53	48	33	1,066

*Programs have been approved for elimination or deactivation by the Board or AAC, or program emphases that have been deactivated at the institutional level.

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:

Degree Programs

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

- Biological Sciences: Bachelor of Science, Master of Science, Doctor of Philosophy
- Theatre: Bachelor of Arts
- Bachelor of Arts in Senior Adult Theatre - Eliminated June 2012
- Theatre Arts: Master of Arts, Master of Fine Arts

II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review (e.g. Political Science, Master of Arts).

- Bachelor of Science, Environmental Geology

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

- None

Certificates

I. List the certificates that were reviewed over this academic year of review (e.g. Bookkeeping or Certified Nursing Assistant).

- NA

II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013).

- NA

Program Review
University of Nevada, Las Vegas

III. List the certificate programs of at least 30 credits that received AAC approval for elimination in this academic year of review.

- NA

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013) and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- NA

V. List the certificate programs of less than 30 credits that received AAC approval for elimination in this academic year of review.

- NA

BS, MS, PhD Biological Sciences

I. Description of Program Reviewed

Biology is the study of life. The earth is filled with an enormous variety of living organisms; therefore, an understanding of the basic biological processes common to all organisms is essential to understanding the world. In recent decades, great strides have been made in understanding important biological processes, particularly those at the molecular, cellular, and ecosystem levels. An understanding of biological systems depends, in part, on the principles of physics and chemistry; thus a firm background in the physical sciences is also important in the study of biology. For many, an undergraduate major in biology serves as a basis for postgraduate study in the life sciences. School of Life Sciences graduates have gone on to advanced graduate study, leading to careers in college or university teaching, basic and applied research, and public health. Many have entered professional programs in medicine, veterinary medicine, and dentistry. Other graduates have gone directly into secondary (high school) science teaching, the biomedical industry, independent laboratory research, natural resources management, or environmental education.

II. Review Process and Criteria

The Biology degrees' 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 2014.

III. Major Findings and Conclusions of the Program Review

The primary focus of undergraduate instruction is directed toward students in health related fields, which is a good fit for the needs of the region and the interests of the student population.

A large number of PhD students are clearly a talented group and they expressed substantial enthusiasm for the graduate program. The graduate students also were positive about the extensive advice they receive in their first year. The students also were very positive about the research colloquium that all students participate in, giving annual talks on their thesis projects and progress reports. The program appears to emphasize learning communication skills, another important strength. The graduate program also includes a weekly seminar series that brings in talented external speakers to present their recent research accomplishments and directions.

Graduate students are supported by Graduate Assistantships (GAs). These GAs are for very low amounts of money ($10K/year for Masters students, and $13K - $18K/year for PhD students), and the students have to teach both semesters every year they are in the program. Some students have their income supplemented from PI grants, or obtain independent funding, but others resort to working off campus part time.

IV. Descriptive Statistics

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

2013-14	387

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

2011-12	155
2012-13	183
2013-14	219

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

Fall 2013	3,776

BA Theatre; BA Senior Adult Theatre; MA, MFA Theatre Arts

I. Description of Program Reviewed

The Department of Theatre seeks to prepare students for a profession in the theatre. The core curriculum offers critical, historical, and literary perspectives, while the practical courses equip students to exercise their craft. The department's strong commitment to production provides skills as theatre artists. The aim is to provide students with opportunities to practice and refine their excellence and apply rigor associated with a professional idea.

Recognizing that theatre is an undertaking involving inspiration, communication, cooperation, and hard work, the department seeks to foster an atmosphere which is nurturing, rigorous, and respectful.

The objective of the Theatre Department is to graduate students who are well prepared to further their education in graduate school or to take their place as working theatre professionals. It offers courses which stress solid teaching and practical application within a carefully structured curriculum. Hand in hand with the teaching curriculum is the Nevada Conservatory Theatre (NCT), our professional theatre organization. The NCT presents eight to ten productions a year with professional guest artists and it serves as a working laboratory for Theatre students to practice their craft.

Need and demand for the graduates of the theatre program continue to be strong in Las Vegas. There are eight Cirque du Soleil shows currently available in Las Vegas. There are 31 Las Vegas Boulevard properties which offer additional shows requiring the services of people trained in performance, directing, stage management, and theatre design and technology. There are numerous other off-strip properties from Lake Las Vegas to Primm Nevada that offer entertainment utilizing the skills of theatre graduates.

Since the self-study report was written, the Bachelor of Arts in Senior Adult Theatre has been eliminated (June 2012).

II. Review Process and Criteria

The program review of the Department of Theatre was based on a self-study the department produced in 2011 for the National Association of Schools of Theatre (NAST) ten year accreditation cycle and the NAST standards in effect at that time. Upon submission of the self-study and budgets for the last three years, NAST schedules a peer evaluation which is completed on the campus. Program students and faculty are interviewed as part of the visit. The on-site evaluation is summarized and contains commendations and recommendations. The final report is submitted to the NAST commissioners at a meeting and a vote is taken as to whether to reaffirm accreditation for an institution. A letter containing the result of the vote and the commendations and recommendations is sent to the institution's president, college dean, and program chair. On occasion the accreditation organization will ask additional questions of the program, which is what occurred. Program accreditation is continued in the interim.

Online surveys were conducted with program undergraduate and graduate students and faculty on basic topics. The surveys are reviewed and summarized by a member of the Faculty Senate Program Review Committee.

III. Major Findings and Conclusions of the Program Review

Concerns were expressed by the NAST peer evaluation team in these areas:
- Sufficiency of budget, human resources, and materials
- Facility ventilation systems
- Clarity of focus of Bachelor of Arts in Theatre
- Long term planning

The NAST commission wanted "documentation demonstrating that resources will be available throughout the period of accreditation (10 years) to support the current and intended size and scope of the theatre program."

In this time of changing needs, academic programs require the flexibility to expand or contract as the financial resources fluctuate. Therefore, in 2013 the Department of Theatre began discussions with the dean of the College of Fine Arts and the Executive Vice President and Provost regarding ending their affiliation with NAST. NAST accreditation does not bring any particular advantage to students and many of the top theatre programs

in the U.S. are not accredited. Students are still well-qualified to function in the many different aspects of theatre.

In 2004 the Department of Theatre was granted membership in the University/Resident Theatre Association (URTA) and plans to continue that membership. URTA is a prestigious group of 40 schools more closely aligned with professional training programs. This organization benefits both undergraduate and graduate students and reviews theatre programs on a regular basis.

An external measure of the quality of the program is that all of the undergraduate students in the Stage and Screen Acting program and Design and Technology concentration who have auditioned at the nation University/Resident Theatre Association in the last five years have received many interviews and offers for graduate school. Also, many graduates have found work in the Las Vegas entertainment industry.

IV. Descriptive Statistics

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

   2013-14   240

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

   2011-12   35

   2012-13   40

   2013-14   33

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

   Fall 2013   664

Program Review
University of Nevada, Reno

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

Degree Programs

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

- Accounting, B.S. in Business Administration
- Accountancy, MAcc
- Anthropology, B.A.
- Anthropology, M.A.
- Anthropology, Ph.D.
- Atmospheric Sciences, M.S.
- Atmospheric Sciences, Ph.D.
- Basque Studies, Ph.D.
- Biology, B.S.
- Biology, M.S.
- Chemistry, B.S.
- Chemistry, M.S.
- Chemistry, Ph.D.
- Criminal Justice, B.A.
- Criminal Justice, M.A.
- Ecology, Evolution and Conservation Biology, Ph.D.
- Judicial Studies, M.A.

- Judicial Studies, Ph.D.
- Justice Management, M.A.
- Music, B.A.
- Music, M.A.
- Music, M.M.
- Applied Music, B.M.
- Music Education, B.M.
- Philosophy, B.A.
- Philosophy, M.A.
- Sociology, B.A.
- Sociology, M.A.

II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review (e.g. Political Science, Master of Arts).

- Literacy Studies, M.A.
- Special Education, M.A.
- Teaching Mathematics, M.A.

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

- Creative Writing, M.F.A.

Certificates

I.   List the certificates that were reviewed over this academic year of review (e.g. Bookkeeping or Certified Nursing Assistant).

- NA

II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013).

- NA

III. List the certificate programs of at least 30 credits that received AAC approval for elimination in this academic year of review.

- NA

Program Review
University of Nevada, Reno

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013) and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- NA

V. List the certificate programs of less than 30 credits that received AAC approval for elimination in this academic year of review.

- NA

BSBA Accounting

I. Description of Program Reviewed

The accounting major provides students with the theories and procedures necessary to prepare them for the many facets of the accounting profession, such as public, industrial, managerial, tax, and government accounting. Students graduating from the department are prepared to obtain employment in a competitive job market, start a business, or continue their education in graduate and professional degree programs. Typical professions that accounting students embark upon with their undergraduate degree include: Certified Public Accountant, management accountant, financial analyst, internal auditor, government agent (FBI, IRS), and tax accountant.

II. Review Process and Criteria

The Department of Accounting's undergraduate and graduate programs in accounting were scheduled for continuous improvement review and reaccreditation by The Association to Advance Collegiate Schools of Business in 2013-14. A self-study document for the programs was developed by the department faculty and completed in the fall 2013 semester and provided to the reviewers before they conducted an on-campus visit ending on February 25, 2014. The external review team assessed the program in terms of its consistency with the AACSB accreditation standards. A final report was issued by the site visitors in March 2014, with a letter of extension and recommendations issued on May 6, 2014.

III. Major Findings and Conclusions of the Program Review

The letter noted several strengths of the department in relation to these programs, including the strong collegiality among faculty and students, commitment to its mission of serving students, and faculty mentoring of junior accounting faculty.

With evidence of increased quantity of intellectual contributions by the faculty, the program should now place additional emphasis on finding additional funding sources to support conference travel to support an increase in the quantity and quality of intellectual contributions.

Evidence of curriculum improvement associated with the program's Assurance of Learning processes are apparent. The department should continue to strengthen the overall process for the undergraduate programs so that curriculum management is tied more closely to the process.

The department should include learning objectives to develop skills outside the accounting discipline.

A more formalized process should be implemented to assess the success of accounting graduates at an appropriate later time (5 to 10 years) beyond the current three months from graduation.

IV. Descriptive Statistics

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

2013-14	262

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

2011-12	86
2012-13	89
2013-14	74

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

Fall 2013	1,090

I. Description of Program Reviewed

The MAcc program, offered by the AACSB-accredited Department of Accounting at the College of Business, develops strong technical and professional accounting skills considerably beyond the introductory courses presented to undergraduates. Students completing the program receive a well-rounded business education. In addition to graduate accounting courses, students are exposed to basic courses in the functional areas of business. The MAcc program emphasizes the skills needed to succeed in the business community, including teamwork, leadership, and the ability to communicate effectively.

II. Review Process and Criteria

The Department of Accounting's undergraduate and graduate programs in accounting were scheduled for continuous improvement review and reaccreditation by The Association to Advance Collegiate Schools of Business in 2013-14. A self-study document for the programs was developed by the department faculty and completed in the fall 2013 semester and provided to the reviewers before they conducted an on-campus visit ending on February 25, 2014. The external review team assessed the program in terms of its consistency with the AACSB accreditation standards. A final report was issued by the site visitors in March 2014, with a letter of extension and recommendations issued on May 6, 2014.

III. Major Findings and Conclusions of the Program Review

The letter noted several strengths of the department in relation to these programs, including the strong collegiality among faculty and students, commitment to its mission of serving students, and faculty mentoring of junior accounting faculty.

With evidence of increased quantity of intellectual contributions by the faculty, the program should now place additional emphasis on finding additional funding sources to support conference travel to support an increase in the quantity and quality of intellectual contributions.

Evidence of curriculum improvement associated with the program's Assurance of Learning processes are apparent. The department should continue to strengthen the overall process for the undergraduate programs so that curriculum management is tied more closely to the process.

The department should include learning objectives to develop skills outside the accounting discipline.

A more formalized process should be implemented to assess the success of accounting graduates at an appropriate later time (5 to 10 years) beyond the current three months from graduation.

IV. Descriptive Statistics

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

2013-14	44

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

2011-12	11
2012-13	14
2013-14	13

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

Fall 2013	86

BA Anthropology

I. Description of Program Reviewed

The Department of Anthropology's undergraduate B.A. degree program gives students the intellectual means and maturity to analyze, interpret, and respect variety in human lifeways throughout all parts of the modern world. Topically diverse courses and research experience in cultural anthropology, archaeology, physical anthropology, and linguistics are offered. The undergraduate program provides a strong foundation for graduate studies in anthropology at the University of Nevada, Reno or elsewhere.

II. Review Process and Criteria

The Anthropology undergraduate and 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 department faculty and completed in the spring 2014. The report was provided to two reviewers before they conducted an on-campus visit February 27-28, 2014. The 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 March 2014. In accordance with institution practice, responses to the review are being solicited from the program, the dean, and the graduate council. A final meeting of all parties took place on October 2, 2014, and a final memo of recommendations and findings from the review from the provost will be issued this semester.

III. Major Findings and Conclusions of the Program Review

Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost and will be reported in next year's report.

IV. Descriptive Statistics

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

2013-14	166

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

2011-12	40
2012-13	26
2013-14	38

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

Fall 2013	1,253

MA Anthropology

I. Description of Program Reviewed

The Department of Anthropology's M.A. degree program develops students into independent original thinkers who can design and carry out complex research, communicate results of the results of research, and make significant advances in scientific study of humanity. Topically diverse courses and research experience in cultural anthropology, archaeology, physical anthropology, and linguistics are offered.

II. Review Process and Criteria

The Anthropology undergraduate and 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 department faculty and completed in the spring 2014. The report was provided to two reviewers before they conducted an on-campus visit on February 27-28, 2014. The 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 March 2014. In accordance with institution practice, responses to the review are being solicited from the program, the dean, and the graduate council. A final meeting of all parties took place on October 2, 2014, and a final memo of recommendations and findings from the review will be issued by the provost this semester.

III. Major Findings and Conclusions of the Program Review

Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost and will be reported in next year's report.

IV. Descriptive Statistics

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

2013-14   30

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

2011-12   9

2012-13   7

2013-14   6

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

Fall 2013   54

PhD Anthropology

I. Description of Program Reviewed

The Department of Anthropology's Ph.D. degree program offers tracks in prehistoric archaeology, historical archaeology, cultural anthropology, physical anthropology, and linguistic anthropology. The department has an in-house research museum with rotating exhibits, physical anthropology lab, ethnography lab, prehistoric archaeology lab, and historical archaeology lab.

II. Review Process and Criteria

The Anthropology undergraduate and 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 department faculty and completed in the spring 2014. The report was provided to two reviewers before they conducted an on-campus visit on February 27-28, 2014. The 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 March 2014. In accordance with institution practice, responses to the review are being solicited from the program, the dean, and the graduate council. A final meeting of all parties took place on October 2, 2014, and a final memo of recommendations and findings from the review will be issued by the provost this semester.

III. Major Findings and Conclusions of the Program Review

Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost and will be reported in next year's report.

IV. Descriptive Statistics

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

2013-14	15

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

2011-12	4
2012-13	3
2013-14	1

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

Fall 2013	28

MS Atmospheric Sciences

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 are 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 2013. In accordance with institution practice, responses to the review were solicited from the program, the dean, and the graduate council, with a final meeting of all parties taking place in January 2014. A closing memo setting forth the findings and recommendations resulting from the review has been sent to the program representatives.

III. Major Findings and Conclusions of the Program Review

The reviewers recommended that the faculty associated with the program develop a five-year strategic plan to guide the program as it seeks to address some of the issues brought out in this review.

Although the program attracts many high-quality students, a variance in ability of the program's students was noted. Recommendations have been made to the program leadership to address the issues raised.

An updated MOU between UNR and DRI that identifies and strengthens the relationship between the institutions concerning this and other educational programs was recommended, and conversations regarding this have commenced.

The program leadership will also address topics related to faculty resources in its strategic planning. This includes future hires, including possible joint positions, faculty roles in strengthening communication and interaction between the two institutions, and exploring new relationships or ventures with other academic programs.

Based on recommendations from the review, the program is moving forward with some curriculum changes as well as giving attention to the frequency of course offerings and defining detailed Student Learning Outcomes.

IV. Descriptive Statistics

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

        2013-14   11

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

        2011-12   5

        2012-13   4

        2013-14   2

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

        Fall 2013   74

PhD Atmospheric Sciences

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 are 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 2013. In accordance with institution practice, responses to the review were solicited from the program, the dean, and the graduate council, with a final meeting of all parties taking place in January 2014. A closing memo setting forth the findings and recommendations resulting from the review has been sent to the program representatives.

III. Major Findings and Conclusions of the Program Review

The reviewers recommended that the faculty associated with the program develop a five-year strategic plan to guide the program as it seeks to address some of the issues brought out in this review.

Although the program attracts many high-quality students, a variance in ability of the program's students was noted. Recommendations have been made to the program leadership to address the issues raised.

An updated MOU between UNR and DRI that identifies and strengthens the relationship between the institutions concerning this and other educational programs was recommended, and conversations regarding this have commenced.

The program leadership will also address topics related to faculty resources in its strategic planning. This includes future hires, including possible joint positions, faculty roles in strengthening communication and interaction between the two institutions, and exploring new relationships or ventures with other academic programs.

Based on recommendations from the review, the program is moving forward with some curriculum changes as well as giving attention to the frequency of course offerings and defining detailed Student Learning Outcomes.

IV. Descriptive Statistics

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

2013-14   14

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

2011-12   2

2012-13   2

2013-14   0

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

Fall 2013   48

PhD Basque Studies

I. Description of Program Reviewed

The Tutorial Ph.D. program in Basque Studies is intended to provide students in the humanities and social sciences with an opportunity to pursue doctoral studies emphasizing Basque-related courses and dissertation research. The successful student will be awarded a Doctor of Philosophy in Basque Studies with an emphasis in one of the following disciplines: anthropology, foreign languages and literatures, geography, political science, or history. The degree is in Basque Studies but entails specialization in one of these subject areas and involves close collaboration with participating departments at UNR.

The Tutorial Ph.D. program represents a unique opportunity for the right student. However, given that it lacks the structure of a traditional doctoral program, the Tutorial Ph.D. only suits those students who have clear goals and who are willing to assume responsibility for formulating, presenting, and justifying a program of study and a dissertation topic

The Center also offers a Basque Studies undergraduate minor.

II. Review Process and Criteria

The Basque Studies 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 the director of the program and completed in the fall 2013. The report was provided to the reviewers before they conducted an on-campus visit from February 10 - 11, 2014. A team of two outside reviewers reviewed the program 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 February 2014. Following receipt of the report and responses, a meeting of the program director, dean, and administrators was held on June 12, 2014. Findings and conclusions to the review have been memorialized in a memo that has been sent to the program leaders.

III. Major Findings and Conclusions of the Program Review

The reviewers suggested that there would be many benefits if the center's teaching at the undergraduate level increased. Recommendations concerning this are being investigated by the center leadership.

The center faculty will examine the Silver Core Curriculum objectives related to social sciences, fine arts, the global context, and ethics and consider whether the center could develop and offer undergraduate courses that fulfill these objectives.

The center has already considered and implemented some recruiting strategies for increasing the size and diversity of its Ph.D. program. Many of the recommendations resulting from this program review, if implemented, could also have an impact on the interest in the program externally.

Based on recommendations from the reviewers, the faculty reviewed the comprehensive exam and determined that it is appropriate and similar in scope and difficulty to other ph.d. programs at the university. No changes are warranted to the examination content or process, but the center faculty will monitor student levels of anxiety concerning the exam and provide any advice, support, or assistance it can as students prepare.

PhD Basque Studies

IV. Descriptive Statistics

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

2013-14   6

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

2011-12   0

2012-13   1

2013-14   1

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

Fall 2013   63

I. Description of Program Reviewed

The undergraduate program offered by the Department of Biology terminates in a Bachelor of Science degree in Biology. The Biology curriculum provides students with a strong foundation for either a career in the biological sciences upon graduation or for further professional training in fields such as medicine, dentistry, nursing, conservation biology, wildlife biology, and biotechnology. The Biology major culminates with a capstone course in Evolution, a course that integrates information from all areas of biology, and emphasizes the critical analysis and interpretation of scientific data.

II. Review Process and Criteria

The Biology undergraduate and 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 department faculty and completed in the spring 2014. The report was provided to two reviewers before they conducted an on-campus visit on April 9-10, 2014. The 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 2014. In accordance with institution practice, responses to the review are being solicited from the program, the dean, and the graduate council. A final meeting of all parties will take place this semester, followed by a final memo of recommendations and findings from the review from the provost.

III. Major Findings and Conclusions of the Program Review

Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost following the closing meeting described above and will be reported in next year's report.

IV. Descriptive Statistics

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

2013-14	1,141

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

2011-12	145
2012-13	155
2013-14	172

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

Fall 2013	4,986

I. Description of Program Reviewed

The Department of Biology has two distinct Master of Science degree programs. Plan A is a thesis-driven program, in which students conduct research and write an original thesis. The career pathway for these students typically involves either continuing on to a Ph.D. degree program or gaining employment in biological research. Plan B is a non-thesis master's program based upon coursework outlined for the student by the Faculty Advisors for the Plan B master's program. The Plan B master's degree is intended as a terminal degree for students seeking careers in industry, education, or federal and state agencies. The Master's degree program in Biology is enriched through the Department's participation in multiple interdisciplinary Ph.D. programs.

II. Review Process and Criteria

The Biology undergraduate and 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 department faculty and completed in the spring 2014. The report was provided to two reviewers before they conducted an on-campus visit on April 9-10, 2014. The 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 2014. In accordance with institution practice, responses to the review are being solicited from the program, the dean, and the graduate council. A final meeting of all parties will take place this semester, followed by a final memo of recommendations and findings from the review from the provost.

III. Major Findings and Conclusions of the Program Review

Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost following the closing meeting described above and will be reported in next year's report.

IV. Descriptive Statistics

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

2013-14   22

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

2011-12   6

2012-13   6

2013-14   4

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

Fall 2013   87

BS Chemistry

I. Description of Program Reviewed

The B.S. in Chemistry degree currently has four sub-plans, called emphases. The Professional Chemistry and Environmental Chemistry emphases follows the standards set by the American Chemical Society for program certification. The General Chemistry and Pre-medical emphases requires a subset of the courses in the certified emphases and are intended to provide a good background in chemistry while allowing flexibility to take courses needed for preparation medical or other professional schools, for the teaching profession, and for other students not intending to go on to graduate school in chemistry. Undergraduate chemistry majors complete lecture courses providing a general background in the physical sciences and mathematics, together with a sequence of courses in general, organic, analytical, inorganic, and physical chemistry. Laboratories give hands-on experience in chemical methods and instrumentation. The department also strongly encourages undergraduate students to become involved in laboratory research under the supervision of a faculty member, frequently culminating in a written Senior Thesis.

II. Review Process and Criteria

The Chemistry undergraduate and 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 department faculty and completed in the spring 2014. The report was provided to two reviewers before they conducted an on-campus visit on March 10-11, 2014. The external 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 March 2014. In accordance with institution practice, responses to the review are being solicited from the program, the dean, and the graduate council. A final meeting of all parties will take place this semester, followed by a final memo of recommendations and findings from the review from the provost.

III. Major Findings and Conclusions of the Program Review

Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost following the closing meeting described above and will be reported in next year's report.

IV. Descriptive Statistics

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

2013-14	148

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

2011-12	18
2012-13	17
2013-14	16

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

Fall 2013	3,972

I. Description of Program Reviewed

The Department of Chemistry offers two M.S. degrees in Chemistry, a research-based Thesis Masters degree (Plan A), and a non-Thesis Masters Degree (Plan B). Research is the foundation for all the graduate degree programs offered by the Department of Chemistry, with research study options in the department including analytical chemistry, organic chemistry, inorganic chemistry, physical chemistry, chemical physics, theoretical chemistry, physical organic chemistry, bio-organic chemistry, bioinorganic chemistry, and organometallic chemistry. Graduate students gain, during their research, extensive hands-on experience with department instrumentation.

II. Review Process and Criteria

The Chemistry undergraduate and 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 department faculty and completed in the spring 2014. The report was provided to two reviewers before they conducted an on-campus visit on March 10-11, 2014. The external 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 March 2014. In accordance with institution practice, responses to the review are being solicited from the program, the dean, and the graduate council. A final meeting of all parties will take place this semester, followed by a final memo of recommendations and findings from the review from the provost.

III. Major Findings and Conclusions of the Program Review

Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost following the closing meeting described above and will be reported in next year's report.

IV. Descriptive Statistics

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

2013-14   8

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

2011-12   2

2012-13   2

2013-14   4

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

Fall 2013   21

I. Description of Program Reviewed

The Ph.D. degree in Chemistry is a research-based graduate study program requiring coursework and original research under the direction of a faculty adviser. Students are encouraged to select a research adviser and start on a dissertation (Ph.D.) research by the second semester in residence. This is especially important as one's research topic is a large factor in determining subsequent course curriculum. Research study options in the department include organic chemistry, inorganic chemistry, physical chemistry, theoretical chemistry, chemical physics, physical organic chemistry, bio-organic chemistry, bio-inorganic chemistry, and organometallic chemistry.

II. Review Process and Criteria

The Chemistry undergraduate and 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 department faculty and completed in the spring 2014. The report was provided to two reviewers before they conducted an on-campus visit on March 10-11, 2014. The external 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 March 2014. In accordance with institution practice, responses to the review are being solicited from the program, the dean, and the graduate council. A final meeting of all parties will take place this semester, followed by a final memo of recommendations and findings from the review from the provost.

III. Major Findings and Conclusions of the Program Review

Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost following the closing meeting described above and will be reported in next year's report.

IV. Descriptive Statistics

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

2013-14   57

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

2011-12   8

2012-13   6

2013-14   5

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

Fall 2013   171

BA Criminal Justice

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 2013. Responses and input regarding the findings of the reviewers were obtained from the program and college, and a closing meeting of the administrative leaders of the program was held in December 2013. A closing memo setting forth the findings and recommendations resulting from the review has been sent to the department.

III. Major Findings and Conclusions of the Program Review

The reviewers suggested there may be some curricular changes in order to bring the program into alignment with ACJS (Academy of Criminal Justice Sciences) national certification standards and also address some objectives and inefficiencies identified in the review.

The reviewers made several recommendations regarding the internship, and the department is currently exploring them.

The way the department handles advising was discussed by the reviewers and in the closing meeting. Several improvements are in the process of being implemented and should be completed during the current academic year.

As a result of discussions held during the review process, the department has examined its use of LOAs to teach in the program, particularly in the upper level courses. While it was agreed that using external justice personnel to teach certain professionally-oriented courses is appropriate, the department is examining its use of LOAs and has identified changes it will implement.

The department has been directed to align itself with the University standard of 2.0 entering GPA, going through the courses and curriculum process to make this effective in the 2015-16.

IV. Descriptive Statistics

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

2013-14   809

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

2011-12   108

2012-13   128

2013-14   134

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

Fall 2013   1,253

MA Criminal Justice

I. Description of Program Reviewed

he 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. Responses and input regarding the findings of the reviewers were obtained from the program and college, and a closing meeting of the administrative leaders of the program was held in December 2013. A closing memo setting forth the findings and recommendations resulting from the review has been sent to the department.

III. Major Findings and Conclusions of the Program Review

The way the department handles advising was discussed by the reviewers and in the closing meeting. Several improvements are in the process of being implemented and should be completed during the current academic year.

As a result of discussions held during the review process, the department has examined its use of LOAs to teach in the program, particularly in the upper level courses. While it was agreed that using external justice personnel to teach certain professionally-oriented courses is appropriate, the department is examining its use of LOAs and has identified changes it will implement.

The reviewers made suggestions regarding the scheduling of courses in the graduate program, and the department has implemented some changes. Ideas for recruiting additional students into the graduate program were also discussed in the closing meeting, and the department has been encouraged to explore them.

The reviewers for this program and for the Judicial Studies/Justice Management programs recommended that conversations occur soon between the faculty and leadership of both programs and the School of Social Research and Justice Studies about program collaborations, resource sharing, efficiencies, and synergisms between the two programs.

IV. Descriptive Statistics

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

2013-14   15

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

2011-12   6

2012-13   4

2013-14   13

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

Fall 2013   36

PhD Ecology, Evolution and Conservation Biology

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 2013. Following receipt of the report, the program, dean, and affected departments prepared responses, and a closing meeting of all administrators connected to the program from both UNR and DRI was held. A closing memo setting forth the recommendations and findings from the review was issued in January 2014.

III. Major Findings and Conclusions of the Program Review

The university is exploring possible changes to the method of funding interdisciplinary graduate programs; EECB leadership has been invited to provide information regarding best practices for funding interdisciplinary programs at other universities for consideration.

The EECB leadership is currently engaged in strategic planning for its future. The program representatives were advised not to focus planning and the restoration of its previous budget, but rather on prioritizing the program's future directions with an emphasis on leveraging existing resources and being prepared to take advantage of opportunities for additional resources if they become available. This plan will identify strategic areas of emphasis and provide a framework for modifying research curricular components of the program as needed. The plan will also address future recruitment and support of students, as well as future program leadership.

The reviewers stated that the core of the curriculum was good and compact but suggested that the faculty examine whether the overall program requirements are excessive.

The EECB program was commended for its entrepreneurial approach to augmenting its budget through the conservation internship program, philanthropy, and shared hosting of colloquium speakers. As the University works to evolve its model for funding interdisciplinary graduate programs, the EECB will continue to seek other sources of funding and creative ways to leverage existing resources.

IV. Descriptive Statistics

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

2013-14	38

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

2011-12	1
2012-13	1
2013-14	8

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

Fall 2013	65

MA Judicial Studies

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 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 2013. Responses and input regarding the findings of the reviewers were obtained from the program and college, and a closing meeting of the administrative leaders of the program was held in December 2013. A closing memo setting forth the findings and recommendations resulting from the review was issued in January 2014.

III. Major Findings and Conclusions of the Program Review

Program leadership was tasked with assembling a group of external individuals to conduct a review of the curriculum.

Tuition for this self-supporting program had not changed since 2005 and had not kept pace with actual instructional costs. The program leadership presented a well-justified tuition increase last spring, which has been approved and implemented.

The program was asked to address concerns related to the online course management system.

Program, school, and college leadership will be considering the appropriate administrative location and leadership of the program as its current long-standing director plans for retirement.

IV. Descriptive Statistics

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

2013-14   30

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

2011-12   4

2012-13   2

2013-14   13

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

Fall 2013   36

PhD Judicial Studies

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 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 2013. Responses and input regarding the findings of the reviewers were obtained from the program and college, and a closing meeting of the administrative leaders of the program was held in December 2013. A closing memo setting forth the findings and recommendations resulting from the review was issued in January 2014.

III. Major Findings and Conclusions of the Program Review

Program leadership was tasked with assembling a group of external individuals to conduct a review of the curriculum.

Tuition for this self-supporting program had not changed since 2005 and had not kept pace with actual instructional costs. The program leadership presented a well-justified tuition increase last spring, which has been approved and implemented.

The program was asked to address concerns related to the online course management system.

Program, school, and college leadership will be considering the appropriate administrative location and leadership of the program as its current long-standing director plans for retirement.

IV. Descriptive Statistics

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

2013-14   10

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

2011-12   0

2012-13   3

2013-14   3

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

Fall 2013   12

MA Justice Management

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 2013. Responses and input regarding the findings of the reviewers were obtained from the program and college, and a closing meeting of the administrative leaders of the program was held in December 2013. A closing memo setting forth the findings and recommendations resulting from the review was issued in January 2014.

III. Major Findings and Conclusions of the Program Review

Program representatives have taken steps to address the difficulties some students have with the writing assignments in courses.

Tuition for this self-supporting program had not changed since 2005 and had not kept pace with actual instructional costs. The program leadership presented a well-justified tuition increase last spring, which has been approved and implemented.

The program was asked to address concerns related to the online course management system.

Program, school, and college leadership will be considering the appropriate administrative location and leadership of the program as its current long-standing director plans for retirement.

Program Reviews in both Criminal Justice and Justice Management/Judicial Studies occurred last academic year. Reviewers for both programs recommended that conversations occur soon between the faculty and leadership of both programs and the School of Social Research and Justice Studies about program collaborations, resource sharing, efficiencies, and synergisms between the two programs.

IV. Descriptive Statistics

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

2013-14   79

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

2011-12   15

2012-13   12

2013-14   16

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

Fall 2013   117

BA Music

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 final memo setting forth the conclusions and recommendations from the review has been sent to the department 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, the department, graduate council, and dean provided responses, and a closing meeting was held on December 13, 2013. A final memo setting forth the conclusions and recommendations from the review has been sent to the department.

III. Major Findings and Conclusions of the Program Review

As a result of input from the external reviewers on the curriculum, the department undergoing strategic planning discussions, some of which will focus on curriculum changes.

It was recommended that the department become aggressive in seeking resources and help in addressing the issues related to the facilities and student health and safety.

The department will engage in strategic planning exercises that will form the foundation for curriculum changes, faculty hires, and future programming.

IV. Descriptive Statistics

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

2013-14	81

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

2011-12	9
2012-13	8
2013-14	4

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

Fall 2013	2,075

MA Music

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, the department, graduate council, and dean provided responses, and a closing meeting was held on December 13, 2013. A final memo setting forth the conclusions and recommendations from the review has been sent to the department.

III. Major Findings and Conclusions of the Program Review

As a result of input from the external reviewers on the curriculum, the department undergoing strategic planning discussions, some of which will focus on curriculum changes.

It was recommended that the department become aggressive in seeking resources and help in addressing the issues related to the facilities and student health and safety.

The department will engage in strategic planning exercises that will form the foundation for curriculum changes, faculty hires, and future programming.

IV. Descriptive Statistics

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

2013-14	8

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

2011-12	0
2012-13	1
2013-14	1

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

Fall 2013	148

MM Music

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, the department, graduate council, and dean provided responses, and a closing meeting was held on December 13, 2013. A final memo setting forth the conclusions and recommendations from the review has been sent to the department.

III. Major Findings and Conclusions of the Program Review

As a result of input from the external reviewers on the curriculum, the department undergoing strategic planning discussions, some of which will focus on curriculum changes.

It was recommended that the department become aggressive in seeking resources and help in addressing the issues related to the facilities and student health and safety.

The department will engage in strategic planning exercises that will form the foundation for curriculum changes, faculty hires, and future programming.

IV. Descriptive Statistics

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

2013-14	24

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

2011-12	9
2012-13	6
2013-14	11

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

Fall 2013	148

BM Applied Music

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 vocal 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, the department, graduate council, and dean provided responses, and a closing meeting was held on December 13, 2013. A final memo setting forth the conclusions and recommendations from the review has been sent to the department.

III. Major Findings and Conclusions of the Program Review

As a result of input from the external reviewers on the curriculum, the department undergoing strategic planning discussions, some of which will focus on curriculum changes.

It was recommended that the department become aggressive in seeking resources and help in addressing the issues related to the facilities and student health and safety.

The department will engage in strategic planning exercises that will form the foundation for curriculum changes, faculty hires, and future programming.

IV. Descriptive Statistics

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

2013-14	43

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

2011-12	7
2012-13	9
2013-14	10

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

Fall 2013	2,075

BM Music Education

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, the department, graduate council, and dean provided responses, and a closing meeting was held on December 13, 2013. A final memo setting forth the conclusions and recommendations from the review has been sent to the department.

III. Major Findings and Conclusions of the Program Review

As a result of input from the external reviewers on the curriculum, the department undergoing strategic planning discussions, some of which will focus on curriculum changes.

It was recommended that the department become aggressive in seeking resources and help in addressing the issues related to the facilities and student health and safety.

The department will engage in strategic planning exercises that will form the foundation for curriculum changes, faculty hires, and future programming.

IV. Descriptive Statistics

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

2013-14	61

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

2011-12	7
2012-13	6
2013-14	1

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

Fall 2013	2,075

BA Philosophy

I. Description of Program Reviewed

The Department of Philosophy has two undergraduate B.A. degree programs - one in Ethics, Law, and Politics and the other in General Philosophy. The general philosophy major is designed for students who wish to get a broad understanding of philosophy and to cover the basic areas of philosophy, including required courses and three emphasis areas: history of philosophy; metaphysics, epistemology, and the history and philosophy of science; value theory. The ELP major is designed for students who wish to study philosophy with emphasis on topics in ethics, legal philosophy, and political philosophy. The major covers the basic areas of philosophy-- including required courses and three emphasis areas (history of philosophy; metaphysics, epistemology, and the history and philosophy of science; value theory)--but puts the greatest emphasis on value theory. Both the general and ELP major requires a minimum of 36 credits in Philosophy, with a minimum of 120 university-wide credits to graduate, at least 42 credits of which are in upper-division courses.

II. Review Process and Criteria

The Philosophy undergraduate and 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 department faculty and completed in the spring 2014. The report was provided to two reviewers before they conducted an on-campus visit on March 13-14, 2014. The 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 March 2014. In accordance with institution practice, responses to the review are being solicited from the program, the dean, and the graduate council. A closing final meeting of all parties took place on September 18, 2014.

III. Major Findings and Conclusions of the Program Review

Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost and will be reported in next year's report.

IV. Descriptive Statistics

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

2013-14	73

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

2011-12	15
2012-13	12
2013-14	6

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

Fall 2013	684

MA Philosophy

I. Description of Program Reviewed

The Department of Philosophy has two graduate M.A. degree programs - one in Ethics, Law, and Politics and the other in General Philosophy. The general philosophy major is designed for students who wish to get a broad understanding of philosophy and to cover the basic areas of philosophy, including required courses and three emphasis areas: history of philosophy; metaphysics, epistemology, and the history and philosophy of science; value theory. The Ethics, Law, and Politics M.A. is a program that covers basic philosophy with emphasis on topics in ethics, philosophy of law, and political philosophy. Graduate students in the program take most of their classes in upper division undergraduate courses that are open for graduate-level credit. The mission of the MA program is to provide students with (1) a broad background in the history of philosophy, (2) advanced critical thinking skills, (3) the ability to reflect on and solve problems in any area of endeavor. The underlying goal of the department's mission is to contribute to scholarly excellence at the University of Nevada, Reno. The MA program prepares students for PhD programs in philosophy and graduate work in other areas, such as law, education, politics, and medicine. Because of the general and widely reflective nature of philosophy, philosophy can help prepare students for a career in virtually any field.

II. Review Process and Criteria

The Philosophy undergraduate and 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 department faculty and completed in the spring 2014. The report was provided to two reviewers before they conducted an on-campus visit on March 13-14, 2014. The 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 March 2014. In accordance with institution practice, responses to the review are being solicited from the program, the dean, and the graduate council. A closing final meeting of all parties took place on September 18, 2014.

III. Major Findings and Conclusions of the Program Review

Findings and conclusions to the review will be memorialized in a memo to the program leaders from the Provost and will be reported in next year's report.

IV. Descriptive Statistics

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

2013-14	10

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

2011-12	3
2012-13	5
2013-14	2

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

Fall 2013	19

BA Sociology

I. Description of Program Reviewed

The B.A. degree in Sociology 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 require 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. Responses from the department, dean, and graduate council were provided. A closing meeting of all administrators involved in the review was held on December 12, 2013, and a closing memo was issued in January 21, 2014.

III. Major Findings and Conclusions of the Program Review

The department has conducted planning in the last year to (1) develop a clear understanding of the future directions of the department, especially in connection with faculty workload and service, new positions and resource requests; (2) develop a plan that distributes the department workload in a fair and equitable manner among the faculty; and (3) develop plans for the future leadership of the department.

The department is engaged in recruiting students as dual majors and is analyzing the student numbers over the last few years to determine what might be contributing to increases (or decreases) in student enrollment.

The department is also tracking the conversations and changes in the new Silver Core and consider carefully how its role and participation in the new Core will change.

The department has recently changed its advising process as a result of recommendations made by the reviewers and is monitoring the changes. Additional ideas explored in the closing meeting are being explored.

The department was cautioned about making the Applied Statistics (APST) minor a departmental priority. With the arrival of a new chair of Mathematics and Statistics there is an opportunity for much needed coordination of statistics courses on campus, and the department expects to be involved in this planning.

IV. Descriptive Statistics

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

2013-14   88

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

2011-12   36

2012-13   31

2013-14   16

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

Fall 2013   891

MA Sociology

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 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. Responses from the department, dean, and graduate council were provided. A closing meeting of all administrators involved in the review was held on December 12, 2013, and a closing memo was issued in January 21, 2014.

III. Major Findings and Conclusions of the Program Review

The department has conducted planning in the last year to (1) develop a clear understanding of the future directions of the department, especially in connection with faculty workload and service, new positions and resource requests; (2) develop a plan that distributes the department workload in a fair and equitable manner among the faculty; and (3) develop plans for the future leadership of the department.

The department has recently changed its advising process as a result of recommendations made by the reviewers and is monitoring the changes. Additional ideas explored in the closing meeting are being explored.

The department is collaborating with other departments in the School of Social Research and Justice Studies on interdisciplinary courses as a first step in making more efficient use of department and school instructional resources, with an eye toward increasing athe number of 700-level courses available to Sociology M.A. students.

IV. Descriptive Statistics

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

2013-14   12

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

2011-12   4

2012-13   2

2013-14   2

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

Fall 2013   91

Program Review
Nevada State College

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

Degree Programs

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

- Business Administration, B.S.
- Interdisciplinary Studies, B.A.
- Interdisciplinary Studies, B.S.
- Psychology, B.S.
- Visual Media and Computing, B.S.

II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review (e.g. Political Science, Master of Arts).

- NA

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

- Criminal Justice, B.A.

Certificates

I. List the certificates that were reviewed over this academic year of review (e.g. Bookkeeping or Certified Nursing Assistant).

- NA

II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013).

- NA

III. List the certificate programs of at least 30 credits that received AAC approval for elimination in this academic year of review.

- NA

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013) and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- NA

V. List the certificate programs of less than 30 credits that received AAC approval for elimination in this academic year of review.

- NA

BS Business Administration

I. Description of Program Reviewed

The Bachelor of Science in Business Administration program is anchored in a well-rounded business core. The program is defined by real-world examples and case studies that prepare students to meet the evolving demands of the modern business world. Students who complete the BS in Business Administration master business principles as well as skills in statistical analysis and managerial accounting and finance. For their capstone, students choose between a course on new business creation and one on global business strategy. Courses are small, and faculty use technology to maximize student success, such as creating video lectures that allow faculty to offer a "flipped" classroom experience with more time spent in class on group activities and discussion.

The Business Administration program also emphasizes important "soft" skills that employers desire in employees. Students take courses in public speaking, interpersonal communication, and business writing, as well as core curriculum classes in areas such as social science and cultural diversity, that improve students' communication skills and their ability to work productively with others in a diverse setting.

Overall, the business program aims to combine a knowledge of business concepts with real-world adaptability to ensure that students can meet the challenges of a dynamic global economy.

II. Review Process and Criteria

Process:

The Bachelor of Science in Business Administration was assessed according to a standardized procedure that governs the 10-year program review process in the Liberal Arts & Sciences (LAS) at Nevada State College. The review was chaired by a senior, tenured faculty member 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. Student satisfaction data were culled from surveys administered in all courses in the major offered in spring 2014. A close examination of these data and materials culminated in a comprehensive report. The chair provided a final report to the Dean, Provost, and department Chair.

Criteria:

- Consistent with every program in the Arts & Sciences, the Business Administration program was reviewed according to an array of diverse criteria for success. 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 race/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

III. Major Findings and Conclusions of the Program Review

Strengths:

The Business Administration program has emerged as one of the most popular degree offerings at NSC, growing from 35 declared majors in 2004 to 284 as of Fall 2014. It is now the second-largest degree program in LAS. In the 10 years of the program's existence, 200 students have graduated with a BS in Business Administration (with 139 of those graduating within the past five years).

The Business Administration program attracts a diverse student body. In the 2013-2014 academic year, 42% of declared majors were White, 21% Hispanic, 18% African American, 8.7% Asian, and 1.5% were Pacific Islander or Native Hawaiian.Of students in the program, 62.4% were female while 37.6% were male. This fits NSC's mission to provide educational opportunities to a diverse population of students.

Additionally, NSC attracts a significant number of non-traditional students, many of whom are working professionals seeking to further their education. Based on data from a survey of Business Administration majors in Spring 2014, 42% of majors in the program work 40-47 hours per week. Not surprisingly, a substantial number of business students take less than a full-time courseload.

To meet the needs of our student body, the Business Administration program emphasizes flexibility. Students are given online course options whenever possible. For those classes that are not offered online, such as accounting and finance, courses are scheduled in the evening, the time period students overwhelmingly prefer. This allows us to accommodate the work schedules of our students, so they are able to pursue a four-year degree while continuing to work in their current positions.

The curriculum provides students with a solid foundation in major areas of business and management while emphasizing important "soft skills". Students complete courses in management, human resources, international business, business law, finance, accounting, economics, and operations management, among others; in addition, they select either a management or a marketing emphasis and complete three courses in the chosen area to provide more detailed understanding of that subdiscipline. Additionally, students take courses in public speaking, interpersonal communication, and business writing, all of which provide the essential communication skills that employers increasingly seek in potential employees.

Student course evaluation data, as well as student satisfaction survey results, indicate that students are getting a high-quality learning experience in the program. The overall mean course evaluation rating for all courses offered by the Business Administration program is 4.44 on a 5-point scale, and evaluation scores have increased over time; for Spring and Summer 2014, mean scores reached an all-time high of 4.57. Similarly, on the student satisfaction survey, students rate the quality of business instruction as a 6.08 on a 7-point scale (where 7 = very satisfied) and report high levels of satisfaction with the knowledge and skills gained from the program (6.03 out of 7).

Weaknesses:

The review process revealed several areas for improvement. Key among these is retention. Retention rates have lagged behind enrollment growth. The program has seen substantial improvements in some areas; for instance, among transfer students, one-year retention of new students rose from 40% to 69% in the past 5 years. However, retention continues to be a challenge when serving often under-prepared students who may have substantial work and family obligations.

The business program has also provided less career support than we would like, due largely to lack of funds. In particular, we have been unable to provide a robust internship program because of a lack of faculty to develop partnerships with local businesses or oversee the internship experience. NSC has attempted to address this for

all students with the creation of a new position dedicated to helping facilitate more internship placements and will also oversee the Career Services Center. Increasing the availability of internships will be a major initiative moving forward.

An evaluation of the curriculum indicated that revisions were needed to better prepare students for the current business environment. The degree currently gives students a broad overview of business and management, but did not provide sufficient opportunities to master a specific subfield in business.

Recommendations:

Continue to keep costs low -- The relatively low cost of an NSC education is integral to the success of our diverse 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).

Improve retention -- Efforts are underway to improve retention and student success; for instance, the course schedule has been revised to offer more courses in an accelerated format that allows students to progress through pre-requisite classes more quickly, and a year-round schedule has been introduced that allows students to take business courses in the winter and both summer sessions as well as the spring and fall semesters. Given that many business students take less than a full-time courseload, taking courses in winter and summer will help them make up credits and stay on track to graduate in a reasonable timeframe.

Enhance performance of adjunct faculty – In alignment with the "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, increasing interaction with students, and providing high-quality feedback. The recent creation of an adjunct coordinator position should also improve faculty development for adjunct faculty.

Update the curriculum -- Based on our review of the current course offerings, the business faculty have developed a proposal to revise the business curriculum to reflect changing needs in the field. The proposed changes would introduce additional classes in finance, statistics, and entrepreneurship. Moreover, removing some courses will open up space for students to take more business electives, allowing them to focus on an area of interest. The revised degree will also include classes in psychology and negotiation that should further improve students' mastery of the "soft skills," such as the ability to communicate effectively and work well with others, that employers desire in employees.

Skill development – Business students learn concepts about business, but need additional opportunities to master a specific skillset that would be marketable after graduation. Increased internship opportunities will help address this issue. Faculty are also encouraged to develop tracks or minors that will provide students with clear and specific skills and/or knowledge, such as accounting or human resource management.

IV. Descriptive Statistics

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

2013-14	263

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

2011-12	25
2012-13	32
2013-14	36

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

Fall 2013	728

BA Interdisciplinary Studies

I. Description of Program Reviewed

According to Klein and Newell (1997), interdisciplinary studies is "a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession." In accordance with this definition, the Bachelor of Arts in Interdisciplinary Studies (ISC) gives students the opportunity to combine a major disciplinary concentration (24-credits) and a minor disciplinary concentration (18-credits) to form a personalized degree. For example, a student interested in public relations might select a major concentration in Communication and a minor concentration in Promotion. Currently, the ISC degree has 9 possible major concentrations, and 17 possible minor concentrations, allowing for over 150 possible combinations.

ISC students are also required to take two core classes that focus on the intersections of the students' two concentrations. ISC 300 (Introduction to Interdisciplinary Studies) asks students to develop a complex question and investigate it using the disciplinary conventions of their two concentrations. ISC 495 (Interdisciplinary Studies Capstone) asks students to investigate the career possibilities associated with the concentrations they have combined. Both classes require students to think pragmatically about potential post-graduate opportunities and obstacles.

Of all the programs at Nevada State College, the Bachelor of Arts in Interdisciplinary Studies is the one that most directly serves our mission to provide "technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills." It is also the most customizable degree we offer, giving our diverse community the opportunity to personalize their college experience.

II. Review Process and Criteria

Process:

The Bachelor of Arts in Interdisciplinary Studies was assessed according to a standardized procedure that governs 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. Student satisfaction data were culled from surveys administered in relevant courses.

A close examination of these data and materials culminated in a comprehensive report. The chair provided a final report to the Dean, Provost, and Department Chair.

Criteria:

Consistent with every program in the Arts & Sciences, the Interdisciplinary Studies program was reviewed according to an array of diverse criteria for success. 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 sex and self-reported student race/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.

III. Major Findings and Conclusions of the Program Review

Strengths:

The number of students enrolling in and graduating from the Bachelor of Arts in Interdisciplinary Studies program has steadily climbed over the program's history. In Fall 2004, the program had 3 declared majors; as of Fall 2013, there were 49. A total of 47 students have graduated with a BA in Interdisciplinary Studies. The program contributes to NSC's mission to serve a diverse student body; in Fall 2013, 28.6% of enrolled majors were White, 28.6% were African American, 26.5% were Hispanic, and 8.2% were Asian. Among graduates in 2013-2014, 45.5% were White, 36.4% were Hispanic, and 18.2% were African American.

The BA in Interdisciplinary Studies (ISC) offers flexibility to students. In the past five years, several concentrations and minor areas of study have been added to the curriculum, including Criminal Justice, Promotion, Communication, and Education/Instruction. These added to existing concentrations and minors, including options such as History, Law Enforcement, and Information Management and Technology. The BA-ISC degree allows students to blend areas of study to create a unique educational experience that is tailored to their career aspirations.

The ISC degree offers high-quality learning opportunities for students. Several different indicators affirm the quality of the learning experience provided to ISC students. The overall mean course evaluation rating for ISC courses is 4.44 on a 5-point scale (where 5 = excellent). Additionally, the assessment of learning outcomes shows significant improvement in students' mastery of degree outcomes over the course of their progress through the degree. Furthermore, comparing assessment results over time shows substantial improvement in the quality of ISC artifacts and higher rates of student proficiency in each assessment cycle.

Weaknesses:

Retention - Retention numbers have not risen at the same pace as enrollment. Retention must be considered in the context of an often under-prepared and overburdened student population, and we recognize that increasing retention must be a priority.

Faculty - To date, the ISC program has not had a dedicated full-time faculty member to oversee the program. A tenure-track English faculty member has supervised the program and until recently offered the capstone ISC courses; however, this faculty member is serving a term as department chair and is no longer able to teach those courses. To be sure, many courses required in various concentrations within ISC are taught by full-time faculty. However, ISC students may benefit from having a faculty member with expertise in interdisciplinary studies who can ensure the quality of capstone courses and help ensure that degree outcomes are met.

Alumni tracking & career support – ISC students have fared well after graduation, finding employment in fields such as heath promotion, marketing, and librarianship. Furthermore, several students have gone on to graduate school, attending programs in creative writing, public health administration, and graphic design. However, we have only recently begun systematic tracking of alumni through a dedicated alumni office. Moving forward, we need to collect more comprehensive data on the career outcomes of BA-ISC graduates.

Degree outcome alignment – ISC students are responsible for designing their own outcomes in ISC 300 and measuring their completion of these outcomes in ISC 495. However, students often take ISC 495 immediately after ISC 300, which may not give them adequate time to complete the objectives they designed. The addition of faculty or advising support may allow for greater oversight in this area.

Recommendations:

Integrate faculty mentors - Because students in the BA-ISC program select from a number of concentrations

and minors, there are many possible combinations. No one instructor could possibly be an expert in all of them. Establishing faculty mentors within each discipline would provide students with guidance from experts in their selected field, which should be helpful both for their coursework and for preparing to apply to jobs or graduate schools.

Add a dedicated faculty member - Currently, no full-time faculty member is assigned to the ISC program. It relies on the Chair of the Humanities department and part-time faculty. Adding a dedicated faculty member will help to improve class consistency and will provide more support to ISC students.

Improve community - the diverse degree paths possible within the ISC degree make it difficult to develop the kind of student cohesiveness found in other degrees. Adding ISC activities or sponsoring an ISC Honor Society may help to improve the students' sense of community.

Integrate more experiential learning opportunities – Students complete research papers that integrate their chosen concentrations and minors. To make these experiences more meaningful, faculty should consider ways to add projects that improve student involvement in the community. For example, for the information management & technology concentration, it would be beneficial to develop additional internship or volunteer opportunities that get students involved with projects in the field. Students could complete these opportunities while taking ISC 495.

IV. Descriptive Statistics

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

2013-14	49

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

2011-12	8
2012-13	3
2013-14	11

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

Fall 2013	1,485

BS Interdisciplinary Studies

I. Description of Program Reviewed

According to Klein and Newell (1997), interdisciplinary studies is "a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession." In accordance with this definition, the Bachelor of Science in Interdisciplinary Studies (ISC) gives students the opportunity to combine a major disciplinary concentration (24-credits) and a minor disciplinary concentration (18-credits) to form a personalized degree. For example, a student interested in health education might select a major concentration in heath & wellness and a minor concentration in psychology. A student interested in working for the Nevada Division of Forestry might choose a major concentration in Environmental Science and a minor concentration in biology. Currently, the ISC-BS degree has 5 possible major concentrations (Biology, Business, Environmental & Resource Science, Health & Wellness, and Mathematics) and 17 possible minor concentrations, allowing for 85 possible combinations.

BS-ISC students are also required to take two core classes that focus on the intersections of the students' two concentrations. ISC 300 (Introduction to Interdisciplinary Studies) asks students to develop a complex question and investigate it using the disciplinary conventions of their two concentrations. ISC 495 (Interdisciplinary Studies Capstone) asks students to investigate the career possibilities associated with the concentrations they have combined. Both classes require students to think pragmatically about potential post-graduate opportunities and obstacles.

Of all the majors at Nevada State College, Interdisciplinary Studies is the one that most directly serves our mission to provide "technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills." It is also the most customizable major we offer, giving our diverse community the opportunity to personalize their college experience.

II. Review Process and Criteria

Process:

The Bachelor of Science in Interdisciplinary Studies was assessed according to a standardized procedure that governs 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. Student satisfaction data were culled from surveys administered in relevant courses.

A close examination of these data and materials culminated in a comprehensive report. The chair provided a final report to the Dean, Provost, and Department Chair.

Criteria:

Consistent with every program in the Arts & Sciences, the Interdisciplinary Studies program was reviewed according to an array of diverse criteria for success. 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 sex and self-reported student race/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.

III. Major Findings and Conclusions of the Program Review

Strengths:

The number of students enrolling in and graduating from the Bachelor of Science in Interdisciplinary Studies program has steadily climbed over the program's history. In Fall 2004, the program had 2 declared majors; as of Fall 2013, there were 37. A total of 21 students have graduated with a BS in Interdisciplinary Studies. The program attracts a diverse student body; in Fall 2013, 40.5% of enrolled majors were White, 18.9% were African American, 13.5% were Hispanic, and 13.5% were Asian.

The BS in Interdisciplinary Studies (ISC) offers flexibility to students. The BA-ISC degree allows students to blend areas of study to create a unique educational experience that is tailored to their career aspirations.

The ISC degree offers high-quality learning opportunities for students. Several different indicators affirm the quality of the learning experience provided to ISC students. The overall mean course evaluation rating for ISC courses is 4.44 on a 5-point scale (where 5 = excellent). Additionally, the assessment of learning outcomes shows significant improvement in students' mastery of degree outcomes over the course of their progress through the degree. Furthermore, comparing assessment results over time shows substantial improvement in the quality of ISC artifacts and higher rates of student proficiency in each assessment cycle.

Weaknesses:

Retention - Retention numbers have not risen at the same pace as enrollment. Retention must be considered in the context of an often under-prepared and overburdened student population, and we recognize that increasing retention must be a priority.

Faculty - To date, the ISC program has not had a dedicated full-time faculty member to oversee the program. A tenure-track English faculty member has supervised the program and until recently offered the capstone ISC courses; however, this faculty member is serving a term as department chair and is no longer able to teach those courses. To be sure, many courses required in various concentrations within ISC are taught by full-time faculty. However, ISC students may benefit from having a faculty member with expertise in interdisciplinary studies who can ensure the quality of capstone courses and help ensure that degree outcomes are met.

Graduation gaps - While the BS-ISC degree attracts a diverse study body, racial and ethnic minorities are underrepresented among graduates of the program. The cause of the gap is unclear at this time, but it requires a concerted effort to address the problem. Additional mentoring and advising about students' course of study and career options may be important avenues to enhance student success in the program.

Alumni tracking & career support – ISC students have fared well after graduation, finding employment in fields such as heath promotion and marketing. Furthermore, several students have gone on to graduate school, attending programs such as master's programs in public health administration. However, we have only recently begun systematic tracking of alumni through a dedicated alumni office. Moving forward, we need to collect more comprehensive data on the career outcomes of BS-ISC graduates.

Degree outcome alignment – ISC students are responsible for designing their own outcomes in ISC 300 and measuring their completion of these outcomes in ISC 495. However, students often take ISC 495 immediately after ISC 300, which may not give them adequate time to complete the objectives they designed. The addition of faculty or advising support may allow for more oversight in this area.

BS Interdisciplinary Studies

Recommendations:

Integrate faculty mentors - Because students in the BS-ISC program select from a number of concentrations and minors, there are many possible combinations. No one instructor could possibly be an expert in all of them. Establishing faculty mentors within each discipline would provide students with guidance from experts in their selected field, which should be helpful both for their coursework and for preparing to apply to jobs or graduate schools.

Add a dedicated faculty member - Currently, no full-time faculty member is assigned to the ISC program. It relies on the Chair of the Humanities department and part-time faculty. Adding a dedicated faculty member will help to improve class consistency and will provide more support to ISC students.

Improve community - The diverse degree paths possible within the ISC degree make it difficult to develop the kind of student cohesiveness found in other degrees. Adding ISC activities or sponsoring an ISC Honor Society may help to improve the students' sense of community.

Integrate more experiential learning opportunities – Students complete research papers that integrate their chosen concentrations and minors. To make these experiences more meaningful, faculty should consider ways to add projects that improve student involvement in the community. For example, since heath & wellness is a popular concentration, it would be beneficial to develop additional internship or volunteer opportunities that get students involved with health promotion. Students could complete these opportunities while taking ISC 495.

IV. Descriptive Statistics

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

2013-14	49

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

2011-12	8
2012-13	3
2013-14	11

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

Fall 2013	1,230

I. Description of Program Reviewed

The Bachelor of Science 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. The Bachelor of Science degree shares faculty and much of the curriculum with the Bachelor of Arts in Psychology degree, allowing NSC to provide the Bachelor of Science option at negligible additional cost. Compared to the Bachelor of Arts in Psychology, the Bachelor of Science degree offers more advanced training in research methodology and statistical analysis, as well as a more thorough understanding of the natural sciences and calculus.

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 Science in Psychology was assessed according to a standardized procedure that governs 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. From 2009-10 to 2013-14, the unduplicated headcount of the entire psychology program grew from 216 to 394, with the BS program specifically increasing from 52 to 84 students (in the BS & BA combined, there are 394). In the past five years, 166 students have graduated with a psychology degree; of those, 14 (8%) received the BS degree. 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." Over its 10-year history, 40% percent of BS-Psychology graduates have identified as White, 12% as African-American, 8% as Asian, and 32% as Hispanic.

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 4.56 on a 5-point scale, and this mean rises to 4.61 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 a unique capstone course. Students must complete PSY 375, an advanced research seminar that challenges them to devise and implement an independent research project from start to finish, including a public poster presentation of their findings at the end. 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, including an overhaul of the introductory psychology course as part of the Gateways to Completion project, are underway.

Alumni tracking & career support – NSC students have fared quite well after graduation, finding employment in a variety of fields and entrance to high-quality graduate and medical programs. However, a dedicated alumni office was founded only last year, 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 creation of a Career Center, which opened its doors in Fall 2013.

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 diverse 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 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 "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, increasing interaction with students, and providing high-quality feedback. The recent creation of an adjunct coordinator position should also improve faculty development for adjunct faculty. IV. Descriptive Statistics

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

2013-14	84

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

2011-12	1
2012-13	1
2013-14	2

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

Fall 2013	979

I. Description of Program Reviewed

The Bachelor of Arts in Visual Media (VMC) program prepares students to engage with and thrive in a culture that is increasingly visual and digital. The program equips students to understand and produce videos and other types of images, giving them powerful communication tools and strategies to thrive in a media-rich culture.

When it began in 2003, VMC students had the ability to choose one of three specialties: computer science, digital cinema, or interactive media. In 2008, we chose to focus specifically on digital cinema in order to capitalize on student interests and faculty strengths. The digital cinema concentration was the least resource-intensive of the three concentrations, as well as the area with the highest potential student employment opportunities.

Despite the more narrow focus, the VMC program has continued to be a highly interdisciplinary degree. Whereas many programs focus specifically on film production or media studies, the VMC program provides a balanced look at both media production and the critical interpretation of media. Students learn how to create compelling visual narratives and how to analyze moving and still images.

In 2013, we altered the degree to make the media production/media studies focus more apparent. Now students satisfy their major requirements by taking 12 credits of media fundamentals, 12 credits of theory and criticism, 21 credits of media production (digital cinema or animation), and a final capstone class.

II. Review Process and Criteria

Process:

The Bachelor of Arts in Visual Media was assessed according to a standardized procedure that governs 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 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. Student satisfaction data were culled from surveys administered in relevant courses.

A close examination of these data and materials culminated in a comprehensive report. The chair provided a final report to the Dean, Provost, and Department Chair.

Criteria:

Consistent with every program in the Arts & Sciences, the Visual Media program was reviewed according to an array of diverse criteria for success. 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 sex and self-reported student race/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.

III. Major Findings and Conclusions of the Program Review

In Fall 2004, the program had 11 declared majors; as of Fall 2013, there were 34. A total of 14 students have graduated with a Visual Media degree. The program attracts a very diverse student body; in Fall 2013, 30.4% of enrolled majors were White, 17.4% were African American, 34.8% were Hispanic, and 4.3% were Asian.

Due to budget cuts, the Visual Media degree had no dedicated faculty for several years. It has been improved in the past two years by the addition of two tenure-track faculty. This has allowed us to offer more classes and provide more opportunities for students to work on their own creative projects. Each year, the VMC students create short films and exhibit them at an NSC Film Showcase and the Las Vegas Film Festival. Students take on a variety of different roles, including directing their own films and learning production techniques while crewing for other student productions and contributing to larger projects.

Students also learn on the latest equipment, assisting NSC in its mission to provide a technology-rich learning environment. Students learn photography on DSLR cameras and learn cinematography on the RED Scarlet, an industry standard in digital cinema. Students also work with professional sound equipment, lighting equipment, and editing software

The VMC degree offers high-quality learning opportunities for students. The overall mean course evaluation rating for Visual Media courses is 4.48 on a 5-point scale (where 5 = excellent). Outcomes assessment also shows improved student mastery of program learning outcomes over time. Outcomes are assessed every two years, with the two most recent cycles being 2010 and 2012. In the 2012 outcomes assessment, a higher proportion of student artifacts were rated "proficient" or "distinguished" by the committee than had earned these ratings in 2010. Moreover, the committee's ratings of student artifacts surpassed the standard benchmark for success set by LAS for all degree programs, indicating that the program is effectively helping students master learning outcomes. Finally, external evidence indicates that these learning opportunities are leading to student mastery of essential skills. For instance, a short film produced by VMC majors won the Best Use of Character award at the 48-Hour Film Festival held in Las Vegas in 2014.

Weaknesses:

Graduation rates - In the past 3 years, the Visual Media degree has had a total of 7 graduates. The program suffered from a lack of guidance; due to budget cuts during the recession, there were no full-time faculty in Visual Media. This made it difficult to offer required courses regularly, particularly production-based courses that could not be offered in an online format. Moreover, the lack of faculty meant students did not have as much mentoring or advising as they may have needed to plan their career goals or choose graduate programs. The recent addition of two tenure-track faculty should significantly improve this situation.

Equipment - Unlike programs like English and History, Visual Media is a resource-intensive degree. The VMC program has drastically increased the amount of equipment available for students, but it still needs to do more to compete with programs such as those available at the Art Institute. For example, the computer lab uses the Adobe Creative Suite 5.5, which is no longer compatible with the current version of Adobe Suite. This upgrade is costly but necessary.

Space needs – To prepare students for a variety of media careers, the students need access to studio space. Instructors have done their best with existing class space, but ultimately, dedicated studio space will be necessary for the program.

Alumni tracking & career support – VMC graduates have found employment in several fields, including web design and graphic design. However, we have only recently begun systematic tracking of alumni through a dedicated alumni office. Moving forward, we need to collect more comprehensive data on the career outcomes of VMC graduates.

Recommendations:

Integrate Visual Media with exisiting degrees such as Business - This would give VMC students marketable production skills while also introducing them to business concepts. Given the increasing importance of digital marketing, as well as the need for those in creative industries to know how to manage a production budget, this would be a useful interdisciplinary combination.

Establish a BAS with CSN to improve transfer - The Visual Media faculty are developing a proposal for a BAS in Visual Media that would articulate with the AAS program at the College of Southern Nevada. This would provide a 4-year degree option for those students at CSN, and would provide an additional stream of students for our existing VMC courses, since students would take many of them as part of the degree.

Seek out grants to offset the high cost of equipment - Additional equipment is essential for the program, as students must have experience with the types of equipment and editing programs they will use in the workplace. Given the high cost of some of this equipment, faculty should investigate grant options to pay for equipment.

IV. Descriptive Statistics

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

2013-14	34

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

2011-12	2
2012-13	3
2013-14	2

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

Fall 2013	135

Program Review
College of Southern Nevada

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

Degree Programs

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

Department of Applied Technologies

- Air Conditioning Technology, A.A.S.
- Architectural Design Technology, Architectural Drafting, A.A.S.
- Architectural Design—Interior Design, A.A.S.
- Architectural Design—Residential Design, A.A.S.
- Automotive Technology, A.A.S.
- Aviation Technology, A.A.S.
- CADD Technology, A.A.S.
- Construction Technology, A.A.S.
- Construction Technology—Building Inspection, A.A.S.
- Construction Technology—Building Trades, A.A.S.
- Construction Technology—Carpentry, A.A.S.
- Diesel Heavy Equipment—Master Technician, A.A.S.
- Engineering Technology—Electronics, A.A.S.
- Engineering Technology—Industrial, A.A.S.
- Engineering Technology—Operations, A.A.S.
- Engineering Technology—Power Utility, A.A.S.
- Engineering Technology—Slot Repair, A.A.S.
- Engineering Technology—Telecommunications, A.A.S.

- Engineering Technology—Theater Technology, A.A.S.
- Environmental Safety & Health—Environmental Resource Technology, A.A.S.
- Environmental Safety & Health—Occupational Safety Management, A.A.S.
- Environmental Safety & Health—Wastewater Treatment, A.A.S.
- Environmental Safety & Health—Water Treatment, A.A.S.
- Floral Design, A.A.S.
- Land Surveying/Geomatics, A.A.S.
- Ornamental Horticulture, A.A.S.
- Ornamental Horticulture, A.S.
- Welding Technology—Advanced Level Welder, A.A.S.

Department of Computing & Information Technology

- Computing & Information Technology, A.A.S.
- Computing & Information Technology—Electronic Crime Investigation, A.A.S.
- Computing & Information Technology—Network Security, A.A.S.
- Computing & Information Technology—Networking, A.A.S.
- Computing & Information Technology—Software, A.A.S.

Department of Media Technologies

- Graphic Communications, A.A.S.
- Graphic Communications—Animation, A.A.S.
- Graphic Communications—Web Design, A.A.S.
- Photography—Commercial Photography, A.A.S.
- Photography—Videography and Film, A.A.S.

Department of Dental Sciences, Diagnostic Evaluation & Rehabilitation Services

- Dental Hygiene, B.S.
- Dental Hygiene, A.S.
- Medical Laboratory Scientist, B.A.S.
- Medical Laboratory Technician, A.A.S.
- Ophthalmic Dispensing, A.A.S.
- Physical Therapist Assistant, A.A.S.
- Radiation Therapy Technology, A.A.S.
- Diagnostic Medical Sonography, A.A.S.

Department of Health Related Professions

- Cardiorespiratory Sciences, A.A.S.
- Health Information Technology, A.A.S.

- Paramedic Medicine, A.A.S.

- Surgical Technology, A.A.S.

- Veterinary Technician, A.A.S.

  <u>Department of Nursing</u>

- Registered Nursing, A.A.S.

II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review (e.g. Political Science, Master of Arts).

- CADD Technology

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

- NA

Certificates

I. List the certificates that were reviewed over this academic year of review (e.g. Bookkeeping or Certified Nursing Assistant).

  <u>Department of Applied Technologies</u>

- Air Conditioning Technology, C.A.

- Architectural Design Tech.- Architectural Drafting, C.A.

- Auto Maintenance and Light Repair, C.A.

- Automotive Collision Repair, C.A.

- Automotive Technology, C.A.

- Automotive Technology - Diagnostic Specialist, C.A.

- Automotive Technology - Heavy-line Specialist, C.A.

- CADD Technology, C.A.

- Construction Technology, C.A.

- Construction Technology - Building Inspection, C.A.

- Construction Technology - Building Trades, C.A.

- Construction Technology - Carpentry, A.A.S.

- Construction Technology - Carpentry, C.A.

- Diesel, Heavy Equipment - Maintenance Technician, C.A.

- Engineering Technology - Electronics, C.A.

- Engineering Technology - Industrial, C.A.

- Engineering Technology - Operations, C.A.

- Engineering Technology - Power Utility, C.A.

- Engineering Technology - Slot Repair, C.A.

- Engineering Technology - Telecommunications, C.A.

- Engineering Technology - Theater Technology, C.A.

- Environmental Safety & Health - Environmental Resource Technology, C.A.

- Environmental Safety & Health - Occupational Safety Management, C.A.

- Environmental Safety & Health - Safety Management, C.A.

- Environmental Safety & Health - Wastewater Treatment, C.A.

- Environmental Safety & Health - Water Treatment, C.A.

- Floral Design, C.A.

- Land Surveying/Geomatics - Land Surveying Technology, C.A.

- Ornamental Horticulture, C.A.

- Welding Technology-Entry level Welder, C.A.

Department of Computing & Information Technology

- Computing & Information Technology-Database, C.A.

- Computing & Information Technology-Electronic Crime Investigation, C.A.

- Computing & Information Technology-GIS, C.A.

- Computing & Information Technology-Networking, C.A.

- Computing & Information Technology-Software, C.A.

- Computing & Information Technology-User Support, C.A.

Department of Media Technologies

- Graphic Communications-Animation, C.A.

- Graphic Communications-Electronic Publishing, C.A.

- Graphic Communications-Graphic Design, C.A.

- Graphic Communications-Multimedia Authoring, C.A.

- Graphic Communications-Web Design, C.A.

- Photography-Commercial Photography, C.A.

- Photography-Videography and Film, C.A.

Department of Dental Sciences, Diagnostic Evaluation & Rehabilitation Services

- Dental Assisting, C.A.

- Medical Laboratory Assistant, C.A.

Department of Health Related Professions

- Medical Coding, C.A.

- Medical Office Assisting, C.A.

- Medical Transcription, C.A.

- Paramedic Medicine, C.A.

- Pharmacy Technician, C.A.

Department of Nursing

- Practical Nursing, C.A.

II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013).

- NA

III. List the certificate programs of at least 30 credits that received AAC approval for elimination in this academic year of review.

- Business German

- Construction Technology

- Deaf Studies

- Legal Support Specialist

- Medical Laboratory Assistant

- Ornamental Horticulture

- Surgical Technology

- Veterinary Technology

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013) and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- NA

V. List the certificate programs of less than 30 credits that received AAC approval for elimination in this academic year of review.

- NA

AAS Air Conditioning Technology

I. Description of Program Reviewed

This program prepares students to install, maintain, service, troubleshoot and repair residential and commercial heating and cooling systems. Additionally, the program includes commercial refrigeration courses enabling students to learn how to maintain, troubleshoot and repair walk-in freezers, ice machines and other related machinery.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The CSN Air Conditioning program is accredited through PAHRA and is ranked among the elite in the country. It's strengths are the rigor and robust delivery in commercial refrigeration and residential/light commercial air. The only shortcoming is in an abbreviated central plant operations laboratory experience.

Conclusion: The program will expand operations to a new site to complete the central plant operations laboratory and expand the delivery of courses in chillers, boilers, furnaces, and sheet metal fabrication. No program in the nation will have the depth and breadth of CSN's Air Conditioning Technology coursework.

IV. Descriptive Statistics

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

2013-14   124

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

2011-12   8

2012-13   11

2013-14   6

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

Fall 2013   319

CA Air Conditioning Technology

I. Description of Program Reviewed

This program prepares students to install, maintain, service, troubleshoot and repair residential and commercial heating and cooling systems. Additionally, the program includes commercial refrigeration courses enabling students to learn how to maintain, troubleshoot and repair walk-in freezers, ice machines and other related machinery.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

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Conclusion: The program will expand operations to a new site to complete the central plant operations laboratory and expand the delivery of courses in chillers, boilers, furnaces, and sheet metal fabrication. No program in the nation will have the depth and breadth of CSN's Air Conditioning Technology coursework.

IV. Descriptive Statistics

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

2013-14   54

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

2011-12   5

2012-13   5

2013-14   8

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

Fall 2013   319

AAS Architectural Design Tech - Architectural Drafting

I. Description of Program Reviewed

This program has been superseded by the Architectural Design Technology - Residential Design emphasis.

II. Review Process and Criteria

Industry professionals were polled and employment data resources were examined by faculty and administration.

III. Major Findings and Conclusions of the Program Review

Finding: This program in no longer viable. The current industry tools for computer based design have eliminated the need for intermediate drafting technicians but not for registered residential designers.

Conclusion: The program is retitled

IV. Descriptive Statistics

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

2013-14   4

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

2011-12   0

2012-13   0

2013-14   0

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

Fall 2013   0

CA Architectural Design Tech - Architectural Drafting

I. Description of Program Reviewed

This program has been superseded by the AAS Architectural Design Technology - Residential Design emphasis.

II. Review Process and Criteria

Industry professionals were polled and employment data resources were examined by faculty and administration.

III. Major Findings and Conclusions of the Program Review

Finding: This program in no longer viable. The current industry tools for computer based design have eliminated the need for intermediate drafting technicians.

Conclusion: The program is to be deactivated

IV. Descriptive Statistics

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

2013-14   25

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

2011-12   0

2012-13   1

2013-14   0

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

Fall 2013   75

AAS Architectural Design Tech - Interior Design

I. Description of Program Reviewed

This degree program builds the skills required to produce professional and quality interior architectural designs. The core curriculum is a sequence of lecture/lab courses that stress the design theory and application, color, space planning, interior materials, furniture specification, CADD, business practices and field experience

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Finding: Program outcomes are in conflict with industry employment trends. Further study is needed to assess the long term employment outlook and the need for a baccalaureate pathway.

Conclusion: Redesign program to conform with university transfer requirements for a Bachelor of Arts in Interior Design.

IV. Descriptive Statistics

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

2013-14	87

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

2011-12	6
2012-13	3
2013-14	3

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

Fall 2013	21

AAS Architectural Design Tech - Residential Design

I. Description of Program Reviewed

This degree program builds the skills required to produce professional and quality residential architectural designs. The core curriculum is a sequence of lecture/lab courses that stress the theory and method of detailing, drafting and designing residential buildings.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Although the ADT Residential Design program will meet the requirements for a state board registry as a Residential Designer, the more likely source for long term viability is to transition this program to a university transfer degree that can lead to licensure as a Registered Architect.

Conclusion: Redesign program to conform with university transfer requirements suitable for student application to a school of architecture. This can be accomplished and still retain the eligibility for state board registry as a Residential Designer.

IV. Descriptive Statistics

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

2013-14	89

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

2011-12	2
2012-13	1
2013-14	2

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

Fall 2013	75

AAS Automotive Technology

I. Description of Program Reviewed

This degree program, one of the largest of its kind in the West, prepares students for lucrative careers as automotive technicians, as well as related automotive occupations. Master Accredited by ASE/NATEF, instruction is provided on state-of-the-art equipment in both classrooms and labs. ASE Master Certified technicians provide all instruction, with the focus on understanding automotive systems operation, efficient diagnostics, and service. Additional emphasis is placed on preparing students to pass ASE certification exams.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands

III. Major Findings and Conclusions of the Program Review

Findings: Facilities, equipment, curriculum, and faculty qualifications are among the best in the nation. Further effort must be expended on student preparedness and general education readiness. Student retention throughout the program must be a primary focus for program personnel.

Conclusion: An examination of student academic skills on entry into the Automotive Technology program is required. Mechanisms to assure college readiness must be developed and deployed.

IV. Descriptive Statistics

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

2013-14   334

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

2011-12   11

2012-13   20

2013-14   21

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

Fall 2013   523

CA Automotive Technology

I. Description of Program Reviewed

This program prepares students for entry level careers as maintenance technicians. Students completing this Certificate will be able to repair battery, starting, charging and electrical system malfunctions, brake, steering, suspension and air conditioning systems.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

This program has been superseded by the Maintenance and Light Repair Emphasis.

IV. Descriptive Statistics

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

2013-14   40

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

2011-12   2

2012-13   2

2013-14   0

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

Fall 2013   523

CA Automotive Technology - Diagnostic Specialist

I. Description of Program Reviewed

This Certificate program prepares students for entry level careers as engine performance diagnostic technicians. Students will perform diagnosis and repair of electrical systems including battery, starting and changing; engine related service procedures, driveability diagnosis, and diagnosis of vehicle computer network systems and body control computers. Student will be knowledgeable in alternative fueled vehicle service techniques as related to the driveability area. Students will also be prepared to obtain a State of Nevada Class 1G smog inspector license.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Student retention and completion rates are a source of great concern. The program hs improved it's scheduling, facilities, and curriculum with minor reflection in graduation rates. Recent instructor hiring has been a significant factor in improving course outcomes but retention rates are not improving as quickly as anticipated. Improved student assessments of general education skills are warranted.

Conclusion: The last factor to address in the quality improvement process is the student body. Better assessment of academic skills and more tutorial support for basic reading, writing, and math skills is required. Plans for stackable credentials, admission standards, schedule development, and more expedient workplace transition are needed.

IV. Descriptive Statistics

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

2013-14   16

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

2011-12   3

2012-13   4

2013-14   9

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

Fall 2013   523

CA Automotive Technology - Heavy Line Specialist

I. Description of Program Reviewed

This program prepares students for entry level careers as heavy-line repair technicians. Students completing this Certificate will be able to diagnose, remove, disassemble, repair and/or replace and reassemble manual and automatic transmissions, transaxles, differential, clutches, transfer and axle units. Additionally, students will be able to perform engine mechanical diagnosis, disassembly/reassembly and other engine related heavy service.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Student retention and completion rates are a source of great concern. The program has improved it's scheduling, facilities, and curriculum with minor reflection in graduation rates. Recent instructor hiring has been a significant factor in improving course outcomes but retention rates are not improving as quickly as anticipated. Improved student assessments of general education skills are warranted.

Conclusion: The last factor to address in the quality improvement process is the student body. Better assessment of academic skills and more tutorial support for basic reading, writing, and math skills is required. Plans for stackable credentials, admission standards, schedule development, and more expedient workplace transition are needed.

IV. Descriptive Statistics

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

2013-14	9

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

2011-12	2
2012-13	4
2013-14	7

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

Fall 2013	523

CA Automotive Maintenance and Light Repair

I. Description of Program Reviewed

This program prepares students for entry level careers as maintenance and light repair technicians. Students completing this Certificate will be able to repair battery, starting, charging and electrical system malfunctions, brake, steering, suspension and air conditioning systems, and perform engine mechanical diagnosis and maintenance related engine service. Students will be knowledgeable and proficient in safe operating procedures in the lab, in the use of hand and power tools, DVOM's scan tools, electronic service information systems, and in general knowledge of the automotive industry. Students will be knowledgeable in special maintenance techniques relating to alternative fueled and hybridelectric vehicles. Students will also be qualified to obtain a Nevada Class 1G smog inspector licensure.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Student retention and completion rates are a source of great concern. The program hs improved it's scheduling, facilities, and curriculum with little reflection in graduation rates. Recent instructor hiring has been a significant factor in improving course outcomes but retention rates are not improving as quickly as anticipated. Improved student assessments of general education skills are warranted.

Conclusion: The last factor to address in the quality improvement process is the student body. Better assessment of academic skills and more tutorial support for basic reading, writing, and math skills is required. Plans for stackable credentials, admission standards, schedule development, and more expedient workplace transition are needed.

IV. Descriptive Statistics

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

2013-14	24

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

2011-12	2
2012-13	3
2013-14	10

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

Fall 2013	523

CA Automotive Collision Repair

I. Description of Program Reviewed

The Collision Repair program is designed to prepare students as entry level collision repair technicians. Students will earn I-CAR (Industry Council for Automotive Repair) certification points in 26 different areas, including customer service, estimating, welding, plastics and paint and refinish. Successful students will become proficient in safe working procedures, structural and non-structural repairs, refinishing techniques and estimating.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Student retention and completion rates are a source of great concern. The program has improved it's focus on the collision curriculum. Recent instructor hiring has been a significant factor in improving course outcomes but retention rates are not improving as quickly as anticipated. Improved student assessments of general education skills are warranted.

Conclusion: The last factor to address in the quality improvement process is the student body. Better assessment of academic skills and more tutorial support for basic reading, writing, and math skills is required. Plans for industry credentials and internship development are needed.

IV. Descriptive Statistics

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

2013-14　　51

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

2011-12　　1

2012-13　　1

2013-14　　3

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

Fall 2013　　104

AAS Aviation Technology

I. Description of Program Reviewed

The Aviation Technology degree program is designed specifically for students who have a desire to work in aviation-related careers. Thorough coverage of the Federal Aviation Regulations will apply to all aspects of study. The degree will provide the application of concepts pertaining to airport and aircraft operations for domestic and international flights. Students may select from Track options that place an emphasis on either Professional Pilot or Flight Operations areas of study. The degree will prepare students to enter the employment market as Professional Pilots, Flight Crew Members, OR, Flight Operations Specialist, Crew Scheduler, Flight Follower, Customer Service Representative, Aircraft Servicing Personnel

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the FAA on new license requirements.

III. Major Findings and Conclusions of the Program Review

Findings: Aviation Technology remains a viable program and may become even more attractive as options in Flight Operations and Unmanned Systems become functional. Low completion rates are primarily a result of the extended time and cost of flight hours to reach minimum FAA requirements. Mandatory check rides prior to licensure should not be included in course outcomes.

Conclusion: New course outcomes that do not include FAA check rides and stackable certificates may be employed to facilitate better program completion rates.

IV. Descriptive Statistics

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

2013-14	143

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

2011-12	4
2012-13	3
2013-14	6

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

Fall 2013	159

AAS CADD Technology

I. Description of Program Reviewed

The program prepares drafting professionals for developing and interpreting construction documents and drawings.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from related local industry professionals on employment trends and new technologies.

III. Major Findings and Conclusions of the Program Review

Finding: The trend in drafting is for design professionals such as architects and engineers to develop their own drawings using computer based design tools. The advancement of the technology has eliminated much of the need for dedicated professionals as intermediate drawing technicians. Understanding basic CADD functions, however, is very much in demand as a core technical skill for many professions. The coursework is transitioning to a correlate rather than a career focus.

Conclusion: The CADD AAS program has been deleted. The next iteration for the program should be an integrated manufacturing pathway at the certificate level that includes additive and subtractive production processes like 3d printing and CNC machining, digital information control, metrology, and quality assurance concepts.

IV. Descriptive Statistics

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

2013-14   54

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

2011-12   6

2012-13   8

2013-14   9

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

Fall 2013   93

CA CADD Technology

I. Description of Program Reviewed

The program prepares drafting professionals for developing and interpreting construction documents and drawings.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from related local industry professionals on employment trends and new technologies.

III. Major Findings and Conclusions of the Program Review

Finding: The trend in drafting is for design professionals such as architects and engineers to develop their own drawings using the design tools. The advancement of the technology has eliminated much of the need for dedicated professionals in the discipline. Understanding basic CADD functions, however, are very much in demand as a core technical skill for many professions. The coursework is transitioning to a correlate rather than a career focus.

Conclusion: This CADD program, much like those across the country, is transitioning to integrated design and production functions. The next iteration for the program should be an integrated manufacturing pathway that includes additive and subtractive production processes like 3d printing and CNC machining, digital information control, and quality assurance concepts.

IV. Descriptive Statistics

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

2013-14	15

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

2011-12	4
2012-13	6
2013-14	6

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

Fall 2013	93

AAS Construction Technology

I. Description of Program Reviewed

This AAS degree prepares students to inspect and oversee the construction of commercial and residential buildings, including sustainable (green) construction. Students learn proper procedures and materials that comply with plans, specifications, building codes, landscape procedures, energy audits and/or the LEED rating system. Students are prepared for employment as construction estimators, project managers, green specialists and other supervisory positions in the construction industries.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The CSN Construction Technology program is undergoing a major restructuring. It's strengths are the rigor and directed delivery in commercial and residential construction management. The primary shortcoming is in articulation to higher education management programs.

Conclusion: The program will contract operations in building trades skills coursework in favor of agreements with local apprenticeships. The program will need to collaborate with the school district for greater articulation with preparatory secondary sequences. The program will develop a proposal for pathways to Construction Management baccalaureate degrees.

IV. Descriptive Statistics

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

2013-14	52

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

2011-12	12
2012-13	2
2013-14	14

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

Fall 2013	80

CA Construction Technology

I. Description of Program Reviewed

This program prepares students to oversee the construction of commercial and residential buildings, including sustainable (green) construction. Students learn proper procedures and materials that comply with plans, specifications, building codes, landscape procedures, and energy audits.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The scope of the course selections was insufficient for employer requirements. Advisory groups recommended only the Associate of Applied Science pathway.

The program has been deactivated.

IV. Descriptive Statistics

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

2013-14   14

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

2011-12   8

2012-13   2

2013-14   2

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

Fall 2013   0

AAS Construction Technology - Building Inspection

I. Description of Program Reviewed

This degree prepares students to inspect and oversee construction of residential and commercial buildings. Students learn proper procedures and materials that comply with plans, specifications and building codes.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The occupational outlook represented by this program shows little demand or signs of growth potential. The skillset can be addressed in the consolidated Construction Technology program.

Conclusion: This program has been deactivated.

IV. Descriptive Statistics

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

2013-14   18

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

2011-12   3

2012-13   1

2013-14   3

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

Fall 2013   NA

CA Construction Technology - Building Inspection

I. Description of Program Reviewed

This program prepares students to inspect and oversee construction of residential and commercial buildings. Students learn proper procedures and materials that comply with plans, specifications and building codes.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The occupational outlook represented by this program shows little demand or signs of growth potential. The skillset can be addressed in the consolidated Construction Technology program.

Conclusion: This program has been deactivated.

IV. Descriptive Statistics

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

2013-14   8

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

2011-12   1

2012-13   2

2013-14   1

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

Fall 2013   0

AAS Construction Technology - Building Trades

I. Description of Program Reviewed

This Associate of Applied Science Degree builds the skills required to provide professional and quality workmanship in the construction industry. The core curriculum stresses the theory and application of rough and finish electrical, low-voltage, photovoltaic, plumbing or weatherization, depending on which trade the student chooses, for residential and commercial construction.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Building Trades are well represented by the various apprenticeship programs and no longer require the college's specific program of study. Industry demand can no longer sustain the program as it has been delivered.

Conclusion: The program has been deactivated.

IV. Descriptive Statistics

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

2013-14   36

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

2011-12   3

2012-13   5

2013-14   1

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

Fall 2013   NA

CA Construction Technology - Building Trades

I. Description of Program Reviewed

This program builds the skills required to provide professional and quality workmanship in the construction industry. The core curriculum stresses the theory and application of rough and finish electrical, low-voltage, photovoltaic, plumbing or weatherization, depending on which trade the student chooses, for residential and commercial construction.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Building Trades are well represented by the various apprenticeship programs and no longer require the college's specific program of study. Industry demand can no longer sustain the program as it has been delivered.

Conclusion: The program has been deactivated.

IV. Descriptive Statistics

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

2013-14	4

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

2011-12	2
2012-13	2
2013-14	0

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

Fall 2013	NA

AAS Construction Technology - Carpentry

I. Description of Program Reviewed

This program builds the skills required to provide professional and quality workmanship in the construction industry. The core curriculum stresses the theory and application of rough and finish carpentry, construction materials and processes for residential and commercial construction.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Carpentry is well represented by the various apprenticeship programs and no longer requires the college's specific program of study. Industry demand can no longer sustain the program as it has been delivered.

Conclusion: The program has been deactivated.

IV. Descriptive Statistics

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

2013-14	6

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

2011-12	0
2012-13	0
2013-14	0

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

Fall 2013	0

CA Construction Technology - Carpentry

I. Description of Program Reviewed

This program builds the skills required to provide professional and quality workmanship in the construction industry. The core curriculum stresses the theory and application of rough and finish carpentry, construction materials and processes for residential and commercial construction.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Carpentry is well represented by the various apprenticeship programs and no longer requires the college's specific program of study. Industry demand can no longer sustain the program as it has been delivered.

Conclusion: The program has been deactivated.

IV. Descriptive Statistics

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

2013-14	4

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

2011-12	0
2012-13	0
2013-14	0

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

Fall 2013	0

AAS Diesel Heavy Equipment Master Technician

I. Description of Program Reviewed

The Diesel/Heavy Equipment program prepares students to enter the workforce as technicians to maintain, diagnose, and repair heavy equipment. The program focuses both on over the road trucks as well as diesel powered heavy equipment, typically used in the construction industry. Students will learn diesel engine and propulsion systems, fuel management systems, related accessory components, as well as hydraulics, welding certifications, and HVAC certifications.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Facilities, equipment, curriculum, and faculty qualifications are among the best in the nation. Further effort must be expended on student preparedness and general education readiness. Student retention throughout the program must be a primary focus for program personnel.

Conclusion: An examination of student academic skills on entry into the Diesel Technology program is required. Mechanisms to assure college readiness must be developed and deployed as general education coursework is mandated as prerequisites to DT courses.

IV. Descriptive Statistics

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

2013-14   57

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

2011-12   1

2012-13   2

2013-14   4

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

Fall 2013   152

CA Diesel Heavy Equipment Maintenance Technician

I. Description of Program Reviewed

The Diesel/Heavy Equipment program prepares students to enter the workforce as technicians to maintain, diagnose, and repair heavy equipment. The program focuses both on over the road trucks as well as diesel powered heavy equipment typically used in the construction industry. Students will learn diesel engine and propulsion systems, fuel management systems, related accessory components, as well as hydraulics, welding certifications, and HVAC certifications.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Facilities, equipment, curriculum, and faculty qualifications are among the best in the nation. Industry responses to inquiries about the appropriateness of the certificate as opposed to the degree raises question about the viability of the abbreviated program.

Conclusion: An examination of student academic skills on entry into the Diesel Technology program is required. Mechanisms to assure college readiness must be developed and deployed as general education coursework is mandated as prerequisites to DT courses. Additional surveys of employers concerning the viability of the certificate program is required.

IV. Descriptive Statistics

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

2013-14	17

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

2011-12	1
2012-13	2
2013-14	2

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

Fall 2013	152

AAS Engineering Technology - Electronics

I. Description of Program Reviewed

The Associate of Applied Science Degree in Engineering Technology with Electronics emphasis prepares students to assist in providing support for engineering functions or to function as an Electronics Technician. Instruction includes analog and digital circuit design, implementation and testing, fabrication techniques, telecommunications, microprocessor programming and interface.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Recent program refinements in response to ABET accreditation have produced a degree path to serve an industry demand that far outstrips the capacity of the program output. Facilities, faculty qualifications, and curriculum plans are exceptional. Growing shortages of talent as instructors is an ongoing concern. Additionally, student preparedness for the program rigor continues to concern faculty. Lastly, demand for advanced credit that leads to a bachelor's degree has been increasing.

Conclusions: Additional efforts to expand course offerings to other sites are necessary. Further efforts to recruit part-time faculty is required. Articulations with regional institutions to build a bachelor's degree pathway are essential to maintain positive relationships with industry partners and with alumni.

IV. Descriptive Statistics

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

2013-14   155

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

2011-12   7
2012-13   15
2013-14   14

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

Fall 2013   426

CA Engineering Technology - Electronics

I. Description of Program Reviewed

The Engineering Technology - Electronics program prepares students to assist in providing support for engineering functions or to function as an Electronics Technician. Instruction includes analog and digital circuit design, implementation and testing, fabrication techniques, telecommunications, microprocessor programming and interface.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Recent program refinements in response to ABET accreditation have produced a degree path to serve an industry demand that far outstrips the capacity of the program output. Facilities, faculty qualifications, and curriculum plans are exceptional. Growing shortages of talent as instructors is an ongoing concern. Additionally, student preparedness for the program rigor continues to concern faculty.

Conclusions: Additional efforts to expand course offerings to other sites is necessary. Further efforts to recruit part-time faculty is required. Many certificate recipients are primarily pursuing the degree path although some are prior degree holders. Long term need for the certificate should be examined prior to accreditation reauthorization.

IV. Descriptive Statistics

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

2013-14   54

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

2011-12   1

2012-13   0

2013-14   3

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

Fall 2013   426

AAS Engineering Technology - Industrial

I. Description of Program Reviewed

This program provides students with classroom and laboratory experiences in automated control systems, electricity, mechanical power, pneumatics, hydraulics and ferrous and non-ferrous materials testing.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The Industrial and the Operations emphases serve very similar populations of industry technicians. Program overlap is considerable. Program content is consistent with industry needs. Few secondary programs are positioned to serve as feeders to the college degree thus program preparedness is impaired.

Conclusion: Concatenating the two programs is in order. Further interaction with manufacturers and product handling industries is in order to refine course content. Discussion with the local school district to encourage better preparatory programs would yield improved student throughput in the program.

IV. Descriptive Statistics

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

2013-14	20

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

2011-12	0
2012-13	0
2013-14	2

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

Fall 2013	94

CA Engineering Technology - Industrial

I. Description of Program Reviewed

This program provides students with classroom and laboratory experiences in automated control systems, electricity, mechanical power, pneumatics, hydraulics and ferrous and non-ferrous materials testing.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The Industrial and the Operations programs serve very similar populations of industry technicians. Program overlap is considerable. Program content is consistent with industry needs. Few secondary programs are positioned to serve as feeders to the college degree thus program preparedness is impaired.

Conclusion: Long term need for the certificate should be examined prior to accreditation. Concatenating the two programs is in order. Further interaction with manufacturers and product handling industries is in order to refine course content. Discussion with the local school district to encourage better preparatory programs would yield improved student throughput in the program.

IV. Descriptive Statistics

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

2013-14	4

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

2011-12	0
2012-13	3
2013-14	0

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

Fall 2013	94

AAS Engineering Technology - Operations

I. Description of Program Reviewed

This degree provides students with classroom and laboratory experiences in electricity, mechanical power, pneumatics, hydraulics and ferrous and non-ferrous materials.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The Industrial and the Operations emphases serve very similar populations of industry technicians. Program overlap is considerable. Program content is consistent with industry needs. Few secondary programs are positioned to serve as feeders to the college degree thus program preparedness is impaired.

Conclusion: Concatenating the two programs is in order. Further interaction with manufacturers and product handling industries is in order to refine course content. Discussion with the local school district to encourage better preparatory programs would yield improved student throughput in the program.

IV. Descriptive Statistics

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

2013-14	19

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

2011-12	1
2012-13	1
2013-14	1

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

Fall 2013	94

CA Engineering Technology - Operations

I. Description of Program Reviewed

This degree provides students with classroom and laboratory experiences in electricity, mechanical power, pneumatics, hydraulics and ferrous and non-ferrous materials.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The Industrial and the Operations programs serve very similar populations of industry technicians. Program overlap is considerable. Program content is consistent with industry needs. Few secondary programs are positioned to serve as feeders to the college degree thus program preparedness is impaired.

Conclusion: Long term need for the certificate should be examined prior to accreditation. Concatenating the two programs is in order. Further interaction with manufacturers and product handling industries is in order to refine course content. Discussion with the local school district to encourage better preparatory programs would yield improved student throughput in the program.

IV. Descriptive Statistics

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

2013-14   3

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

2011-12   2

2012-13   0

2013-14   0

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

Fall 2013   94

AAS Engineering Technology - Power Utility

I. Description of Program Reviewed

This degree prepares students for employment in Power production. This program integrates two hands-on Co-Op/Internships in Operation, Electricity, and Hydro/Electricity that provides students with a wide-range of experiences.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Major renovation to the program to expand from hydro-electric to all forms of power generation is in order. New apprenticeships at the Bureau of Reclamation may preempt the need for this program in its current form.

Conclusion: Significant efforts in industry outreach and restructure of this program are necessary to retain program viability.

IV. Descriptive Statistics

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

2013-14   9

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

2011-12   1

2012-13   0

2013-14   3

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

Fall 2013   94

CA Engineering Technology - Power Utility

I. Description of Program Reviewed

This degree prepares students for employment in Power production. This program integrates two hands-on Co-Op/Internships in Operation, Electricity, and Hydro/Electricity that provides students with a wide-range of experiences.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Major renovation to the program to expand from hydro-electric to all forms of power generation is in order. New apprenticeships at the Bureau of Reclamation may preempt the need for this program in its current form.

Conclusion: Significant efforts in industry outreach and restructure of this program are necessary to retain program viability. Operational necessity of the certificate program must be established given the changing industry requirements.

IV. Descriptive Statistics

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

2013-14	2

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

2011-12	0
2012-13	0
2013-14	0

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

Fall 2013	94

AAS Engineering Technology - Slot Repair

I. Description of Program Reviewed

The degree provides students with the necessary skills to assist in the planning, design, troubleshooting and maintenance of various devices such as ATM, Kiosks, and slot machines. Instruction includes network management systems such as player tracking/slot management systems or ATM Network Monitoring systems. The appropriate regulations, such as slot machine related gaming regulations or ATM related banking regulations will be covered in each concentration.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Expanding the program content to include all automated service devices has afforded greater placement opportunities. Student preparedness for the rigors of the program remains a significant concern. Keeping current with gaming technologies given the proprietary nature of the industry is an ongoing concern.

Conclusion: Outreach to the school district to encourage more preparatory electronics coursework is needed. Additional interaction with equipment manufactures and distributors is required to maintain current equipment standards.

IV. Descriptive Statistics

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

2013-14   24

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

2011-12   1

2012-13   0

2013-14   1

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

Fall 2013   426

CA Engineering Technology - Slot Repair

I. Description of Program Reviewed

The degree provides students with the necessary skills to assist in the planning, design, troubleshooting and maintenance of various devices such as ATM, Kiosks, and slot machines. Instruction includes network management systems such as player tracking/slot management systems or ATM Network Monitoring systems. The appropriate regulations, such as slot machine related gaming regulations or ATM related banking regulations will be covered in each concentration.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Expanding the program content to include all automated service devices has afforded greater placement opportunities. Student preparedness for the rigors of the program remains a significant concern. Keeping current with gaming technologies given the proprietary nature of the industry is an ongoing concern.

Conclusion: Outreach to the school district to encourage more preparatory electronics coursework is needed. Additional interaction with equipment manufactures and distributors is required to maintain current equipment standards.

IV. Descriptive Statistics

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

2013-14   13

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

2011-12   1

2012-13   0

2013-14   3

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

Fall 2013   426

AAS Engineering Technology - Telecommunications

I. Description of Program Reviewed

Engineering Technology-Telecommunications prepares students with the necessary skills required by today's high-tech, high-wage telecommunications industry. Instruction includes; telecommunications topics such as; IP network installation, configuration, and maintenance; electronics and digital circuits; copper and fiber optic cabling installation.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The program was recently reacreddited by ABET and meets high standards for content, facilities, and faculty quality. Student preparedness for the rigors of the program remains a significant concern. Keeping current with new technologies given the proprietary nature of the industry is an ongoing concern.

Conclusion: Outreach to the school district to encourage more preparatory electronics coursework is needed. Additional interaction with equipment manufactures and communications operators is required to maintain current equipment standards.

IV. Descriptive Statistics

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

2013-14	25

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

2011-12	0
2012-13	1
2013-14	5

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

Fall 2013	426

CA Engineering Technology - Telecommunications

I. Description of Program Reviewed

Engineering Technology-Telecommunications prepares students with the necessary skills required by today's high-tech, high-wage telecommunications industry. Instruction includes; telecommunications topics such as; IP network installation, configuration, and maintenance; electronics and digital circuits; copper and fiber optic cabling installation.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The degree program and consequently the content of this certificate was recently re-accredited by ABET and meets high standards for content, facilities, and faculty quality. Student preparedness for the rigors of the program remains a significant concern. Given the industry requests for degree paths there is a question of the need for the certificate.

Conclusion: Outreach to the school district to encourage more preparatory electronics coursework is needed. Additional interaction with equipment manufactures and communications operators is required to maintain current equipment standards. Review of the certificate program viability is needed prior to accreditation reauthorization.

IV. Descriptive Statistics

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

2013-14   4

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

2011-12   0

2012-13   0

2013-14   0

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

Fall 2013   426

AAS Engineering Technology - Theater Technology

I. Description of Program Reviewed

This degree provides students with classroom and laboratory experience in electricity, mechanical power, and fluid power systems. The Theater Technology emphasis focuses on those skills used in an entertainment environment.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The Technical Theater emphases serve very similar skillsets as those in the Industrial emphasis. Program overlap is considerable. Program content is consistent with industry needs and the internships are very successful. Few secondary programs are positioned to serve as feeders to the college degree thus program preparedness is impaired.

Conclusion: Assessing the combination of programs is in order. Further interaction with large scale theatrical producers is in order to refine course content. Discussion with the local school district to encourage better preparatory programs would yield improved student throughput in the program.

IV. Descriptive Statistics

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

2013-14   22

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

2011-12   0

2012-13   2

2013-14   3

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

Fall 2013   94

CA Engineering Technology - Theater Technology

I. Description of Program Reviewed

This degree provides students with classroom and laboratory experience in electricity, mechanical power, and fluid power systems. The Theater Technology emphasis focuses on those skills used in an entertainment environment.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The Technical Theater emphases serve very similar skillsets as those in the Industrial emphasis. Program overlap is considerable. Program content is consistent with industry needs and the internships are very successful. Few secondary programs are positioned to serve as feeders to the college degree thus program preparedness is impaired. Questions have arisen concerning the need for the certificate as opposed to the degree.

Conclusion: Assessing long term certificate program viability is in order. Further interaction with large scale theatrical producers is in needed to refine course content. Discussion with the local school district to encourage better preparatory programs would yield improved student throughput in the program.

IV. Descriptive Statistics

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

2013-14   3

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

2011-12   0

2012-13   0

2013-14   0

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

Fall 2013   94

AAS Environmental Safety & Health - Environmental Resource Technology

I. Description of Program Reviewed

This program provides students with skills for the environmental resources field. Includes preparation for OSHA HAZWOPER certification.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Industry requirements have changed to eliminate the need for technical personnel without bachelor's degrees in Environmental Science, Safety or Engineering. This program is no longer viable.

Conclusion: This program has been deactivated.

IV. Descriptive Statistics

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

2013-14   14

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

2011-12   2

2012-13   0

2013-14   1

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

Fall 2013   134

College of Southern Nevada

CA Environmental Safety & Health - Environmental Resource Technology

I. Description of Program Reviewed

This degree provides students with classroom and laboratory experience in electricity, mechanical power, and fluid power systems. The Theater Technology emphasis focuses on those skills used in an entertainment environment.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Industry requirements have changed to eliminate the need for technical personnel without bachelor's degrees in Environmental Science, Safety or Engineering. This program is no longer viable.

Conclusion: This program has been deactivated.

IV. Descriptive Statistics

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

2013-14   0

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

2011-12   1
2012-13   0
2013-14   0

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

Fall 2013   134

AAS Environmental Safety & Health - Occupational Safety Management

I. Description of Program Reviewed

This program prepares students to design, implement and manage industry safety programs.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Industry requirements have changed to eliminate the need for technical personnel without bachelor's degrees in Environmental Science, Safety or Engineering. This program is no longer viable.

Conclusion: This program has been deactivated.

IV. Descriptive Statistics

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

2013-14	22

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

2011-12	7
2012-13	4
2013-14	8

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

Fall 2013	134

CA Environmental Safety & Health - Occupational Safety Management

I. Description of Program Reviewed

This program prepares students to design, implement and manage industry safety programs.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Industry requirements have changed to eliminate the need for technical personnel without bachelor's degrees in Environmental Science, Safety or Engineering. This program is no longer viable.

Conclusion: This program has been deactivated.

IV. Descriptive Statistics

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

2013-14   3

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

2011-12   4

2012-13   2

2013-14   1

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

Fall 2013   134

CA Environmental Safety & Health - Safety Management

I. Description of Program Reviewed

This program prepares students to design, implement and manage industry safety programs.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Industry requirements have changed to eliminate the need for technical personnel without bachelor's degrees in Environmental Science, Safety or Engineering. This program is no longer viable.

Conclusion: This program has been deactivated.

IV. Descriptive Statistics

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

2013-14   4

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

2011-12   2

2012-13   0

2013-14   0

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

Fall 2013   134

AAS Environmental Safety & Health - Wastewater Treatment

I. Description of Program Reviewed

This program prepares students for the wastewater treatment industry. Students learn to operate machinery in plants where urban waste is treated for release back into the environment.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Demand for wastewater treatment technicians is growing rapidly. Students entering the program frequently are not prepared for the science and mathematics requirements. The water treatment and wastewater treatment programs have many content areas in common.

Conclusion: Water and Wastewater programs should be combined to improve availability of sequential course offerings. Student readiness for the program requirements should be assessed prior to entrance into the degree or certificate.

IV. Descriptive Statistics

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

2013-14	16

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

2011-12	1
2012-13	0
2013-14	0

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

Fall 2013	134

CA Environmental Safety & Health - Wastewater Treatment

I. Description of Program Reviewed

This program prepares students for the wastewater treatment industry. Students learn to operate machinery in plants where urban waste is treated for release back into the environment.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Demand for wastewater treatment technicians is growing rapidly. Students entering the program frequently are not prepared for the science and mathematics requirements. The water treatment and wastewater treatment programs have many content areas in common. Questionable need for the certificate.

Conclusion: Water and Wastewater programs should be combined to improve availability of sequential course offerings. Student readiness for the program requirements should be assessed prior to entrance into the degree or certificate. Reassessment of the certificate program viability is needed.

IV. Descriptive Statistics

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

2013-14   2

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

2011-12   0

2012-13   0

2013-14   0

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

Fall 2013   134

AAS Environmental Safety & Health - Water Treatment

I. Description of Program Reviewed

This program prepares students for the industrial and municipal water treatment industry. Students learn to operate machinery in plants where water is treated for commercial and residential uses.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Demand for water treatment technicians is growing rapidly. Students entering the program frequently are not prepared for the science and mathematics requirements. The water treatment and wastewater treatment programs have many content areas in common.

Conclusion: Water and Wastewater programs should be combined to improve availability of sequential course offerings. Student readiness for the program requirements should be assessed prior to entrance into the degree or certificate.

IV. Descriptive Statistics

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

2013-14	20

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

2011-12	1
2012-13	0
2013-14	0

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

Fall 2013	134

CA Environmental Safety & Health - Water Treatment

I. Description of Program Reviewed

This program prepares students for the industrial and municipal water treatment industry. Students learn to operate machinery in plants where water is treated for commercial and residential uses.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Demand for water treatment technicians is growing rapidly. Students entering the program frequently are not prepared for the science and mathematics requirements. The water treatment and wastewater treatment programs have many content areas in common.

Conclusion: Water and Wastewater programs should be combined to improve availability of sequential course offerings. Student readiness for the program requirements should be assessed prior to entrance into the degree or certificate.

IV. Descriptive Statistics

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

2013-14	9

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

2011-12	0
2012-13	0
2013-14	0

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

Fall 2013	134

AAS Floral Design

I. Description of Program Reviewed

This degree prepares students for the commercial floral design industry which encompasses private retail shops, wedding chapels, silk floral establishments and major resort hotels.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Relatively low throughput and graduation rate. Exceptional performance of students in national competitions. Excellent faculty qualifications. Greatly improved facilities.

Conclusions: This program is unique to the local business environment and has built a sterling reputation with the resort industry. Assessment of career interests of the student body are in order. Student preparation for entering a business environment is in need of assessment.

IV. Descriptive Statistics

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

2013-14   32

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

2011-12   3

2012-13   3

2013-14   0

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

Fall 2013   77

I. Description of Program Reviewed

This degree prepares students for the commercial floral design industry which encompasses private retail shops, wedding chapels, silk floral establishments and major resort hotels.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Relatively low throughput and graduation rate. Exceptional performance of students in national competitions. Excellent faculty qualifications. Greatly improved facilities.

Conclusions: This program is unique to the local business environment and has built a sterling reputation with the resort industry. Assessment of career interests of the student body are in order. Student preparation for entering a business environment is in need of assessment.

IV. Descriptive Statistics

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

2013-14	17

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

2011-12	1
2012-13	1
2013-14	4

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

Fall 2013	77

AAS Land Surveying/Geomatics

I. Description of Program Reviewed

This program prepares students to operate surveying equipment and collect mapping data for use by a registered land surveyor.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The recent change in the state requirements for registered surveyors mandates a bachelor's degree prior to application thus eliminating the utility of the AAS program.

Conclusion: Program was deactivated.

IV. Descriptive Statistics

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

2013-14   3

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

2011-12   2

2012-13   1

2013-14   0

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

Fall 2013   0

CA Land Surveying/Geomatics

I. Description of Program Reviewed

This program prepares students to operate surveying equipment and collect mapping data for use by a registered land surveyor.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The recent change in the state requirements for registered surveyors mandates a bachelor's degree prior to application thus eliminating the utility of the certificate program.

Conclusion: Program was deactivated.

IV. Descriptive Statistics

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

2013-14	4

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

2011-12	1
2012-13	0
2013-14	0

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

Fall 2013	0

AAS Ornamental Horticulture

I. Description of Program Reviewed

This degree program provides a strong theoretical background and applied practices needed to manage a landscape site utilizing best management practices

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The occupational outlook for this discipline has been diminishing rapidly. Fewer employers are requiring the level of competence established by this program. The pathway to professional positions in the industry is typically a university degree in Environmental Science, Bioscience, or Landscape Architecture thus eliminating the utility of the AAS program. The majority of jobs in the field have little or no formal educational requirements.

Conclusion: Program is deactivated and students in the pipeline are being served through individualized programs of study through 2015.

IV. Descriptive Statistics

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

2013-14	13

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

2011-12	1
2012-13	4
2013-14	0

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

Fall 2013	21

AS Ornamental Horticulture

I. Description of Program Reviewed

This degree is designed for students seeking transfer for a BS in Horticulture. It combines the expertise and resources of the Associate Degree program at CSN with the plant and horticulture courses and faculty at the universities

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The occupational outlook for this discipline has been diminishing rapidly. Fewer employers are requiring the level of competence established by this program. The pathway to professional positions in the industry is typically a university degree in Horticulture, Environmental Science, Bioscience, or Landscape Architecture thus eliminating the utility of the AAS program. The majority of jobs in the field have little or no formal educational requirements. A more suitable preparatory program for a university major in Horticulture is the CSN Associate of Science in Biology.

Conclusion: Program is deactivated and students in the pipeline are being served through individualized pro-grams of study through 2015.

IV. Descriptive Statistics

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

2013-14	4

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

2011-12	0
2012-13	0
2013-14	0

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

Fall 2013	21

CA Ornamental Horticulture

I. Description of Program Reviewed

This degree program provides a strong theoretical background and applied practices needed to manage a landscape site utilizing best management practices

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The occupational outlook for this discipline has been diminishing rapidly. Fewer employers are requiring the level of competence established by this program. The pathway to professional positions in the industry is typically a university degree in Environmental Science, Bioscience, or Landscape Architecture thus eliminating the utility of the program. The majority of jobs in the field have little or no formal educational requirements.

Conclusion: Program is deactivated and students in the pipeline are being served through individualized programs of study through 2015.

IV. Descriptive Statistics

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

2013-14   7

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

2011-12   0

2012-13   1

2013-14   0

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

Fall 2013   21

AAS Welding Technology - Advanced Level Welder

I. Description of Program Reviewed

The Associate of Applied Science – AWS Advanced Level Welder Emphasis provides students with the skills and knowledge necessary for successful employment as advanced level welders in welding and related metal working industries.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Facilities are in need of basic environmental improvements. Faculty are well positioned for the scope of competencies required for AWS credentialing.

Conclusion: More capabilities to conduct AWS certification is required. Reassessment of general education skills of student body is needed to improve graduation rates.

IV. Descriptive Statistics

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

2013-14	80

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

2011-12	2
2012-13	5
2013-14	3

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

Fall 2013	160

CA Welding Technology - Entry Level Welder

I. Description of Program Reviewed

The program provides students with the skills and knowledge necessary for successful employment as entry level welders in welding and related metal working industries.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Facilities are in need of basic environmental improvements. Faculty are well positioned for the scope of competencies required for AWS credentialing.

Conclusion: More capabilities to conduct AWS certification is required. Reassessment of general education skills of student body is needed to improve graduation rates.

IV. Descriptive Statistics

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

2013-14	39

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

2011-12	1
2012-13	1
2013-14	0

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

Fall 2013	160

AAS Computing and Information Technology

I. Description of Program Reviewed

This degree prepared student in information technology fields of software, user support, networks and security. It has been superseded by CIT program emphases in Software, Networking, Network Security, and Electronic Crime Investigation

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Finding: Support for user applications is no longer a significant need. Growth in new programming applications, mobile devices, networking, and security demand primary attention.

IV. Descriptive Statistics

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

2013-14   227

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

2011-12   52

2012-13   43

2013-14   30

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

Fall 2013   1,182

CA Computing and Information Technology - Database

I. Description of Program Reviewed

This program prepared students in operation and design of database software.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Finding: Database design and operation mandates a skillset no longer accessible to the basic user. The certificate program does not afford sufficient skills for programming, maintenance, and manipulation of data set.

Conclusion: This program has been deactivated

IV. Descriptive Statistics

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

2013-14   1

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

2011-12   3

2012-13   0

2013-14   0

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

Fall 2013   0

AAS Computing and Information Technology - Electronic Crime Investigation

I. Description of Program Reviewed

Electronic Crime Investigation is a program of study that provides students with the skills necessary to investigate computer crime. It includes instruction in PC troubleshooting and repair Microsoft operating systems and Cisco networking as well as specialized training in computer forensics, network forensic, and digital crime investigations.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Finding: This recently created program shows great potential for growth as digital incursions in networks and mobile devices becomes more frequent. Computer forensics is a significant growth industry. Difficulty in finding or retaining talent in field is amplified when considering the acquisition of skilled professionals as instructors.

Conclusion: The program is poised of extended growth. Meeting the student and employer demand will be a significant challenge. Cross training of the CIT faculty to assume computer forensic courses will be essential given that hiring skilled professionals is quite improbable in this extremely shallow talent pool.

IV. Descriptive Statistics

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

2013-14   48

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

2011-12   1

2012-13   1

2013-14   0

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

Fall 2013   114

CA Computing and Information Technology - Electronic Crime Investigation

I. Description of Program Reviewed

Electronic Crime Investigation is a program of study that provides students with the skills necessary to investigate computer crime. It includes instruction in PC troubleshooting and repair Microsoft operating systems and Cisco networking as well as specialized training in computer forensics, network forensic, and digital crime investigations.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Finding: This recently created program shows great potential for growth as digital incursions in networks and mobile devices becomes more frequent. Computer forensics is a significant growth industry. Difficulty in finding or retaining talent in field is amplified when considering the acquisition of skilled professionals as instructors.

Conclusion: The program is poised of extended growth. Meeting the student and employer demand will be a significant challenge. Cross training of the CIT faculty to assume computer forensic courses will be essential given that hiring skilled professionals is quite improbable in this extremely shallow talent pool.

IV. Descriptive Statistics

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

2013-14	3

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

2011-12	0
2012-13	0
2013-14	1

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

Fall 2013	114

CA Computing and Information Technology - GIS

I. Description of Program Reviewed

This program prepared students in operation and programming of GIS software.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Finding: GIS software is now a more basic application no longer requiring higher level programming skills to operate. Advanced cartographic and programming operations in the GIS industry reside with university level programs. One introductory course remains as a general interest elective for IT students.

Conclusion: This program has been deactivated

IV. Descriptive Statistics

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

2013-14   2

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

2011-12   4

2012-13   2

2013-14   0

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

Fall 2013   21

AAS Computing and Information Technology - Network Security

I. Description of Program Reviewed

This degree provides students with the necessary education and skills required by today's Network Security specialists. Instruction includes courses on server/client centric security issues as well as router/switch centric security issues. It provides students with a wide array of training in various functional areas related to network security. Completion of this program of study prepares students for successful completion of a number of industry certification exams; such as CompTia Security+, Cisco CCNA: Security, and others.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Growth in Network Security employment is rapid and increasing. The program's concurrence with industry standards and globally recognized industry credentials remains a significant strength. Difficulties if finding certified instructors continues and shows little evidence of improving.

Conclusion: Cross training of instructional personnel and support of training for part-time instructors is mandatory if the program is to maintain capacity and attempt to meet industry demand. This will become more acute as the department pursues baccalaureate pathways.

IV. Descriptive Statistics

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

2013-14	101

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

2011-12	2
2012-13	4
2013-14	2

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

Fall 2013	194

AAS Computing and Information Technology - Networking

I. Description of Program Reviewed

This program course of study provides students with the necessary education and skills required by today's computer networking industry. Instruction includes courses on client/server centric LAN networking, router/switch centric internetworking, as well as operation and administration of high-end web server environments. It provides students with a wide array of training in various functional areas related to computer networking. Completion of this program prepares students for successful completion of a number of industry certification exams, such as CompTia A+/N+, Cisco CCNA, Microsoft MCITP and others.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Computer hardware and network technician employment remain very strong. Specialized skills in fiber optics, server operations, router and switch installation and virtual machines will continue to drive market demands.

Conclusion: Expansion of learning opportunities in laboratory setting and increased access to VMware is critical for the growing Las Vegas digital infrastructure. Additional pathways to bachelor degree programs for network technicians is required.

IV. Descriptive Statistics

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

2013-14   154

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

2011-12   2

2012-13   2

2013-14   9

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

Fall 2013   194

CA Computing and Information Technology - Networking

I. Description of Program Reviewed

This program course of study provides students with the introductory skills required by today's computer networking industry. Instruction includes courses on client/server centric LAN networking, router/switch internetworking.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Finding: Network design and operation mandates a skillset no longer accessible to the basic user. The certificate program does not afford sufficient skills for design, maintenance, and troubleshooting of complex networks.

Conclusion: This program has been deactivated.

IV. Descriptive Statistics

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

2013-14   9

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

2011-12   0

2012-13   0

2013-14   0

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

Fall 2013   0

AAS Computing and Information Technology - Software

I. Description of Program Reviewed

This degree prepares students for employment in fields related primarily to computer software. Concentration areas include: Computer Applications, Database, Programming, and Web Development.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Finding: Microsoft application certification is of much less utility than in previous years. Focus on programming, mobile, game, web, and database functions should yield a better return on student investment.

Conclusion: Redefine concentrations to reflect higher demand IT professions. Develop bachelor degree pathways to facilitate growth of system administrators and IT management while retaining core technical competence.

IV. Descriptive Statistics

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

2013-14	311

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

2011-12	0
2012-13	7
2013-14	22

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

Fall 2013	1,182

CA Computing and Information Technology - Software/Programming

I. Description of Program Reviewed

This prepares students for employment in fields related primarily to computer software.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Finding: Programming mandates a skillset no longer accessible to the basic user. The certificate program does not afford sufficient skills for designing and debugging of object oriented programs. Employment criteria typically requires the Associate Degree as a minimum.

Conclusion: This program has been deactivated

IV. Descriptive Statistics

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

2013-14   6

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

2011-12   3

2012-13   0

2013-14   1

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

Fall 2013   0

CA Computing and Information Technology - User Support

I. Description of Program Reviewed

This program prepares students to assist computer users in resolving problems or installing software on computer systems.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Finding: Employability in user support has transitioned from application and software information help to on site hardware and network installation and troubleshooting. The new paradigm is reflected in the Networking programs rendering this certificate unsuited for an employment pathway.

Conclusion: This program has been deactivated.

IV. Descriptive Statistics

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

2013-14   3

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

2011-12   4

2012-13   0

2013-14   1

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

Fall 2013   0

AAS Graphic Communications

I. Description of Program Reviewed

This program trains people to use digital tools for employment in design and creative production. This degree is directed toward designing, producing, and assembling digital assets into professional communications and deliverables.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Refocusing the program from print toward digital media has improved concurrence with industry direction. Personnel and facilities are more than adequate to meet placement needs. Graduation rates remain low. Student retention processes require further study.

Conclusion: Recruitment and retention of students in the program must be a near term priority. Articulation with local school district programs must be resolved in the next academic year. Improving concurrence with programs at the other state colleges is required as is exploration of bachelor degree pathways with regional universities.

IV. Descriptive Statistics

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

2013-14   259

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

2011-12   30

2012-13   33

2013-14   18

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

Fall 2013   712

AAS Graphic Communications - Animation

I. Description of Program Reviewed

Prepares the student to work as a professional computer animator. Students learn to use software to create and manipulate images.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Occupational outlook for this program in the region does not support a dedicated program. Overlap of basic skills coursework can be eliminated by consolidation with other programs.

Conclusion: The program has been deactivated and incorporated into the broader Graphic Communications degree.

IV. Descriptive Statistics

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

2013-14   0

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

2011-12   0

2012-13   0

2013-14   0

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

Fall 2013   NA

CA Graphic Communications - Animation

I. Description of Program Reviewed

Introduces the student to basic concepts of computer animation. Students learn to use software to create and manipulate images.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Focus on web based animation is concurrent with industry direction. Personnel and facilities are more than adequate to meet placement needs. Graduation rates remain low. Student retention processes require further study.

Conclusion: Recruitment and retention of students in the program must be a near term priority. Articulation with local school district programs must be resolved in then next academic year. Improving concurrence with programs at the other state colleges is required.

IV. Descriptive Statistics

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

2013-14   24

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

2011-12   0

2012-13   2

2013-14   2

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

Fall 2013   712

CA Graphic Communications - Electronic Publishing

I. Description of Program Reviewed

Introduces the student to basic concepts of digital publishing. Students learn to use software to create and manipulate images and documents.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Occupational outlook for this program in the region does not support a dedicated program. Overlap of basic skills coursework can be eliminated by consolidation with other programs.

Conclusion: The program has been deactivated and incorporated into the broader Graphic Design program.

IV. Descriptive Statistics

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

2013-14	6

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

2011-12	0
2012-13	0
2013-14	0

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

Fall 2013	0

CA Graphic Communications - Graphic Design

I. Description of Program Reviewed

This program trains people to use digital tools for entry level employment in design and creative production. This program is directed toward designing, producing, and assembling digital assets into professional communications and deliverables.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Refocusing the program from print toward digital media has improved concurrence with industry direction. Personnel and facilities are more than adequate to meet placement needs. Graduation rates remain low. Student retention processes require further study.

Conclusion: Recruitment and retention of students in the program must be a near term priority. Articulation with local school district programs must be resolved in the next academic year. Improving concurrence with programs at the other state colleges is required.

IV. Descriptive Statistics

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

2013-14   67

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

2011-12   2

2012-13   1

2013-14   3

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

Fall 2013   712

CA Graphic Communications - Multimedia Authoring

I. Description of Program Reviewed

This program is designed for those seeking to enter the field and will train students to use digital tools for design and creative production for first-time employment. The Multimedia Design emphasis is directed toward creating graphics and presentations targeted for a monitor or screen. Students will draw or render pictures on computers and place these images with text and/or sound to communicate.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Differences between this and the Graphic Design certificate are diminishing. Personnel and facilities are more than adequate to meet placement needs. Graduation rates remain low. Student retention processes require further study.

Conclusion: Recruitment and retention of students in the program must be a near term priority. Articulation with local school district programs must be resolved in the next academic year. Improving concurrence with programs at the other state colleges is required as is the need to review concurrence with the other CSN Graphic Design certificates.

IV. Descriptive Statistics

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

2013-14　　　11

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

2011-12　　　3

2012-13　　　1

2013-14　　　1

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

Fall 2013　　　712

AAS Graphic Communications - Web Design

I. Description of Program Reviewed

This program trains people to use digital tools for employment in design and creative production of web products. This degree is directed toward designing, producing, and assembling digital assets into professional communications and deliverables.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The transition of the industry to where all digital production is expected to be a web compatible product eliminates the need for a unique web program. Core skills are identical to the other programs.

Conclusion: Program was deactivated and content areas are incorporated into the Graphics Communication degree.

IV. Descriptive Statistics

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

2013-14   0

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

2011-12   0

2012-13   0

2013-14   0

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

Fall 2013   NA

CA Graphic Communications - Web Design

I. Description of Program Reviewed

This program trains people to use digital tools for employment in design and creative production of web products. This degree is directed toward designing, producing, and assembling digital assets into professional communications and deliverables.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: Growing the focus of the program to online media has improved concurrence with industry direction. Personnel and facilities are more than adequate to meet placement needs. Graduation rates remain low. Student retention processes require further study.

Conclusion: Recruitment and retention of students in the program must be a near term priority. Articulation with local school district programs must be resolved in the next academic year. Improving concurrence with programs at the other state colleges is required. Direct interactions with IT web development is in order.

IV. Descriptive Statistics

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

2013-14	16

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

2011-12	1
2012-13	1
2013-14	2

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

Fall 2013	712

AAS Photography - Commercial Photography

I. Description of Program Reviewed

The Photography program offers instruction in commercial photographic skills and creative photographic processes. Beginning and intermediate photographic processes and skills are addressed. Advanced instruction in photographic lighting, photographic commercial illustration, photojournalism, color lab technologies and portraiture is provided.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The Photography program has been recognized by industry as one of the nation's best. New efforts in assessment of students entering the advanced courses in the program are ensuring the premier status of the degree. Placement or employment data for postgraduates remain a singularly difficult to obtain reference for quality assurance. Facilities have been improved remarkably to afford more professional instructional environments. Photography coursework needs to be designated independently from Videography. Course sequences and a master schedule are needed to provide students a clear progression in the degree

Conclusions: Continuous attention to new digital equipment needs is critical to maintaining the program preeminence. Additional efforts in personalized contacts to collect post-graduate data is required. A new course sequence will be installed next academic year to designate more clearly the specific photographic coursework and program of study.

IV. Descriptive Statistics

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

2013-14   168

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

2011-12   21

2012-13   30

2013-14   27

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

Fall 2013   895

CA Photography - Commercial Photography

I. Description of Program Reviewed

The Photography program offers instruction in commercial photographic skills and creative photographic processes. Beginning and intermediate photographic processes and skills are addressed. Advanced instruction in photographic lighting, photographic commercial illustration, photojournalism, color lab technologies and portraiture is provided.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The Photography program has been recognized by industry as one of the nation's best. New efforts in assessment of students entering the advanced courses in the program are ensuring the premier status of the degree. Placement or employment data for postgraduates remain a singularly difficult to obtain reference for quality assurance. Facilities have been improved remarkably to afford more professional instructional environments

Conclusions: Continuous attention to new digital equipment needs is critical to maintaining the program preeminence. Additional efforts in personalized contacts to collect post-graduate data is required.

IV. Descriptive Statistics

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

2013-14	63

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

2011-12	1
2012-13	7
2013-14	9

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

Fall 2013	895

AAS Photography - Videography and Film

I. Description of Program Reviewed

The CSN Videography and Film Program is a hands-on digital program that stresses traditional film grammar and the creative documentary. Courses address basic and intermediate film making techniques using digital video equipment. Other topics include cameras usage, production planning, script writing, lighting, directing and digital editing with commercial applications.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The Videography program has excellent growth potential. Faculty are well prepared and are recipients of several industry honors. New efforts in assessment of students entering the program are needed to assure better program completion. Placement or employment data for postgraduates remain a singularly difficult to obtain reference for quality assurance. Facilities are being improved however good venues for shooting are not fully available and thus do not afford complete professional instructional environments. Videography coursework needs to be designated as such rather than compiled with Photography. Course sequences and a master schedule are needed to provide students a clear progression in the program of study.

Conclusions: Continuous attention to new digital equipment needs is critical to maintaining the program viability. Additional efforts in personalized contacts to collect post-graduate data is required. More appropriate studio space is needed for continued program growth. A new course prefix and course sequence will be installed next academic year to designate more clearly the specific videographic coursework.

IV. Descriptive Statistics

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

2013-14   137

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

2011-12   7

2012-13   9

2013-14   8

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

Fall 2013   895

CA Photography - Videography and Film

I. Description of Program Reviewed

The CSN Videography and Film Program is a hands-on digital program that stresses traditional film grammar and the creative documentary. Courses address basic and intermediate film making techniques using digital video equipment. Other topics include cameras usage, production planning, script writing, lighting, directing and digital editing with commercial applications.

II. Review Process and Criteria

The Program Director surveys employers formally or informally as directed by the respective accreditation organization or by the program's industry advisory committee. Faculty reviewed the enrollment and graduation data for presentation to the industry representatives. Feedback is received on the relevance and quality of the professional curriculum, preparedness for entry level employment and the nature or needs of the local industry. Other review tools include employment data from the state Occupational Outlook database and guidance from the local industry association on employment trends and new technological skill demands.

III. Major Findings and Conclusions of the Program Review

Findings: The Videography program has excellent growth potential. Faculty are well prepared and are recipients of several industry honors. New efforts in assessment of students entering the program are needed to assure better program completion. Placement or employment data for postgraduates remain a singularly difficult to obtain reference for quality assurance. Facilities are being improved however good venues for shooting are not fully available and thus do not afford complete professional instructional environments. Videography coursework needs to be designated as such rather than compiled with Photography. Course sequences and a master schedule are needed to provide students a clear progression in the program of study. Certificate throughput and graduation is low. Initial responses indicate frequent student transfer from the certificate to the degree plan.

Conclusions: Continuous attention to new digital equipment needs is critical to maintaining the program viability. Additional efforts in personalized contacts to collect post-graduate data is required. More appropriate studio space is needed for continued program growth. A new course prefix and course sequence will be installed next academic year to designate more clearly the specific videographic coursework. A reassessment of the certificate viability will be conducted in the next academic year.

IV. Descriptive Statistics

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

2013-14	31

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

2011-12	0
2012-13	1
2013-14	1

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

Fall 2013	895

BS Dental Hygiene

I. Description of Program Reviewed

The Bachelor of Science Degree in Dental Hygiene, accredited by the Northwest Commission on Colleges and Universities, will prepare dental hygiene professionals for enhanced roles and responsibilities within the emerging profession. The curriculum is designed with several areas of concentration to introduce students to the expanding role of dental hygienists in public health and within the educational system. New upper division courses offered are in diversity, education, public health administration, communication, English, ethics, philosophy, psychology and research.

The Bachelor of Science Program allows licensed dental hygienists the opportunity to pursue an advanced degree on a part-time or full-time basis given their individual needs, previous education and experience. The degree allows graduates the opportunity to build upon their current knowledge, enhance their current professional role and advance to broader careers to meet Nevada's growing public health and education needs.

CSN's baccalaureate graduates will be qualified for an array of challenging career opportunities in public health, administration, teaching, research, management and related fields.

The program can be undertaken on a full-time or part-time basis with all courses offered online, requiring no on campus visitation or limited entry program orientation.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Initial baccalaureate degree at the College of Southern Nevada.

- CSN is the only Higher Education institution to offer this degree; applicants are primarily CSN and TMCC graduates, although it is also a high-interest program for individuals outside Nevada due to its on-line format.

- Students may choose from two tracks - public health or education. Grant funding has provided for the purchase of portable equipment to allow students to work in public health settings with at-risk populations. All of our current part-time instructors, and two full-time instructors, are graduates of this program.

IV. Descriptive Statistics

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

2013-14	164

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

2011-12	14
2012-13	11
2013-14	13

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

Fall 2013	49

AS Dental Hygiene

I. Description of Program Reviewed

The Dental Hygiene Program is a two-year course of study (88 credit hours). Students treat patients in a Dental Hygiene Clinic equipped with radiology facilities, dental units, ultrasonic scaling devices, hands-off washing stations, and disinfection and sterilization capabilities. Classrooms offer state-of-the-art visual equipment and laboratory facilities. Graduates of the Dental Hygiene program must complete the written National Board Dental Hygiene Examination and a clinical examination conducted by a state or regional board to become licensed to practice. This program is accredited by the American Dental Association, Commission on Dental Accreditation.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Cohort achieved a 100% pass rate on national certification exam for three consecutive years.
- Program maintains continuous professional accreditation.
- Obtained internal/external funding to purchase intraoral cameras, curing lights, handpieces, and saddle chairs
- Difficulty in scheduling clinic courses due to shared space with Dental Hygiene program.
- Need for upgraded and expanded radiology and sterilization facilities to meet industry standards.

IV. Descriptive Statistics

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

2013-14   54

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

2011-12   21
2012-13   21
2013-14   14

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

Fall 2013   266

CA Dental Assisting

I. Description of Program Reviewed

This program prepares students for a successful career as a vital member of the dental healthcare team, in private dental offices, specialty dental offices, health clinics, public health departments, educational programs and other settings. Students must be 18 years old, have a High School Diploma or a GED. Students can pursue this program full time or part time.

Lectures and labs are scheduled on campus. Clinical externship requires a total of 300 hours of supervised clinic experiences in selected private practices and public clinics. This program is accredited by the American Dental Association, Commission on Dental Accreditation.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Adoption of Limited Entry model - an initial decrease in enrollment was noted, as students transitioned to this new model; cohort support and better student tracking are expected to facilitate increased enrollment.

- Program maintains continuous professional accreditation.

- Difficulty in scheduling clinic courses due to shared space with Dental Hygiene program.

- Need for upgraded and expanded radiology and sterilization facilities to meet industry standards.

IV. Descriptive Statistics

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

2013-14   103

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

2011-12   29

2012-13   13

2013-14   14

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

Fall 2013   104

BAS Medical Laboratory Scientist

I. Description of Program Reviewed

The Medical Laboratory Scientist Program is a four-year course of study that prepares students to work in all areas of the laboratory (i.e., hematology, chemistry, blood bank, immunology, microbiology and urinalysis). Courses in each of the disciplines mentioned are presented in both lecture and laboratory format. Additionally, students will be assigned to local laboratories to obtain clinical experience. Upon successful completion of the program the student is eligible to take a national certification exam. Students who pass the certifying examination are eligible for Nevada licensure as a Medical Technologist. The program is seeking initial accreditation by the National Accrediting Agency for Clinical Laboratory Sciences.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Program implemented in Fall 2012.

- First graduating class: 100% graduated, 100% pass rate on national certification examination.

- Applied for initial professional accreditation, with site visit scheduled for October 2014. Obtained internal/external funding to purchase equipment to support student laboratory activities, including microscopes, electrophoresis system, hematology analyzer, microbiological identification system, blood culture system, strainers, refrigerator, incubators, centrifuges.

- Existing spaces reallocated to accommodate new program needs.

IV. Descriptive Statistics

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

2013-14	21

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

2011-12	0
2012-13	0
2013-14	8

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

Fall 2013	82

AAS Medical Laboratory Technician

I. Description of Program Reviewed

The Medical Laboratory Technician Program is a two-year course of study that prepares students to work in all areas of the laboratory (i.e., hematology, chemistry, blood bank, immunology, microbiology and urinalysis). Courses in each of the disciplines mentioned above are presented in both lecture and laboratory format. Additionally, students will be assigned to local laboratories to obtain clinical experience. Upon successful completion of the program the student is eligible to take a national certification exam. Students who pass the certifying examination are eligible for Nevada licensure as a Medical Laboratory Technician. The program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers. Lecture and laboratory courses are held on campus. Students are assigned to a medical laboratory for experience

III. Major Findings and Conclusions of the Program Review

- Cohort attained a 70% pass rate on the national certification exam. Small enrollments, coupled with an even smaller number of students taking the certification examinations during a given testing period, make it difficult to draw meaningful conclusions from test data for some programs.

- The program has maintained continuous professional accreditation, with no recommendations received during the last evaluation cycle.

- Based on curriculum review, a Laboratory Operations course was added to the program. Subtest scores on the certification exam will be monitored to assess student performance in this area of instruction.

- Many program graduates have elected to pursue additional education via the Medical Laboratory Scientist (BAS) program.

IV. Descriptive Statistics

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

2013-14   57

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

2011-12   10

2012-13   9

2013-14   13

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

Fall 2013   204

CA Medical Laboratory Assistant

I. Description of Program Reviewed

The Medical Laboratory Assistant program is a multidisciplinary course of study that prepares students to work in a laboratory setting under the direction of a Medical Technologist. During the program, students will be assigned to local clinical affiliate facilities to obtain practical experience. Upon successful completion of all required coursework, students are awarded a Certificate of Achievement. They are also eligible to take a national certification examination for phlebotomy technician and apply for Nevada state licensure as a Laboratory Assistant.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

The Medical Laboratory Assistant program is part of a career ladder in the Clinical Laboratory Sciences. Although declared major data demonstrate fairly high interest in this career field, the number of applicants has been low and most students do not complete the program, as they are able to gain employment after completing the Phlebotomy component of the program. Since there has not been enough enrollment to justify continued support of the program, deactivation has been requested, effective 2016.

IV. Descriptive Statistics

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

2013-14	89

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

2011-12	0
2012-13	0
2013-14	2

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

Fall 2013	3

AAS Ophthalmic Dispensing

I. Description of Program Reviewed

The Ophthalmic Technology Program prepares graduates to be professional manufacturing and dispensing opticians. The program consists of systematic instruction and experience in all aspects of the work in the profession. The program includes instruction and laboratory training in: contact lens skills, eyewear dispensing skills, lens finishing techniques, lens surfacing techniques, as well as sales techniques, basic business operations and communications. Instruction and practice with low vision aids, physician assisting skills and ocular prosthetics are also covered. Students attend on campus lectures, labs, and clinical. The program also offers lectures, labs, and clinical using distance education formats. Students will rotate through various health care settings related to the profession. Students participate in a variety of vision care related local, national and international community service functions. The program is accredited by the Commission on Opticianry Accreditation.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Cohort attained a 100% pass rate on the national certification exam.
- Program has maintained continuous professional accreditation.
- Discipline curricula have been designed to provide a career ladder.
- The program is part of a 4.5M renovation project. The project provides expanded administrative, office, laboratory, and classroom spaces for several programs. A unique space for this program is a dispensing clinic, which will function as a clinical site for students, allowing them to provide vision services at low cost to the public.

IV. Descriptive Statistics

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

2013-14   44

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

2011-12   8
2012-13   2
2013-14   11

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

Fall 2013   237

AAS Physical Therapist Assistant

I. Description of Program Reviewed

The Physical Therapist Assistant Program is a two-year program of study leading to an Associate of Applied Science Degree. The curriculum consists of general education and professional courses. The courses are designed to help the student develop the intellectual, technical, and social skills necessary to become a competent, safe, and ethical Physical Therapist Assistant. The program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE),

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Cohort attained 100% pass rate on national certification exam.

- Program maintains continuous professional accreditation.

- The program is part of a 4.5M renovation project. The project provides expanded administrative, office, laboratory, and classroom spaces for several programs.

- Obtained external funding to purchase hospital beds and mannequins for the new spaces, and Anatomy in Clay supplies and training to enhance student learning.

- The completion rate for this program is less than expected. One reason noted was an increase in personal/ financial issues. A second reason was due to the inability of students to manage the rigors of the program. After completing one or two pre-requisite courses per semester, admitted students are challenged with several professional courses and remaining general education requirements each semester. Finally, students who do not possess appropriate behavioral/interpersonal skills needed for effective patient care are unsuccessful in clinical courses. The program has redesigned the applicant process, instituting the WorkKeys pre-admission assessment, as well as developing an interview component. Prospective students will also be provided with a Guided Pathway to help them in planning each semester.

IV. Descriptive Statistics

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

2013-14	106

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

2011-12	9
2012-13	11
2013-14	7

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

Fall 2013	210

AAS Radiation Therapy Technology

I. Description of Program Reviewed

The Radiation Therapy Technology program can be completed in 21 months. the program prepares graduates to work with radiation oncologists in delivering daily doses of ionizing radiation to the prescribed tumor volume. Students will complete classroom and laboratory skills instruction. Students will also be assigned supervised clinical experience in cancer centers. Graduates are eligible to sit for national exam for the American registry of Radiologic Technologists Certification in Radiation Therapy. The program is accredited by the Northwest Association of Schools and Colleges.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Cohort achieved a 100% pass rate on the national certification examination. One of our students achieved the highest score in the nation on this exam. Extensive curriculum revision has contributed to a steadily increasing first-time pass rate.

- The program is part of a 4.5M renovation project. The project provides expanded administrative, office, laboratory, and classroom spaces for several programs. A unique aspect of the project for this program is the permanent installation of the Virtual Education in Radiation Therapy (VERT) simulation system. This technology allows students to plan and execute a variety of treatment scenarios in a controlled, radiation-free environment. The utilization of this technology has significantly increased student preparation for the clinical component of this program.

- The implementation of pre-admission testing has also increased the quality of applicants.

IV. Descriptive Statistics

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

2013-14   91

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

2011-12   9

2012-13   10

2013-14   11

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

Fall 2013   142

AAS Diagnostic Medical Sonography

I. Description of Program Reviewed

The Diagnostic Medical Sonography program offers two tracks of study, each culminating in an Associate of Applied Science Degree: Cardiac/Vascular or General/Vascular. Each track is six semesters in length. The goal of each track is to prepare competent entry-level adult cardiac or general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates are eligible to take the examination for certification as a Registered Cardiac Sonographer or Registered Diagnostic Medical Sonographer. The program starts in June and lasts for six consecutive semesters. Students will be assigned to various ultrasound experiences to practice skills on patients. The program is accredited by the Joint Review Committee for Education in Diagnostic Medical Sonography (JRCDMS) and the parent organization, Committee for Accreditation of Allied Health Education Programs (CAAHEP).

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Cohort on the Cardiac Track achieved 83% pass rate; General Track 100% on their respective national certification exams.

- Program has maintained continuous professional accreditation; the only accredited ultrasound program in Nevada.

- Significant provider of ultrasound workforce.

- Obtained internal/external funding to purchase Picture Archiving and Communication System (PACS) for radiographic interpretation, simulated scanning systems, treadmill, and ultrasound tables.

IV. Descriptive Statistics

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

2013-14	44

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

2011-12	19
2012-13	18
2013-14	16

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

Fall 2013	198

AAS Cardiorespiratory Sciences

I. Description of Program Reviewed

The Cardiorespiratory Sciences Program provides a quality academic experience preparing Respiratory Care Practitioners (RCPs) and Cardiac Technicians. The graduate will possess the attitudes, skills, and knowledge required to think critically, communicate effectively, and provide self-direction while administering care. This program emphasizes developing competencies that integrate protocols, clinical practice guidelines, and critical pathways into an efficient cardiorespiratory care plan. The program includes classroom, laboratory, and clinical practice instruction. Critical thinking, patient assessment, and critical care skills are emphasized in preparing the student/graduate to sit for both certification and registry level testing.   This program is accredited by the Commission on Accreditation for Respiratory Care.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Cohort attained 100% pass rate on national certification exam for 2012-13.
- Program maintains continuous professional accreditation.
- Hired new Program Director and Director of Clinical Education
- Obtained internal/external funding to purchase Picture Archiving Communications System, laryngoscopes, ventilators, simpad system, and industry-standard software
- Obtained donor funding to provide dedicated office, classroom/laboratory, simulation training spaces; equipment; baccalaureate program development; and student scholarships.

IV. Descriptive Statistics

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

2013-14	29

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

2011-12	8
2012-13	10
2013-14	10

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

Fall 2013	96

AAS Health Information Technology

I. Description of Program Reviewed

The Health Information Technology program prepares students to be eligible to sit for the national registration examination leading to a credential as a Registered Health Information Technician (RHIT). The program is designed for the working student. The majority of students carry 6-7 credits hours per semester and continue to work full time jobs. Most of the professional coursework is offered on-line. Students will report to campus at least one weekend per month to meet with the instructor. The weekend portion is usually scheduled Friday evening and Saturday. Students will also be assigned to a clinical internship experience. The HIT Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), in cooperation with the American Health Information Management Association.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Cohort attained a 100% pass rate on the national exam for three consecutive years.

- Program has maintained continuous professional accreditation.

- CSN has the only HIT degree program in the NSHE.

- Obtained external funding to support industry-standard software for student use and professional development for faculty.

- Contribute course content to the following programs: Cardiorespiratory Sciences, Diagnostic Medical Sonography, Paramedic Medicine, Medical Office Assistant, Practical Nursing, Pharmacy Technician, and Surgical Technology.

IV. Descriptive Statistics

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

2013-14   73

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

2011-12   5

2012-13   20

2013-14   11

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

Fall 2013   100

CA Medical Coding

I. Description of Program Reviewed

The Medical Coding program prepares students for the coding credential exams for Certified Coding Associate (CCA), Certified Coding Specialist (CCS), or Certified Coding Specialist – Physician Based (CCS-P) offered by the American Health Information Management Association. Some of the professional coursework is offered on-line. Students will be assigned to a clinical internship experience at the conclusion of the classroom and lab coursework. This program is approved by the American Health Information Management Association (AHIMA).

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- CSN has the only Medical Coding program in the NSHE.

- New federal regulations in healthcare insurance reimbursement and mandated implementation of a new national medical coding classification system have translated into increased career growth in this profession.

- This career field meets the requirements for federal funding support which has facilitated the acquisition of industry-standard software for the student computer laboratory.

IV. Descriptive Statistics

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

2013-14   86

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

2011-12   4

2012-13   10

2013-14   9

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

Fall 2013   90

CA Medical Office Assisting

I. Description of Program Reviewed

The Medical Office Assisting Program prepares graduates to take the national registration examination to become Certified Medical Assistant (CMA). The curriculum prepares students to work in a physician's office performing front and back office procedures. Students will complete classroom and lab courses. At the conclusion of the coursework, students will be assigned to a clinical internship. Students can pursue this program either full-time or part-time. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- 2012-13 cohort achieved 89% pass rate on national certification exam; current data not available. Small enrollments, coupled with an even smaller number of students taking the certification examinations during a given testing period, make it difficult to draw meaningful conclusions from test data for some programs.

- During this evaluation period, the Medical Office Assistant program adopted the Limited Entry model. An initial decrease in enrollment was noted as students transitioned to the Limited Entry requirements; cohort support and better student tracking are expected to foster increased enrollment, retention, and completion rates.

- The MOA program is the only accredited program in Nevada.

IV. Descriptive Statistics

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

2013-14   137

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

2011-12   22

2012-13   23

2013-14   19

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

Fall 2013   67

CA Medical Transcription

I. Description of Program Reviewed

The Medical Transcription program is designed for the working student. The majority of students are part time and carry 6-7 credit hours per semester while continuing to work full time jobs. The program courses are offered in the late afternoon and evening with some weekends.   This program prepares graduates to become medical language specialists who are skilled in transcribing medical dictation detailing a patient's health care during an illness. Students take classroom and lab coursework. The student spends approximately 8-10 hours per week transcribing medical dictation.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- This program is offered in a completely on-line format, providing an opportunity for graduates to enter a career field where the typical work environment is their own home.

- Federal incentives to transition to an electronic health record have resulted in revised duties for the medical transcriptionist. A curriculum review is planned to determine the appropriate changes.

- The program also seeks to request approval status from a national professional organization.

IV. Descriptive Statistics

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

2013-14	50

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

2011-12	9
2012-13	5
2013-14	6

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

Fall 2013	25

AAS Paramedic Medicine

I. Description of Program Reviewed

The Associate of Applied Science Degree in Paramedic Medicine consists of 65 credit hours of coursework. The program is developed for students who are seeking employment as an ambulance attendant, fire fighter, and emergency department technician. The Paramedic Medicine Program at CSN meets or surpasses the Department of Transportation (DOT) requirements. CSN offers a stepladder approach to classes in Emergency Medical Training. The EMT course is open to any student 18 years of age or older and provides instruction in basic emergency medical care. The AEMT course offers advanced training with an introduction to advanced medical life support. In order to be admitted into the AEMT course, an individual must have a current EMT certification. The program provides students with advanced emergency medical skills training and offers a comprehensive, in-depth study of advanced medical life support. Upon successful completion of the paramedic-training program, the student will be eligible to take the National Registry of EMTs examination for Paramedic certification. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Program maintains continuous professional accreditation.

- Obtained $250K in external funding to purchase mannikins, ambulance and extrication simulators

- Revising the current job description facilitated the hiring of highly-qualified and experienced individuals to fill five open full-time positions.

- Program provided mandatory in-service training to part-time faculty.

- The program offers flexible scheduling and some on-line delivery in response to student demand.

- Students have access to tutors familiar with EMS content through Tutorial Services.

- Lab activities revised to improve students scene management skills.

- Lab Practical Scenarios revised to improve student internship performance.

- Program articulates with a baccalaureate degree-granting institution to accommodate students seeking the advanced degree necessary for promotional opportunities in the emergency services and public safety industries.

- Program is the only one in Nevada to provide an accredited associated degree program.

IV. Descriptive Statistics

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

2013-14   87

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

2011-12   1

2012-13   11

2013-14   19

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

Fall 2013   100

CA Paramedic Medicine

I. Description of Program Reviewed

The Certificate of Achievement in Paramedic Medicine consists of 51 credit hours of coursework. The program is developed for those students who are seeking a career in pre-hospital emergency care, such as ambulance attendants, fire department, police department, search and rescue, highway patrol, and volunteer ambulance personnel. The Paramedic Medicine Program at CSN meets or surpasses all national Department of Transportation requirements. CSN offers a stepladder approach to classes in Emergency Medical Training. The EMT course is open to any student 18 years of age or older and provides instruction in basic emergency medical care. The AEMT course offers advanced training with an introduction to advanced medical life support. In order to be admitted into the AEMT course, an individual must have a current EMT certification. The program provides students with advanced emergency medical skills training and offers a comprehensive, in-depth study of advanced medical life support. Upon successful completion of the paramedic-training program, the student will be eligible to take the National Registry of EMTs examination for Paramedic certification. Students may then choose to complete the next phase of the program and earn an Associate's Degree in Applied Science/Paramedic Medicine. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Program maintains continuous professional accreditation.

- Obtained $250K in external funding to purchase mannequins, ambulance and extrication simulators

- Revising the current job description facilitated the hiring of highly-qualified and experienced individuals to fill five open full-time positions.

- Program provided mandatory in-service training to part-time faculty.

- The program offers flexible scheduling and some on-line delivery in response to student demand.

- Students have access to tutors familiar with EMS content through Tutorial Services.

- Lab activities revised to improve students scene management skills.

- Lab Practical Scenarios revised to improve student internship performance.

- Program articulates with a baccalaureate degree-granting institution to accommodate students seeking the advanced degree necessary for promotional opportunities in the emergency services and public safety industries.

IV. Descriptive Statistics

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

2013-14	32

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

2011-12	1
2012-13	0
2013-14	0

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

Fall 2013	35

CA Pharmacy Technician

I. Description of Program Reviewed

The Pharmacy Technician program can be completed in one year. It prepares students for employment in a variety of settings: hospital pharmacy, retail pharmacy, pharmaceutical manufacturing industry, mail service, and home IV therapy. Once accepted into the program, the program course work is completed in two semesters.   Students receive both classroom instruction and directed work experience in pharmacies to develop skills in the technical, procedural, and clerical tasks required in a pharmacy. Experienced, practicing pharmacists provide both classroom instruction and supervision of the work experience. The program is accredited by the American Society of Health-System Pharmacists.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Student scores on national certification exam consistently exceed established national threshold (100% for last two years); current data not available.

- Program is preparing for reaccreditation; self-study report submitted; site visit scheduled October 2014.

- Program is exploring strategies to increase enrollment and retention.

IV. Descriptive Statistics

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

2013-14   109

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

2011-12   13
2012-13   28
2013-14   13

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

Fall 2013   121

AAS Surgical Technology

I. Description of Program Reviewed

The Surgical Technology program provides the student with instruction, laboratory practice, and clinical rotations in preparation to entering the workforce as a Surgical Technologist, delivering patient care and assuming appropriate responsibilities before, during, and after surgery. Graduates of this accredited program are eligible to test for the Certified Surgical Technologist credentials. Students will complete classroom and skills lab instruction. The first clinical rotation will place the student in ancillary and support roles in the surgical suite. The second and third clinical rotations will include major hospitals, level 1 trauma, and surgical centers where the student will complete cases in all surgical specialties. This is a full time twelve month program starting in August. The Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Student scores on national certification exam consistently exceed established national threshold (> 90% for past three years); current data not available.

- Program maintains continuous professional accreditation. Current program director was able to correct 33 deficiencies within one year of hire.

- Obtained external funding to purchase operating room lights and tables, instrument kits, and laparotomy simulator.

- Program has developed midterm and final assessments to evaluate student performance during clinical rotation experiences. Mock certification exams have also been developed to help students prepare for the national test.

- Program is the only associate degree program in Nevada.

IV. Descriptive Statistics

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

2013-14	35

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

2011-12	8
2012-13	1
2013-14	9

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

Fall 2013	96

AAS Veterinary Technician

I. Description of Program Reviewed

The Veterinary Technology Program can be completed in 18 months (4 semesters). The curriculum consists of 27 credits of general education courses, 47 credits of professional lecture and laboratory, and two courses of supervised clinical practice. A graduate of this program may sit for the Veterinary Technician National Exam (VTNE) and have nationally recognized credentials. This will allow them to sit for the Nevada Veterinary Technician Exam and other state licensing examinations. The program is accredited by the American Veterinary Medical Association (AVMA).

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Student scores on national certification exam consistently exceed established national threshold (> 95% for past three years); current data not available.
- Program maintains continuous professional accreditation.
- Current instructional and animal housing facilities are undergoing renovation to meet accreditation recommendations and industry standards.
- Obtained external funding to purchase hematology, biochemistry, and ultrasound systems; dental table, and animal models.
- Students provide supervised animal care services at the CSN Veterinary Clinic. This opportunity has enhanced their performance in the community clinical settings.

IV. Descriptive Statistics

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

2013-14	91

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

2011-12	14
2012-13	6
2013-14	22

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

Fall 2013	221

CA Practical Nursing

I. Description of Program Reviewed

The Practical Nursing program includes classroom instruction, skills lab instruction and clinical practice in adult, gerontological, family and mental health nursing. After the completion of the required coursework, students will be eligible to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN). Students will be full time students and will complete classroom and skills lab instruction. They will also be assigned to care for patients in hospitals, long term care facilities, and ambulatory care facilities. The Practical Nursing Program is accredited by the Accrediting Commission for Education in Nursing (formerly known as the National League for Nursing Accrediting Commission, Inc.) and the Nevada State Board of Nursing.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Program maintains continuous professional accreditation and NV State Board of Nursing approval.

- Student scores on national certification exam consistently exceed established national threshold; current data not available.

- Current pre-admission exam minimum cut-off scores have been revised. Program is also evaluating a different product to assess applicants readiness for professional coursework.

- Program is also considering the addition of pre-requisite courses to better prepare students for pre-admission testing and allow them to focus on professional curriculum once admitted.

IV. Descriptive Statistics

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

2013-14	77

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

2011-12	14
2012-13	13
2013-14	5

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

Fall 2013	56

AAS Registered Nursing

I. Description of Program Reviewed

The Registered Nursing program includes both classroom instruction and clinical practice in adult health nursing, family health nursing and mental health nursing. After completion of the required coursework, students will be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students may pursue this degree either as a full time or part time student. Students will complete classroom and laboratory assignments. They will also be assigned to clinical internships from the first semester to provide care to patients. The Registered Nursing Program is accredited by the Accrediting Commission for Education in Nursing (formerly known as the National League for Nursing Accrediting Commission, Inc.) and the Nevada State Board of Nursing.

II. Review Process and Criteria

Data to support the Academic Program Review process were provided by the Office of Institutional Research. These data included information about duplicated headcount; FTE generated; total number of courses/sections offered; and overall, average section size, capacity, and fullness. Additional data was provided pertaining to retention and success rates, as well as staffing numbers.

III. Major Findings and Conclusions of the Program Review

- Student scores on national certification exam consistently exceed established national threshold (> 90% for past three years); current data not available.

- Program maintains continuous professional accreditation.

- Obtained internal/external funding to purchase simulation manikins, airway trainers, electronic stethoscopes, infusion pumps, pediatric skills lab equipment, infant warmer, simpad system, and a medication station training unit. Funding was also received to train faculty in the process of transitioning the current curriculum from a medical-model to concept-based curriculum. This will result in an overall decrease in credits for both the RN and PN programs.

- Program participated in a national study conducted to assess the utilization of simulation activities in Nursing education. We have increased the use of simulation in our Nursing programs to ensure that students are exposed to a variety of potential scenarios that may be encountered in the clinical setting. Being able to provide this training is especially valuable in light of increased competition for clinical sites from other Nursing schools.

- Program noted increased attrition in 1st semester students attributed to lack of math proficiency. This led to adoption of higher Math pre-requisite course, programmatic change in the method of teaching content-related mathematic concepts, and standardization of mathematic testing across the professional curriculum.

IV. Descriptive Statistics

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

2013-14   685

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

2011-12   184

2012-13   195

2013-14   212

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

Fall 2013   2,103

Program Review
Great Basin College

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

Degree Programs

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

- Computer Technologies, A.A.S with Certificate of Achievement
- Early Childhood Education, A.A., A.A.S. with Certificate of Achievement

II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review (e.g. Political Science, Master of Arts).

- NA

III. List all new programs and corresponding degree or certificate level (including skills certificates) for all programs that received Board approval in this academic year of review (e.g. History, Bachelor of Arts).

- NA

Certificates

I. List the certificates that were reviewed over this academic year of review (e.g. Bookkeeping or Certified Nursing Assistant).

- Computer Technologies, Certificate of Achievement
- Early Childhood Education, Certificate of Achievement

II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013).

- NA

III. List the certificate programs of at least 30 credits that received AAC approval for elimination in this academic year of review.

- NA

Program Review
Great Basin College

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013) and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- NA

V. List the certificate programs of less than 30 credits that received AAC approval for elimination in this academic year of review.

- NA

AAS, CA Computer Technologies

I. Description of Program Reviewed

The Computer Technologies program, including the AAS degree with four emphases and one Certificate of Achievement, was reviewed as one program.

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 Computing Technologies 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 CT program has many strengths, including a dedicated, cohesive and collaborative faculty that delivers personalized and effective instruction. It serves a broader student population than just majors and has a high proportion older, part-time students. The program is delivered utilizing an innovative, sophisticated server system containing victual software of operating systems. Program content is strong.

The program is understaffed for the wide range of work it is doing, with instruction and technical assistance identified as needs. In a continued weakness from the previous review, the program needs to work more closely with a diverse advisory board representing business and industry. There needs to be clearer documented planning and ongoing assessment.

IV. Descriptive Statistics

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

2013-14   103

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

2011-12   10

2012-13   8

2013-14   10

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

Fall 2013   560

AA, AAS, CA Early Childhood Education

I. Description of Program Reviewed

The Early Childhood Education program is composed of overlapping and parallel pathways that include Associate of Arts, Associate of Applied Science (two emphases) and Certificate of Achievement (two emphases). All were reviewed as one program.

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 ECE 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 GBC ECE program has been consistent, strong, and effective for many years, working in collaboration with the Mark H. Dawson Child and Family Center as a practicum lab. The program uses aggressive distance delivery to provide access throughout rural Nevada, fulfilling a need and resulting in a strong job placement rate (about 85%). Most students in the program participate on a part-time basis. The program provides pathways to BA degrees in Elementary Education.

For the future the program should work to define skills certificates for students seeking limited job roles and expand BA opportunities for others. The program would have broader appeal with more marketing of distance delivery options, coupled with further program assistance.

IV. Descriptive Statistics

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

2013-14   55

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

2011-12   8

2012-13   6

2013-14   13

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

Fall 2013   92

Program Review
Truckee Meadows Community College

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

Degree Programs

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

- Dietetic/Dietetic Technician, A.S./A.A.S.

- Nursing, A.A.S

II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review (e.g. Political Science, Master of Arts).

- NA

III. List all new programs and corresponding degree or certificate level (including skills certificates) for all programs that received Board approval in this academic year of review (e.g. History, Bachelor of Arts).

- Nursing, A.S.

Certificates

I. List the certificates that were reviewed over this academic year of review (e.g. Bookkeeping or Certified Nursing Assistant).

- NA

II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013).

- NA

III. List the certificate programs of at least 30 credits that received AAC approval for elimination in this academic year of review.

- Welding for Art-Certificate of Achievement

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013) and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- Commercial Refrigeration, Skills Certificate
- Dietetic Technician, Skills Certificate
- Early Childhood Education 1, Skills Certificate
- Early Childhood Education 2, Skills Certificate
- Early Childhood Education 3, Skills Certificate
- Early Childhood Education 4, Skills Certificate
- Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R) , Skills Certificate

V. List the certificate programs of less than 30 credits that received AAC approval for elimination in this academic year of review.

- NA

AA, AAS Dietetic/Dietetic Technician

I. Description of Program Reviewed

The Dietetic Technician Program offers three track options, leading to the credentials for a Dietetic Technician, Registered. Tracks 1 and 2 are focused on two year and transfer degrees and the third is a training option for students with a four-year degree in dietetics. Upon successful completion of the dietetic technician program, the student is eligible to sit for the Commission of Dietetics Registration (CDR) national exam for DTR. The Dietetic Technician (DT) Program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), including program and transfer specific courses for dietetic majors, as well as general education for non-major students. The program serves a wide range of students to meet the needs of our community and support the mission, vision and the core values of TMCC.

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 6-7 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 Dietetics program offers two degrees and one Skills Certificate.   It is also a significant partner in the new Food Processing Technology AAS emphasis. Its nutrition classes consistently draw full enrollment as part of the general education program. The Dietetic Technician (DT) AAS program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and is the only accredited program in the state. The AAS for the Dietetics Technician is on TMCC's list of low yield programs with only seven degrees awarded in the past three years (none in 2012-13). The transferable Dietetic AS degree has only produced one graduate per year in the last three years, but it is too new to be on the low-yield list. The new Skills Certificate is designed for students with a four-year degree in nutrition from an accredited program but who need the dietetic internship to become a Registered Dietitian. Dietetics has two full-time qualified faculty and is an excellent program with high enrollment but low numbers of completers. The program has to address this aggressively with enhanced advising, focus on reverse transfers and degrees, and use of a strong Advisory Board to build support for the value of their degrees and certificates.

IV. Descriptive Statistics

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

2013-14   149

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

2011-12   5

2012-13   1

2013-14   6

* 2013-14 degrees only include those degrees granted in December 2013 and May 2014. August 2014 degrees will be fully posted by Fall 2014 per A & R.

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

Fall 2013   588

AAS Nursing

I. Description of Program Reviewed

The Maxine S. Jacobs Nursing Program operates within the Division of Sciences and grants an Associate of Applied Science in Nursing. A rigorous curriculum prepares students to practice in diverse healthcare settings after they successfully pass a national licensing (NCLEX-RN) examination leading to licensure as a Registered Nurse. Assessment of nursing courses is robust as they are not only regulated by the college, but also the Nevada State Board of Nursing for state approval and the Accreditation Commission for Education in Nursing, Inc. (ACEN) for national accreditation.

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 6-7 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 Maxine S. Jacobs Nursing program is accredited by the Accreditation Commission for Education in Nursing, Inc. and is known for its high percentage of students who graduate, pass the licensure examination, and are employed immediately after graduation. Its curriculum was revised in 2008-09 to incorporate training across the curriculum and evidence-based practice. Based on recommendations from the last accreditation site visit, the program was shortened to five semesters and plans were developed for the entire program to be offered in one site. Construction of a new TMCC Health Sciences building at the Redfield campus is being designed to house this program. There are ten well-qualified full-time faculty with a Master of Science in Nursing and a range of specialties and certifications. A new differential fee for nursing students was approved by the Board of Regents to be effective Fall 2014 for new students based on the high cost and low student-faculty ratio of this program. The accreditation requirements and the self-study identified inadequacies in library resources and available clinical sites. The library resources will be enhanced at the new Redfield location. Adequate clinical sites continue to limit size of classes admitted to the program, and the program cannot accommodate all qualified and interested students.

Recently Nursing moved to an AS degree rather than the AAS degree which makes articulation with BS nursing programs more seamless. This change will become effective in Fall 2015. A new agreement for TMCC nursing graduates to be jointly enrolled in the NSC bachelor's nursing program was recently signed. It is hoped that this pathway will assist graduates in getting their bachelor's since health care employers are moving to a preference for nurses with the baccalaureate or the AS with concurrent enrollment in a BS program. Current pathways with GBC and UNR do not provide enough capacity to meet our graduates' needs.

AAS Nursing

IV. Descriptive Statistics

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

2013-14   1,157

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

2011-12   56

2012-13   34

2013-14   50

*2013-14 degrees only include those degrees granted in December 2013 and May 2014. August 2014 degrees will be fully posted by Fall 2014 per A & R.

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

Fall 2013   588

Program Review
Western Nevada College

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

Degree Programs

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

- Business, Associate of Applied Science

II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review (e.g. Political Science, Master of Arts).

- NA

III. List all new programs and corresponding degree or certificate level (including skills certificates) for all programs that received Board approval in this academic year of review (e.g. History, Bachelor of Arts).

- NA

Certificates

I.   List the certificates that were reviewed over this academic year of review (e.g. Bookkeeping or Certified Nursing Assistant).

- Bookkeeping, Business, Retail Management (all as part of the overall Business program review)

II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013).

- NA

III. List the certificate programs of at least 30 credits that received AAC approval for elimination in this academic year of review.

- NA

Program Review
Western Nevada College

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review (excluding certificates on comprehensive list approved by the Board on September 5, 2013) and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- NA

V. List the certificate programs of less than 30 credits that received AAC approval for elimination in this academic year of review.

- NA

AAS, CA Business

I. Description of Program Reviewed

The Business program at WNC consists of an AAS degree with three areas of emphasis and a certificate of Achievement.

II. Review Process and Criteria

The Business program review was conducted using the standard procedures used for all program reviews at WNC. A team of program faculty completed an internal review that looked at: the quality of the program, program effectiveness, student satisfaction, enrollment trends, and a curriculum review. Working with the WNC Program Review Committee, that internal review was released to a two person external review team for their assessment. In addition to confirming internal quantitative and qualitative data, the external reviewers led multiple focus group sessions with program faculty, staff, college administration, and students.

III. Major Findings and Conclusions of the Program Review

Four recommendations were developed through the review process:

- Increase the number of full-time faculty in the Business program.
- Develop and offer an online degree program.
- Develop guidelines for hiring, training and evaluating part-time faculty.
- Evaluate all program courses in relation to new student learning outcomes, and make the necessary changes to course outlines, syllabi, and text selections.

IV. Descriptive Statistics

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

2013-14   485

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

2011-12   53
2012-13   48
2013-14   33

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

Fall 2013   1,066